

## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. The Description of Error

##### 1. Definition of Error

According to H. Douglas. Brown stated : “Error analysis are indeed revealing of a system at work, the classroom foreign language”<sup>1</sup>. Error analysis is needed by a teacher to know errors made by students and as an evaluation students’ understanding of the material that has been taught. In the error analysis the teacher will be identifying of error, describing the error what causes these errors. So the teacher can find an effective ways to reduce or completely eliminate these errors.

In other definition, error is a wondering or deviation from the right course or standard, irregularity, mistake, inaccucracy, something made wrong or left wrong, as an error in writing or in printing, a clerical error”<sup>2</sup>.

And according to Ellis quoted by Tarigan that : “Error analysis is a common work procedures used by researchers and language teachers, including sample collection, identification of error contained in sample, the error description, clsssification error was based on the cause, and the evaluation Error is usually compared with mistake. It is important to make distinction or assessment of the seriousness of the error level”<sup>3</sup>.

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<sup>1</sup> H. Douglas. Brown, *Principle Of Language Learning And Teaching*, (New Jersey, Prentice Hall, 1994s), P.206

<sup>2</sup> Henry Guntur Tarigan & Djago Tarigan, *Pengajaran Anlysis kesalahan Berbahasa*, (Bandung : Angkasa Bandung, 1995) p.68

Based on statement about, the writer concluded that Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgment, miscalculations, and erroneous assumptions form an important spect of learning virtually any skill or acquiring information. Finally, error analysis can keep us too closely focused on specific language rather than viewing universal aspects of language.

## 2. Grammatical Error

There are many ways to describing the grammar of a language, one approach sees grammar as a set of rules which specify all the possible grammatical structures of the language. Grammar is partly the study of what forms (or structures) are possible in a language.<sup>4</sup> Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence, thus grammar is a description of the rules that govern how a language's sentences are formed. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking, learners need to learn not only what forms are possible, but what particular forms will express their particular meanings grammar is a tool for making meaning, the implication for language teachers is that the learner's attention needs to be focused not only the forms of the language but on the meaning these forms convey.

So far, if the meaning of a sentence was simply a case of unpacking its words and its grammar. The kinds of meanings realised

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<sup>4</sup>Jeremy Harmer, *How to teach Grammar*, (England, Bluestone Press, 1999)p.1

by grammar are principally: representational and interpersonal<sup>5</sup>. Representational that is grammar enables us to use language to describe the world in terms of how, when, and where things happen, and interpersonal that is grammar facilitates the way we interact with other people. For example we need to get things done using language.

Once an error has been identified, learners may make mistake at the level of individual words, in the way they put sentences together, or at the level of whole text. At the word level, learners make mistake either because they have chosen the wrong word for the meaning they want to express or they have chosen the wrong form of the word. These are lexical errors and grammar error. There is also a category of errors called discourse errors which relate to the way sentences are organised and linked in order to make whole text. To sum up, then the following categories of errors have been identified : lexical errors, grammar errors, discourse errors and in the case of spoken language is pronunciation errors.

Finally, not all errors are caused by first language interference. A lot of errors are developmental that is they occur in the normal course of language acquisition, irrespective of the learners mother tongue. Not all errors are grammar error, and not all grammar errors are simply tense mistake, not all errors are matter equally. Correction is not only form of feedback that teacher can provide. Other option include positive feedback, clarification request and reformulation.

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<sup>5</sup> Ibid. P.5

### 3. Error Analysis

There is a danger in too much attention to learners' error. While errors indeed reveal a system at work, the classroom language teacher can become so preoccupied with nothing errors that the correct utterances in the second language go unnoticed. The error analysis is a process or diagnosing errors which might be made by students of English as a second language classroom, this process will show in which part of the language students has not understanding. Corder states that the error can be in the form of two, performance and competence. The error of performance characteristically be unsystematic but the error of competence will be systematic.<sup>6</sup> Then he stated that the error of performance called mistake.

Error analysis in learning is very importance not only for students but also for the teachers, error analysis can used to measure students' comprehension to material and for teachers error analysis can use to arrange a plan and strategy for teaching better in classroom.

### 4. The Similarity Of Error And Mistake

Mistake and error mean something that is done incorrectly or wrong. These, they are synonyms but the difference between these words is in the context that they used in. Mistake is usually a choice that turns out to be wrong and error is usually made due to the lack of knowledge. However, there are appropriate ways to use the words and this will often depend on the context. "Error" and "Mistake" are two of these words. Both of the words mean : "a wrong action attributable to

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<sup>6</sup> S.P. Corder, *Error Analysis And Interlingua*.(London, Oxford University Press, Limited 1981), Third Edition. P.10

bad judgment, or ignorance, or inattention". Error and mistake are not the same, the mistake still able to correct by the student who make error but the error is consistently mistake. Error occur when learner does not have the appropriate declarative knowledge.<sup>7</sup> Thus, it can be said that error occurs on student who misunderstanding or has not learn a certain knowledge of a language which caused his fault.

Guntur Tarigan stated : "Error caused by the competence factor. That is, students did not understand the system it uses language linguistic. While the mistake is generally caused by a performance factor. Limitations in remembering something or forgetfulness causes mistakes in reciting the sounds of language, words, word order, word or sentence stress."<sup>8</sup>Mistake and error are two different words with different meaning. They come within learning process. To learn something we need more than understanding the concept of what we have learned. If we cannot get the main important point, we will never know how to use it, then we make mistake and even errors.

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Error usually compared with mistake, it is important to make a distinction between error and mistake because they are technically two different phenomena. When

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<sup>7</sup> Keith Johnson, *Language Teaching And Skill Learning And Teaching*, (New Jersey: Prentice Hall. 1994), P.164

<sup>8</sup> Guntur. Op.cit. P.75

learner has not learnt something and consistently 'gets it wrong' an error. A mistake sometimes the learner 'gets it right' but sometimes he makes a mistake and uses the wrong form. Based on this, I can say that error is consistent deviation and the mistake is inconsistent deviation.

#### 5. The Cause Of Errors.

In this analysis of learners speech or writing, it is important to know the source of errors. What are error made? What cognitive strategies and style or even personality variable certain errors? By trying to identify source can begin to arrive at an understanding of how the learners' cognitive and affective relate to the linguistic of the process of second language acquisition.

- a. Interlingual transfer, is a significant source of error for all learners, the beginning stages of learning a second language are especially vulnerable to interlingual transfer from a native language or interference.
- b. Intralingual transfer
- c. Context of learning
- d. Communication strategies, were defined and related to learning style, learners obviously use production strategies in order to enhance getting their messages across but at times these techniques can themselves become a source of error.

In the previous told that is important to know the sources of error. Now the writer would like to tell the cause of error, because it is as important as to the sources of error.

There are several cause of error :

- a. Translation

- b. First language interference
- c. Contransitive analysis
- d. Carelessness
- e. General order of difficulty
- f. Overgeneralization
- g. Incomplete application of rules
- h. Material – induced errors
- i. Error as a part of language creativity

#### 6. The Kinds Of Error

There are four categories about error. Namely<sup>9</sup>:

- a. Interference- like goofs; is an error which reflect mother tongue structure or native language, and it doesn't exist in the first language (L1) which delives from target language.
- b. L1 Developmental Goofs; is an error which doesn't reflect mother tongue structure but not exist in the first language acquisition of target language.
- c. Ambiguous Goofs; is an error that can be categorized as interference like goofs or even on first language developmenral goofs.
- d. Unique Goofs; is an error which doesn't reflect first language neither exist in first language acquisition of target language.

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<sup>9</sup> Richard, Error-Analysis : *Preservative On Second Language Acquisition*, (London : Longman, 1997), P.115

Based on Betty Schramper Azar's explanation book, the kind of error are :

1. Singular – Plural

e.g : He have been here for eight hour

(incorrect)

He has been here for eight hour

(correct)

2. Word form

e.g : I saw a beauty hair

(Incorrect)

I saw a beautiful hair

(correct)

3. Word choice

e.g : She got on the bus

(Incorrect)

She got into the bus

(correct)

4. Verb tense

e.g : He is here since Januari

(incorrect)

He has been here since Januari

(correct)

5. Add a word

e.g : I want goto the Zoo

(Incorrect)

I want to go to the zoo

(correct)



## 6. Omit a word

e.g : She entered to the university

(Incorrect)

She enters the university

(correct)

## 7. Word Order

e.g : I saw five times that movie

(incorrect)

I saw that movie five times

(correct)

## 8. Capitalization

e.g : I am studing english

(Incorrect)

I am studing English

(correct)

## 9. Incomplate sentence

e.g : I went to bed. Because I was tired

(incorrect)

I went to bed because I was tired

(correct)

## 10. Spelling

e.g : An accident occurred

(incorrect)

*An accident occured*

(correct)

## 11. Article

e.g : I had a accident

(incorrect)

I had an accident

(correct)

## B. The Description Of Writing

### 1. The Definition Of Writing

Writing is one of the four skills which had to be mastered by a language learners. It is necessary then to improve this skill along with speaking, listening and reading. Writing is such another kind of conveying something from one to other as speaking does.

In Oxford Learner's pocket Dictionary, writing means : "is mark letters or numbers on a surface especially with a pen or pencil, or produce something in written form so that people can read, perform or use it".<sup>10</sup> It can be concluded that writing is a process of recording spoken language using a system of visual marks on a surface to convey writers ideas to a reader.

Erika Lindernan proposed "the definition of writing is a process of communications which uses a conventional graphic system to convey a message to a reader".<sup>11</sup> Advanced writing skills are an important aspect of academic performance as well as subsequent work-related performance. However, American students rarely attain advanced scores on assessments of writing skills. In order to achieve

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<sup>10</sup> Victoria Bull, *Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2008), P.516

<sup>11</sup> Erika Lindernann, *A Rethoric For Writing Teachers*, (Oxford : Oxford University Press, 1982), P.11

higher levels of writing performance, the working memory demands of writing processes should be reduced so that executive attention is free to coordinate interactions among them. This can in theory be achieved through deliberate practice that trains writers to develop executive control through repeated opportunities to write and through timely and relevant feedback. Automated essay scoring software may offer a way to alleviate the intensive grading demands placed on instructors and, thereby, substantially increase the amount of writing practice that students receive.

## 2. The Purposes of Writing

Writing skills are an important part of communication. The purposes of writing in principle is an expression of ideas, the conveying of messages to the reader. According to Betty that the general purpose of writing may be primary to inform, to persuade, to express or to entertain, the specific purpose involves to certain need for writing<sup>12</sup>. Writing purpose for defined the writing and have the primary to inform, to persuade or to express a writing to become information.

There is no doubt that writing is the most difficult skill for second language learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex.

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<sup>12</sup> Betty Matrix Diescth, *Reasoning And Writing well*, (Ohio : MC Grew-Hill, 2003), p.10

Process writing as a classroom activity incorporates the four basic writing<sup>13</sup> :

a. Stages planning

Planning is the series of strategies designed to organize ideas that have been generated from brainstorming activity in the first stage.

b. Drafting

c. Editing (writing), and

d. Revising

Revising is a series of strategies designed to re-examine and re-evaluate for improving or correcting in progress a work.

Process writing in the classroom is highly structured as it necessitates the orderly teaching of process skills, and thus it may not, at least initially, give way to a free variation of writing stages cited earlier.

### 3. Kinds Of Writing

There are kinds of writing type; narrative, descriptive, argumentative, and persuasive text.

a. Narrative text is a text that tells a story or folktale and it contains conflict (orientation), problem top (complication), and solution (resolution). Narration tells an action or a group of actions in such a way with the main purpose is to inform, to explore, to entertain or to persuade.

b. Descriptive text is a text that illustrates about things, people, places, specifically. Descriptive is writing in the process of

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<sup>13</sup> Jack. C. Richard, Op. Cit. P.116

creating visual image and sensory impressions through words.

- c. Argumentative text is a text that has aim to give information or like an opinion. Argumentative is written that explain the problem or condition that is proved by data and facts with purpose to argue, persuade, influence the readers, so that will be follow or like which is hoped by the writer.
- d. Persuasive text is a text that has aim to influential other people, it is usually from poster, picture, brochure.

### **C. Narrative Text**

#### 1. The Definition Of Narrative Text

Narration is a story told to make a point or any report of connected events, presented in a sequence of written or spoken words and in a sequence of (moving) pictures. Narrative is the representation of events, consisting of story and narrative discourse, story is an event or sequence of events, and narrative discourse is those events as representation.

According to anderson, Narrative is a piece of text which tells a story, in doing entertains or informs the reader or listener.<sup>14</sup>

Narration is the form of writing used to related the story of act or events, types of narration include short stories or novel, as well as a large part of our everyday interchange in the form of tletters an conversation.

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<sup>14</sup> Mark Anderson & Kathy Anderson, *Text type in English 2*, (Marlborough : Macmilian Education, 1997), p. 8

## 2. The Generic Structure Of Narrative Text

### a. Orientation

Orientation (introduction) in which the characters, setting and time the story are established.

### b. Complication of problem

The complication usually involves the main character (often mirroring the complications in real life)

### c. Resolution

Resolution give the complication and in story need resolved for better some case of story. And in the resolution had a number of complication to give reader understand about the complication in these story and the resolution give the conclusion about the problem of story.

### d. Re-Orientation : optional

In narrative text, there are several characteristics are as follows:

- 1) Using action verbs in the past tense , for example : climbed, turned, brought, etc
- 2) Use certain nouns as pronouns ,animals and objects in the story , for example : the king, the queen, etc
- 3) Using adjectives that form the noun phrase , for example : long black hair, two red apples, etc
- 4) Using connectives and conjunctions time to sort events , for example : then, before, after, soon, etc
- 5) Use of adverbs and adverbial phrases to indicate the location of the events, for example : here, in the mountain, etc.