

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer presents the definitions that correlated with the title. They were errors and mistakes, errors analysis, classification of errors, source of errors, the procedure of error analysis, and previous research.

2.1 Errors and Mistakes

Making incorrect grammar is the most normal thing in language learning because it is part of human behavior. For example, learners make countless errors on their first try when learning language skills. However, the errors can be progressively reduced by gaining more practice and applying the necessary knowledge. (Dulay, Burt, & Krashen, 1982) stated that making errors is an inevitable part of learning. People cannot learn a language without first systematically committing errors. Furthermore, as stated by (Brown, 2000) (as cited in (Ma'mun, 2016)) that "Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information." It means that making mistakes and errors naturally happens for learners because it is a part of learning in the language process. Errors and mistakes mean one thing is done incorrectly.

(Brown, 2000) (as cited in Ma'mun (2016)) stated that an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. Meanwhile, mistakes refer to a performance error either a random guess or a slip. In the same vein, (Ferris, 2011) (as cited in (Sobhi, 2019)) stated that errors are 'morphological, syntactic, and lexical forms that deviate from rules of the target language, violating the expectations of literate adult native speakers. It means that error reveals the learner's knowledge of the target language, while mistakes are related to the learners' quality performance caused by some factors. (Hubbard, Jones, Thornton, & Wheeler, 1983) (as cited in (Ma'mun, 2016)) stated that error is caused by a lack of knowledge about the target language (English) or by incorrect hypotheses about it and mistakes caused by tongue slips.

To be more clarified between errors and mistakes, (Corder, 1981) (as cited in (Sobhi, 2019)) stated that errors are ‘failures in competence’ whereas mistakes are ‘failures in performance’. He added that, unlike mistakes, errors are systematic because they reveal the underlying linguistic knowledge of language learners. However, mistakes are non-systematic. Learners do not commit mistakes because of deficiency in competence but rather a failure in performance due to their internal and external conditions when they write or speak. At this point, learners’ mistakes occur due to memory lapses, physical states such as tiredness, and psychological disorders such as strong emotions. In other words, mistakes happen when learners feel stressed, nervous, tired, and anxious. Based on the definitions above, learners’ performance slips are considered mistakes that can be directly self-corrected. In contrast, errors are systematic deviations that have not yet been mastered or lack knowledge. Therefore, they cannot be self-corrected. (James, 2013) (as cited in, (Sobhi, 2019)) stated that self-correction plays a crucial role in distinguishing errors from mistakes.

Furthermore, learners’ errors and mistakes are different in terms of intentionality. Language learners commit errors due to mother tongue interference and lack of knowledge. “Errors are likely to occur repeatedly and are not recognized by learners as errors. Meanwhile, mistakes are decisions that prove to be incorrect and usually unintentional” (Grass & Selinker, 2001). Furthermore, (James, 2013) (as cited in (Sobhi, 2019)) stated that the learners’ intention is important to determine whether the learner commits an error or a mistake. He points out that learners’ errors are not committed deliberately, whereas mistakes are. In conclusion, errors and mistakes are different. Errors reveal the learner’s knowledge of the target language, while mistakes are related to the learners’ quality performance which occurs when learners feel such conditions as stress, nervousness, and tiredness.

2.2 Errors Analysis

Error analysis is a type of linguistic analysis that focuses on the errors learners make in writing. Errors in the process of teaching and learning English as a second language are inescapable. They must be observed, analyzed, and classified to find the solutions to the problem. The errors analyzed are expected to make the second language learners aware of not making the same errors. "The learners make errors and these errors can be observed, analyzed, and classified to reveal something about the system operating within the errors led to a surge of the learners' errors called error analysis" (Brown, 2000). Furthermore, (Ellis, Rod, & Gary, 2008) (as cited in (Ma'mun, 2016)) stated that error analysis consists of a set of procedures for identifying, describing, and explaining learners' errors. As stated by (Crystal, 1987:112) (as cited in (Sobhi, 2019)), "Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics." It seems that the use of error analysis is an instrument to investigate the second language learner's errors in acquiring language which consists of identifying, analyzing, and describing the errors.

Error Analysis is one of the most influential theories of second language acquisition. From 1960 to 1980, error analysis was chosen as one method to find the answer to problems. The term has its line in the 1960s by (Corder, 1967) also known as the pioneer of error analysis, and further developed by (Brown, 1980) and (Crystal, 1987) respectively in their works. Through error analysis, important information can be obtained regarding the area of problems. It is generally believed that errors include insights for researchers that will help them determine areas of difficulty and possible sources of the errors. This information can eliminate those errors and help other learners by making generalizations when encountering similar problems. Furthermore, error analysis is concerned with explaining why grammatical structure or rules are being violated and how to correct them. "When the mistakes and errors of language learners are analyzed carefully, the language acquisition process can be understood better" (Erdogan, 2005).

For decades, error analysis has received much attention in second language acquisition. (Al-haysoni, 2012) (as cited in (Sawalameh, 2013)) stated that error analysis can be beneficial for both learners and teachers. It provides information to the teachers on student errors. This helps the teachers in three ways: correcting their errors, improving their teaching, and focusing on those areas that need reinforcement. (Corder, 1967) (as cited in (Amara, 2018)) stated that errors are valuable information for three beneficiaries: for teachers, it clues them on the progress of the students; for researchers, it provides evidence as to how language is acquired or learned; for learners themselves, it gives them a resource to learn. In addition, (Allen & Corder, 1974) (as cited in (Ozkayran & Yilmaz, 2020)) stated that errors are indispensable parts of the language learning process as they serve as precious feedback for learners. It can be highlighted that error analysis is an essential source of information for teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching.

It can be concluded that error analysis is vital in finding the solutions to the problem by identifying, describing, and explaining learners' errors so that second language learners can learn from them. Error analysis is also advantageous for learners and teachers because it can give them information.

2.3 Classification of Errors

Errors found in second language learners' pieces of writing are analyzed and categorized into four categories. According to (Dulay, Burt, & Krashen, 1982), "There are four classifications of errors based on the Surface Strategy Taxonomy: omission, addition, misformation, and misordering". It means that the learners may *omit* essential items or *add* unnecessary ones; they may *misform* or *misorder* them. (Ellis & Rod, 1986) (as cited in (Maharani, 2019)) stated that classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and plot how error patterns change over time. Surface Strategy Taxonomy applies in this study because the students of English Department may

omit the necessary items, add unnecessary ones, misform items, and misorder them.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. (Ellis, 2003) (as cited in (Bukit, 2020)) stated that omission as leaving out an item required for an utterance to be considered grammatical. In other words, omission is something that has been left out or excluded in the sentence. The learners omit components that should be presented in the sentence to be considered grammatically correct.

e.g: Incorrect : Mary presidents new company.

Correct : Mary is the president of the new company.

(Dulay, Burt, & Krashen, 1982: 154)

Is, the, and of are grammatical morphemes, those little words that play a minor role in conveying the meaning of a sentence. They include noun and verb (for example, the -s in birds, the -s in primes, the -ed in looked, and the -ing in laughing); verb auxiliaries (for example, is, was, can, and shall); and prepositions (for example, in, on, and at).

b. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item that must not appear in a well-formed utterance. The second language learners made the errors by adding unnecessary items that should not be presented in the sentence. According to (Dulay, Burt, & Krashen, 1982) there are three types of addition error as follows:

1. Double Markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions. Double marking is two items marked for the same feature.

e.g: Incorrect : We didn't went there.

Correct : We didn't go there.

(Dulay, Burt, & Krashen, 1982)

Table 2.1*The errors of Double Marking*

Semantic Feature	Error	Example of Error
Past Tense	Past tense is marked in the auxiliary and the verb	She didn't go/goed.
Present Tense	Present tense is marked in the auxiliary and the verb	He doesn't eats.
Negation	Negation is marked in the auxiliary and the adverb	They don't hardly eat.
Equational Predicate	Equation is marked in two copula positions	Is this is a cow?
Object	The object is both topicalized and expressed in the object pronoun	That's the man who I saw him.
Past Tense	The auxiliary is produced twice	Why didn't mommy don't make dinner?

2. Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. It means that regularization errors occur when second language learners add morphemes to the exceptional words. The example of this error can be seen in the term of regular, irregular forms and construction in a language.

Table 2.2*The example of Regularization Errors*

Regularization Errors	Correction
Sheeps	Sheep
Deers	Deer
Eated	Ate
Camed	Came
Beated	Beat

3. Simple addition

Errors of simple addition refer to the addition of one element to the correct utterance. (Muis, 2019) stated that no particular features characterize simple additions, in other hands this error is the use of an item which should not appear in well-formed utterance.

e.g: Incorrect : Students should to be active in classroom

Correct : Students should be active in classroom

(Lalogiroth, 2018)

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect. The statement means that the grammar in the sentence is wrong. According to (Dulay, Burt, & Krashen, 1982), there are three subtypes of misformation errors as follows:

1. Regularization errors

Regularization errors that fall under the misformation category are those in which regular markers are used in place of irregular ones, as in *runed* for *ran*, *falled* for *fell*, or *gooses* for *geese*.

e.g: Incorrect : He drived his car two weeks ago.

Correct : He drove his car two weeks ago.

2. Archi-forms

The selection of marker of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called *archiforms*. The following examples are dealing with the use of demonstrative adjective, as in *that pens* for those pens or *this dogs* for these dogs.

3. Alternating Form

As learner's vocabulary and grammar grow, the use of archiform often gives away to the free alternation of various member of class with each other.

e.g: Incorrect : He gone to the market two days ago.

Correct : He went to the market two days ago.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occur systematically for both first language and second language learners.

e.g: Incorrect : He is all the time late.

 Correct : He is late all the time.

(Dulay, Burt, & Krashen, 1982)

2.4 Source of Errors

The majority of types of errors can be recognized through the identification stage. The type of errors that has been identified can lead to the sources of the errors. To understand whether it is an error or not, it is needed to know the source of errors. (Richard, 1974) (as cited in (Saputri, 2019)) stated that there are three sources of the errors: interlingual or interference errors, intralingual errors, and developmental errors.

1. Interlingual Errors

(Richard, 1974:173) stated that if the learners of a foreign language make mistakes in the target language by the effect of his mother tongue that is called as interlingual. In addition, (Chainstain, 1976:61) (as cited in (Syams, 2016)) stated that interlingual errors are due to interference from the mother tongue. For example, *saya makan makan*. The phrase *makan malam* is grammatically correct in Indonesia. But, English has its own phrase for this sentence *have dinner*.

2. Intralingual Errors

(Richard, 1985) stated that intralingual errors are those that reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules, and failure to learn conditions under rules apply. "Intralingual errors are those that are due to the language being learned, independent of the native language" (Selinker & Grass, 2008). Richard divided intralingual error into overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concept hypothesized.

a) Overgeneralization

(Simbolon, 2015) (as cited in (Saputri, 2019)) stated that overgeneralization which is caused by the extension of the target language rules to areas where they do not apply.

e.g: *she will gets* -using s after the modal auxiliary is grammatically incorrect. The learners overgeneralize the rule of the suffix –s that only used after the third person in the simple present tense.

b) Ignorance of rule restrictions

(Selinker & Grass, 2008) state that ignorance of rule restriction is failure to observe the restriction of existing structure. It may be the result of the learner in using a previously acquired rule in a new situation; other instances may result from the rote learning of rules.

e.g: *he made me to do* - The learner ignores the use of make which is actually not followed by to (Saputri, 2019).

c) Incomplete application of rules

Incomplete application of rules involves a failure to fully develop a structure in the sentence.

e.g: *He driving the car*

d) False concepts hypothesized

According to (Saputri, 2019), this source of errors arises when the learner does not fully comprehend a distinction in the target language. For example, the use of was as a marker of past tense in *One day it was happened*.

3. Developmental Errors

(Richard, 1985) stated that developmental errors are the result of the learner attempting to build hypotheses about the English language from his limited experience of it in the classroom or textbook.

(Ellis, 2008) (as cited in (Kurniasih, 2013)) stated that the sources of errors are as follows:

1. *Psycholinguistic sources* concern the nature of the L2 knowledge system and the difficulties learners have using it in production.
2. *Sociolinguistic sources* involve such the social context.
3. *Epistemic sources* concern the learner's lack of world information into a coherent text.
4. *Reside in the discourse structure.*

(Brown, 1987:177-180) (as cited in (Ma'mun, 2016)) stated that there are three sources of errors: interlingual transfer, intralingual transfer and context of learning.

1. Interlingual transfer

Interlingual transfer is the result of transfer from the native language, many such errors are detectable in learner speech. For example "the book of John" is actually can be said "John's book".

2. Intralingual transfer

Intralingual transfer-generalization is the result of as the learner progress in the second language, their previous experience, and their existing subsumers begin to include structures within the target language itself. For example "Does john can sing".

3. Context of learning

Context of learning is the result of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.

Based on the statements from the experts above, the writer points out that there are two main reasons for the students' errors. The first is interlingual which happens because of the mother tongue. The second is intralingual which happens because of a lack of knowledge from the target language. The writer uses three main categories sources of error based on Richard's idea to find out the students' sources of error in this research.

2.5 The Procedure of Error Analysis

It is important to follow a systematic process while analyzing learners' errors. Therefore, (Corder, 1974) (as cited in (Sobhi, 2019) stated that there is a four-stage procedure of error analysis approach which was widely used by researchers in the field of applied linguistics, “ (1) collection of a sample of learner language, (2) identification of learners' errors, (3) description of a learner's errors, (4) explanation and evaluation of learners' errors”.

The first is collecting data. It is one of the vital stages for a effective analysis study. In other words, collecting data influence the results of the research. In order to find information from the samples, (Corder, 1981) distinguishes two elicitation procedures: clinical and experimental. The clinical includes getting the participant to produce data of any category by conducting an interview. On the other hand, the experiment involves the use of an instrument that is measured to get the data from the participants. As far as sample size is concerned, three types of samples: massive, specific, and incidental, were identified by (Ellis, 1994). A massive sample includes collecting different samples of language from a large population to compile a complete list of errors. A detail sample comprises a small number of learners while an incidental sample includes single sample by a learner. Researchers prefer specific sample type because it is more convenient, practical, and less time-consuming.

The second is identification of learners' errors. It is essential at this step to be capable to differentiate between the learners' errors and mistakes in the data. (Ellis, 1997) proposes two helpful procedures to differentiate between errors and mistakes. The first is checking the consistency of the learner's performance. For example, in the data the learner spelled the word beautiful is constantly used for beautiful, this would be classified as an error because it indicates the learner's lack of knowledge. But, if the word beautiful is wrongly spelt only one time, it is considered a mistake. The second is asking the learner to self-correct the incorrectly spelled words that have been marked. As a result, the learner's errors are those which the learner cannot self-correct whereas mistakes are those the learner can.

The third is description of a learner's errors. The researcher, at this step, organizes errors collected according to certain categories. There are classifications of learners' errors proposed by some language researchers such as (Burt & Kiparsky, 1972); (Politzer & Ramirez, 1973); (Corder, 1981); (Dulay, Burt, & Krashe, 1982), and (Cook, 1999). One of the popular classifications of errors was proposed by (Dulay, Burt, & Krashen, 1982). They classified four types of error taxonomy: the linguistic category, surface strategy, comparative analysis, and communicative effect. According to (Sobhi, 2019), the Surface strategy, which is the second strategy proposed by (Dulay, Burt, & Krashen, 1982) makes a researcher realize that learners' errors do not happen aimlessly or due to laziness or sloppy thinking, but they occur in a systematic way. For that reason, in this study, the writer conducts the research by using the surface strategy.

The last steps are explanation and evaluation of learners' errors. Explaining errors includes deciding their sources in order to report for why they were completed. From the point of view of second language acquisition research, this is the most vital stage in an error analysis (Saputri, 2019). (Dulay, Burt, & Krashen, 1982) state that the explanation of error types is not simply a matter of assigning a single source to each that occurs.

(James, 1998) (as cited in (Ma'mun, 2016)) stated that there are five procedures in the identification of errors:

1. *Error detection*. It's a stage which the errors are detected, so the researcher becomes aware of its presence.
2. *Locating error*. The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

3. *Describing error.* The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum delicacy‘ of descriptive detail.
4. *Classifying error.* The errors are classified based on the errors classification.
5. *Counting error.* The last stage is counting error that the researcher counts the errors made by learners

(Selinker & Grass, 2008: 103) state that there are a number of steps taken in conducting an error analysis.

1. *Collect data.* Although this is typically done with written data, oral data can also serve as a base.
2. *Identify errors.* What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?
3. *Classify errors.* Is it an error of agreement? Is it an error in irregular verbs?
4. *Quantify errors.* How many errors of agreement occur? How many irregular verb form errors occur?
5. *Analyze source.* See later discussion.
6. *Remediate.* Based on the kind and frequency of an error type, pedagogical intervention is carried out

Based on the explanation above, it can be summed up that researchers use some procedure analyses to analyze errors in the linguistics field. The procedures also have the same stages of conducting; the first is collecting the data, the second is identifying the data to find the errors, the third is describing the errors based on the classifications, and the next is explaining the source of errors. In this study, the writer uses the procedures based on (Corder, 1974) (as cited in (Sobhi, 2019)) to conduct the research. The procedures are suitable for analyzing learners’ errors. They are a collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors.

2.6 Previous Research

The errors made by the students can be used as a reference to assist them to write correctly. Error analysis which is the process to analyze the students' errors has gained a great deal in the field of research. (Ma'mun, 2016), for instance, analyzed the errors on paragraph writings of English department students. The result showed that there are four kinds of errors namely omission, addition, misinformation and misordering. The students had grammatical errors in their writing in misinformation error 43%. They consist of misinformation of adverb, V2, subject-verb agreement, article, modal, passive, and word choices. The type of errors with the lowest frequency is misordering errors (9%). (Ma'mun, 2016) mentioned that these errors seem to be caused by interlingual and intralingual interference.

The analysis on errors made by English Foreign Language learners can be seen in the study of (Yusuf & Mustafa, 2021). The study was to find out the dominant errors made by the student of *kelas akselerasi* and to account for the causes of their errors. The errors were classified into omission, addition, misinformation, and misordering categories, which are based on the surface strategy taxonomy. The findings showed that the most dominant errors committed by the students were of the omission type (61.04%), followed by misinformation (18.78%), addition (16.85%), and misordering (3.31%). Yusuf et al. (2021) state that the causes of these errors were mostly due to intralanguage factors rather than interlingual factors. It was concluded that the students still faced problems in using the correct grammar in their writing.

In Indonesia where English has been taught as a foreign language confirmed to be the most difficult skill for students to master, Error Analysis (EA) has been an attractive approach and used by a lot of scholars to improve the writing skill of the students. (Safrid, 2016) analyze the most dominant errors and causes of errors committed by the third semester students of Syiah Kuala University on their speaking in Indonesia. the errors were classified into surface strategy taxonomy as proposed by Dulay et. al. The result shows that the most dominant errors were

omission (55%) followed by misformation (29%), addition (13%), and misordering (3%). The current study investigated that the causes of errors were intra-lingual and inter-lingual interference. Meanwhile, intra-lingual interference was considered as the major cause of the students' errors. In conclusion, the students still have a serious problem in term of grammatical aspect, especially omission of noun inflections and irregular past tenses, and misformation of auxiliaries.