

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Error Analysis

Error Analysis was introduced by Stephen Pit Corder in the late 1970s and quickly became an influential approach in studying second language (L2) learner errors. Error Analysis focuses on the actual errors that learners make from a pedagogical perspective. Error Analysis helps teachers identify areas that need the most attention in teaching. Error Analysis looks more at how students construct and understand sentences, and why they make errors from a linguistic and thinking perspective (Khansir, 2012). As the theory evolved, Ellis (1994) contributed by defining a clear five-step procedure for conducting Error Analysis, based on Corder (1974), this structured framework provides researchers and educators with a more practical and systematic approach to the Collection of a sample of learner language, Identification of errors, Description of errors, Explanation of errors, and Evaluation of learner errors, ultimately enhancing both theoretical insight and pedagogical intervention. Error analysis has been widely used to understand how writing skills in English are learned. Through error analysis, it is possible to identify and examine the specific components of one's writing that contain errors (Phuket & Othman, 2015, p, 104).

To apply Ellis's framework effectively, academics often utilize a taxonomic approach to organize learner errors based on linguistic features and surface patterns as Sompong, M. (2014) explains In Error Analysis studies, a taxonomic approach is used to classify errors based on certain dimensions, to systematically understand the characteristics of errors. Two types of approaches commonly used are linguistic taxonomies (which focus on grammatical aspects) and surface strategy taxonomies, which highlight the form of errors in sentence structure. In the study of Error Analysis, Ellis (1994) adopted and explained Surface Strategy Taxonomy, an approach that classifies errors based on how they appear in the form (surface realization) of students' speech.

This taxonomy includes four main types of errors. First, misformation, which is the use of the wrong form of morpheme or structure. Second, addition, which is the addition of unnecessary elements. Third, omission, which is the removal of elements that should appear in a correct sentence, such as the loss of an auxiliary verb in a sentence. And fourth, misordering, which is an error in word order. These four categories help researchers and the teacher understand the concrete forms of students' errors in sentence structure, while



providing a systematic basis for analyzing and designing more appropriate teaching strategies.

Error analysis can be used as a strategy for class data for theoretical discussion and as a program for improvement. As posited by Letzel (2016) error analysis was discovered, which made error analysis an alternative strategy and choice for constructive analysis. Apart from that, error analysis can also assess student learning and show how well the student's curriculum matches the teacher's teaching approach. Errors help researchers to understand the learning process and help the teacher understand what to teach and what to evaluate. Error analysis is an important component of linguistics teaching and research, not just an evaluation tool. Error analysis can significantly increase the effectiveness of language learning when used in a long-term approach (p, 2).

## 2.2 Simple Present

The simple present tense is often used to describe events or actions that occur. It can also be used to articulate general truths or facts. The simple present can provide information and show frequently performed actions (Nugroho, 2023). According to (Sholihin et al., 2023), the simple present is a grammatical construction used to express general truths, habitual actions, and ordinary events in English. Usually use basic verbs, namely verbs in their original form or without the addition of "s/es" with the subject (I, you, their, we, and plural subject), and verbs with the addition of "s/es" with the subject (he, she, it, and singular subject). Examples of its use include the sentences: "They work in the hospital every day" and "He cooks rice in the kitchen".

Halim et al., (2024) explain the details regarding the use of “s”, “es”, and “ies” suffixes behind verbs in the simple present pattern.

- a) Adding “s” to most verbs, simply add “s”. Example: “he runs every morning”.
  - b) Adding “es” to verbs ending in s, ss, sh, ch, x, or o. Example: “she washes the dishes”.
  - c) Adding “ies” to a verb ending in a consonant letter followed by the letter y, then y is replaced with ies. Example: he studies hard every night.
- Note: if the verb ends in a vowel followed by y, s is added as usual. Example: “She plays soccer” (p, 4-6)

The simple present is used to state general truths or certain facts. For example, "the sun rises from the east" is a statement of general truth. Plans that have been regularly scheduled can also be written in the present simple tense. Simple present tense can be used in daily routines. For example, "I go for a jog every morning".

Azar (2002) explain that Examples of using the simple present in sentences:



- "She reads books every day." (Habit)
- "The Earth orbits the Sun." (General Fact)

The pattern of the simple present tense is divided into two forms: verbal sentence and nominal sentence as stated by Islami (2020) cited in Nugroho (2023) and in this study, researchers only examined simple present verbal sentences. As a state support based on Halim et al., (2024), there are three forms of verbal sentence structure, namely affirmative sentences, negative sentences, and interrogative sentences:

There are three forms of verbal sentence:

Form:

- Affirmative : S + V1 (s/es) + O/C,
- Negative : S + do (I, you, they, we) does (he, she, it) + not + O/C,
- Interrogative : Do (I, you, they, we) does (he, she, it) + S + O/C,

Example:

- Affirmative : Arya always wakes up at 5 o'clock every day.
- Negative : Andi does not come to school today.
- Interrogative : Does Ani wash her clothes today? (p. 3-7)

### 2.3 Teaching Strategies

Bruner (1960), who describes teaching strategies in Singh (2009), suggests that learning theory considers four main factors: predisposition, structure, sequence, and consequences. These factors include:

- Teaching strategies should develop and individualize learning tendencies. A teacher cannot teach a student anything. Because learning is something that the individuals themselves must do for themselves.
  - Teaching strategies should be organized in such a way that learners can understand and comprehend the information provided in an easy way.
  - Teaching strategies should be systematically organized in the most effective way.
  - Teaching strategies should be structured effectively and sequentially, with rewards and punishments in mind, which can make students more likely to be energized.
- (p. 5)

The correlation between Bruner's learning principles and the reality of classroom learning shows that effective teaching strategies must be flexible, structured, and oriented to student needs. As quoted in Singh (2009), it states that each strategy has its level of effectiveness depending on the context of its use. Therefore, teachers have a variety of strategies to help students with certain learning objectives. The selection of strategies must



be done selectively, contextually, and relevant to the needs and characteristics of diverse learners. This process requires a deep understanding from the teacher of the background of students, including their learning styles, abilities, and interests. In its application, the teacher need to critically evaluate the actions they take, the active involvement of students expected, and assess the advantages and limitations of each strategy. The diversity of these strategies also reflects the complexity of the teaching and learning process, where the role of the teacher as a learning designer is very important in achieving a meaningful and effective learning process. The diversity of teaching strategies reflects the complexity of the teaching and learning process, where the teacher are tasked with choosing the best approach that suits students' needs.

## 2.4 EFL Learners

English holds a distinctive position that merits further investigation, particularly in how Indonesian learners acquire it within EFL (English as a Foreign Language) environments. The development of emerging theories in EFL teaching and learning, especially regarding the influence of cognitive factors and strategies to enhance student motivation, has become a significant focus in Indonesia. In this regard, cognitive theory and need theory represent two contrasting yet complementary approaches in motivating foreign language learning, emphasizing the role of learners' mental processes and personal needs in acquiring English as a foreign language (Sukandi & Sani, 2017).

EFL learners are individuals who study English in countries where it is not the primary or official language, and they generally use English for academic, professional, or personal purposes. English in EFL contexts is typically taught as a school subject alongside learners' native language (L1), aiming to equip them with the ability to communicate globally, support their careers, pursue further education, or fulfill personal interests (Richards & Schmidt, 2011).

In EFL learning contexts, learners often encounter challenges in mastering English structures due to limited exposure and opportunities to use English in real-life settings, which can affect their language acquisition process. As Yang (1999) notes, EFL learners' beliefs about their ability to learn English are strongly related to the types of learning strategies they use, with higher self-efficacy leading to greater use of functional practice strategies in speaking and writing. This highlights the importance of learners' confidence and motivation in successfully acquiring English.

In this study, the researcher focuses on the students of Junior High School 1 Megaluh as EFL learners who learn English as a foreign language within a formal educational



environment. The students often face difficulties in mastering the Simple Present Tense and making grammatical errors in their learning process. Therefore, understanding the characteristics and challenges faced by EFL learners is essential for the teacher to design and implement effective teaching strategies that address learners' needs, promote active language use, and enhance their motivation in learning English.

## 2.5 Previous Studies

A study conducted by Karim et al., (2018) entitled “Error Analysis in EFL Writing Classroom: A Study of Secondary Level Learners in Bangladesh” highlighted the types of errors most frequently made by intermediate EFL students in writing English. This study used an error analysis approach based on the theories of Ellis (1994) and Corder (1974), and classified errors into errors in language and four main categories according to the surface strategy taxonomy, namely misformation, misordering, omission, and addition. The results showed that grammatical errors, especially errors in subject-verb agreement, and verb forms, were the most dominant types of errors. In addition, this study also revealed that most students preferred direct correction from the teacher (correction teacher) and felt helped by the explanation of their errors. These findings indicate that students' errors not only reflect limitations in mastering grammar rules but also serve as important clues for teachers in designing more targeted teaching materials. Thus, this study emphasized the importance of making students' errors the main source of improving grammar learning in EFL classrooms. This study also revealed that students showed a strong preference for direct correction by teachers and that errors are an important part of the learning process.

The research conducted by Erdoğan (2005) in his article entitled “Contribution of Error Analysis to Foreign Language Teaching” discusses in depth the role of error analysis in improving the effectiveness of foreign language teaching. In his research, Erdoğan emphasized that errors made by language learners are not merely deviations from the rules, but rather a representation of the interlingual system that is developing within the learner. He classified the sources of errors into two main categories, namely interlingual transfer (the influence of the first language on the second language) and intralingual transfer (errors in the process of mastering the second language itself). Erdoğan argues that in order to design effective teaching strategies, teachers need to understand the origins of these errors. In addition, he emphasized that error analysis can be used as a basis for compiling materials that are more appropriate to the needs of learners. Thus, this research provides theoretical and practical contributions for EFL teachers in making students' errors not as failures, but as important sources of information for improving the teaching and learning process.



Unlike previous studies, this research specifically maps student errors to tailored teacher strategies in a local Islamic junior high school. Both studies reinforce the analysis that errors are not only for identifying student errors, but also to direct appropriate learning strategies. The first and second studies emphasized the importance of the teacher in managing and utilizing student errors pedagogically. This study continues this discussion by empirically proving how the teacher can respond to simple present-tense errors through reflective, visual, and contextual strategies, as well as adjusting teaching materials based on students' actual error patterns.

