

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theory, the review of previous study and the conceptual framework. The detail of this chapter would be presented below.

1.1 Theory

1.1.1 Error Analysis

1.1.1.1 The Definition of Error

Every learner who deals with foreign language will always commit with a mistake. It is normally caused by lack of knowledge about the target language. The lack of knowledge begins from the input that is received by the student. Chomsky (in Anisa: 2003: 11) stated that language that children hear full of confusing information, for instance false start, incomplete sentences, slip of tongue and it does not provide with the information they need. The students got the material unclearly and it makes them confused and normally makes some errors.

These mean that, the errors made by the students may be caused by the incorrect input from the teacher. If teacher gives incorrect information about language material to the student, the student will not be corrected until they get correction from another resource that can prove the incorrect information that they got. So, the error made by the teacher can be the reason of the student's error in language.

Based on Ellis (1997: 7) the students will do the same error in several times until they know about the correct one from another resource that can prove their error.

But it does not mean that the only reason of the student error in language is only from the teacher. There are some factors that can influence the student error such as carelessness, first language interference, and translation.

1.1.1.2 The Definition of Error Analysis

Richards (1972) said that error analysis is the study of error made by the second and foreign language. Error analysis is useful device in knowing the progress of the learner toward the foreign language. We can know about the learner ability in language by asking them to do some test. It can help the teacher to prepare more intensive material to make the student better.

Besides the benefit got by the teacher, error analysis can also give the same benefit for researcher or material developer to know about how a person learns a language in general. By conducting error analysis the researcher will obtain about the information and different way used by the learner on learning a language, especially for foreign language.

After the research conducted, the result will help the material developer to develop the suitable material for the learner. It means that the researcher can give big contribution on developing material for the learner in any age, any institution or even another country on making a suitable material based on their founding.

But, the first thing we should know on conducting error analysis is the steps of analyzing. Without knowing these steps, we will not making a good result

of error analysis. In this study the steps of analyzing error used by the writer are as follows:

1. Identification of Errors

The identification of the errors means that we comparing the learner result in producing the foreign language with the normal and correct form of language product in target language.

2. Classification of Error

In this step, the errors are classified into some categories. Besides that, describing error is to identify the differences of disordering of word between students' utterances and the reconstructed of target language utterances.

3. Tabulation of Error

After classified the error, the next step is tabulation of error. In this step, the writer put the error into tabulation to tabulate the number of errors that made by the students.

4. Explanation of Error

In the last step in error analysis, the writer will explain about the error made by the learner and predict the source of error based on the some classification found. The writer tries to explain how and why the sentence is called to be erroneous.

1.1.2 Differences between Error and Mistake

In conducting error analysis, we should know about the differences of error and mistake. Brown (2007: 27) stated that mistakes and errors are technically different phenomena. A mistake refers to performance errors that is either a random guess or a slip in that is failure to utilize a known system correctly. Mistake must

be carefully differentiated from error. Mistake can be self-corrected while error cannot be self-corrected.

When we do mistake we will realize it a while later, but not for error. According to Ellis (1997: 17) errors reflect gaps in a learners' knowledge, they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance, they occur because in a particular instance, the learner is unable to perform what he or she knows.

1.1.3 Classification of Error

Error is a deviation that is consistently done by a language learner. This is because the learner's gap in knowledge. Based on Dulay (1982: 146) errors are classified into four items:

1.1.3.1 Linguistic Category

In the first item Errors are classified according to language component and the particular linguistic constituent the error affect or both. Language component include: a) phonology (pronunciation), b) syntax and morphology (grammar), c) semantic and lexicon (meaning and vocabulary), d) discourse (style).

1.1.3.2 Surface Strategy

The surface strategy focuses on the change of the structure in a written language. The student may *add* important thing or *omit* unimportant thing in their writing, they also may *misform* items is classified into four types:

1. Omission

Omission is a kind of error that characterized by the absence of an item that must appear in well-formed utterance of target language. For example, "I was cooking" becomes "I cooking".

2. Addition

Addition is an opposite of the omission. This kind of errors will conduct that characterize by the presence of an item that must not appear in a well-formed utterance of target language. For example, “I visited my grandma’s house” becomes” I visited to my grandma’s house”.

3. Misformation

Misformation is a kind of error that characterized by the use of the wrong form of the morpheme or structure. For example, “the bus came late” becomes “the bus comed late”.

4. Misordering

Misordering is a kind of error that characterized by the incorrect placement of a morpheme or group of morphemes in a utterance of target language. For example, “I wanted that red bag” becomes “I wanted that bag red”.

1.1.3.3 Comparative Analysis

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. Most of the second language learners error have been compared to the error which made by the children who learn the target language as the first language. So, the error that made by the second language learners are compared to the error made by the native speaker of the target language.

1.1.3.4 Communicative Effect

The communicative effect deals with the perspective of the listener or reader toward the language produced by the foreign language learner. The listener

or the reader understand the language produced by the foreign language learner or not becomes the focus in communicative effect.

1.1.4 Cause of Errors

Identify the error made by the students is quietly difficult because each student may have the different cause of error. The difficult comes from the different causes of errors as classified by Brown (in Rustiana, 2014:23-25) as follows:

1.1.4.1 Interlingua Transfer

Interlingua transfer is a negative influence of the mother tongue of learner. In interlingua transfer as a source of error the learner makes an error because they still use the regularization from the mother tongue, so it influence in producing second language.

1.1.4.2 Intralingua Transfer

Intralingua transfer is the negative transfer of items within the target language. As defined by Richards (1997:6) intralingua error is the errors that do not reflect the structure of the mother tongue, but generalizations based on partial exposure to target language. Intralingua error can be divided into four types:

1. Overgeneralizations

Richards (1972: 174) states that over-generalizations cover instances where the learner creates a deviant structure on the basis of his experience of other structures in target language. It means that the learner like to simplify the formation or the rules of target language. Overgeneralization is present in errors related to noun number, verb change construction, verb form, plurality, and negative form.

2. Ignorance of Rules Restriction

As stated by Richard (1974: 175) points out that the learners make the error because they get false *analogy*. The students often use the similar words to construct the sentence, while those words have different meaning in application or it involves the application of the rules to contexts where they do apply. Based in this source of error, the student often ignore the rules that should be applied and produce deviant form. The presence of ignorance of rule restrictions is seen in errors concerning prepositions usage.

3. False Concepts Hypothesis

The error can be caused of faulty comprehension of distinction in the target language. The students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of pattern that was rotely memorized in a drill but improperly contextualized.

4. Incomplete Application of Rules

Incomplete application of rules deals with student inability to apply rules into contexts although they have been taught that language item many times. This type of cause of error related with verb tense, auxiliary in questions sentence, embedded question, to be as ordinary, omission of subject and verb, and passive construction.

1.1.4.3 Context of Learning

This cause of error is often overlaps with both types of transfer. Context of the learning errors result from different aspects of the teaching process itself that learners are obtained such as, the classroom situation, the used material, or the

teaching method which is difficult to understand by the learner. For example, the teacher may give incorrect information about the difference use of word 'at' and 'on'.

1.1.4.4 Communication Strategies

The causes of errors are related to learning style or strategies that used by the learner in order to enhance their message across, yet the technique itself become a source of errors.

1.1.5 Recount Text

Recount text is a kind of text that tells events, experiences and achievements from the past in a logical sequence. Some recount text will be purely informative, while others will aim to both inform and entertain.

The generic structure of recount is as noted below:

1.1.5.1 Orientation

The orientation provides all necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detail thorough the readers use the principles of 5W (what, who, where, when and why).

1.1.5.2 Series of Events

In series of events, the writer writes the events chronologically. It begins from the first event, followed by the second events to the last event.

1.1.5.3 Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topics importance, or offering personal comment or opinion.

The example of recount text:

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many older Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly besides his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

1.1.6 The Definition of Grammar

In producing a good language, especially in writing, we should know about the rule of it. As we know, grammar is an essential part in a language. Brown stated (2000: 362) grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Without grammar we cannot

make a good language and the language we produce will not be understood by others.

Harmer (2001: 12) defined grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. These words can change based on the words function and the time signal. By knowing grammar we will know how to construct a correct sentences.

Therefore, grammar is the important part of language that can make the language clearly or unclearly understood. To produce correct sentence, no one cannot neglect the grammar.

1.1.7 The Grammatical Features of Recount Text

Language has a function as a medium to connect with others. If we connect others by using spoken language, we should produce and understandable other language. Language is a grammatically correct or not. Whiles the spoken language must be understandable by the address. The written language must be understandable in different ways.

Grammar is an important part in writing. As language learners, we must know about the grammar used in every kinds of text in English. In any kinds of written language there is always be a grammatical features in it. Recount text usually includes the following grammatical features:

1. Proper noun to identify the character who involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Hardy (1990: 12) said that words that show the order of events or time connective (for example: first, next, then).

a. Noun

Noun is the basic element in language. It can be defined as the word for naming thing. Noun has function to identify place, person things, animal, and idea. *Proper Noun* is kind of noun that gets more specific. It gives us the actual name of person, place, things, animal, or idea. As stated by Parrot (2000: 8) that proper noun is words begin with capital letters and are not at beginning of sentences are often the name of people, place or institution. There are common noun and proper noun. The name of common noun is called proper noun. For example the name of person Yuni, Lili, Meri, etc. the name of place: Oesapa, Nunbaun Sabu, etc.

b. Descriptive words

Even in recount text, *descriptive word* is also needed. In making recount text, we need to include the setting of the text, the character who involved, things that become the topic of the text. All of these elements need a descriptive word to show about the aspect of who, what, where, when, and how in recount text. Without all of these there, there will be an ambiguity in the text.

c. Simple past tense

The purpose of recount text is to retell the past events. It means that past tense is used in this kind of text. Past tense has a purpose that is familiarly known by people that the pattern is used to explain activity happened in the past. Azar (1999: 27) stated that the simple past indicates that an activity or situation *began* and *ended* at a particular time in the past. By using the past tense, there must be a time signal in it. It is including the aspect of when for using the

pattern of simple past tense, there are some condition that need to be considered. They are nominal pattern and verbal pattern.

➤ Nominal pattern

The patterns of simple past tense for the positive form are as below:

S + Was/Were + Complement

Example:

- He was here three hours ago.
- Aldi was a good goal keeper in his elementary school.
- They were the hero in Battle of Kupang?.

The patterns of simple past tense for negative form are as below:

S + Was/Were + Not + Complement + ?

Example:

- Was he here three hours ago?
- Was Aldi a good goal keeper in his elementary school?
- Were they hero in Battle of Kupang?

The rule of using was/were are as in nominal pattern are stated as below:

Table 1. The rule of using was/were in simple past tense

Was	I
	He
	She
	It

Were	You
	We
	They

➤ Verbal pattern

The patterns of simple past tense in positive form are as below:

S + V2 + Object + Adverb

Example:

- I read the book last night.
- Diana cooked me a delicious meal last night
- She dropped in my house just in second last year.

The rule can be used by all pronouns as subject. I, you, we, they, he, she, and it must be used Verb 2 to construct in the positive form.

The pattern of simple past tense in negative uses an auxiliary "did" before the negative sign (not). The ordinary verb used in this form is Bare infinitive or Verb

S + Did + V1 + Object + Adverb

Example:

- I did not read the book last night.
- Diana did not cook me a meal last week.
- She did not drop in my house last year.

In interrogative form, auxiliary "did" is placed in the initial of the sentence and the verb used is Bare infinitive or Verb 1.

Did + S + V1 + Object + Adverb + ?

Example:

- Did I read the book last night?
- Did Diana cook me a meal last week?
- Did she not drop in my house last year?

1. Time signal used in simple past tense

The time signal used in simple past tense is usually such as yesterday, last week, last month, last year, last night, three hours ago, twenty minutes ago, etc.

2. Words that show the order of events or time connective.

The word that shows the order of event or usually called as time connective in recount text has a function to connect the one event to the next event. Without the time connective, the recount text will not be seen flowing well. There will be a confusing paragraph which not has any correlation in each. The example of the time connective in recount text are first, next, after, then, before, etc.

1.1.8 The Definition of Writing

Some definition of writing given as follows:

- a. Byrne (1990: 1) Writing is the production of graphic symbols to form words in sequence of sentence arranged in particular order and linked together in certain ways also writing is the process of encoding a message to transfer meaning to reader.
- b. Bram, Barli (1995: 9) Writing is a kind of activity where someone essay express all the ideas in this mind in the paper (print) from word to sentences, sentences to paragraph and from paragraph to the essay.

- c. Nunan (1991: 36) Writing is not natural activity. All physically and mentally normal people learn to speak a language yet all people have to thought how to write. This is crucial different between the spoken and written language. There are other important differences as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally involved since it makes the possible the transformation of message from one place to other.

Based on several definition above the researcher concluded that writing is the process of encoding a message to transfer meaning to the reader where someone essay express all the ideas in the paper (print) from word to sentences, sentences to paragraph and from paragraph to the essay.

Writing is a complex activity. It consist of some steps and each steps need specialized skills. The first skill is generating ideas. The next step is creating sentences and organizing them into cohesive text. It means that the ideas should connect logically and clear. Because there is no direct interaction between the reader and writer, the meaning that containing in the written must be clear.

1.2 Review of Previous Studies

In this subchapter, the writer presents the reviews of the previous studies which theoretically inspire the writer to conduct the study.

Linda (2009) conducted a research entitled an analysis of error in using question tag in sentences. She found that students committed many errors omission, addition, missformation and missordering.

Bani (2010) conducted a research entitled an analysis of error in English conversation. She found that the errors committed by the students are errors in

conversation and the total frequency of errors was 26, total frequency of missformation errors was 5, total frequency of addition errors was 2, total frequency of missordering errors 2, and most of the students made omission errors.

Amahurit (2009) conducted a research entitled an analysis of error in using simple past tense in sentences. She found that the difficulties committed by the students are missformation, addition, double marking, missordering, and regulation.

Lestari (2014) conducted a research entitled an analysis on grammatical errors made by ELEPST students. The result shows that the researcher found 33 errors in omission, 12 errors in addition, 57 errors in missformation, most of the students make missformation errors.

1.3 Conceptual Framework

Conceptual framework is a basic reasoning sourced from a theory to direct guide the researcher in solving the problem in a research. Skill of language learning consists of listening, writing, reading and speaking. This study is focuses on error analysis in recount text which is the main or basic aspect to comprehend all language learning skills, so the writer comes up with the tittle of the study. The conceptual framework of this study is as follow:

