

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the study in this chapter. Those are Second Language Acquisition, Error Analysis, Error and Mistake, Types of Error Analysis, Source of Error Analysis, Procedures of Error Analysis, Grammar, Paragraph; and Previous Study.

2.1 Second Language Acquisition

According to Ellis (1997) Second Language Acquisition is identical with the second language learning which second can refer to any language that is learned subsequent to mother tongue. Thus, it can refer to the learning of third or fourth language. On the other hand, second is not intended to contrast with foreign. Whether you are learning language naturally as a result of living in a country where it is spoken or learning it in a classroom through instruction.

According to James (1998) SLA is field of the study that discusses the possibility of error that may occur to a person in acquiring L2. It is known as Contrastive Analysis Hypothesis (CAH), in which the two languages acquired (L1 and L2) will be compared in similarities and differences. Then CAH predicts the errors that might happen to the person concerned. The procedure of CAH describes the comparison rules and features of the first language and second language, and then spots the mistakes that might happen into reference and errors.

As stated on Dulay's surface taxonomy theory (1982), the errors are divided into four types such as omission, addition, misinformation, and misordering.

2.2 Error Analysis

In learning a language, learners make errors partly because of interlingual transfer or overgeneralization within the target language itself. Errors can occur in grammatical, phonological, and semantic level. Foreign language teachers should realize that errors made by the students need to be analyzed, that is by conducting error analysis.

Brown (1994, p. 206) identifies the fact that learners make errors and these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to surge of of study of learners called error analysis. Whereas, according to Ellis (1985, p. 296) error analysis is a procedure involving collecting sample of the learner's language, identifying the errors in the sample, describing the errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

Everyone might assume error and mistake are the same thing but actually they are different. Corder as cited in Selinker (2000: 78) distinguishes error and mistake carefully. "An error is systematic occurs repeatedly by the learners and it is not recognized as an error because they have incorporated particular erroneous form the perspective of the target language into their system. It is different from a mistake that is like slip of the tongue because it occurs generally only in one time events therefore the speakers who make a mistake are able to recognize it as

mistake then they correct if it is necessary". It can be seen clearly that error made by the learners for many times because they are unconsciously making error, while mistake made by the speakers once in awhile because they are consciously making mistake.

From the definition above, the writer can conclude that error analysis may be defined as a study of student's errors covering collecting samples, identifying, describing, classifying, and evaluating errors.

2.3 Error and Mistake

In order to get the proper perception between error and mistakes, it is crucial to make a distinction between them.

2.3.1 Error

Brown (1987, p. 125) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. The appearance of such errors can be detected. It means that errors arise because each learner has different motivation, social background, and intelligence.

Error has a relationship with the learner's language competence. In learning second language, some errors appear because the learners have not yet understood the grammar of the second language.

2.3.2 Mistake

A mistake occurs when learners fail to perform their competence. Ellis (1997, p. 17) states that mistake reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what he or she knows. While according to Brown (1987, p. 165) a mistake refers to performance error that either random guess or slip, it is a failure to utilize a known system correctly. People make mistakes, in both native and second language situations.

From the explanation above, it can be concluded that erroneous expressions are divided into two kinds; they are mistakes and errors themselves. Errors refer to the competence, whereas mistakes refer to the performance.

2.4 Type of Error Analysis

According to Dulay, Burt, and Krashen (1982, p. 146) there are four types of classifications of error to analyze the errors, namely:

1. Error types based on linguistic category

This analysis categorizes errors in term of language component and constituent. Language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituent include that comprise each language component.

2. Surface Strategy Taxonomy

It is an analysis which categorizes the errors by identifying them based on omission, additions, misinformations, and misordering.

3. Comparative Taxonomy

It analyzes the errors based on comparisons between the structure of language learner and certain other types of constructions. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and other errors.

4. Communicative Effect Taxonomy

It is a method to analyze the errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.

2.5 Surface Strategy Taxonomy

One of the most useful and commonly used bases for descriptive classification of errors is surface category. Based on Dulay, Burt, and Krashen (1982), surface strategy taxonomy highlights the ways the surface structures therefore, in this taxonomy errors are divided to four types such as omission, addition, misinformation, and misordering.

a. Omission

Omission is an error in which there is an omitted letter or word in a sentence or phrase. The absence of the missing item must appear in well-formed utterance that consists of not doing something which should has

done. For example, *She eating (Dia sedang makan)* indicates that one item is omitted, which is *is*. The word *is* is a grammatical verb form that plays an important role in constructing a proper sentence. The word 'is' in that sentence functions as an auxiliary. A verb in a proper sentence is something that can not be neglected, so one who omits verb (*is*) fails in constructing a proper sentence. That type of error is called omission error.

b. Additions

Additions is an error in which there is an addition of a letter or word that should not exist in a sentence or phrase. Dulay, Burt, and Krashen (1982, p. 156) say addition usually occurs in later stage of second language acquisition or when the learner has acquitted some target language rule.

There are three types of addition errors.

1) Double Marking

The failure to delete certain items which are required in some linguistics contraction but not in others. For example, *She didn't slept (Dia tidak tidur)*.

2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example, the verb *sleep* can not be changed into *sleped* but *slept*. The noun *fish* in plural form is also *fish* not *fishes* or the noun *mouse* can

not be pluralized into *mouses* but *mice*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and most of nouns can be pluralized by adding *-s/-es* to singular forms, but not all of them. The descriptions above show other errors that may be made by the learners, which is error interfered by regularization.

3) Simple Addition

Simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization. According to Dulay, Burt, and Krashen (1982, p. 158), no particular features characterize simple additions other than those that characterize all addition errors-the use of an item which should not appear in well-formed utterance. For example, in *The bag is in over there*, the student makes a wrong sentence. The student adds *in* as preposition. The well-formed sentence is *The bag is over there (Tas itu disana)*.

c. Misinformations

Misinformations is an error which there is a wrong format of world class in a sentence or phrase. For instance, *The snake eat a mouse*. The simple present tense was not applied by the learner. The well-formed sentence is *the snake eats a mouse (Ular itu memakan seekor tikus)*.

d. Misordering

Misordering is an error which there is a wrong order in establishing a sentence or phrase. For instance, *I do not know what time is it*. Here, the learner misorders the word *is* and the well-formed sentence is *I do not know what time it is (Saya tidak tahu ini jam berapa)*.

2.6 Procedures of Error Analysis

In error analysis research, there are some procedures that are suggested by experts. Corder in Ellis (1994, p. 48) proposes five steps; those are: collection of sample of learner's language, identification of errors, description of errors, explanation of errors, and evaluation of errors. While Brown (1987, p. 167-169) divides the procedure of error analysis into two steps only. The first step is identifying the error, and the second step is describing.

2.7 Grammar

Grammar is the system of rules (Clark & Clark, 1977). The system of rules here regulates the correct form of a sentence. Further, Crystal (1987) states that "Most approaches begin by recognizing the 'sentence', and grammar is thus most widely defined as 'the study of sentence structure'. Most of children in the world start to speak their language without knowing the word 'grammar'. However, when second language learners are serious to learn a foreign language, studying the grammar of the language well is necessary. Studying grammar can help them in learning that language more quickly and more efficiently.

2.8 Descriptive Paragraph

Writing is an important skill in learning language. For a learner, writing is also an opportunity to convey something, to communicate ideas, to learn something that they do not understand yet, and to reach other purposes.

There are various ways to express ideas in written forms. Based on the ideas written in composition, writing can be classified into four, namely narration, description, exposition, and argumentation.

According to George and Julia (1980, p. 383), the purpose of description is to present the characteristics of object, persons, places, and sensations the learner's presents. The thing that the learner has to do in writing description is to show the readers, not to tell them. They have to try to make the readers see what they see, smell, or taste. Description attempts to give feeling to the readers. The writing in this form should be written or described as really as possible.

2.9 Previous Studies

The writer has two previous studies about Error Analysis. The first one entitled "Analysis of Students Errors: The Case of Headlines" by Farzaneh Khodabandeh from Mobarakeh Payame Noor University. Her study found out errors made by 58 male and female graduate students of English from the University of Isfahan, Khorasgan and Najaf-Abad. Farzaneh's study is about Error Analysis in students' errors in translating headlines from English to Persian and Persian to English. Her study aimed to find out the error and percentages of the errors which happen to the students when they have done the translation by using

linguistic taxonomy of errors provided by Keshavarz (1993). Her study showed that the participants' chief difficulties in translating English headlines into the target language were grammatical followed by discorsal and lexical types.

Another study is about Error Analysis entitled "Error Analysis On Tenses Usage Made By Indonesian Students" from Ratnah. She used translation test which requires twelve tenses that are formed in the short context. She used linguistics level of errors under the sub-areas of morphology, syntax, and lexicon by Corder (1973). The students are provided with Indonesian sentences, then they are asked to translate them into English based on the correct tense. As the result she found some errors in English tenses include: error of omission, error of selection and error of addition, particularly in using verb, time signals and the use of auxiliary verb. By looking at explanation above, we can see clearly the similarity of this study and the two previous studies that the participants were asked to write text in English. Meanwhile the differences are on the theory. This study used Dulay, Burt, and Krashen's surface category, the first study used Keshavarz's (1993), while the second study used Corder's (1993).