

CHAPTER II

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1 Review of Related Theories

2.1.1 Errors

Language learning like any other process of acquiring knowledge, involves the making of mistakes or errors. According to Crystal (2008), error is referring to mistakes in spontaneous speaking or writing. In order to analyze learner language in appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically there are two different phenomena. Brown (2000) stated that a mistake refers to a performance error that is either a random guess or a “slip”, as a failure to utilize a known system correctly.

Brown (2000) then stated that error reveals a portion of the learner’s competence in the target language. Dulay et al. (1982) expressed that errors are the flawed side of learner speech or writing. They are those part of conversation or composition that deviate from some selected norm of mature language performance. Richards & Schmidt (2002) defined errors as the use of a linguistics item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

When people learn a second language, they cannot instantly develop the target language as the native speaker does. Instead, language learning is a gradual process of understanding the rules of the target language (hereafter TL) and in such process people cannot acquire the TL without making errors (incorrect forms). The fact that learners do make

errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error, called Error Analysis.

2.1.2 Error Analysis

Error Analysis hereafter known as EA, is a system for the investigation of the foreign or second language learners' errors. EA developed as a branch of applied linguistics in the 1960s, and set out to demonstrate that many learners' errors were not due to the learner's mother tongue but reflected universal learning strategies.

Crystal (2008) defined EA as a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign or second language, using any of the principles and procedures provided by linguistics. Such systematic analysis of errors eventually provides useful insights and reveals the learners' knowledge about the grammatical systems of the target language.

EA may be carried out in order to identify strategies which learners use in language learning, try to identify the causes of learner errors, obtain information on common difficulties in language learning as an aid to teaching or in the preparation of teaching materials (Richards & Schmidt, 2002).

According to Ellis (2003), the first step in analyzing learner errors is to identify them, we have to compare the sentences learners produce with what seem to be the normal or correct sentences in the target language which correspond with them. Once all the errors have been identified, they can be described and classified into types. There are several ways of doing this. One way is to classify errors into grammatical categories by gathering

all the errors relating to verbs and then identify the different kinds of verb errors. Another way is to identify general ways in which the learners' utterances differ from the reconstructed target-language utterances. Such ways include omission (i.e., leaving out an item that is required for an utterance to be considered grammatical, misinformation (i.e., using one grammatical form in place of another grammatical form and misordering (i.e., putting the words in an utterance in the wrong order).

Also, according to Dulay et al. (1982), Error Analysis is classified into four categories which are, linguistic category classification, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Among them, Surface Strategy Taxonomy is the one that discloses the types of error that the language learners made. According to Dulay et al. (1982), there are four categories of errors based on the surface strategy taxonomy. They are omission, addition, misformation, and misordering.

2.1.3 Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. In intermediate stages, when learners have been exposed to more of the language, misformation, misordering, or overuse of grammatical morphemes are more likely to occur.

2.1.4 Addition Errors

Addition errors are the opposite of Omissions. They are characterized by the presence of an item which must not appear in a well-

formed utterance. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules. Three types of addition errors have been observed in the speech of second language learners: double markings, regularizations, and simple additions.

2.1.5 Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of errors that fall under the misformation category, they are Regularization Errors, Archi-Forms and Alternating Forms.

2.1.6 Misordering Errors

While Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

2.2 Previous Studies

An error analysis is a remarkable topic, as it significantly helps in teaching and learning progress. Studies about error analysis have been researched by Farida Nur Laily (2011) which is entitled “An Analysis Of Students’ Errors In Writing Introduction Of The Undergraduate Thesis Of English Education Department Of IAIN Metro 2017”, describes the types of error made by students based on surface strategy taxonomy that appears on the students’ undergraduate thesis. Besides that, to find the difficulties faced by students in writing introduction on the undergraduate thesis. Furthermore, the object of this research was 10 students’ undergraduate thesis in English education department of IAIN Metro 2017 that has been taken only introduction part and the subject of this research was the students of English education department who are writing undergraduate thesis. The data

were collected through documentation and interview. The result of this research shows that The error commonly appeared in students' undergraduate thesis in English education department 2017 is omission. The total of errors were 137 items, such as omission 60 items (44%), addition 37 items (27%), misformation 37 items (27%), and misordering 3 items (2%). In this previous research, the similarity with this research was in analyzing the type of errors based on surface strategy taxonomy. While the difference with this research was that there was no interview session with the students to find the difficulties faced by them in composing introduction on their thesis.

The other research was done by Muhammad Ulul Azmi (2016) which is entitled "An Error Analysis on The Abstract of Students' Undergraduate Thesis". The primary data of this research were taken from thirty abstracts of students' undergraduate thesis of English Education Study Program in State Islamic College of Jurai Siwo Metro in the year of 2014. The data were collected by observation and documentation. Moreover, they were categorized, decoded, analyzed deeply and represented by qualitative descriptive. In addition, Creswell model was used to analyze the data which had been collected. The analysis presented showed that there were 31 items (10%) of addition errors, 76 items (23%) of omission errors, 213 items (65%) of misformation errors, and 5 items (2%) of misordering errors in the abstract of students' undergraduate thesis. The similarity of the research conducted by Azmi with this research was in the use of Dulay's theory in analyzing the errors, while the difference with this research was that this research does not use Creswell theory as research approach.

The research aimed to analyze the types of errors made by the tenth-grade students of SMA Triguna Utama, Ciputat on the use of English articles in descriptive text and analyze the cause of errors made by the students. The research subject was students of X IPA-1 class consisting of 31 students, which are taken by a cluster

sampling technique. This research used a qualitative method with the research design is descriptive statistics analysis, the data gathered from writing test and interview. For the data analysis technique, the researcher used the formula; $P = F/N \times 100\%$. The findings showed that students made various types of errors into three types: Omission, addition, and misinformation. First, the high frequency of error is omission; there are 113 or 55.3% errors of omission. Next is misinformation; there are 56 or 27.5% errors. Last is the addition error; there are 35 or 17.2% errors. Furthermore, the findings of cause of errors high frequency of the cause of the error are overgeneralization with the percentage 67.8% and the second is ineffective teaching process with the percentage 32.2%. This condition showed that the students find using English articles in descriptive text complex. the similarity with this research was in analyzing the type of errors based on surface strategy taxonomy. While the difference with this research was that there was no analysis of types of writing such as Expository, Descriptive, and Persuasive.

2.3 Theoretical Framework

The present research employed the Surface Strategy Taxonomy of Dulay, Burt, and Krashen (1982) to be a framework for investigating the errors in English Translation of Indonesian Text made by UNAS Students. The reason why this taxonomy was selected as it highlighted the way surface structures were altered (Dulay et al., 1982). It meant that students might apply the action of omitting, adding, misformatting and misordering during writing a sentence which might affect the semantic or syntactic of the sentence.