

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theory

2.1.1 Error Analysis

2.1.1.1 Definition of Error

In linguistics, Richard and Renandya (2002) describe an error as the use of a word, speech act, or grammatical item in such a way that it appears flawed and indicative of incomplete learning. Error analysis is a method for documenting errors in learner language, determining whether they are systematic, and explaining the causes. Errors might occur when creating paragraphs or compositions employing tenses, which are needed in English writings. Sometimes students are still uncertain how to apply tense while composing a statement. Errors indicate that students have not learned the English rules (Fitria, 2019). Errors are unavoidable in language learning, particularly among second or foreign-language learners. Learners can improve their skills by making mistakes and listening to the teacher's proper forms. So, errors and their analysis benefit both students and teachers.

According to Ellis (1994:57-68), the processes in error analysis are: identification, classification, description, explanation, and tabulation. The data was eventually processed to determine the frequency of errors made by the students. The description is as follows.

1. Identification of Errors

Identifying the errors is the initial step in the analysis process. In this step, the writer is identifying flaws in the students' recount text writing, such as the use of proper nouns, descriptive words, simple past tense, and the temporal connective.

2. Classification of Error

In this step, the errors are categorized into multiple groups. Additionally, identifying the Error allows students to recognize differences in word order between their own speech and the target language.

3. Explanation of Errors

The writer will describe the error committed by the students in this step. The writer is attempting to predict the source of the error.

4. Tabulation of errors

The writer in this section categorizes errors and records them in a table to track the number of errors made by students. They also pinpoint the most frequent errors found in the students' writing.

2.1.1.2 The Source of Error

In order to identify the problems students face during the process of learning a language, it is essential to understand where the errors originate from. According to Brown (1980:173-181), errors can be categorized into four types: interlingual transfer, intralingual transfer, learning context, and communication methods.

1. Interlingual transfer refers to the detrimental impact of the first language. The learner can only refer to the first language as their former linguistic system.
2. The negative transfer that occurs within the target language is known as intralingual transfer. Stated differently, it refers to the improper extrapolation of rules from the target language.
3. Context Learning can refer to the classroom environment, including the teacher and instructional materials, in the context of formal education, or to the natural settings where second language learners pick up language skills. The teacher or the textbook in the classroom may cause the learner to develop incorrect hypotheses about the

language. Put differently, when learners misunderstand the teacher's explanation or the textbook, they develop incorrect hypotheses and as a result make errors.

4. The communication approach is tied to the type of learning. Learners use production strategies to enhance their communication skills. Nevertheless, these strategies may sometimes lead to errors.

James (1998) and Brown (1980) discuss the source of errors as follows:

- a. Mother-Tongue influence can lead to: Interlingual Errors. The error is a result of interference from one's native language. The learners' use of the target language is influenced by the persistence of their original language.
- b. Intralingual errors are the causes of target language. Learners who are unfamiliar with a TL form at any level and in any lesson have two options:
 - a) The student can use learning strategies to acquire the necessary item.
 - b) The learner can attempt to close the gap by employing strategies for communicating.
- c. Error related to communication strategies encompass both holistic and analytic approaches. Holistic strategies:
 - a) Holistic strategies, in this context, pertain to the learner's overall assumption or approximation.
 - b) Analytic strategies convey the concept indirectly, using allusion rather than direct reference, which leads to ambiguity.
- d. Induced errors are errors made by learners that are mostly caused by the classroom environment rather than by the student's incomplete understanding of English grammar (intralingual error) or interference from their first language (interlingual error). Errors like

these happen when students are confused by how teachers give definitions, examples, explanations, and structure practice exercises. Material-induced errors, errors caused by teacher talk, errors resulting from exercises, errors influenced by pedagogical priorities, and look-up errors can all be causes.

1.1.1.3 The Types of Error

In the current discussion, the writer focuses on the classification of surface strategies. The writer concludes that the taxonomy of surface strategies is related directly to the topic. The following categories of flaws demonstrate systematic deformation of surface elements: Omission, addition, misformation, and reordering Dulay, et al. (1982).

1. Omission

Omission errors occur when items that should be present in a well-formed utterance are missing. The meaning of a sentence is mostly conveyed by content morphemes such as nouns, verbs, adjectives, and adverbs. An omission error occurs when an essential element is left out.

For example:

- a. Man is very handsome. It should be “The man was very handsome.”
- b. He eat apple. It should be “He ate an apple.”

2. Addition

Addition errors are the opposite of omissions. Its characteristics include the presence of an element that cannot be fully represented in the utterance. Aside from that, errors are created by the usage of specific languages in speech, both in first and second languages. Dulay et al. (1982:156) describe double marking, organization, and simple addition.

a) Double Marking

Many error in addition can be more easily identified as the omission of certain elements that are necessary in some linguistic constructions but not in others. Double marking means that two items are marked for the same characteristic. Frequently, learners who have mastered the tensed form for both auxiliary and verb place the marker as in;

a.) She doesn't knew your home.

b.) You didn't going school.

Correction of the sentence above is;

“She does not know your home, and You did not go to school.”

a) Regularization

Errors in regularization under the addition category are when a marker that is typically added to a linguistic item is erroneously used on exceptional items of the specified class that do not normally have that marker. This means that errors in regularization occur when students add morphemes to exceptional words.

Example:

Regularization Errors: Cilds, Fishs, and Mouses

Correction: Children, fish and mice

b) Simple Addition

Basic additions do not have any unique characteristics other than the inclusion of an item that is not appropriate in a properly constructed sentence, which is a common feature of all addition errors.

Table 2.1 Simple Addition Error

| Linguistic Item Added | Example |
|---------------------------|--|
| Third person singular (s) | The cat does not at home |
| Past tense (irregular) | <i>My father drove his car yesterday</i> |
| Article an | <i>An ambrella</i> |
| Preposition | <i>In the afternoon</i> |

3. Misformation

It is distinguished by the use of erroneous morphemes and structures. Meanwhile, if neglect occurs, the products are not delivered at all. Misinformation errors occur when pupils give away information that is false. Misinformation about additions rarely occurs at random. For example, a learner may choose one of the English demonstrative adjectives this, that, or this to practice some of them.

4. Misordering

Misordering errors are defined as the erroneous arrangement of morphemes or groups of morphemes within an utterance.

Example:

In the utterance:

- 1) She's the girl most beautiful.
- 2) Why did you coming late?

The correct utterances are:

- 1) She is the most beautiful girl.
- 2) Why did you come late?

2.2 Simple Past Tense

2.2.1 Definition of Past Tense

There were multiple definitions for the simple past tense. According to Frank (1972), the past tense signifies a certain period ending in the past, regardless of whether a time word is used. According to Murphy (1985), the simple past is used to discuss previous actions or occurrences. Furthermore, Riyanto (2006:165) claimed that the simple past tense is used to describe a variety of past occurrences, including short, swift, completed actions, and ongoing circumstances. It refers to an activity or circumstance that began and finished in the past.

Based on those remarks, the writer concluded that the simple past tense refers to an activity or scenario that began, happened, and ended in the past, regardless of whether time signals are indicated.

East Wood (2008:59) states that the use of simple past tense is divided into two parts:

1. When referring to past actions, we use the past simple.

For example:

- a. We celebrated his birthday last month.
- b. I watched the drama yesterday.

1. Past simple can also be used to describe a sequence of previous acts.

For example:

- a. She often visited her grandmother when she was a child.
 - b. I went to the job center every times.
2. We use the simple past for states

For example:

- a. Yesterday's weather was very sunny.
- b. The birthday party was fluent.

Azar (2003:25) identifies four parts:

- a. The simple past tense is used for describing events or situations that took place and concluded in the past. (e.g. yesterday, last night, two days ago, or in 1999).

Example:

- 1. Mary wrote a speech last month.
- 2. My brother sang a song last week

- b. Most simple pasts are generated by adding -ed to the verb, as shown below:

Example:

- 1) Ranti Played football last month.
- 2) Sisil celebrated her birthday two weeks ago.

- a. Some verbs have irregular past forms as follows:

Example:

- 1) We took a photo together last week.
- 2) I wrote that story last year.

b. The simple past forms of “be” are as follows:

Example:

- 1) He was happy three days ago.
- 2) They were home yesterday.

2.3 Recount Text

According to Jaga (2018), A recount is a piece of writing that retells past events in the order that they occurred. A recount's objective is to provide the listener with a narrative of what happened and when. The recount text's objective was to provide the reader with an overview of what had occurred in the past through a series of events.

Recount text is a sort of text that describes prior events, experiences, and accomplishments in a logical sequence. Some retelling writings are solely instructive, but others are intended to inform and entertain.

The overall structure of recount text is seen below:

1) Orientation

Orientation provides the necessary background information for the audience to comprehend the content. To assess this, the orientation is carried out in detail and thoroughly. Readers apply the 5W concept (What, Who, When, Where, and Why).

2) Event

According to Cholipah (2014), the purpose of events is to describe what occurred chronologically. Recount texts rely heavily on occurrences because they are at the heart of the narrative.

3) Re-orientation

In this section, The writer ends the narrative by providing a summary of the results or consequences, assessing the significance of the subject, or including personal remarks

or viewpoints. The conclusion and opinion of the story can be given at the end of the story.

2.4 Writing

Writing was the process or activity of producing text or writing using a specific language. Activity involves expressing thoughts, ideas, information, or emotions through words and orderly sentence structures. Abbas (2006) states that writing skills involve the capacity to express ideas, thoughts, and emotions to others using written language. In order to convey thoughts accurately, it is important to use language, vocabulary, grammar, and spelling correctly. Likewise, Tarigan (2008) stated that Writing abilities are expressive and productive language skills that are used in indirect communication rather than face-to-face interactions. Based on this viewpoint, it is possible to conclude that writing is one of the acts performed by people in order to express thoughts or concepts that have arisen in their minds and become written.

2.5 Review of Related Studies

The writer would like to review a few studies that other researchers have done in this part. The research is displayed as follows:

Table 1: Differences and Similarities with the Previous Studies.

| No | Previous Studies | Research Title | Differences | Similarity |
|----|------------------|----------------|-------------|------------|
|----|------------------|----------------|-------------|------------|

| | | | | |
|----|------------------------------|--|--|---|
| 1. | Fadhilah (2013) | Errors in Speaking English Made By Students of the English Department of the Muhamadiyah University of Surakarta. | Previous studies analyzed errors in speaking English, while this research analyzes errors in using the simple past. | Analyze the errors made by students. The writer used the descriptive-qualitative method. |
| 2. | Cholpiah (2014) | Analysis of student errors in writing recount texts for second grade students at Trimulia Middle School, South Jakarta in the 2013/2014 academic year. | The data collected in this study was different from the data collected by previous researchers. | Analyze the errors made by students. |
| 3. | Tira Nur Fitria (2020) | Error Analysis Using Simple Past Tense Found in Students' Writing of Recount Text. | This study uses a qualitative-descriptive method, whereas previous researchers used mixed methods, namely qualitative and quantitative approaches. | Analyze students' errors in using the simple past tense. |

Based on the statements above, the writer concluded that every student is capable of making writing errors. The errors found include four types of errors, namely omissions, additions,

drafting errors, and drafting errors, and what differentiates this research from previous research is the research results.

2.6 Conceptual Framework.

Azar (1999) states that the simple past tense indicates that an action or situation started and ended at a particular time in the past. In this study, the theory of Dulay et al. (1982) will be employed to uncover errors produced by students when using the simple past tense.

Dulay et al. (1982) identified four errors in language learning, namely; Omissions, Additions, Formation Errors, and Compilation Errors.

