CHAPTER II
THEORETICAL BASES

The Meaning of Error

Error is normal and often happens in the learning process, both the error on
the lectures or students but, they were often also not aware of the error. According
to Parera (1997,p.154) said that in the learning process is very impossible if there
were no errors made by students, especially in language learning. In another word,
in any language teaching there is always an error whether it be little or much and
consciously or unconsciously.

Most people misinterpret what is means of error. Even more of them called
it a mistake. Factually, that there is a difference between an error and a mistake.
As proposed by Corder (cited in Pateda, 2004,p.17) have the different definition
about “mistake” and “error”. Mistake refers to performance, while error refers to
competence. There is also a similar opinion expressed by Hufeisen and Neuner
(1994,p.68) who classify the error based on the factor, and differentiate into two
types; errors occur because the system does not know the language or do not
know the structure of the language, and the errors are caused by oversight or
forgetting about the rules of grammar. In other word, errors are often caused by a
competence factor. In this case, the students do not fully understand the system of
language are uses, so they made an error and it will be usually take a long time if
no one is helping to fix it. Based on that explanation can be seen that the mistakes
caused by a factor of performance or appearance. This is because sometimes each
person can forget a word, sentence, and so on.
Some other experts was define the notion about error even the types. One of them is Tarigan (1988,p.280) says that in the surface taxonomy, the kinds of error which are made by the Indonesian students when they learn English can be classified into:

a. Omission

It is indicated by the absence of necessary elements in good and correct speech or composition.

b. Addition

It is the opposite if omission. It is indicated by the percentage of elements that should be there in good and correct speech.

c. Misforming

It is indicated by a false morphemes or structure forms. The students prepare and give something although it is incorrect.

d. Misordering

It is indicated by misplacing on morpheme or a group of morphemes.

**Error Analysis**

Based on the description of the error raised by several experts before, there is also the so-called error analysis. The following is a description of the error analysis according to some experts:

Crystal (cited in Pateda, 2004,p.17) explains that errors analysis is one technique to identification and interpretation systematically the students’ errors in
language learning especially foreign language or second language by using theory and procedures of linguistics.

More interesting opinion about Error Analysis from Tarigan (1990,p.67) stated both of the language teaching and wrong in using language has the relation that so closed, and that their relations like water and fish. It means that fish just can live in the water, such as the wrong in language always happen in language teaching. So, it can be concluded that all of the problems or mistakes always occur in their respective places.

Besides, Ellis (cited in Tarigan, 1988,p.300) stated that error analysis is when the researcher or the teacher covered some steps to analyzing the students’ error in language learning. They are collecting the sample, introduction the error, classify the error and the last is evaluating. It means, to correction the error we need some the right way like has mentioned above.

Muriel Saville-Troike (2006,p.38) has a notion that by the learners’ errors we can increase our insight into learning process. So, it can be concluded that by error, we can obtain the better result in learning processes.

Furthermore, Errors analysis is technique to find the errors that student make, analyze and correct the errors itself. Pateda (2004,p.21) said that the aims of errors analysis are included three elements; they are to find errors, clarification and doing correction.
Concept of writing

Writing is important skill in English Language. Same with other skills, writing has characterized and difficult aspects. Difficult aspect in writing such as handwriting, sentences, wording etc. and they are have own level.

According to Finkelstein (2000,p.193) assumed writing is one of language skills, which the students usually make errors caused they are still get many difficulties. The errors that students’ make in writing are about grammar errors, punctuation errors, capitalization errors and spelling errors.

The other opinion was from Tarigan (1984,p.21) defines that writing is an activity of the sign which illustrated a language which understood by the readers. That means, they are able to read the sign if they understand the language or sign of writing that is a representation of the expression language itself.

The Basic of Punctuation

Punctuation is one of aspect or element in writing. This category also calls as problem in writing. In writing, punctuation is very important because to make clear meaning about what we write.

Thomas S. Kane (2000,p.379) defines that all punctuation (comma (,), full stop (.), brackets (()), hyphen (-), colon (:), semicolon (;), quotation mark ("), question mark (?), exclamation mark (!)), basically, to help the reader to more easily understand what you want to say. One thing to remember is that punctuation is not something that requires or manages your understanding of the sentence after you finish writing it. Besides,, Thomas S. Kane (2003:381) stated
“To write well, you must punctuate well; but to punctuate well, you must also write well”.

Furthermore, Jeremy (2004,p.49) stated that using punctuation correctly is one of the important skill in writing. Most of people who assess or measure the writings not only of what is written, content, language and handwriting of writers but also the use of punctuation. Inappropriate capital letters, commas, periods, sentence and paragraph boundaries, etc, are not used properly, it can not only create a negative impression but of course also make the text difficult to understand for the reader. So, we can conclude punctuation is one of important element in writing.

Jeremy (2004,p.52) argued that many people often made error in using comma, because comma consists of some rule, for example using comma in parenthetical idea, a series, address, title, and so on.

Some of the rules of punctuation in dictionary of the English Language by Houghton (2000), there are follows:

a. Comma ( , )

Commas are used to separate parts of a sentence. They tell readers to pause between words or groups of words, and they help clarify the meanings of sentences.

1. Comma is used to separate three or more words, phrases, or clauses in a series.

Example: Practice will be held before school, in the afternoon, and at night.
2. Comma is used after an introductory dependent clause (a group of words before the subject of a sentence that do not form a complete sentence).
   Example: If your friends enjoy Chinese food, they will love this restaurant.

3. Comma is used to set off introductory words, introductory adverbial, participial, or infinitive phrases and longer introductory prepositional phrases.
   Example: Incidentally, I was not late this morning. (word)
   Hoping for a bigger fish, Rob spent three more hours fishing. (phrase)

4. Comma is used between independent clauses joined by a coordinating conjunction (for, and, nor, but, or, yet, so).
   Example: My dog had fleas, so we gave him a bath.

5. Commas set off nonessential phrases or clauses.
   Example: The man, I think, had a funny laugh.

6. Commas set off an appositive (a word or phrase that renames a noun).
   Example: Tanya, Debbie's sister, gave a brilliant speech last night.

b. Question mark ( ? )

1. A question mark is used after a direct question.
   Examples:
   - What time is it?
   - Can you tell me the answer?

2. It is not used after an indirect question.
   Examples:
   - Please tell me what time it is.
- I need to find out where the books are.

c. Quotation mark (‘’)

Quotation mark may be single (‘’) or double (“”).

1. They show when someone is being quoted directly.

Examples:

- “We must put a stop to the illegal exportation of mahogony,” said the Minister for the Environment.
- Ferdinand de Saussure separated language into ‘langue’ and ‘parole’.

2. They show the titles of journal articles.

Example:


d. Exclamation mark /!/ 

The exclamation mark is not often used in academic writing. It is usually appropriate after real exclamations or short commands.

Example:

- Oh dear!
- Get out!
- Stop!
e. Hyphen ( - )

Hyphen is used to form compound words or join word units. They are used to join prefixes, suffixes and letters to words.

1. Use hyphen with compound numbers from twenty-one to ninety-nine and with fractions used as modifiers.

Example: **forty-two** applicants

- **two-thirds** majority (*two-thirds* is an adjective modifying *majority*)
- **three-fourths** empty (*three-fourths* is an adverb modifying *empty*)
- **two thirds** of the voters (*two thirds* is not being used as an adjective here because *thirds* is a noun being modified by *two*)

2. Use hyphen in a compound adjective only when it comes before the word it modifies. However, some compound adjectives are always hyphenated, such as *well-balanced*. Look up compound adjectives in the dictionary if you are unsure whether or not to hyphenate them.

Example: a **well-liked** author an author who is **well liked**

- a **world-renowned** composer a composer who is **world renowned**

3. Use a hyphen with the prefixes *ex-*, *self-*, and *all-*; with the suffix *-elect*; and with all prefixes before a proper noun or proper adjective.

Example: all-star **ex-mayor** pro-Canadian **senator-elect**
f. Apostrophe (')

Apostrophe is used to show possession or to indicate where a letter has been omitted to form a contraction.

1. To show possession, add an apostrophe and an -s to singular nouns or indefinite pronouns that end in one or body.
   Example: Susan's wrench, anyone's problem

2. Add only an apostrophe for plural possessive nouns ending in -s.
   Example: my parents' car, the musicians' instruments

3. Add an apostrophe and an -s for plural possessive nouns that do not end in -s.
   Example: the men's department, my children's toys

4. Add an apostrophe and an -s for singular possessive nouns that end in -s.
   Example: Chris's cookbook, the business's system

5. Do not use an apostrophe with possessive personal pronouns including yours, his, hers, its, ours, their, and whose.

6. Apostrophes are also used in contractions, two words which have been combined into one, to mark where the missing letter or letters would be.
   Example: I am = I'm I have = I've
   Who is = who's let us = let's
7. Void confusing *it's* with *its*. *It's* is a contraction for *it is*; *its* is a possessive pronoun.

g. Full stops ( . )

Full stops go at the end of sentences that are statements. You do not put a space before a full stop, but you do need at least one space after one (two spaces for purists). Example: My name is Lyne. I am a teacher.

In addition, Alice (1997,p.13) stated that Punctuation is necessary to make sentence meaning clear. For example, the meanings of the following two sentences are different:

**Stop Bill!**

**Stop, Bill!**

The first sentence tells someone to stop Bill. The second sentence tells Bill to stop.

**Review of Related Study**

There are some researchers who have investigated this area. Each of them has different subject and using perspective and theories in presenting the topic. So the researcher will provide the previous study dealing with this topic. Sri Hartati Buluatie (2008) discussed about “An Error Analysis in Using Quantifiers Made by Students of English Department”. She analyzed some of students’ error in using Quantifiers (a few, few, a little, and little) by giving test as instrument. The test made in two forms, first is multiple choice, which consist of 20 items. Each question has four options. The second form is completion which consists of 20 items. He concluded that the students’ errors are caused by some factors, they are
first language interference, false concept hypothesized, and the last is ignorance
the rule.

In other hand, Nelanwaty Umar (2010) discussed about “Error Analysis on
Students’ Descriptive Text Writing”. The researcher was analyzed the students’
errors in descriptive writing and classified it into three categories. Students’ errors
in grammars are such as agreement of subjects and verbs, agreement of pronouns
and nouns, agreement of possessives and nouns or pronouns, sentence fragments,
and run-on sentence. Students’ errors in mechanics are such as punctuation errors,
capitalization errors and spelling errors. She found that there are many students’
errors in descriptive writing according to the categories have mentioned.

Although, there are some researchers who have conducted the research
have similar aim, that is error analysis, the researcher conducted the research by
different case, in Using Punctuation in an English Text. The researcher analyzed
the students’ error by giving the text which has no punctuation as the test.