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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Error Analysis

a. The Definition Error Analysis

Learning foreign language is different from learning one's mothertongue, because of that it is possible for students to make an error, and error is difficult enough to avoid. Before knowing why and what types of errors are made by the students, it is important to know the definition about error itself.

According to Brown (2007), an error as a noticeable deviation from the adult grammar of native speaker, reflecting the competence of the learners. It means, error come from learners competence in learning the language. Therefore, learners in the teaching process often made error and it is not only inevitable but also a necessary part of the language process. As the learner of foreign language error can't be avoid ever the most intelligent, conscientious and motivated students do some error and some error and sometimes the native speaker also. The error made by students indicated that they are in the process of learning.

According to Brown (2007), the fact that learners do makes errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to surge of

study of learners' errors called error analysis. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the learners do the errors.

In line with statement above James (1996) stated that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. An analysis provides some information, which in turn helps teachers correct students' errors as well as improve the effectiveness of their teaching. According to Ratnah (2013), Error comes from the learner's competence in learning the language. Error analysis is the process based on analysis of learners' error in their process of second language learning. Error analysis is valuable source information to teachers. It provides information on learners' error which help teacher to correct it and improve of the effectiveness of learning process. In the other hand, error gives sign to the teacher and researcher whether the learning processes or not.

Khansir Ali (2012) mentioned the study of errors used order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners, errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials. Errors are wrong habits that can and should be eradicated for some others are manifestation of "transitional competence".

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Based on the definitions previously, it can be concluded that error analysis is an investigation methodology in language learning for analyzing, observing, and classifying learner's to give us indication in learning process.

b. Differences between Error and Mistake

Regarding this research which focuses on error analysis, the writer provides the difference between error and mistake. Students should be able to differ between error and mistake. Harmer (2001) stated that mistake can be divided into two broad categories. “ slip (that is mistakes which students can correct themselves and which therefore need explanation), and attempt (that is when a student's tries to say something but does not yet know the correct way to saying it).

According to Brown (2007), an error as a noticeable deviation from the adult grammar of native speaker, reflecting the competence of the learners. It means, error come from learners competence in learning the language. From the explanation above, it can be concluded that error is systematic and the students cannot be self-corrected, because it reflects the student's competence in the target language. On the other hand, a mistake is an error that students can be self corrected, because it is only the result of the students' performance.

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c. The Sources of Error

It's necessary to know the source of error in order to identify the troubles faced by students in language learning process. Ellis (2008) points out the source of error into four categories:

- 1) Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties that learners have used in production.
- 2) Sociolinguistics sources such matters as the learners' ability to adjust their language in accordance with the social context.
- 3) Epistemic sources concern the learners' lack of world knowledge.
- 4) Discourse sources involve problems in the organization of information into a coherent _text'.

In contrast to Ellis, James (1996:179) classifies the sources of error into four sources, they are:

- a) Mother tongue influence: Interlingual errors

It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use previous experience when they learn it.

- b) Target language causes: Intralingual errors

It is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother tongue.

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c) Communication-strategy

It is related to the learning style. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error.

d) Induced errors

It overlaps both types of transfer. In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept. The researcher uses the four main categories sources of error based on James's idea to find out the students' sources of error in her research.

d. Types of Error

According to Dulay et al (1982), surface strategy taxonomy highlights the ways surface structure will be altered: learners may omit necessary items or add unnecessary ones, they may be misform items or disorder items. Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concerned with identifying cognitive processes underlie the student's reconstruction of the new language. There are 4 types of Error based on surface strategy taxonomy. They are:

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes

carry the bulk of the referential meaning a sentence: Noun, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words.

2) Addition

Addition errors are the presence of an item which must not appear in well-formed utterance there are 3 types of addition errors, namely double marking, regularization, and simple addition. These are the explanations:

a) Double Marking

Double marking happens when two items rather than one are marked for the same feature. For instance : (In Past Tense). (Erroneous) : we didn't *went* there. (Correct) : we didn't *go* there

b) Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

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For instance, in the sentence:

(Erroneous) : Laura *came*d to her mother house 2 months ago. There has regularization of regular past, the verb *come* does not become *came*d, because *come* is irregular verb .

(Correct) :Laura *came* to her mother house 2 months ago.

c) Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For instance, in the sentence:

(Erroneous) : I *can* played the game.

There has simple addition of verb one after modal . (Correct) :*I can play the game.*

No particular features characterize simple addition other those that characterize all addition errors, the use of an item which should not appear in a well-formed utterance.

3) Misformation

Misformation errors are characterized by the use of the wrong form the morpheme or structure. In misformation errors, the learners supply something, although it is incorrect. There are 3 types of misformation errors, they are regularization errors, archiforms, and alternating forms.

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a) Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* for *gooses* for *geese*. For instance, in these following sentence:

(Erroneous) : He *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode*.

(Correct) : *He rode his motorcycle.*

b) Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. For instance, in this following sentence:

(Erroneous) : *This* pencils are mine.

This is not appropriate for plural, the appropriate one is *these*.

(Correct) : *These pencils are mine.*

c) Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other. For instance, look at these sentence below:

(Erroneous) : I *written* a letter yesterday.

The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past tense.

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(Correct) : *I wrote a letter yesterday*

1. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For instance, look at these sentences below: I did not know why was she sad. It should be, I did not know why she was sad. Because the placement to be was is wrong.

e. The Cause of Error

There are some of factors that is cause an error. John Norrish (1983) exposes three causes of errors:

- 1) *Carelessness*: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if they lose interest; perhaps the materials and/or the style of presentation do not suit them.
- 2) *First language interference*: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually *'shaped'* towards those of the language he was learning.
- 3) *Translation*: Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

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f. Procedures of Error Analysis

In the language teaching, the teacher must analyze the error that students made. So, the teacher should do procedures of doing the error analysis. According to Ellis (2008), the procedures for analyzing errors include five steps, there are :

1) Collection of sample of learner's language

Most samples of learner language which have been used in error analysis include data collected 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 a period of weeks, months, or even years in order to determine patterns of change in error occurrences with increasing L2 exposure and proficiency.

2) Identification of errors

The first step of the analysis requires determination of elements in the sample of learner language which deviate from the target L2 in some way. The identification of error involves a comparison between what the learner has produced and what native speaker counterpart would produce in the same context.

3) Descriptions of error

The description of error involves specifying how the forms by the learner differ from. For purpose of analysis, errors are usually classified according to language level (whatever an error is

phonological, morphological, syntac, etc), general linguistic category (e.g auxiliary system, passive sentence, negative construction), or more specific linguistic elements (e.g articles, prepositions, verb form)

4) Explanation of errors

Accounting for why an error was made is the most important step in trying to understand the processes SLA (Standard Language Acquisition). Two of the most likely causes of L2 errors are Interlingua and intralingua factors.

5) Evaluation of errors

In evaluation of errors, the teacher asks the students' error and they try to correct the error by themselves. The evaluation of errors includes the following steps:

- a) Selecting errors to be evaluated
- b) Deciding the criteria on which the errors are to be judged
- c) Preparing the error evaluation instrument
- d) Choosing the judges

2. Nature of Grammar

If we talk about grammar, we will also talk about the patterns of a language because to master grammar correctly, we have to know the grammatically and how to arrange it. One thing that we have to know is that every language grammar has many patterns depends on condition and situation.

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According to Hornby (1989), grammar is rules for composing word combining them into sentence. Good writing, reading, speaking, and listening in English, the learners have to know required knowledge of grammar. Pertaining to that statement, Harmer (2001, p.12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.

Based on the explanation above, grammar plays a prominent role in understanding a language. Besides, grammar will help students to comprehend the reading text, listening, speaking and writing. Therefore, the students are demanded to have grammar ability, in order that they can apply it correctly in their daily spoken and written language. In other words, they are expected to know the function of language in communication.

3. Nature of Present Perfect Tense

a. Present Perfect Tense

The present perfect tense is one of the more difficult English tense to use well or even correctly. According to Ferdinandus (2016), present perfect tense is commonly used to express some of the information that is still continuing, in which the present perfect tense occurs as a main tense.

In line with Betty said present perfect tense is something happened before now at an unspecified time. Murphy (1994) stated that the present perfect tense is formed with have/has + the past participle.

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The problem appears that there are many students who have difficulties in understanding simple perfect tense as well as they are hard to use the right form of simple present perfect, as like: the use of *have/has* and the use of verb form like *regular* and *irregular verb*, and the usage (the use of time expression) of present perfect tense.

Based on the definition above the researcher concludes that, present perfect tense used to express a situation that began in the past and continued to the present or it designates an action which began in the past but which continues into the present or still continues.

b. Form of Present Perfect Tense

1. Affirmative

To make an affirmative formula of **the verb other than be** use the following formula :

$$S + \text{have/has} + V3 + (...)$$

Example :

| Subject | have/has | V3 | |
|--------------|----------|----------|-----------------|
| I | Have | finished | my assignment |
| The students | Have | Passed | the test |
| Anna | Has | watched | the scary movie |
| Mrs Franz | Has | Slept | |
| We've | | Eaten | |

To make an affirmative of **the verb be** we use the formula :

$$S + \text{have/has} + \text{been} + \text{Substantive (Adverb of place)} + (...)$$

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Example :

| Subject | Have/has | Been | Substantive | |
|------------|----------|------|-------------|------------|
| Carl's dog | Has | Been | dissappear | for a week |
| I | Have | Been | Absent | for 2 days |
| They | Have | Been | in school | since 6.30 |
| Fredrick | Has | Been | to Germany | this week |

The basic form of present perfect tense : have / has + past participle. We use have with I, you, we, they or plural noun. And we use has with she, he, it or a singular noun. With pronouns, have is constracted to apostrophe + ve ('ve) and has to apostrophe + s ('s).

2. Negative

To make a negative of **the verb other than be** we use the following formula :

S + have / has + not + V3 + (...)

Example:

| Subject | have/has+not | V3 | |
|--------------|--------------|----------|-----------------|
| I | have not | finished | my assignment |
| The students | have not | Passed | the test |
| Anna | has not | watched | the scary movie |
| Mr Franz | has not | Slept | |

To make a negative **of the verb be**, we use the following formula :

S + have / has + been + not+ Substantive (Adverb of place) + (...)

Example :

| Subject | Have / has + not | Been | Substantive | |
|------------|------------------|------|-------------|------------|
| Carl's dog | has not | Been | Disappear | for a week |
| I | have not | Been | Absent | for 2 days |
| They | have not | Been | in school | since 6.30 |
| Freedrick | has not | Been | to germany | this week |

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3. Interogative

To make an interogative **of the verb other than be** we put have / has before the subject. The following formula :

Have / has + S + V3 + (...)

Example :

| Have / has | Subject | Been | Substantive | |
|------------|------------|------|-------------|-------------|
| Has | Carl's dog | Been | dissappear | for a week? |
| Have | I | Been | absent | for 2 days? |
| Have | They | Been | in school | since 6.30? |
| Has | Fredrick | Been | to Germany | this week? |

To make an negative interogative **of verb be**, we pus haven't / hasn't before the subject. The formula is :

Haven't / hasn't + S + been + Substantive (adverb of place) + (.....)

Example :

| Haven't/ hasn't | Subject | Been | Substantive | |
|-----------------|------------|------|-------------|-------------|
| Hasn't | Carl's dog | Been | dissappear | for a week? |
| Haven't | I | Been | absent | for 2 days? |
| Haven't | They | Been | in school | since 6.30? |
| Hasn't | Fredrick | Been | to Germany | this week? |

To make an negative interogative **of verb other than be**,we use the formula

Haven't / hasn't + S + V3 + (...)

Example :

| Haven't / hasn't | Subject | V3 | |
|------------------|------------|----------|------------------|
| Hasn't | Mrs. Franz | slept? | |
| Haven't | They | Passed | the test? |
| Haven't | I | Finished | my assignment? |
| Hasn't | Anna | Watched | the scary movie? |

The active forms of the present perfect tense (using the verb to work as an example) are as follows:

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| | Singular | Plural |
|------------|--|------------------|
| 1st person | I have worked | We have worked |
| 2nd person | You have worked | You have worked |
| 3rd person | He has worked She has worked It has worked | They have worked |

The passive form of the present perfect tense (using the verb to hit as an example) are as follows :

| | Singular | Plural |
|------------|--|--------------------|
| 1st person | I have been hit | We have been hit |
| 2nd person | You have been hit | You have been hit |
| 3rd person | He has been hit She has been hit It has been hit | They have been hit |

B. Relevant research

A number of studies have previewed investigating students' errors in present perfect tense. One of which was conducted by Kanokwan Petchtae (2011), entitled *An Error Analysis of the Present Perfect Tense : A Case Study of Grade 11 Students at Satri Wat Rakang School in the Academic Year 2010 Thailand*. The method that he used descriptive research method. The researcher use multiple choice test, fill in the blank test, and making the sentences test. From the finding, it can be concluded the most of students were able to use the present perfect tense and had the ability to use adverb indications in the present perfect tense.

The grand total students that could answer the multiple choice test correctly was 83.82%. this shows that the students had a good knowledge of how to use all types of time markers in the present perfect tense. ,fill in the blank 89.61% students could provide a correct answer it can be seen the most

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of subjects had the ability to use auxiliary verbs(have/has) with subject agreement . And 76.73% answered the questions in the making the sentences test. The result show that one in four were weak in using grammatical structure in order to organize sentence in the form of the present perfect tense. It is thus likely that students will have difficulty creating a correct present perfect tense sentence in everyday life.

Another research was conducted by Erka Cahyanti (2011), an titled An Error Analysis on Students' Learning in Present Perfect Tense : A Case Study at the First Year Students of Madrasah Aliyah Soebono Mantofani Jombang Ciputat. This research describes the students' error in learning present perfect tense at the first grade students of Madrasah Aliyah Soebono Mantofani Jombang Ciputat. The objective of this research is to find out some errors in form and usage of present perfect tense. In doing the research, the writer used quantitative method and the technique to collect the data are test, observation and interview. She formulated the problems into one questions as follows : "What are the common mistake that is made by the students in learning present perfect tense ?"

The responden of this research is the first grade students of Madrasah Aliyah Soebono Mantofani Jombang Ciputat. The writer gave the forty students the test that consists of 25 items, 15 items in the form of present perfect tense and 10 items in the usage. Finally, The finding of the research is that the first year students of Madrasah Aliyah Soebono Mantofani did some errors in using the form of present perfect tense and the usage. The result is

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from overall responded that 48% students did errors in the form of have/has, 28% students did errors in the form of regular verb, 55% students did errors in the of irregular verb and 58.75% students did errors in the usage of present perfect tense. In short, from the data got it showed that the students did errors most is in the usage of present perfect tense (they did mistake in differentiating between the use of present perfect tense and past tense.

C. Operational Concept

The operational concept is the main element to avoid misinterpreting and misunderstanding in a scientific study. According to Syafi'i (2015) operational concept is derived to related theoritical concept an all the variables that should be practically and empirically operated in academic writing a research paper.

Operational concept is as a guidance used to avoid misunderstanding in carrying out the research. It is necessary to clarify briefly the variable use in this research. The researcher analyzed the students' errors base on Dulay's theory Surface Strategy Taxonomy (1982), as follows :

1. The students make errors of omission in making present perfect tense.
2. The students make errors of addition in making present perfect tense.
3. The students make errors of misformation in making present perfect tense.
4. The students make errors of misordering in making present perfect tense.