Refleksi

JURNAL KAJIAN AGAMA DAN FILSAFAT

"Antara Teks dan Konteks"

WACANA

Bustamin
Studi Hadis dalam Perspektif Sosial

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Refleksi
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TABLE OF CONTENTS

ANTARA TEKS DAN KONTEKS

Jurnal **Refleksi** kali ini mengusung tema "Antara Teks dan Konteks." Kajian tentang teks dan relasinya dengan konteks sampai saat ini masih mendapat tempat dalam diskursus akademis maupun non akademis. Naiknya kembali ke permukaan gerakan pemahaman yang bercorak fundamentalis-tekstualis ditengarai setidaknya merupakan hasil bacaan terhadap teks-teks keagamaan dengan mengabaikan konteks. Demikian pula halnya pemahaman sebaliknya yang hanya berpijak pada konteks dengan menafikan teks sama sekali, melahirkan wacana yang "kontroversial" di kalangan masyarakat pada umumnya. Tulisan pertama dalam edisi kali ini sebagaimana yang ditulis oleh Bustamin misalnya, mengungkap adanya generalisasi pemahaman terhadap hadis. Artinya, semua hadis dipahami secara sama tanpa membedakan struktur hadis, riwayat *bi al-lafzh* atau riwayat *bi al-ma'na*, bidang isi hadis yang mutlak (menyangkut akidah dan ibadah) atau yang nisbi (menyangkut muamalah). Hadis sering-kali hanya dipahami dengan teknik interpretasi tekstual, baru sebagian kecil yang mengembangkannya dengan teknik interpretasi kontekstual, baik konteks historis maupun konteks sosiologi, sebagai sebuah gagasan. Dalam kaitan ini, maka pemahaman terhadap hadis Nabi perlu mempertimbangkan beberapa hal, antara lain Nabi Muhammad sebagai sumber informasi, para sahabat sebagai penerima informasi, bentuk dan cakupan makna hadis Nabi, peristiwa yang mengitari munculnya hadis Nabi dan konteks sosial kemasyarakatan yang terjadi pada masa itu.

Pada tulisan berikutnya, masih dalam kajian hadis, Maulana mengulas pentingnya penelitian kualitas hadis melalui penguasaan atas alat bantu yang disebut ilmu *jarḥ* dan *ta'dil*, salah satu dari sekian ulumul hadis yang penting untuk dimiliki oleh peneliti hadis. Penguasaan ilmu ini dengan benar, dapat mendeteksi apakah hadis yang diteliti -pada akhirnya dapat diterima (*maqbūl*) sebagai *hujjah* yang dapat dijadikan sebagai pegangan atau ditolak.

Dalam bingkai *hujjah* atau dalil agama yang dapat dijadikan pegangan dalam kehidupan beragama kaitannya dengan teks-teks keagamaan, Muhammad Zuhdi mencoba mengurai konsep taklid dengan perspektif mazhab Syiah Imamiyah sebagai sampel obyek kajiannya. Menurutnya, taklid dalam pandangan ulama Syiah merupakan sesuatu yang sangat penting. Bertaklid artinya mengikuti pendapat seorang mujtahid yang memenuhi syarat sebagai seorang *marja' taklid*. Marja' Taklid artinya tempat kembali untuk diikuti yaitu seorang ulama yang layak untuk diikuti dalam masalah ibadah, muamalah dan lain sebagainya. Dalam masalah hukum, seorang Syiah tidak dapat beramal sesuai kehendaknya sendiri dengan melihat teks al-Qur'an dan hadis tetapi ia wajib mengikuti fatwa dari *marja' taklid*nya, sebab orang yang beramal tanpa mengikuti *marja' taklid*nya maka amalnya tidak sah. Seorang yang bukan mujtahid secara obyektif diketahui bahwa ia tidak akan sanggup untuk memahami teks al-Qur'an dan hadis secara langsung, oleh karena itu untuk menghindari kesalahan dan kesesatan dalam memahami dan mengamalkan ajaran agama harus mengikuti seorang *marja' taklid*.

Salah satu bentuk ajaran agama yang membutuhkan pemahaman adalah berkenaan dengan kehidupan yang akan datang (akhirat). Ahmad Rifqi Muchtar memberikan ulasan tentang manusia dan sunnah kemanusiaan sebagaimana yang digambarkan dalam al-Qur'an. Dalam ulasannya, kehidupan kini (dunia) berbeda dengan kehidupan yang akan datang (akhirat). Dunia merupakan alam nyata, sedangkan kehidupan yang akan datang adalah alam yang abstrak. Dalam menjalani kehidupan di dunia manusia terikat dengan kondisi biologis yang melekat padanya. Atas dasar keterbatasan itulah Allah menetapkan untuk manusia adanya sunnah-sunnah baik menyangkut dirinya maupun lingkungannya, diharapkan manusia mampu hidup di muka bumi ini dengan sebaik-baiknya.

Persoalan munculnya pemahaman yang disebabkan perbedaan dalam menggunakan teks dan membuat relasinya dengan konteks di antaranya dapat juga dilihat dalam tulisan Hanafi tentang kehidupan akhirat dalam perspektif al-Ghazālī dalam **Refleksi** kali ini. Menurut Hanafi, pada awalnya perbedaan pemahaman dan gambaran tentang kehidupan akhirat di kalangan para penganut agama muncul karena perbedaan konteks sosial, sedangkan di kalangan umat Islam perbedaan tersebut lebih disebabkan oleh persoalan interpretasi atas teks-teks keagamaan (baca:

ayat-ayat a-Qur'an dan hadis). Al-Ghazālī misalnya, dalam hal memberikan interpretasi tentang kehidupan akhirat melalui teks-teks keagamaan sering-kali menjelaskan makna yang terkandung dalam teks-teks tersebut secara tekstual atau harfiah.

Menggunakan teks-teks keagamaan, tentunya dibutuhkan penguasaan yang cukup terhadap bahasa teks tersebut. Tulisan Banun Binaningrum penting untuk dicermati. Menurutnya, dalam hal pemahaman terhadap bahasa asing, dibutuhkan teknik pembelajaran dan pengajaran yang tepat, salah satunya teknik yang disebut sebagai *error analysis*. Teknik ini menganalisis kesalahan yang dilakukan oleh orang yang mempelajari bahasa asing. Melalui teknik ini, pelajar bahasa asing dapat menyadari perbedaan antara bahasa yang ia gunakan dengan bahasa asing yang sedang dipelajari sehingga tidak terjadi interferensi negatif di antara keduanya. Oleh karenanya, pelajar bahasa asing diharapkan dapat melebur ke dalam bahasa yang sedang dipelajari dan pada saat yang bersamaan sejenak melupakan bahasa ibu yang ia gunakan. Teknik ini tidak hanya dapat digunakan untuk bahasa Inggris saja, melainkan dapat dijadikan sebagai teknik pembelajaran dan pengajaran antara bahasa ibu (manapun) dengan bahasa asing.

Masih berhubungan dengan bahasa, M. Suryadinata menulis tentang *isytiqāq*. Menurutnya, bahasa adalah potret dari sebuah kebudayaan. Melalui bahasa, dapat diketahui peradaban, bentuk sosial, masyarakat, dan kekayaan sebuah komunitas. Di antara pembahasan penting dalam bahasa adalah *isytiqāq*, karena ia secara langsung atau tidak, mempengaruhi budaya dan bahasa. Bahasa Arab misalnya, yang merupakan bagian dari bahasa *semit* menjadi bahasa yang unik dengan adanya *isytiqāq*. Mengetahui *isytiqāq*, seseorang dapat mengerti bahwa ada ciri khas kesamaan makna bagi huruf tertentu. Ia merupakan salah satu kajian dalam bahasa yang dapat memperluas pemahaman arti sebuah bahasa. Mempelajari *isytiqāq* adalah bagian dari pengembangan bahasa itu sendiri.

Sebagai tulisan penutup, redaksi sajikan tulisan Halimah SM tentang Hassan Hanafi seorang pemikir-pembaharu Mesir yang terkenal dengan konsep Kiri Islam. Kiri Islam lahir setelah berbagai metode pembaharuan masyarakat Muslim dalam beberapa generasi hanya menghasilkan keberhasilan yang relatif, bahkan untuk sebagiannya gagal, terutama dalam mengentaskan masalah keterbelakangan. Kiri Islam mendapat inspirasi dari keberhasilan revolusi Islam di Iran yang mengejutkan dunia.

Kiri Islam akan mengembangkan reformasi agama, tidak hanya dalam tataran menghadapi ancaman-ancaman zaman ini, seperti kolonialisme, proteksionisme, kapitalisme, keterbelakangan, dan penindasan, sebagaimana yang telah diupayakan oleh al-Afghānī. Namun juga dalam tataran rekonstruksi pemikiran keagamaan reformatif itu sendiri.

Selamat membaca.

Redaksi

ERROR ANALYSIS IN LANGUAGE TEACHING AND LEARNING

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Abstract: *This paper tries to describe the function of error analysis in teaching and learning target/foreign languages. The term of target/foreign language here, refers to the language which is being learned by the students. While, the term of first language refers to the language which has been mastered earlier by the students, the first language here may also refer to the students' mother tongue, although in the study of language acquisition the two terms should be differed clearly. This paper also tries to explain the relationship between error analysis and contrastive analysis. Both of the analyses are sometimes used in the teaching and learning of languages. Besides that, this article also presents the causes of errors made by the students, the impacts of the errors in communication, and the techniques to avoid, to reduce and to combat the errors in learning and teaching the target languages. Notes: In this paper there are some signs: * —indicates the part of error, Ø— indicate the missing part that become an error. There are also symbols of phonetics derived from English Pronouncing Dictionary written by Daniel Jones.*

Abstrak: *Artikel ini mencoba untuk menjelaskan fungsi analisis kesalahan dalam pengajaran dan pembelajaran bahasa target/asing. Istilah bahasa target/asing di sini merujuk pada bahasa yang sedang dipelajari oleh para siswa. Sementara itu, istilah bahasa pertama merujuk pada bahasa yang telah dikuasai sebelumnya oleh para siswa; bahasa pertama di sini juga dapat merujuk pada bahasa ibu para siswa, meskipun dalam studi akuisisi bahasa kedua istilah tersebut harus dibedakan dengan jelas. Artikel ini juga mencoba menjelaskan hubungan antara analisis kesalahan dan analisis kontrastif. Kedua analisis tersebut kadang-kadang digunakan dalam pengajaran dan pembelajaran bahasa. Selain itu, artikel ini juga menyajikan penyebab kesalahan yang dibuat oleh para siswa, dampak kesalahan dalam komunikasi, dan teknik untuk menghindari, mengurangi, dan melawan kesalahan dalam pembelajaran dan pengajaran bahasa target. Catatan: Dalam artikel ini terdapat beberapa tanda: * —menunjukkan bagian kesalahan, Ø— menunjukkan bagian yang hilang yang menjadi kesalahan. Ada juga simbol fonetik yang berasal dari Kamus Pelafalan Bahasa Inggris yang ditulis oleh Daniel Jones.*

Kata Kunci: *Analisis Kesalahan, Bahasa, Pengajaran, Pembelajaran*

Introduction

In Indonesia, English is a subject which is given in long time duration. It has been started from very low level (i.e. elementary school) up to at university level. This is caused for the government considers that English is an important subject. Moreover, English has been stated as an international language which is very important for the communication in international level.

However, actually the learning and teaching process of English in this country has not achieved a maximal result yet, where until at the university level, the students still show significant errors. These errors appear not only in their disability in pronouncing English words and sentences but also in their disability in grammar and reading comprehension.

Errors can appear both in Macro-linguistic aspect and Micro-linguistic aspect. In Macro-linguistic aspect, an error can be occurred in a cross-culture miss-understanding. Example, when a student of English expresses this sentence: "Your baby is so funny" where the student means here is the baby who is so 'cute'. The use of the word 'funny' here is not suitable. The correct expression is "Your baby is so cute".

In Micro-linguistic aspect, an error can be occurred in Micro-linguistic component itself such as error in phonology, morphology, and syntax. The example of error in phonological component is when a student fails in pronouncing the word "feel /fi:I/ into */ pi:1/, based /beist/ into*/ besid/,

how/hau/ into* /hu:/, approach/'prout/ into*/ 'prouk/, etc. In morphological component, an error occurs when a student fails to change the singular form of noun into the plural form. Example the noun "ox" (singular) changed into "oxes" (plural - error) the correct form is "oxen" (plural). Here the student tends to generalize the changing form of the noun by adding —es after the singular form. The example of error in syntax is when a learner fails in forming a sentence. Example, a simple past tense sentence "she wrote a letter yesterday" is written or expressed as *she writes a letter yesterday.[1]

Definition of Error

In daily communication weather spoken or written expression, people often make some mistakes and errors unconsciously. This is also happened to the students especially when they learn their foreign languages. Errors made by the students can help the teacher to measure his/ her success or failure in teaching process. Fewer errors can indicate the success of the teaching while more errors may indicate the failure of the teaching. It can be said that the achievement of teaching and learning goals may be seen from the errors made by the students.

Before discussing about error any further, it is better to make clear understanding about error itself and the difference between error and mistake. Pit S. Corder made a distinction to both of the terms as error of competence and error of performance. He gave the definition to these terms as *Error of competence are the result of the application of rules by the L2/FL (Second language/ Foreign language) learners which do not yet correspond to the L2/FL norm, while error of performance is the result of mistakes in language use and manifest themselves as repeat, false start, correction, or slip of tongue.*

From the definition above, we can conclude that error of competence is errors made by the students of foreign language which are caused of the unknown, or Un master to the foreign language system which is being learned. While error of performance tends to the mistakes made whether by the students or native speakers caused of slip of tongue, stress, fatigue, or other psychological restriction of the speakers when they use the language, so that they cannot do perfectly. Furthermore, Corder stated that error of performance can be recognized and corrected by the spankers them. selves, but not in error of competence. His statement about errors

and mistakes was also stated by Noam Chomsky who also made a distinction between those two terms, he stated *that error of performance is an error caused of less attention from the speaker in speaking or writing, while error of competence is an error caused of second or foreign language student less understanding to the language system they learned.*[2] There are characteristics of mistake and error, the characteristic of mistakes is as follow:

1) The second/foreign language student can immediately correct the form or the system of language which he or she produces incorrectly.

2) The mistake made is not produced regularly and systematically.

While, the characteristic of error is as follow:

1) The second/ foreign language student cannot immediately correct the form or the system of language which he or she produce incorrectly, because he or she does not realize that he or she made an error.

2) The error made is produced regularly and systematically.

Errors in language use, generally occurred in learning target languages, and often caused by bilingual process. In bilingual process, sometimes appears interference. Interference means mutual influences between first language (L1) which has been recognized by the learners and the target/ foreign language which is being learned. If the language systems in the first and the target languages are similar, the errors made may be fewer, on the other hand it will be more if the systems are much different. Related to this statement, Utari S. Nababan stated in her book 'Analisis Kontrastif dan Kesalahan: Suatu Kajian dari Sudut Pandang Guru Bahasa' that: *"Banyak orang yang mengatakan bahwa perbedaan perbedaanlah yang menyebabkan adanya kesulitan-kesulitan yang dialami para pembelajar bahasa target dalam proses pemerolehan bahasa target tersebut. Akan tetapi sering juga persamaan-persamaan menyebabkan kesulitan terutama pada posisi suatu bunyi dalam awal, tengah atau akhir kata yang disebut pendistribusian"*[3] (Many people said that the differences of the system of the first language and the target language (language which is learned) make the difficulties to the learners of second/ foreign language: However, the similarities sometimes also affect the difficulties specially at the position of phonemes in words which called as distribution).

To know more about the causes and the impacts of errors occurred in learning the target language, it is important to carry out an error analysis

that we, especially English teacher can give specific techniques and methods of teaching to avoid and to reduce errors made by our students.

Error Analysis

Error analysis is a deep analysis of errors made by the learners of foreign language whether in speaking or writing. There are some definitions of error analysis stated by linguists. Corder and Richard & Simpson pointed out that error analysis is 'an activity in studying the errors made by the foreign language learners in their language learning processes.[4] Carl James described an error analysis as 'the process of determining the incidence, nature, causes, and consequences of unsuccessful language'.[5]

From both definitions we can conclude that error analysis is a deep analysis of errors made by the learners in learning their foreign languages whether in speaking or writing.

There are two functions of error analysis proposed by S. Pit Corder, the first is a theoretical one and the second is a practical one. A theoretical aspect of error analysis is part of methodology of investigating the language learning process, in order to find out the nature of these psychological processes, we have to have a means of describing the learner's knowledge of the target language at any particular moment in his or her learning career in order to relate this knowledge to the teaching he or she has been receiving. The practical aspect of error analysis is its function in guiding the remedial action.[6] Both of the functions of error analysis are related to the teaching and learning of target language.

A language teacher when he or she evaluates a competence of her or his student, and finds some errors there, then he or she analyzes the errors. After that he or she classify the errors, and determine the errors based on the type and the characteristics of the errors, actually what she or he has done is doing an error analysis.

Language error analysis tends to focus on foreign language learners' creativities and places the students as a Centre in teaching and learning process.

Error analysis is a technique to identify, to classify, and to interpret systematically the errors made by the learners. This is a procedure, and as a procedure it has steps which are called as error analysis methodology. Here are the steps of error analysis methodology generally used in Second language or foreign language teaching:

1) Collecting the data from students' examination results
2) Identifying the errors
3) Classifying the errors
4) Determining the errors frequencies
5) Identifying the type of errors
6) Correcting the errors

The last aim of error analysis is to get feed-back to become a starting point of the improvement of language teaching and learning. Beside that, by using error analysis, the errors made by the students can be reduced and restrained.

Error Analysis and Contrastive Analysis

Error analysis and contrastive analysis are the analyses which have close relationship. Both of them complete each other. So far, we have discussed about the definition of error analysis, and here we will discuss about contrastive analysis and the relation between error analysis and contrastive analysis.

Contrastive analysis is a deep analysis to compare two or more languages to get similarities and differences of the system of the languages which are compared. According to Fisiak, contrastive analysis is a branch of linguistics to compare two or more languages and the sub-system of the languages in order to find out similarities and distinctions of the languages.[7] Carl James defined contrastive analysis as a linguistic activity which has an aim to get types of two or more different languages based on the assumption that the different languages can be compared.[8]

As mentioned above, that the differences of the system of the first language and the target language (language which is learned) make the difficulties to the learners of foreign language and the result of the difficulties usually is an error. Higher distinctions of the first language and the foreign language which are compared, higher difficulties will be faced by the students, and the possibilities of errors made by the students might be big, too. So, a teacher of language can predict the errors that might be made by the students by using the contrastive analysis. In the theory of acquisition, Wolfgang Klein mentioned that the contrastive hypothesis claims that the acquisition of a second language is largely determined by the structure of an earlier acquired language. Those structures of the second language that coincide with corresponding structures of the first

language are assimilated with great case as 8 results of 'positive transfer. Contrasting structures on the other hand, present considerable difficulty and give rise to errors as a result of 'negative transfer' or 'interference' between the two contrasting languages.[9]

From the statements and opinions above, it is clear the relations of error analysis and contrastive analysis that is by analyzing the contrast of two or more languages we can predict the errors made by the students and then analyze the errors using error analysis.

Error Taxonomy

Error taxonomy is a classification of error used in error analysis. James gave the definition of taxonomy as "a branch of science that deals with classification". Furthermore, he stated that "taxonomy must be organized according to certain constructive criteria".[10]

Dulay, Burt, and Krashen divided the error taxonomy into four categories, two of them are: comparative taxonomy and communicative effect taxonomy. Both of the taxonomy dealt with the causes of error. Another two categories are: Linguistic category classification and the surface structure taxonomy which is categorized as Descriptive Taxonomy. The last two types of Descriptive Taxonomy will be explained below.

 a. Linguistic Category Classification

This taxonomy is a taxonomy which is focused on the linguistic aspects, means that the errors occurred on the whole system of foreign languages based on linguistic aspect which are influenced by the errors. First, this taxonomy determines to what level or language component the errors happened, are these errors occurred on phonology, graphology, grammar, reading comprehension components or others. Then, make specification to the Linguistic Unit Category where the errors happened. And last, it should be specified to what category that is influenced by the errors.

   Example: Error in Grammar
   We *use to Ø ride on a crowded bus every day.
   (Correction: We are used to riding on a crowded bus everyday)
   The example of error above refers to the error on grammar component, the linguistic unit category of the error occurred on the verb, specifically on tense category.

This taxonomy try to classify the errors based on linguistic category, include: phonology, grammar, morphology, syntax, etc.

b. The Surface Structure Taxonomy

Dulay, Burt, and Krashen proposed 4 ways that generally acted by the foreign language learners to change the form of foreign language which they learned:

1) Omission (Ø)

Omission should be differed from ellipses. Ellipses are not an error in grammar components while omission is an error.

Example: *Omission error in pronunciation*

Called /k Id/ pronounced as* /k 1Ø/

Accepted /ækseptid/ or /ikseptid/ pronounced as */ æØseptid/

Omission error in grammar

*He Ø living here now — — — — (Correction: He <u>is</u> living here now)

*We saw many mistake Ø — — — (Correction: We saw many mistak<u>es</u>)

2) Addition

Addition is errors by adding something in a system which is not needed. In grammar this kind or error sometimes are caused for the adherence to the rule of English grammar.

Example: error in grammar

*buy<u>ed</u> (correction: bought)

He doesn't know*<u>s</u> me (correction: He doesn't know me)

Error in Pronunciation

Looked /luk<u>t</u>/ pronounced as */luk<u>et</u>/

Moved /mu:vd/ pronounced as */mu:v<u>it</u>/

3) Mis-formation / Mis-selection

This is error in selecting a word or phoneme or other system of language.

Example: *error in grammar*

I *see her before (correction: I have seen her before)

Error in pronunciation

With /wiè/ pronounced as /w *ai *t/

4) Mis-ordering

According to Dulay, Burt, and Krashen, this error often is caused by the rules of form and order of the learners' mother tongue.

Example: He every time comes late (correction: He comes late every time) Tell me *where did you go (correction: Tell me where you go) That man is *enough strong to lift that box (correction: That man is strong enough to lift the box).

Beside those 4 ways suggested by Dulay, Burt, and Krashen, there is another category proposed by Carl James i.e.: Blends".[11] This technique is also called as contamination or cross association. This is a technique where there are two ways in expressing an expression correctly, but the student here cannot determine one of that way, so he / she tends to blend the two correct ways with un-correct expression.

Example: in expressing the sentence "according to Erica" and "in Erica's opinion" both of the grammatical alternative, then are blended by the student. So, the forms of the new grammar become un-grammatical one, that is: "according to Erica's opinion.

Causes of Errors

There are some opinions proposed by linguists dealt with factors of causing errors in foreign language learning. Among of them is Jack Richard who classified the causes of errors into 3 factors, i.e.: Interlingual errors or interference errors, this factor related to the error caused of the mother tongue interference. Then intralingual errors, and developmental errors.[12] Carl James classified the factor of causing error into 2 categories, i.e.: interlingual and intralingual errors.[13] And Pit S. Corder suggested 3 categories of causing the errors i.e.: Transfer errors, Analogical errors, and tteaching induced errors. Peter Hubard, in his book: "A Training Course for TEFL" gave the same categories but in different term, i.e.: Mother Tongue interference (for Transfer errors), Overgeneralization (for Analogical errors), Errors encouraged by Teaching Materials or Method (for Teaching - induced errors)".[14]

The classifications of the causes of errors proposed by the linguists are actually similar. If we make a conclusion from those classifications, there are three factors that become the causes of errors, they are:

a. Interlingual errors

Itis an error which is caused of the mother tongue interference. For example: When a student of English whose mother tongue is Bahasa Indonesia, pronounce the word "with /wi è/ into */wit̲/. This is caused of *Bahasa Indonesia* has no phoneme / è / as in English, so the student tends to pronounce the phoneme / è / using other phoneme in his/her mother tongue which has similar Way to pronounce, that is phoneme / t /. So, word "with /wi è / "pronounced into */wit/.

b. Intralingual errors

This error refers to the error which is occurred in the develop. ment of forcign language learning. Error in this factor may be caused of overgeneralization. Example: *she _writed_ a lot of letters to her old friend in Detroit last night (correction: she <u>wrote</u> a lot of letters to her old friend in Detroit last night). Here the student, generalize the past form of the irregular verb "write" into "writed", but the correct form is "wrote" for the past form of that verb, This error is also refers to the error of the unknown of the system of the foreign or target language being learned.

c. Teaching-induced errors

This error is error which is caused of the teaching method, technique or materials. Pit S. Corder stated that "It is not easy to identify such errors except in conjunction with a close study of materials and teaching techniques to which the learner has been exposed"

Example of this error is: *I am go to school every day. This error may occur if the teaching process stress too much to a certain tense such as present continuous tense. So that when the teacher changes the materials into simple present tense the student still use the form of present continuous tense rules "I'm ....ing, so he/she will use I'm go for the simple present tense.

Impact of errors

Errors in language use may influence the communication. Burt and Kiparsky (1970) divided the impact of error in communication into two kinds of impact i.e.: global and local error. Global error refers to a linguistic error that causes a native speaker misinterpret to a message. On the other hand, the local error is defined as a linguistic error that make an

expression appears awkward but nevertheless, causes the native speaker little or no difficulty in understanding the intended meaning of an expression given.

Example of global error:

*They are going a bridge — — — (correction: They are walking on a bridge)

*The girl was surprising — — — (correction: The girl was surprised)

Example of local error:

*They digged a hole — — — — (correction: They dug a hole)

*They enjoyed highly the meal — — — (correction: They highly enjoyed the meal)

To Combat Errors

Brooks (1960: 58) considered that errors in learning the foreign/ second language is a serious problem, according to Brooks, it is a sin. However, he gave a method to avoid the errors that is by observing the errors and practicing. He stated: "The principle method of avoiding errors in language learning is to observe and practice the right model a sufficient number of times. The principle way of overcoming it is to shorten the time lapse between the incorrect response and the presentation once more of the correct model".[15]

The statement above refers to the teachers' attitude toward the errors based on Audio-lingual method in decade of 1940s - 1960s. A technique to combat errors made by the students is by drills technique.

Another way to reduce and combat the errors is by contrastive analysis, By comparing the first language that has been mastered by the student and the target language that is being learned, the teacher can get the distinctions of the contrasting languages, then he or she can predict the errors will be faced by the students s0 that, he or she can determine a suitable technique in teaching the materials which can help the students to avoid the errors in learning the target language and last they can reduce and combat the errors which might be happened.

Conclusion

For most students in our country, English lesson given in every level of education considered as a difficult subject. Although, this subject has been given from very low level up to university level. However, the students still

face the difficulties and made many errors in learning the target language. The error in language teaching and learning may occur both in macro and micro linguistic aspects. There are some factors that may cause the errors, among of them are: Intra-lingual factor, Inter-lingual factor, and teaching induced factor. Intra-lingual factor is errors which are caused of un-known, un-mastered, and overgeneralization to the systems of target languages. Inter-lingual factor refers to the errors which are caused of negative interference from the students' mother tongue and their first language. This interference may influence their foreign language ability. Another, causes of errors 's the teaching system include in h re the method and technique presented by the teacher. The errors made by the students in learning the target language may affect the negative and positive impact. The negative effect is also called as global impact, while the positive one is called as local impact. The global impact means the errors made by the students cause the native speaker misinterpret to the message given. On the other hand, the local impact means the errors made by the students appear awkward but the native speaker has no difficulty in understanding the intended meaning of an expression given. To avoid and to reduce the errors in language teaching and learning, the language teacher may use the error analysis. Error analysis is a deep analysis to predict the errors made by their students. By using error analysis the language teacher also may analyze the causes of errors and the impacts of errors made by their students, and by using error analysis they also may determine the suitable technique and method in teaching materials. Beside that, the error analysis also may be used to measure the success of their teaching processes.

Endnotes

1. Theo Van Els., et.al., *Applied Linguistics and The Learning and Teaching of Foreign Languages*, terjemahan: R.R. Van Oirsouw, (London: Edward Arnold Publishers Ltd.), p. 52.

2. Jos Daniel Parera, *Linguistik Edukasional Metodologi Pembelajaran Analisis Kontrastif Antar Bahasa Analisis Kesalahan Berbahasa* (Jakarta: Penerbit Erlangga, 1994), p. 155.

3. Sri Utari Nababan, *Analisis Kontrastif dan Kesalahan: Suatu Kajian dari Sudut Pandang Guru Bahasa* (Jakarta: PPs IKIP Jakarta, 1994), p.1.

4. *Ibid*, p. 18.

5. Carl James, *Error in Language Learning and Use* (London: Longman, 1998), p. 1.

6. S.P. Corder, *Error Analysis and Interlanguage* (London: Oxford University Press, 1981), p. 45.

7. Nababan, *Analisis Kontrastif*, p. 3.

8. Nababan, *Analisis Kontrastif*, p. 4.

9. Wolfgang Klein, *Second Language Acquisition* (London: Cambridge University Press, 1986), p. 25.

10. James, *Error in Language*, p. 102.

11. James, *Error in Language*, p. 111.

12. Jack C. Richards, *Error Analysis: Perspective on Second Language Acquisition*, (London: Longman, 1974), p. 173.

13. James, *Error in Language*, p. 137-138.

14. Peter Hubard, et.al., *A Training Course for TEFL* (New York: Oxford University Press, 1993), p. 140-142.

15. *Ibid*.

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