CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter covers related some of the theory such as the concept of error analysis, transition words, comparison and contrast paragraph , and review of the previous studies.

A. Concept of Error Analysis

1. Definition of Error Analysis

Error analysis is a process in learning there is a deviation in the systematics of learning that forms of language which as a development of language. According to Corder (1967) error analysis is various the error that includes the existence of the deal. He claimed that error provide evidence of the language system that learners use in the process of developing a second language (L2) and the strategies or procedures that learners use to discover a language. Furthermore, error analysis is a students' problems or difficulties in developing language to achieve the correct language goals by writing or speaking and comparing with mistakes (Tailor, 1997:3). On the other hand, error analysis is a variety of actions to find any errors or power for students' needs in learning (Rachel, 2010:99).

Another perspective by some experts of Muriel Saville-Troike & Karen Barto (2017) argues the error analysis is the first approach to the study of Second Language Acquisition (SLA) which includes an internal focus on learners' creative ability to construct language. That's based on the

description and analysis of actual learner error in a second language. Furthermore, Carl James (2013) stated error analysis as the process of determining the incidence, natural causes, and consequences of unsuccessful language. Error analysis that caused can investigate the various processes that contribute to interlanguage development.

As result, it can be concluded error analysis is an approach to the steps of an activity doing to analyze the teacher or researcher to describe errors, classify errors, and evaluate errors. In error analysis, we can find the information of students in difficulty the language learning.

2. Categories of Error Analysis

In general, categories of error analysis According to Carl James (1998:106) there are four kinds of descriptive taxonomy that are commonly used; comparative, communicative, linguistic, and surface structure.

a) Comparative Taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of construction. The errors are classified into developmental, errors, interlingual errors, ambiguous errors, and unique errors.

b) Communicative Effect Taxonomy

Communicative effect taxonomy handels errors in term of their impact on the listener or reader.

c) Linguistic Category Classification

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This type of taxonomy specifies an error in a language category. That is, the error is identified throughout the TL system based on the language item affected by the error.

d) Surface Structure Taxonomy

There are four main ways for learners to modify target forms. So there are four ways in a specific systematic way. The following; omission, addition, misformation and misordering.

a. Omission

The omissions occur when students create sentences and have some aspects that are omitted. At least in the early stages, it tends to affect function words rather than content words. Example: *she to Jakarta by bus.* It is wrong sentence because the verb is omitted. The correct sentence is "*she goes to Jakarta by bus*".

b. Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. Example: *Is this is a cow?* It is wrong sentence. The correct sentence is "*Is this a cow?*"

c. Misformation

What the learner who produced this error has done is not misinform but mis selection errors. In this case the student used of the wrong form of a structure of the sentence. Example: *The dog eated the meat*. It is the wrong sentence. The correct sentence is "*the dog ate the meat*".

d. Misordering

Misordering is often the result of learners relying on carrying out the word to word translation of native language surface structures when producing written or spoken. Example: *I met there some Germans* (Duscova,1969). It is the wrong sentence. The correct sentence is *I met some Germans there.*

3. Steps for Error Analysis

Error analysis has some procedure or steps in analyze. Rod Ellis (2008) stated that procedures in error analysis research includes the following steps:

1. Collection of a sample of learner language

Most of the learner language which have been used in error analysis include collecting data from many speakers who are responding to the same kind of task or test. Some studies use samples from a few learners that are collected over weeks, months, or even years to determine the pattern of change in error occurrence with increasing Second Language exposure and proficiency.

2. Identification of errors

The analysis step, the learner's language sample needs to determine the elements that deviate from the target second language in some way. In addition, Corder (1967) can be traced back to systematic errors (which can be traced back to the learner's lack of

second language knowledge) and errors that are excluded from the analysis (types of processing errors) which he excludes from the analysis.

A corpus of learner language be gathered, they have to be identified. The steps the researcher gain to find an error category. Therefore, it is also necessary to determine what constitutes an error and establish a procedure for its recognition. To identified the error analysis there are two steps. The first determine the students to be use target of evaluation. The second is can distinguish between error and mistake.

3. Description of errors

For analytical purposes, errors are usually categorized according to language level (phonology, morphology, syntax, etc., sentence, verb form).

4. Explanation of errors

Explanation of errors is the most important step in trying to understand the process of second language acquisition. Two of the most probable causes of second language errors are interlingual factors that lead to negative transfer or confusion of the first language and intralingual factors that are not due to interlingual influences. Intralingual errors are also considered developmental errors and often represent incomplete learning of second language rules from them. The difference about the interlingual and

intralingual errors found on the procedure of Contractive Analysis (CA). Both of them has different comparative knowledge of First Language and Second Language. Explain the existing source of errors and obtained from which the errors and obtained which error come from. And also explained the cause and effect of error analysis.

5. Evaluation of Errors

Step of evaluation errors that involves analysing the impact of error on anyone. Example, how "serious" it is, or to what extent it affects intelligibility, or social acceptability, such as qualifying for a job.

4. Source of Error

The source of error by learners is divided into some stages. Brown (2000:257) stated source of error including four levels, as follow:

1. Interlanguage Transfer

Interlanguage transfer is an important source of learners' errors. The initial stage of learning a second language is particularly vulnerable to inter-language transfer or interference. Interlanguage transfers can define the error influenced by interference the learners' mother tongue. The common errors found that students translate the first language into a second language.

2. Intralingual Transfer

One of the main contributions of learner language research is that it recognizes the source of errors. The sources of these errors

have gone beyond the inter-language errors when learning a second language. As we know, intralingual transfer (within the target language itself) the main factor in second language learning. In addition, overgeneralization is also a source of error. It can be called negative intralingual transfer.

3. Context of Learning

The third main source of learning context errors is the learning context. "Context" refers to the classroom with teachers and their materials in the social situation of school learning or uncultivated second language learning. In the context of the classroom, teachers or textbooks can guide learners to make assumptions about the following: This language is called "misconception" by Richard (Richard (1971) and Stenson (1974) Contains errors). Most students often make mistakes due to teachers, teachers' misunderstanding of the wrong structure.

1. Communication strategy.

The communication strategy has been defined and is related to the learning style. Learners obvious use production strategies to enhance their ability to convey information, but sometimes these techniques may make themselves a source of error.

Another source of errors by Hinnon (2013) proposes that there is three sources of errors including negative transfer of the mother tongue (the process of translating from mother tongue to inappropriate English), limited

knowledge of the target language (not mastering knowledge of English), and the difference between words and sentence structures of mother tongue and those of the target language (differences in the vocabulary and sentence structure of the mother tongue with English).

B. Transition Word

1. Definition of Transition Word

Transition words are very contributed in the writing paragraph to be properly. It is as a leading unit that created a paragraph or essay. The aim of transition words connects one sentence to another sentence. Transition words that made the readers more easily understand the related of the sentence, paragraph, and essay. According to De Capua (2008:285) transition word is a hyphen that connects two sentences or connects more than one idea with different ones. On the other hand, Schorr (2005, as cited in Yally, Jufri & Fitrawati, 2011:360) adds that "without transitions, writing will be firm and boring", for example, the reader will not be able to follow the paragraph easily and feel confused to understand the topic of the paragraph. Besides, the transition word is phrases and words as the relatival that presented from the one idea with a related sequence of sentences or a paragraph (Kim, 2017:12). In conclusion, transition word is the hyphen between sentences that develop of the paragraph to be properly and the reader become easy to understanding of the text. So, the transition word means the word as a connection into one paragraph to the next paragraph or the one sentence to the next sentence.

2. Types of Transition Words

The theory by Oshima and Hogue (2006) there are types of transition words provided to generally used, for the following table:

Table 2.1 Types of Transition Words

Type/Function	Examples of Transition Words
To introduce an additional idea	Also, furthermore, additionally, in addition, moreover, similarly, besides, another, too
To introduce an opposite idea or Contrast	In contrast, conversely, alternatively, although, even though, nevertheless, notwithstanding, however, on the other hand, whereas, while, instead, otherwise
To add a similar idea	Comparatively, coupled with, correspondingly, identically, likewise, similar to, together with, equally, as well as
To introduce an example or Illustration	For example, such as, for instance, to demonstrate, namely, in particular, specifically
To indicate a consequence or result	Consequently, accordingly, as a result, hence, subsequently, therefore, thus, there upon as a consequence, for this reason wherefore
To emphasize or clarify a point	Even more, above all, indeed, more importantly
To introduce a restatement or Explanation	That is, in fact, indeed, namely, specifically
To show cause-effect	Due to, hence, since, leads to, Because
To show definition	Consist of, is a term that, is called, is characterized by means, that is
To show classification	Type, devision, group, varieties, kinds
To show concession	Yet, despite the fact that, despite
To draw a close or summarize	To conclude, as a final point, in brief, in conclusion, indeed, in short, in summary, finally, lastly

Furthermore, Boardman (2002:138) states that there are type/functions of transition word with the function in table 2.2. such as:

Table 2.2 Types of Transition Word

Types/Functions	Examples of transition word
To introduce a similar idea	Also, besides, furthermore, in addition, moreover and too
To compare thing	Also, likewise, similarly too
To introduce an opposite idea, and to contrast things	However, in contrast, instead, in/ by comparison, never hand, on the contrary
To introduce an example	For example, for instance
To signal chronological order	First, second, then, next, now, soon, last, meanwhile, gradually, after that, since then
To indicate order of Importance	Above all, first and foremost, more/most, importantly, stigmatically, primally
To introduce an effect or Result	Accordingly, as a result, as a consequence, hence, thus and therefore.
To introduce a cause or Reason	For, because, result from, because of, as a result of

Another reference by Andy Gillet, Angela H & Marry Martala (2009) the signaling words are connecting ideas within sentences and sentences within paragraphs. Signaling words not only start a sentence but also found within a sentence. The following table below which signaling words should be used in which context of the paragraph.

Table 2.3 Types of Signaling Words

Type	Example
Addition	Apart from this, as well as, besides, furthermore, in addition, moreover, nor, not only…but also, too, what is more
Cause and Effect	Accordingly, as a consequence, as a result, because (of this), consequently, for this reason, hence, in order to, showing to this, so, so that, therefore, this leads to, thus
Comparison/similar ideas	In comparison, in the same way, likewise, similarly
Condition	If, in that case, provided that, unless
Contradiction	Actually, as a matter of fact, in fact
Contrast/opposite ideas	Although, but, despite, in spite of, even so, however, in contrast, in spite of this, nevertheless, on the contrary, on the other hand, whereas, yet
Emphasis	Chiefly, especially, importantly, indeed, in detail, in particular, mainly, notably, particularly
Examples	For example, for instance, such as, thus, as follows
Explanation/Equivalence	In other words, namely, or rather, this means, to be more precise
Generalisation	As a rule, for the most part, generally, in general, normally, on the whole, in most cases, usually
Stating the Obvious	Clearly, naturally, obviously, surely
Summary/Conclusion	Finally, in brief, in conclusion, in short, in summary, overall, to conclude
Support	Actually, as a matter of fact, in fact, indeed
Time/Time order	At first, eventually, finally, firstly, in the first/second place, initially, lastly, later, next, prior to, secondly

3. The Function of Transition Words

The transition words have several functions that contributed on writing activity. According to Winifred and Michael (2011) transition words or transition signals can show the connections between information that has gone before, suggest illustrative examples, or sign readers to what or how

will be following. The transition word aim for making the reader easily connect and follow the writer's idea. Which it can be sustain between paragraph or sentences and so on.

C. Paragraph

Paragraph is a piece of writing that has some group of sentences to develop one topic or idea. According to William (1985:25) a paragraph is a conventional form that writers find useful to help their readers follow a sequence of ideas or thoughts. Scott (1993:65) stated paragraph means sentences that support the main idea, a good paragraph has the following sentences of the topic sentence, supporting sentence, logical order, and concluding sentence.

On the other hand, Saraka (1988:26) stated a paragraph can be divided into 2 forms. There are psychological paragraphs and conceptual paragraphs. A psychological paragraph is distinguished by spacing or indentation during the writing process to indicate that a new concept will be presented. A conceptual paragraph is one in which a writer constructs limits to one single idea, one topic sentence, and supporting details.

D. Comparison and Contrast Paragraph

Comparison is a relatively simple paragraph to write. Comparison can define the writing that explains similarities between idea, subject, or situation. While contrast emphasizes the differences. According to Hodgins and Lillard (1972:145) a comparison and contrast paragraphs it is found that the two

methods are combined. It's hard to write a comparison without using contrast. The very nature of comparison usually involves contrast. Generally, contrast involved at least implicit comparison.

The comparison and contrast paragraph shows the similarities and differences between two or more people, places, things, or ideas. There are two basic ways that important in comparison and contrast paragraph is organized. The first is the point approach and the second is the block approach. For example, the writer uses make point topic 1, when they use the point approach, while to compare or contrast, those points with topic 2. According to Hassan Mergani M. Aidaroos (2018) to develop the comparison and contrast paragraph the point are similarities and differences between people or places, ideas, opinions, and so on. To create a comparison and contrast paragraph is important to compare similar feature of both items. For instance, when comparing two books and discussing the existing characters in one that should discuss the character in the other. Listing the ways two items to be compared the same and different make ensure discuss the same features in both items.

In created a comparison and contrast paragraph, the writer uses some of the transition words below. According to Laurie G. Kirszner and Stephen R. Mandell (2009), there are transition words are used in comparison and contrast paragraphs.

Table 2.5

Transition Words for Comparison and Contrast	
although	one difference…another difference
but	one similarly…another similarly
even though	on the contrary
however	on the other hand
in comparison	similarly
in contrast	though
likewise	like
nevertheless	whereas

The following example of comparison and contrast paragraph below:

Saint Croix versus the United States

Life in Saint Croix is very different from life in New York City. <u>One difference</u> between Saint Croix and New York is that Saint Croix is much smaller than New York. Saint Croix, the largest of United States Virgin Islands, has a population of about 60,000 people. The two main towns on the island are Christiansted, with a population of about 3,000 people, and Frederiksted, with a population of about 830. <u>Unlike</u> Saint Croix, New York City is large. It has a population of over 8 million people crowded into the five boroughs of Manhattan, Brooklyn, the Bronx, Queens and Staten Island. My neighborhood in Brooklyn is more than twice the size of Christiansted and Frederiksted together. <u>Another difference</u> between Saint Croix and New York City is their lifestyles. Life in Saint Croix is slower than life in New York. In Saint Croix, people operate on "island time." Things get done, but people don't rush to do them. When a worker says "later," that can mean "this afternoon", "tomorrow," or even "next week." No one seems to mind, as long

as the job gets done. People don't see any point in getting anyone upset. In New York, <u>however</u>, people are always in a hurry. They don't take the time to slow down and enjoy life. Everything is fast-fast food, fast cars, and fast Internet access. As a result, people can seem unfriendly. <u>Although</u> Saint Croix and New York City are different, life is very interesting in both places.

E. Review of Previous Study

There are several related previous studies that support this study. The first of previous study in the research was written by Nova Lima Juliana Banjarnahor and Don Narius (2019) About "*An Analysis of Student's Ability in Using Transition Signals in An Argumentative Essay Written by The Second Semester of English Department Students at Universitas Negeri Padang"*. The result of the research there influenced by some mistakes such as, the students don't understand in applying transition in sentence, they have limited knowledge about transition signal, don't know using the placement of the types transitional and the minimize using punctuation when applying the transitional and then they didn't create essay by their self.

The second, previous study was written by Siti Mamluatun Nikmah (2019) the research conduct with the title "*An Error Analysis on Using Transition Signals in Essay Writing Among the Fourth Semester Students of English Education Department in State Institute for Islamic Studies of Metro*". She used qualitative approach in her research. To collect the data used documentation. This research analysed and find the factors students' error in using transition signal in essay writing. The result many errors in

writing essay, the first error on using punctuation 33%, error applying transition signal on clause and sentence 29%, error in the same appearance of transition signal 4%, and error in kind of transition signal about 30%, error on recurrence of transition signal 4%. Furthermore, there are factors that affect essay writing errors such as students' deficiency understanding transition signal, students' deficiency vocabulary in function and type of transition signals, and also students' deficiency ability on arrange idea of essay.

The following research was written by Fani Yally Yolanda, Jufri, and Fitrawati (2013) entitled "*The Analysis of English departments' Ability in Using Transition Signal at Padang State University*". This study discussed about students have misunderstanding in applying transitional in paragraph about written sentence, combine sentence, and also ignore the use of commas in use a transition signal. Furthermore, researcher uses descriptive qualitative research. From the result, the researcher gets 4 students has good score, less than half got poor score under 55. And most students could not use transition of cause effect, definition, classification, concession, and clarify a point. The ability of students about 60% in understanding of transitional signal.

Another previous study was written by Happy Rosita Djahimo (2018). In a journal international of the title "*An Analysis of Transition Signal in Discussion Texts Written by The Sixth Semester Students of the English Study Program of UNDANA in Academic Year 2016/2017*". This research classifies types of transition signal are used in discussion text. She used descriptive

qualitative design in her research. The result from this study the students still have problem in transition signal and not a little bit that have good competent in transitional signal. Thus, the dominant of transition signal used by students is addition types.

Last, a previous study was written by Abdullah Moga Jati Nogu Harahap (2017) entitled "*Students' Error Analysis in Transitional Signals at Seventh Semester Tbi-4 Iain Padangsidimpuan*". The result of research he was found that most students made errors using transitional signals process on their writing sentences. Based on the total errors there found (88 errors). For omission errors 42 cases (47.72%), for addition errors 46 cases (52.28%). The dominant error is addition type. Then, the students' difficulties in analysing transitional signals are still lack of vocabulary, less understanding of transitional signal process well, and less understanding about kinds and pattern of transitional signals well.

Based on previous studies above, this research that important to analyze because the study of transition word in online learning method that still limited. That ways the researcher conducted about study on student errors in using transition words in online learning. It is become different with some of previous studies. However, the study in online learning of teaching writing the students have different concentration and comprehension of ability that compared to directly study in the classroom. Really, it was become something news for students and teachers with the study normally. This research focused on the transition words errors and the reasons that contributed on this error.

This research, the researcher uses an object of paragraphs to analyze transition words. Because some types of paragraph still has rarely to be studied for analyzing especially the comparison and contrast paragraph.