CHAPTER II
THEORITICAL REVIEW

2.1. Theoretical Framework

2.1.1. Error Analysis

2.1.1.1. Definition of Error Analysis

According to Harmer, "errors are part of the students interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually re-shaped as he or she aims towards full mastery". Error is a component of the methodical study of the learner's language, which Corder (1981) claims is essential to comprehending the process of second language acquisition. Additionally, errors are defined as the defective aspects of learner speech or writing by Dulay, Burt, and Krashen (1982). They are the sections of speech or writing that stray from a predetermined standard of adult language performance. On the other hand, an error, according to Brown (2000), "is a noticeable departure from the adult grammar of the native speaker, reflecting the interlanguage competence of the learner." Errors signify something visible, something that demonstrates a learner's ability. Therefore, it is normal for students to make errors when writing in English as they are still learning the language. It is hoped that the students would learn. The teacher helped the student in fixing their errors. The teacher can benefit from knowing whether or not the language-learning process is working.

Error analysis based on Merriam-Webster's Collegiate dictionary is "the analysis, for practical but also potentially for scientific ends, of errors made by students learning another

language". Error analysis, according to Harimurti Kridalaksana, is a method for tracking language learning development by identifying and categorizing errors made by an individual or group.

From the previously mentioned statements, the researcher concludes that error analysis is the act of looking at students' errors made during the second language acquisition process.

2.1.1.2. Types of Error

According to Dulay (1982), there are four taxonomies that should be taken into consideration: the linguistic taxonomy, the surface strategy taxonomy, the comparative taxonomy, and communicative effect taxonomy.

1. Linguistic category

The linguistic component that is impacted by errors has served as the foundation for many error taxonomies. According to either or both the language component and the specific linguistic ingredient of error impact, these linguistic taxonomies categorize errors. Phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) are all examples of language components. As an illustration of the linguistic category of morphology: wrong third-person singular verb: The bird help man. In that sentence is failure to attach –s, it must be helps.

2. Surface strategies taxonomy

The function of surface structures as processes is highlighted by the surface strategy taxonomy. Examining errors from the standpoint of a surface strategy concentrated on identifying cognitive processes

that aid the learner in reconstructing the new language. Dulay thus classifies the error into four kinds using the surface strategy taxonomy. Omission, Addition, Misformation, and Misordering are all possible.

3. The comparative taxonomy

Comparative taxonomy bases its classification of errors on a comparison of the structure of second language errors and specific other types of construction. The most common comparisons made between second language errors and mistakes made by children learning the target language at their first language level and two equivalent phrases or sentences in the learners' mother tongue are found in the study literature.

4. Communicative effect taxonomy

The communicative effect classification looks at errors in terms of how they affect the reader or listener. It focuses on separating errors that appear to lead to miscommunication from those that do not.

2.1.1.3. Cause of Error

Hubbard (1983) said that there are three major causes of errors:

1. Mother-tongue interference

Mother tongue interference is caused by language transfer from students' first language or by the transfer of grammatical elements, such as at the morphological level, where Indonesian students frequently omit the plural suffix at the end of words.

2. Overgeneralization

The outcome of erroneous or insufficient target language acquisition is overgeneralization. To put it another way, it happens because the learner creates a flawed structure using his prior understanding of other target language structures. He is

comes here, for instance. The word "is" has no place in this sentence. If the sentence lacks the adverb "comes," "is" is substituted.

3. Error encouraged by teaching material or method

Errors made by students may also be caused by the teaching strategy or materials. Sadly, it is far more challenging to categorize these problems. Students won't make any mistakes if the material is carefully selected and presented.

It may seem as though the teaching process itself causes error. In other words, they are errors caused by the teacher. Error, according to Hubbard et al. (1983), is proof that ineffective teaching methods or a lack of control were ineffective. There should never be an error if the material is carefully selected, evaluated, and delivered.

Because there are many age levels for teaching English and different people may have a wide range of ages, teaching English to junior high school students is different from teaching English to youngsters. Teenagers are categorized by Stiady as young adults, while children are classified as being between the ages of zero and eleven or twelve (Allen, 2010). Teenagers are in a stage of life where they are transitioning from childhood to adulthood (Nunan, 1995).

Since they are in the transitional stage between childhood and adulthood, some generalizations about teaching children apply to them, and to some extent, generalizations about teaching adults may also be applicable to this group. While children's ages range from birth to twelve years (Allen and Marots, 2010), teenagers' capacities for abstraction grow as a result of intellectual development, making them significantly different from children's sensitivity to things that affect their

five senses. Children learn the target language differently from older students thanks to this crucial aspect.

While adults are more prepared to learn the target language without the presence of physical items, children are said to be more focused on the "here and now" than the absent objects or abstract subject. They can already handle abstract rules and concepts well. This psycholinguistic trait will indicate whether a method or strategy is appropriate for language education.

2.1.2. Grammatical Error

Grammatical error is when words are misused when forming complex units like clauses, sentences, and phrases. Errors at the morphological and syntactical levels can also be referred to as grammatical errors. According to James (1998), "a morphological error occurs when any component of the word classes noun, verb, adjective, adverb, and preposition is supplied in a way that deviates from the norm". The phrase, clause, sentence, and paragraph are all examples of larger-than-word writings that are affected by syntactical errors (James, 1998). Phrase structure errors, clause errors, and sentence errors are all examples of syntactical errors.

The Surface Structure Taxonomy, which Burt, Dulay, and Krashen (1982) devised for the analysis of grammatical errors, includes the four concepts of omission, addition, misformation, and misordering. The first definition of omission is the absence of a component that is necessary for a well-formed speech. Second, addition denotes the presence of something that is not permitted in coherent expressions. Thirdly, misformation errors occur when students utilize the incorrect structure or form. Fourthly, misorder refers to a morpheme or combination of morphemes that is positioned incorrectly within an utterance.

2.1.2.1. Omission

A type of omission is one of the Surface Strategy Taxonomy's analyses. According to Dulay, Burt, et al. (1981), omission errors are defined by the absence of a component that is necessary for a well-formed utterance. Omission of verb inflection: For example: She feel that her eyes are beautiful. Omission of –s, it simple present tense which is must, "She feels that her eyes are beautiful".

2.1.2.2. Addition

Opposite of omission errors are addition errors. They can be identified by the existence of a component that is required for an utterance to be well-formed. For instance, in the phrases, "She doesn't knows his name" and "They didn't went here". The objective is correct but not nearly achieved in both lines. By adding "doesn't" to the auxiliary word in the first sentence that negates the subjects, the writer is accurate. However, the error is in knows, which is a single third-person verb marker that should just be "know" as it is already expressed by doesn't. The same error is made in the second sentence, where the past tense verb "went" should be altered to the present tense word "go".

2.1.2.3. Misformation

The incorrect use of the morphemes or structure is what defines misformation errors. While they are completely absent in cases of omission errors, students who commit misformation errors do provide something, albeit incorrectly. The following three types of misformation exist:

1. Regulation

   A regularization marker, such as "goed for went," "mousses for mice," and "childs for children," expresses the regular placed on an irregular shape.

2. Archi-forms

In accordance with Dulay et al. (1982:160), "Archi-forms errors are those of selection of one member of a class of forms to represent others in the class." According to this, archi-forms errors occur when the wrong form is used to convey information, such as when the wrong determiners (this, that, these, and those) are used in a phrase. By way of illustration, "That dogs are naughty" should be changed to "Those are naughty dogs".

3. Alternating forms

The error is identified by a mischoice of the appropriate word. This error occurs as a learner of a second language's vocabulary and grammar mature. For instance, substituting "I" for the object that should have been "me" in the position of the subject.

2.1.1.4. Misordering

A morpheme is misplaced during an utterance, which is a sign of a misordering issue. The exact word-for-word translation of a native language's surface structure can result in these kinds of inaccuracies. For instance: I don't know what is that. Here, the learner misorders the word "is" and the well-formed sentence is I don't know what that is.

2.1.3. Writing

2.1.3.1. Definition of Writing

Finding and removing meaning is a process of writing. Some experts provide a variety of definitions for writing. According to Brown, writing involves thinking. He also says that before it is published, writing can be planned and presented with a limitless number of changes. Additionally, according to Brown, writing is a

two-step process. Finding the meaning comes first, and then the meaning is translated into language, comes second. What we think is represented in writing. It's because writing reflects ideas that remain in the mind. This task frequently hurts students who are unwilling to record their thoughts. When they begin to write and hunt for topics to write about, students run into problems.

Syafi'i (2007) asserts that mastering five writing-related skills is necessary for producing high-quality writing. Jacob classifies them into 5 groups.

a. Content. To create their ideas, authors must be able to think creatively. The writing's material should be knowledgeable, substantial, and related to the topic at hand through the formation of a thesis.

b. Organization. The writers follow their ideas with ease, are logical in their reasoning and use clear, well-supported statements and relationships between paragraphs.

c. Vocabulary. The authors use a variety of phrases and idioms to convey their intended ideas, attitudes, and emotions.

d. Language use. The basic agreement between sentences, tenses, word ordering, articles, pronouns, and prepositions can be applied by the writers.

e. Mechanics. The authors may use proper capitalization, punctuation, and spelling when they write.

2.1.3.2. Writing Ability

The ability to write refers to a person's capacity to express thoughts, feelings, or other ideas to others through written language. Instead of just measuring students' ability, writing classes seek to share students' ideas, emotions, and abilities with readers. Writing is, in

theory, a useful talent for communicating thoughts and emotions through written language.

Writing is the primary means by which language is expressed, whether it takes the shape of letters, symbols, or words. The majority of writing is utilized for communication. Over the years, writing has been done using many different tools, such as paint, pencils, pens, typewriters, and computers. The writing could be on a piece of paper, a computer screen, or even the cave wall. The writing process includes the processes of prewriting, composition, revision, editing, and publication.

2.1.4. Hortatory Exposition Text

A hortatory exposition text is a text that aims to persuade readers or listeners that something should or should not happen or be done. In other terms, you may describe this type of text as argumentative. Scientific books, journals, periodicals, media pieces, academic speeches or lecturers, and research reports all contain obscene exposition material. Hortatory expositions are well-liked by the scientific, academic, and educated communities.

According to Djuharie, "hortatory exposition is a written work intended to impart ideas and persuade readers to agree or disagree about doing something".

2.1.4.1. Generic Structure

Three elements make up the general structure of a hortatory exposition:

1. A thesis is a declaration or announcement of a topic of interest.
2. Arguments, which include justifications for action.
3. A recommendation is a statement of what, in considering the arguments presented, should or should not be done.

2.1.4.2. Language Feature

The language components are also present in hortatory exposition texts. the following:

1. Emphasizes participants who are both general human and non-human

2. It employs cognitive processes. It is employed to express the speaker's or the researcher's thoughts and feelings towards a subject. as in "realize," "feel," etc.

3. It frequently calls for material processing. It is used to describe what occurs, such as "has polluted," etc.

4. It typically employs passive voice and the Simple Present Tense,

5. To display the list of first, second, and final arguments that have been given, enumeration may occasionally be required.

2.1.4.3. Types of Hortatory

Actually, there are two subgenres of exposition or expository writing: hortatory expository and analytical expository. The two types of exposition genre writing aren't all that unlike from one another. Although they differ slightly, their primary communicative goals are the same—to persuade and convince the readers.

Students study how to express opinions, ideas, or arguments orally or in writing using hortatory exposition texts. The students must possess the necessary information to back up their claims regarding the assigned subject. With this requirement, the students are encouraged to deepen their explanations by being able to develop or elaborate their arguments. Additionally, it encourages people to reflect more deeply on the problems that confront them on a daily basis. Since hortatory exposition texts are common among the scientific, intellectual, and

educated communities, students also need to learn them. Since teaching this work to senior high school students is thought to be extremely advantageous, the instructor should adopt the proper teaching strategy for hortatory exposition text.

Example:

Table 2. 1 The Example of Hortatory Exposition Text

	Online Job
Thesis	Many people choose online jobs as part-time work, while some people take them more seriously. More and more people are open to accepting internet employment. Working from home provides benefits if we handle it well. It provides convenience and flexibility that no other employment can. With little investment, we may work from home and earn a respectable salary. The most comforting concept is the one that makes our lives more comfortable and easy while also adding weight to our pockets.
Arguments	This fantastic possibility exists because there are new companies to join every day. Men search the Internet for knowledge about everything under the sun every day every minute. Since the Internet, as we all know, has all the answers, websites need to regularly update each area and include updates on new developments. Consequently, it is a large place for articles.
Recomendations	We have access to a variety of online employment. The following are some of them that are highly advised: writing, marketing, stock

	trading, and online education. However, since there are always chances for scams, we should exercise extreme caution.

Table 2. 2 The Example of Hortatory Exposition Text

	Corruption
Thesis	Do you understand what corruption means? What connection exists between corruption and money? Well, even in the United States, corruption is a widespread problem. It just comes down to intensity. However, it comes as quite a shock when a credible survey names Jakarta as Indonesia's most corrupt city.
Arguments	Actually, the survey has made me depressed because I live and work in the nation's capital. The majority of people are aware that smuggling at the Tanjung Priok port is nothing new. Such actions are typically taken more frequently by business owners who desire to reduce their tax obligations. Even the officials are bought off. Well, I believe that the steps made thus far to combat the issue by penalizing the corrupt officials fall short. Younger generations must not have a negative mindset brought on by corruption.
Recomendations	I think the fight against corruption should begin in the classroom, and I think everyone should be a part of it. There should be no

	distinctions.

2.2. Relevant Study

The researcher takes five previous studies that were conducted by:

Lisnawati Sihaloho (2011) "Improving students' achievement on writing hortatory exposition through taba model". The study carried out in a classroom Action research was divided into two cycles, each of which had three meetings. In the first meeting, an orientation test was conducted prior to the implementation of the taba model strategy. Before implementing the technique, the test's goal was to determine the students' aptitude. The test was also required to determine the pupils' problems with hortatory exposition writing.

Dicka Anindita (2012) "Error Analysis of Expository Text Produced by Semester Eight Students of Study Program of English Faculty of Culture Studies Universitas Brawijaya". In order to address the study concerns, the researcher employs a descriptive qualitative approach and content analysis. Twenty expository texts written by eighth-semester students with TOEFL scores over 500 make up the data. For the purpose of gathering data, the researcher gives participants a writing prompt and allows them to write for three days. According to this study, there are 9 omissions (Om) with 45% of errors, 2 additions (Ad), 7 misformations (Mf), 35% of errors, and 2 misorderings (Md) with 10% of errors. There were 24 mistakes in all of the sentences that were found. Because all mistakes result from a lack of English proficiency, all mistakes are classified as developmental errors in this instance. In response to the second issue raised by the study, it is found that 9 errors (45%) are caused by interference, and 11 errors (55%) are intralingual in nature. The researcher makes recommendations to subsequent researchers who wish to carry out a comparable study using a different theory or the same theory and participants with other criteria, such as the average writing score.

Cholipah (2014) "An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)". The purpose of this study was to identify the most frequent errors and their causes in recount text writing by SMP Trimulia Jakarta second grade students. The research approach employed in this study was a case study that was classified as qualitative. Descriptive analysis was utilized to show the data, and Ellis and Barkhuizen theory was followed in the error analysis process. The study's findings revealed the highest-three and lowest-three mistakes committed by students. The top three most frequent mistakes are verb tense, word choice, and capitalization, with a total of 200 (23.90%), 110 (13.14%), and 105 (12.54%) respectively. The three faults with the lowest percentages are 3 incomplete sentences (0.36%), 13 meaningless words (1.55%), and 21 singular-plural problems (2.51%). According to the total number of error types, the communication strategy has 428 or 51.14% of the sources of errors, interlingual transfer has 295 or 35.24% of the sources of errors, intralingual transfer has 94 or 11.23% of the sources of errors, and learning context has 20 or 2.39% of the sources of errors.

Fadillah Hanum (2018) "An Error Analysis of Students' Language Use in Writing Hortatory Exposition Text at MAS Muallimin". This study's technique was descriptive qualitative research, and Hughey's method of error analysis was followed. The research's data were gathered from student writings, with a focus on language use, and interviews to triangulate the information from the writings. Data reduction, data visualization, conclusion drawing, and conclusion verification were all done utilizing Miles and Huberman's theory in the data analysis. The research's results are as follows: 1) According to the writer's analysis, 4% of students made mistakes with the basic present tense, 50% with nouns and pronouns, 34% with verbs, 2% with adjectives, 4% with adverbs, and 6% with conjunctions. According to the overall number of errors, the writer discovered that noun and pronoun errors account for 50% of all errors, followed by verb faults (34%), conjunction errors (6%), simple present errors (4%), adverb errors (4%), and adjective

errors (2%). 2) The students made mistakes because three students claimed they lacked vocabulary and four students claimed they lacked grammar, making it difficult for them to appropriately construct sentences.

Ilham Dwi Dharmawan (2020) "An Analysis of The Fourth Semester Students' Grammatical Errors in Writing Hortatory Exposition Texts". A descriptive qualitative research design was employed by the researcher. The data for this study were gathered using a language exam. The researcher applied Dulay's (1982) Surface Taxonomy Strategy to examine the students' errors. Omission, addition, reorganization, and misformation were all part of it. The author then used Brown's (2000) hypothesized interlanguage transfer and intralingual transfer to identify the actual sources of the inaccuracy. The researcher discovered 142 errors in the students' writing, including 54 omission errors (38%), 41 addition errors (29%), 5 ordering errors (4%), and 42 misformation errors (29%). In this research, the researcher discovered 83 and 59 errors, respectively, were produced by intralingual and interlingual transfer.