

CHAPTER II

THEORITICAL REVIEW

Second chapter describes about error, error analysis, conditional sentence, and grammar.

A. ERROR

1. Definition of Error

Brown (1994:218) defines “error analysis as a study of learners’ error which is based on the fact that learners do make errors, and that these errors can be observed, analysed, and classified to reveal the system operating within the learners.” When the English learners use conditional sentence, most of them are potential in making errors. Error can be done because they do not understand what the teacher explains. Error is related to the English learners’ knowledge about that.

Meanwhile Dulay (1982:138) states that teachers who have waged long battles against their students’ language errors have come to realize that making against are an inevitable part of learning. It is almost impossible, for someone learns a language without committing any errors.

2. Type of Error

Some researchers categorize errors in the literature. According to Dulay (1982:138) explained that this error type explains on how the surface structure change. It is possible for language learners to omit and distort sentence item they create or

maybe they add unnecessary sentence item in the sentence. In general, this type of error is classified as follows:

1. Omission

Although any morpheme or word in a phrase is a potential candidate for omission, some types of morphemes are omitted more frequently than others. Omission errors are characterized by the absence of an item that must present in a well-formed utterance.

Example:

Error sentence: I diligent.

Correct sentence: I am diligent.

2. Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well-formed utterance.

Example:

Error sentence: The children plays badminton.

Correct sentence: The child plays badminton.

3. Misformation

Misformation errors happen when the students use the wrong form of the morphemes or structure.

Example:

Error sentence: It is a apple.

Correct sentence: It is an apple.

4. Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance.

Example:

Error sentence: Is it beautiful, isn't it?

Correct sentence: It is beautiful, isn't it?

B. ERROR ANALYSIS

1. Definition of Error Analysis

According to Norris (1983:11) "error analysis can give a picture of type of difficulty learners are experiencing. If carried out on a large scale such a survey, it can be helpful in drawing up a curriculum". Gas and Selinker (2008:102) have another point of view, "error analysis is a type of linguistic that focuses on the errors learners make in producing the target language and the target language form itself". And also, Brown (1994:218) defines error analysis as a study of learners' error which is based on the fact that learners do make errors, and that these errors can be observed, analysed, and classified to reveal the system operating within the learners.

Students who write in English, they sometime make errors. Making error happens when the students have not mastered the rule. Because, it is a part of the process of learning English, it cannot be avoided.

2. The Procedure of Error Analysis

To correct the students' answers, a procedure of error analysis is required. With procedure analysis of the error will be correct and clear. According to Ellis (1997), in his book, "Second Language Acquisition", there are four error analysis procedures. They are: identifying errors, describing errors, explaining or interpreting, and evaluating the error.

C. ERROR AND MISTAKE

Error and mistake are different. Corder stated errors as "systematic errors that are errors of competence". Besides that, he additionally describes mistakes as "un systematic errors that are lapses or slips of the tongue (errors of performance)"(p.13). Another distinction between errors and mistakes is mentioned by Richards and Schmidt (2002:184) differentiate between the two important terms. They point out that error is the product of insufficient knowledge and that mistakes produced by learners while writing or speaking are the result of inattention, exhaustion, carelessness, or other performance-related factors.

From this contrast, it can be concluded that errors are made by the students because they do not know what the correct and mistakes made by the them because they do not use the rules that actually they know, as opposed to errors, which may be fixed by the learner. In other words, errors cannot be fixed by the learner, whereas mistakes can be fixed by them. Besides that, Mourtaga (2004) explains the difference between errors and mistakes by stating that while a mistake may be repaired by the learner, an

error cannot be fixed by the learner and is a result of their lack proficiency with the target language.

In conclusion, mistake is just when the learners forget about the form and you know it is wrong. Meanwhile, error is when the learners do not know the rule and you have not learned yet.

D. CONDITIONAL SENTENCE

Conditional sentences can be recognized by the word "if." Berry (2012, p.246) stated that “conditional sentences are generally equated with sentences with “if”, multiple complex sentences with a subordinate, adverbial clause introduced by “if””.

In addition, Suhadi (2016) stated that “conditional sentence denotes to complex sentences in which the main clause happens if a certain condition is accomplished. Such a condition is usually in the form of an adverb clause which is usually introduced by such subordinate conjunction as if, even if, unless, on condition (that), with the condition (that), provided (that), in the event (that), on the assumption (that), assuming (that), supposing (that), in case, only if, whether or not, as long as, wh-+ever, etc.”

Based on Wishon and Burks opinion’s (1980), conditional sentences have three types they are:

1. Conditional Sentence Type I (Future Possible, Future Conditional)

This conditional sentence uses to talk about future that maybe happen to us. Abbas (2012) says uses present tense to discuss possible future event. Wishton dan Burks states that “a sentence that

expresses a future-possible condition refers to an action that may not take place in the future.” Conditional sentence type I refers to the future, an action in the future will happen if a certain condition fulfilled by that time.

Table 3.1

The formula of conditional sentence type I:

Meaning of the “if clause”	Verb form in the “If clause’	Verb form in the “result clause”	Example
True in the present or future.	Simple present	Simple present Simple future	a) If it rains, it is wet. b) If I have enough time, I will visit museum.

2. Conditional Sentence Type II (Present Unreal, Present Conditional)

Conditional sentence type II is used to express untrue condition in the present or future. According to Wishon and Burks, this kind of conditional sentence describes a situation which does not exist or is unreal. We do not expect the condition in the if clause to become a fact (Azar, 2009, p.250).

Table 3.2

The formula of conditional sentence type II:

Meaning of the “if clause”	Verb form in the “If clause’	Verb form in the “result clause”	Example
Untrue in the present or future.	Simple past	Would + Simple form	If I were you, I would accept their invitation.

3. Conditional Sentence Type III (Past Unreal, Past Conditional)

This type of conditional express unreal and unrealized situations in the past. The past perfect is used in the if-clause, and would, should have, could have, and could have been used in the main clause.

Table 3.3

The formula of conditional sentence type I:

Meaning of the “if clause”	Verb form in the “If clause’	Verb form in the “result clause”	Example
Untrue in the past	Past perfect	Would have + Past participle	If they had studied, they would have passed the exam.

E. PREVIOUS STUDY

There are some researchers who have done the studies about conditional sentence and error analysis. Most of the researchers use Senior High School students to be an objective of study. One of them has done by Nova Lena (2018). The researcher used descriptive qualitative to analyse the research. The subject was the students at the first semester of twelve grade of SMAN 1 Pesisir Selatan Pesisir Barat. In collecting the data, the researcher used documentation of students’ task that is given by their English teacher. Then, the researcher analysed the students’ errors in their sentences based on Surface Strategy Taxonomy (mission, addition, misformation, and misordering). The researcher found, there are 148 incorrect items out of 270 sentences.

The other one was done by Syafrizal Azzali (2019). The subject was also the students of Senior High School especially Islamic Senior High School 2 Pekanbaru. The researcher used descriptive qualitative to analyse the research. Rizki Lestari, Nurma Dinda, and Adinda Wulandari were also done with the conditional sentence research. Here, they used the eleventh grade students of MAS Al-Washliyah Marbau students to be subject. This research used descriptive qualitative design. Based on this research, it found that the student ability in using conditional sentence is very slow.

Here, the researcher uses college students to especially in English education department 8th semester to do the research. As we know that many of English education department students still make an error in using conditional sentence. Therefore, the researcher uses college students to do the research.