CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents four topics related to the study, those are: concept of spelling, the nature of error, the nature of writing, and review of previous study. The nature of error includes: definition of error, the difference between error and mistake, the definition of error analysis, the benefit of analyzing error, the causes of error, and the classification of error. While, the nature of writing, includes: the definition, scope, and function of writing, writing as a skill, and the characteristic of written language.

A. Concept of Spelling

Spelling is noun form from spell. Spell is spell the letter in a word one by one. In the American Heritage dictionary 'spelling' is explain as (1) the manner in which words are spelled: orthography; (2) a group of letters representing a word.

In written English an error in spelling is appear whether in oral language. May be when they make an error in their speech or pronounciation it caused by the slip of the tongue. It can be apologized since the hearer can accepted the meaning of the speaker speech. In written language may be the error in spelling make a different meaning in the word. It can be a crucial effect.

B. The Nature of Error

1. Definition of Error   11

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, Dulay et al (1982:138).

Dulay et al (1982:138) states "People cannot learn language without first systematically committing errors". So, error is very natural in learning language. Don't be worry make an error when the learner learn, because an error will be the learner experience in the future learning process.

2. The Differences between Error and Mistakes

Between error and mistakes have some meaning that is make a failure of something. Whether word 'error' is usually used in the system of computer or program, while word 'mistakes' used in conversation in the society.

In an article under the title 'Difference between Error and Mistakes' accessed in 15th June 2014, term of 'error' is highly acceptable in formal or technical context. In scientific or highly technical terms, the word 'error' is more suitable. In the world of computing and programming, 'error' is the more fitting term to indicate a mistake, or fault, particularly in coding and processes. 'System Error' sounds better than 'System Mistake'.

'Mistake', on the other hand, is used more in casual English conversation. Though 'error' may still be used in exchange, it will often sound unnatural, or technicalese. It would be awkward to say something like: "It was all an error. I am sorry!", to your friend. The more natural sounding statement would be: "It was all a mistake. I am sorry!".

Brown (2000:217) states that mistakes and errors are technically 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. Mistake must be carefully differentiated from error. Mistake can be self-corrected while error can not be self-corrected.

3. The Definition of Error Analysis

Every teacher is aware that students might make some errors in learning process. Committing errors is human, since it is human characteristic. As errors are part of learning process, it might be assumed that we do not learn without producing some errors. Therefore, it is important for the teacher to

help the students in finding their errors and correcting these by using error analysis.

Ellis (1987:296) states "error analysis is a work procedure used by researcher and language teacher, which involves collecting the sample, identifying the errors in the sample, describing the errors, classifying the errors according to cause of the errors and also evaluating the errors."

In learning process, human may have mistakes and errors such as writing skill. Brown (2000:217) states that learning language is like the other learning. It can not be separated from making errors because they actually have significance for both teacher and students. Researchers and teachers of second language needs to analyze carefully what mistakes made by students in the process of constructing new language system.

Errors that are made by students in learning language should be analyzed by the language teacher. Brown (2000:218) states that while errors indeed reveal a system at work, the classroom language teacher will be preoccupied in noticing errors that the correct utterances in the second language go unnoticed. Brown also states that reducing the errors happened in language learning can increase language proficiency, as the main goal of learning second language. Thus, error analysis can be defined the process of identifying the errors made by students in learning language to improve the student's ability or proficiency of second language learners.

4. The Benefit of Analyzing Error

As a learner, knowing the error that they make is something important to make the improvement. With knowing their error, they can repair to be better. Basicly, everybody want to be better than before.

Error is something usual happened in learning process. Someone can not perfectly learn without creating the error. Moreover, someone often said that many students can learn from the error made by them. Analysing the error will have many benefits that can be taken, such as make students aware what should they do after their error in writing has been known. How to overcome them, how to make better their writing. The analyzing error can also have benefit for the improvement of teaching. Teacher who have analyzed the error made by students will conduct introspection for him/her self, so they will make teaching better than before. Lomax and Ferguson (2001: 187) state that there are some importance of errors in language teaching, they are:

a. As indicators of level difficulty of particular exercise or activity. For example, the occurance of a larger number of errors than expected may indicate that a particular exercise is too difficult for learners;

b. As indicators of learning success or failure. Fewer errors of specific kind may signal to the teacher that learning has taken place;

c. As a diagnostic device. By paying attention to the types of errors made and classifying them, teachers develope an image of learner's interlanguage. This in turn, may enable teachers to sort individual learners into groups of roughly similiar proficiency, and to decide what to teach next;

d. As a means of assessment. Part of teacher's evaluation of a learner's language proficiency is based on their errors.

In order to use errors in these ways, teacher must first notice and then analyze them; this is no easy matter. However, before analysis can be undertaken, errors must be detected, a far for simple process that can be broken down into a number of mental operation as below:

a. While monitoring learner utterances, the teacher decides if an utterance is well-formed;

b. Almost simultaneously, the teacher decides wether the meaning of the utterance can be made sense of;

c. The teacher then tries to make a well-formed reconstruction of the learner's utterance interpretation of the learner's intention, making a mental note of the difference between the ill and well-formed version in order to categorize the error.

Richard (1984:25) states in his book that there are many significants of learning errors. Firstly, for the teacher, if the teachers undertakes systematic error analysis, the teacher will be able to know how far the goal progressed by the learners and consequently what remains for the learner to learn. Secondly, they provide evidence for the researcher of how language is learned or acquired, what strategies or procedures the learner is employing in this discovery of the language. Thirdly, they are indespensible for the learner himself, because making errors is as the device how the learners learn.

There is two major purposes in studying learner's error, those are: (1) it provides data from which inferences about the nature of the language learning process can be made; (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty

producing correctly and which error type detract most from a learner's ability to communicate effectively, Dulay et.al (1982:138).

5. The Causes of Error

Sometimes, the error made by students in writing is easy to identify. However, the teacher still has the difficulties to identify the error because the factors cause the error are often different. One student may have different cause of the error made with others. There are many causes of error experienced by students as follows:

a. Interlingual Error

Interlingual error is the error happened because of the interference of mother language. It happens because the features of the two languages are different. Brown (2000:224) states that the beginning stages of learning second language are especially easy to be interferred by interlanguage errors. In this early stage, before the learner know exactly the system of second language, the native language is only the previous linguistic system that he/she can draw. It is therefore, to apply the rule or the system of the second language, he/she is often interferred by the system or the rule of mother tongue. To solve this error, usually the researcher translate the grammar of target language into the grammar of mother language.

b. Intralingual Error

Intralingual error is the error that is happened because of the features of target language itself. Richard (1984:174) states that intralingual transfer error can be divided into four types, these are:

1) Over-generalization

It means the learner like to simplify the formation or the rules of target language. The learners seem to simplify the use of such rules and apply again in the other uses. Just for example, the learners may be asked to add ed/d in constructing simple past tense. They may write 'did you opened the window?'. The sentence is consider false. It means that not all the form of simple past tense can be added ed/d. It depends on what form the verb is placed. According to Richard as stated in Johnson (2001:67) over generalization includes where the learner creates adevient structure on the basis of his experience of other structure in the target language.

The mixing of rules also becomes the error that is caused by over generalization. The learners may mix the rule previously taught with the rule is being taught. The previous rule may interfer the other rule. For example, the learner may say "the boy who wears glasses run with he is running". Then, he/she says "the boy who wears glasses drink with he can drink". The learner may then produce "he is run and he can drink". Richard (1984:174) states that over-generalization generally involves the creation of one deviant structure in place of two regular structures. It can be the result of the learner reducing his linguistic burden.

2) Ignorance of rule restriction

In this case, the learners make the error because they get false analogy. Richard (1984:176) states that the errors made by students in applying such pattern may be caused by incorrect analogy. The language learner rationalizes a deviant usage from his/her previous

experience of English. The learner who use particular preposition for one type of verb may use the same preposition for the other verb. For example, 'she said to me' may become 'she asked to me'. Actually the second sentence is considered error.

3) Incomplete application of rule

Sometimes, in applying the rule, the language learner uses incomplete pattern to construct the utterance or sentences. Richard (1984:177) states that incomplete application of rule is related to the occurance of structure whose deviancy represents the degree of development of the rules required to produce acceptable utterance.

4) False concept hypotized

The error can also be caused of faulty comprehension of distinction in the target language. Richard (1984:178) states that this error category is done by the students with the faulty rule learning at various levels, there is a developmental errors which derive from faulty comprehension of distinctions in the target language. These are sometimes due to minimum gradation of teaching items. A learner may come to believe that'was' is how past time is marked in English, and produce sentence like 'one day it was happened'.

Dulay et al (1982:139) states sometimes researcher distinguish between errors caused by factors such as fatigue and inattention Chomsky's (1965) term "performance" factors, and error resulting from lack of knowledge of the rule of the language Chomsky's (1965) term "competence" factors. In some of the second language literature, performance error have been called "mistakes" while the term "errors"

was reserved for the systematic deviations due to the learners still developing knowledge of the L_2 rule system, Corder (1967) in Dulay et al (1982:139).

6. The Classification of Error

It is very difficult to classify the errors made by students in writing descriptive text precisely. There are many ways that can be used to classify the error. The role of categorization is very important for analysis. The error analysis will be easier if the error is classified.

Errors made by students in learning language can be classified into some types. Dulay (1982:146) classifies the errors into four categories as explained below:

a. Communicative Effect

Based in this taxonomies, the errors are classified into global and local errors. Global errors are that effects an overal organization of the sentence and impede significantly a successful communication in the sense that errors cause the listener or reader to misunderstand the message or to consider the sentence incomprehensible. For example, if a listener of English says,:"English language use many people", clearly the learner has committed a global error, because the reader or listener can not comprehend completely what he intends to say. Conversly, local errors are errors that affect a single segment in a sentence and they do not usually hinder communication significantly.

b. Linguistic Category

Linguistic categories classify the error in respect to the language component or the particular linguistic constituent the error aspect. Language components include phonology, syntax and morphology, semantic and lexycal and discourse.

c. Surface Taxonomy

This type of error highlights the ways surface structures which are altered or changed. In this type of error, the learners may omit necessary items or disorder them. Therefore, this taxonomy categorizes errors into four types, they are addition, omission, misformation and misordering. Surface strategy taxonomy is one of the most common taxonomy used in analyzing language errors, Dulay et al (1982:150).

Analyzing errors from a surface strategy perspective is concerned with identifying cognitive processes that are reflected on the learners' reconstruction of the new language. The errors produced are not the results of laziness but of the learners' use of their first language system or principles to produce a new language. Dulay et al (1982:150) classifies the students error based on surface strategy taxonomy into four types. They are as follow:

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. There is an evidence that grammatical morphemes (e.g. noun and verb infelctions, articles, prepositions) are omitted more often that content morphemes which

carry the meaning, Dulay (1982: 154-155). In other words, the learners omit an item that must be used in grammatically correct sentence. Especially in spelling, the learners omit an or some item(s)/ letter should be appear in the well-formed word/ vocabulary. For example:

My body is healty.

Should be:

My body is healthy.

Here, the learners omit a letter 'h' in the word of 'healthy'.

2) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in well-formed utterance. This type of error usually occurs in the later states of second language acquisition, when the learner has already acquired some target language rules. For example:

This note book is very usefull for me.

The learners should omit letter 'l', because double 'l' in the word 'usefull' is incorrect.

The correct one is:

This note book is very useful for me.

There are three types of addition errors, these are:

a) Double marking

Double marking in addition error is language error in which the concept is expressed twice when the language requires its expression is expressed only one. For example:

Reza did not opened the door.

Sentence above is incorrect, because use double marking of past tense. The correct one is:

Mirza did not open the door.

b) Regularization

Regularization is the errors that occurs in applying regular form in irregular one. The students tend to use regular forms in the regular one. For example:

'run' becomes 'runed', 'cut' becomes 'cutted', 'eat' becomes 'eated' and etc.

c) Sample addition

The addition errors that do not belongs to the categories above is included in this category. For example:

My aunt boil the water.

The correct one is:

My mother boils the water.

3) Misformation

Misformation error is characterized by the use of the wrong form of the morpheme or structure. While in omission the item is not supplied at all, in misformation errors the learner supplies something, although it is grammatically incorrect. In spelling, the learners use the wrong form of the letter. For example:

Faza is very surprized for the gift.

The learner use 'z' stands for 's'.

The learner should write:

Faza is very surprised for the gift.

There are three types of misformation errors, these are:

a) Regularization error

Regularization error refers to the use of regular marker to irregular one. For example:

The persons are drinking milk.

In the sentence above the plural marker is used in irtregular one. The right sentence is:

The people are drinking milk.

b) Archi-forms

The learners use one form of the class that represents all of the use of the class. For example:

Him eats fried rice.

The correct one is:

He eats fried rice.

c) Alternating forms

In alternating forms the learners exchange the form freely (that for those, this for these, he for she, and etc.) for example:

That lions eat deer.

The correct one is:

Those lions eat deer.

4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. These errors occur systematically for both second language and first language learners in constructions that have already been acquired. Especially in spelling,

the learners misorder the letter, for example: they want to write 'quiet'

means *diam/ tenang.* But, they write 'quite' that means *sungguh.* Here

is the example:

Please, be quiet! The baby is sleeping.

The incorrect is:

Please, be quite! The baby is sleeping.

d. Comparative Taxonomy

Comparative taxonomy is used to classify the error in which it is

based on the comparasion between the error in target language and the

error in other structure.

C. The Nature of Writing

1. Definition, Scope, and Function of Writing

Writing is one of skill that should be mastered by the one in learning

language. Tarigan (2008:22) states that writing is composing grafic symbol

that describe language that is understood by someone, so the other one can

read the grafic symbols if they understand that language and grafic. Symbols

may deliver meanings, but it does not illustrate the unity of language. Writing

is part of expression in language. Thus, it can be said that copying letters or

arranging letter becomes text and to be printed can not be called as writing if

the writer does not know the language use.

In the principle, the main function of writing is as communication system indirectly. Writing is very important for education because it can make students easy to think deeply. Writing can also help the writer to explain whatever in our mind.

2. Writing as A Skill

Writing is one of the skill in English, besides listening, speaking, and reading. Writing is one of deep thinking expression. Langan (2006:13) states "A realistic attitude about writing must build on the idea that writing is a skill. It is skill like driving, typing, or cooking, and like any skill, it can be learned". More practice, the ability will be increased. Tarigan (2008:3) states that writing is language skill that is use to communicate indirectly, not directly face to face. Writing is one of productive and expressive activity. Someone who like to be good writer can learn how to write well, someone may feel difficult, because someone who write such text must be active to think, think and think. It is not enough, someone who like to be good writer just sit on the chair, faces the blank sheet and write without any thinking and technique.

For almost everyone, competent writing comes from plain hardwork from determination, sweat, and head on battle. It is impossible for writer will be automatically competent without any efforts before and without any learning before. Because writing is a skill, it make sense that the more the learner practice writing, the better the learner will write. Someone who often write what he/she think can improve his/her ability to write, even he/she may become professional writer. However, it is almost impossible that if someone want to be professional writer, but there is no effort done.

In modern life, it is very clear that writing skill is needed very much. Someone who have high ability to write, may be considered as well known people. Thus, the writer who says that writing is used to report/inform and influence, it can be done well by people who can use their mind and expose clearly.

The competent writer will be able to produce good writing. Tarigan (1994:6) states that there are many clues that shows the good writing. Those are:

a. The good writing indicates the writer's skill in using suitable rhyme

b. The good writing indicates the writer's skill in arranging the prepared things becomes the final product

c. The good writing indicates the writer's skill in writing something clearly: apply sentence structure well, use good language and make the example of good sentence as the reflection to make the good sentence

d. The good writing indicates the writer's skill in writing interesting text: make the reader interested to read the writing product. In this case, something that should be avoided is the repetition of words or phrases that are actually not needed. Every word must have suitable meaning as the writer means.

e. The good writing indicates the writer's skill in critisizing their writing product and revising it. The willing to revise the first writing is the key to make the better writing. It can be concluded that if the writer is diligent to check their writing product and revise it if there are some mistakes, the product will be good.

3. The Characteristic of Written Language

Written language has certain characteristics. There are some differences between written and spoken language. Brown (2000:303) states that spoken language is fleeting. Once, the people speak a sentence, it vanishes (unless there is tape recorder around). The hearer, therefore, is called upon to make immediate perception and immediate storage. Written language is permanent (as permanent as paper or computer disks). Therefore, the reader can read again and again. In addition, writing is more complex than speaking. Furthermore, writing needs more process than speaking. The good writer will need enough time to make his/her writing better. There are many steps in writing that should be paid attention by the writer. Writing language, than, has complexity that is opposed of spoken one. The writer needs to learn of how to remove redundancy, how to make good sentence and how to make syntactic and lexycal variety.

D. Review of Previous Study

There are studies about error analysis before the researcher conduct the research, such as study about analyzing of subject-verb agreement errors (Badawi, 2012), grammatical features errors in writing recount text (Yohana, 2013), error in writing descriptive text (Effendy, 2014) and etc.

Badawi (2012) conduct the research about subject verb agreement erors that mostly appear in writing based on surface strategy taxonomy and the source of errors that mostly appear in student writing related to subject verb agreement. The result of the research is researcher finds various kind of errors related to subject verb agreement error. It is categorized into error of omission, addition, misformation, and misordering. The student made the total of 679 errors. The most error founds in student's writing is misformation with 361 times of occurence and 53,2% percentage.

The sources of those errors was found that intralingual is the most errors appears in the student's writing, then followed by interlingual error. Thus intralingual is categorized into four sub-categories, most to least; Incomplete application of rules with 517 times of occurrence and percentage 76.7%, Overgeneralization with 141 occurrences and 20.9% of percentage then followed by ignorance of rule restriction and false concept hypothesis with 10 and 6 times of occurrence and 1.5% and 0.9% of percentage.

Yohana (2013) conduct the research about grammatical features errors in writing. The error is classified by surface strategy taxonomy. The result of the research is researcher finds four kinds of errors related to grammatical features error. Misfprmation errors in the first sequence as the most error happened, Followed by omission error in the second sequence. In the third sequence is addition, while in the last is misordering.

Effendy (2014) conduct the research about error analysis in writing descriptive text. This research are Identify the types of lexical errors, syntactical errors, and discourse errors, classification the frequency of each type of errors, describes the dominant type of errors, and identifying the source of errors. The result of the research shows that the students made 137 errors in their compositions. There are three classifications of error based on the combination of linguistic category taxonomy and surface strategy taxonomy. Lexical Errorsconsists 55, 47%. Syntactical Errors consists of 40, 14%. Errors on discourse are made up of 4, 37%. The dominant error is lexical error especially in wrong spelling. The researcher also finds 2 dominant sources of error, namely interlingual transfer and intralingual transfer.

The strength of previous studies like in Badawi (2012) the study is representative, because it is take almost all of the population. Since the population is small, this study didn't use the sample as the way to take the data.

The weakness of previous studies like in Effendy (2014) is the scope of the study is too wide. It is identify the writing errors in the types of lexical errors, syntactical errors, and discourse errors. The researcher should limit the types of error identification by choose one of them. So the study is more focus.

The similarities among this study with the previouses study above is using surface strategy taxonomy to classify the error. The basic difference is this study focus on spelling error in the vocabulary, it ignored the grammatical rules.