

CHAPTER I

INTRODUCTION

1.1 Background of Study

In Indonesia, English is regarded as a major foreign language. The policy that makes English a required subject at all levels of education (from junior high to college) is proof of this (Murcia, et al. 2022: 46). Also, English is now either the medium of instruction or a mandatory topic in many primary and preschool classrooms. The goal of incorporating English language training into school curricula is to provide pupils with the necessary skills to succeed in today's interconnected world. This initiative arises from the recognition that English has become a widely recognized and utilized language among individuals worldwide.

When it comes to many facets of society, everyone knows English (Harmer, 2005: 101). It is prominently displayed in public places, including on banners or billboards, and on the names of businesses, like stores, restaurants, hotels, and transportation companies. Many different varieties of the English language are in use, and there is always the chance of typos and other grammatical mistakes.

The English language is not limited to academic texts or school textbooks; it is also widely visible and readable in everyday life. Signs outside of buildings and businesses that advertise goods and services in English may be seen in public places (Purnanto et al., 2021; Yibu & Junjie, 2021; Beeh et al., 2022; Mansoor et al., 2023). Outdoor signs in English are employed by both large and small enterprises, including those dealing in washing, baking, catering, tailoring, travel,

service, electronics, and many more. According to recent studies (Benu et al., 2023; Sudarmanto et al., 2023), the presence of a language in public areas is evidence of its power and dominance. There are many different varieties of the English language, and mistakes in spelling, grammar, and syntax are also possible.

An inefficient use of words is called a language error. At the same time, error analysis is the process of determining the nature, frequency, causes, and consequences of improper language usage (James, 2013; Phuong, 2022). Additionally, James outlined four ways in which the language fails: inflexibility, strangeness, accuracy, acceptability, and grammaticality.

According to Pawlak (2014), when it comes to evaluating language errors, the method most often used is to compare learner utterances with those of native speakers. A linguistic mistake that does not adhere to standard English might be implicated. The failure to correctly grasp the pattern of the language is the root cause of this error. When a writer is physically or emotionally drained, sleepy, forgetful, or in a hurry, they are more likely to make a language mistake, also called a performance error (Moiden & Liaw, 2021).

Incorrect or non-standard use of a language in speech or writing is known as a language mistake (James, 2013; Pawlak, 2014). According to Yıldız and Çetin (2020), the mistake is identified by its appearance as an issue and resolved throughout the learning process. When one disregards long-standing language standards, they are committing an error. On the other hand, when a student makes a mistake, it's because their response or actions did not match the desired behavior. When a person isn't paying attention, they could unknowingly make a language

mistake. A lack of proficiency or comprehension in a language is thus associated with linguistic errors (Phuong, 2022).

On the levels of phonology, morphology, syntax, and semantics, mistakes in language may manifest both vocally and in writing. According to Touchie (1986), when people acquire a second language, they make inter-lingual errors, which are defined as blunders caused by the impact of the original language. Interlocking errors are sometimes known as transfer or interference errors. Interlingual and developmental variables, as well as violations of grammatical norms and the influence of the mother tongue, may all contribute to language blunders (Moiden & Liaw, 2021).

Both spoken and written language mistakes are possible, as stated in the description above. The written English language on public signs in Canggu Village, Kuta Utara, Bali is the primary topic of this research. Under this context, a linguistic error is defined as a mistake made by the sign makers while putting the product's or company's name, information, or an advertisement into a public sign.

A number of variables contribute to language errors in public settings, including ineffective English language instruction and English speakers' own ignorance of the language (Alamsari et al., 2018; Sisilda et al., 2021). According to research conducted in Ngunut village, Tulungagung Regency, mistakes in writing phrase structures were also discovered (Anggraini & Setyawan, 2021). When Ariani and Artawa (2021) looked into the translation of public signage in Ubud, Bali, Indonesia, they discovered grammatical mistakes. The translator's ignorance of the grammatical rules of the target language and the incorrect use of translation

techniques are to blame for this. In Tehran, Iran, Mohebbi and Firoozkouhi (2021) discovered that, when compared to other types of errors, these translation errors occurred more often and were more prevalent.

Previous research on language errors on public signs has focused on a variety of locations and languages, including Tehran (Mohebbi & Firoozkouhi, 2021), Bandung City (Alamsari et al., 2018) and Tulung Agung (Anggraini & Setyawan, 2021), and Palangkaraya (Sisilda et al., 2021). The research showed that there were mistakes with grammar, spelling, word choice, and word order. Similarly, in 2021, researchers in Ubud, Bali, looked at grammatical mistakes in translated public signage.

It is possible to examine the mistake on public signs from several angles, as shown in the aforesaid investigations. Past research has focused on certain types, such grammatical errors, or units, like bilingual and multilingual signage or advertising. According to Haspelmath (2012), the linguistic form of a language mistake is determined by the framework-free theoretical description. Building on earlier research on the phenomenon of language faults in public signs, this study also provided a brief overview of how these errors affect language acquisition. The outdoor signage in public areas in Canggu Village contain English language faults, which are discussed in this research on the language landscape.

Since both the language landscape and the examination of outdoor signs pertain to the use of language in public areas, the choice to focus on the former is based on the close link between the two. Signs in public spaces provide a window

into a community's norms and beliefs. The language employed on these signs may provide a window into the local culture and identity.

The discussion of this study covered the outdoor signs that contain written English language errors, and the factors that cause language errors. Error analysis starts by recognizing the errors in written English found in the outdoor signs. Therefore, this study entitled “Errors of Written English on the Outdoor Signs of public spaces in Canggu Village, Indonesia: Linguistic Landscape Approach.”

1.2 Problems of the Study

Based on the background above, the problem of this study can be described as follows:

1. What are the types of language errors that contain written English outdoor signs in Canggu Village?
2. What is the cause of language errors found on outdoor sign of public spaces in Canggu Village?

1.3 Objectives of the Study

Following the problems of the study, then the objective of this study can be specified as follows:

1. To identify the types of language errors that contain written English outdoor signs in Canggu Village.
2. To identify the cause of language errors found on outdoor sign of public spaces in Canggu Village.

1.4 Limitation of the Study

This study was limited to the identify the outdoor signs that contain written English language error in Canggu Village, Kuta Utara ,Bali. This study analyze the types of error in the translation of the public signs written in English proposed by Van Valin (1993) namely Grammatical Errors, Lexical Errors, Phonological Errors and Pragmatic Errors. Meanwhile, the factor causing the language errors are the inappropriate applications of the translation procedure, lack of understanding of the Target Language's (TL) grammar and the strong tendency for the translator to prioritize the Source Language's (SL) syntactical grammar (Vinay & Darbelnet, 2000).

1.5 Significance of the Study

The significance of study is divided into two types namely theoretically and practically; they can be described as follows:

1.5.1 Theoretical Significance

Theoretically, this study would contribute information theory about the possibility of language error on outdoor signs and these errors could have effect to the language learning as foreign language learners.

1.5.2 Practical Significance

Since error analysis is an essential part of learning second and foreign languages and practical linguistics, the results of this study may be applied to the field of second and foreign language training. In the field of applied linguistics, the goal is to find answers to these questions and problems related to language

acquisition and instruction. A complete understanding of how a language is acquired may be gained through the examination of errors.



CHAPTER II

REVIEW OF RELATED LITERATURE, CONCEPTS AND THEORIES

In order to write the scientific paper, there were combinations of several concepts that have numerous potential applications. Its goal was to analyze the data source in order to spot the study's issues and find the outcome. By making use of a number of ideas and theories that might inspire further in-depth examination of the facts. Accordingly, relevant literature, ideas, and theories were reviewed in the second chapter. In order to explore the similarities and differences that was revealed in the research, the review of relevant literature would offer the prior work of certain experts for comparison. Furthermore, concepts and theories were discussed as fundamental of this analysis

2.1 Review of Related Literature

An examination of the linguistic environment has been the subject of prior research, with a focus on the topic of poorly written English on public signs. In their 2023 work "Balinese transliteration in public space: Error analysis in linguistic landscapes," Erawati et al. performed the first research of its kind. Previous research has shown several errors and irregularities in the transcription of Latin script to Balinese script in public signs in Kuta village. This study aims to further analyze this phenomenon. The transliteration technique has to be identified, refined, and regulated according to this study since Balinese script is a syllabic system that differs from Latin script. In order to ensure accurate transliteration of Balinese script in public settings, which serves as a symbol of Balinese identity on Bali, the

results demonstrated the need to preserve and control certain dialects. Both this study and the one that followed it used descriptive qualitative methods to examine the impact of language on public spaces. The research data and the research object are where the differences lie. The research focused on Kuta villages and used data written in Latin script. The focus of this study is Canggu Village, and the data were be collected from public spaces. This study used theory analysis from Laundry and Bourhis (1997) while this research applied use theory from Van Valin (1993) and Vinay & Darbelnet (2000).

The second piece of research was authored by Purnanto et al. (2021) and was named "English operation in public space: Linguistic landscape in culinary business of Surakarta, Indonesia." English develops an information-symbolic role in culinary business writing, and this research looks at the frequency of language usage, monolingual and bilingual processes via text writing methods. The information is gathered from 396 food stands, eateries, cafés, and bistros situated on one road in Surakarta, Indonesia, utilizing recording procedures, which include photography. Writing system Mimicry (WSM), the Linguistic Landscape, and bilingual-multilingual writing are used to examine the collected data. Both monolingual and bilingual texts reveal that English and Indonesian are competing for dominance. Writers often entice readers by using tactics such as mimicking, twisting, fragmenting, complimenting, and overlapping language. Accordingly, English impacts global views of exclusivity, modernity, leisure, and achievement. In terms of methodology, this research is comparable. This research relied on qualitative techniques. Issues of focus, data source, and study object characterize

the dissimilarity. While the purpose of the study was to examine how often people use language, how monolingual and bilingual people process information through text writing strategies, the specific language errors found on English outdoor signs in Canggu Village and what causes these errors were the focus of this research. Outdoor public space signs provided the data for this research, which drew on a previous one that relied on photographs of 396 nameplates from food stands, restaurants, cafés, and bistros. After that, Canggu Village was the focus of the previous investigation, which had focused on road closures in Surakarta. Theoretical frameworks from Landry and Bouris (1997), Reh (2014), and Sutherland (2015) were used in the investigation, while theories from Van Valin (1993) and Vinay & Darbelnet (2000) were employed in this research.

In their 2023 paper titled "Signage in Public Spaces: Impact of Tourism on the Linguistic Landscape of Labuan Bajo," Datang et al. performed the third investigation. This study aims to draw a linguistic landscape map of Labuan Bajo, focusing on the language used on signs for tourist accommodation. It also explained how local communities have responded to the dominance of foreign influences on these signs and what factors have contributed to this dominance. The researchers in this qualitative study began by taking pictures of the names of the tourist hotels in Labuan Bajo to record the data. They then analyzed the names, which might be in one or more languages, to determine their meaning and construction. The field investigation in Labuan Bajo has shown that the usage of foreign languages on tourist accommodation signboards is rather common. Regarding methodology, research goals, and data collection approach, this study was comparable to others.

Analysing public space was its main emphasis. Documentation served as the primary means of data collection for this qualitative research. Disagreements arose about research aims and data sources. Research in this area aimed to analyze the types of language mistakes found on written English outdoor signs in Canggu Village and the reasons behind these mistakes, as well as to draw a map of the linguistic landscape in Labuan Bajo, with a focus on the language used on tourist accommodation signage. Another goal was to determine why foreign influence has had such a profound impact on this language and how local communities have responded. While the previous study used data collected from Labuan Bajo, the current investigation used data collected from Canggu Village. This study used theory from Landry & Bourhis, (1997) and Guy Puzey, (2016) while this research used theory from Van Valin (1993) and Vinay & Darbelnet (2000).

Ayuningsi (2021) completed the fourth research, which was a thesis, titled "Linguistic Landscape in Public Places in Makassar and Visitors' Language Attitude." In this thesis, the author analyzed the language scene in Makassar and its public spaces. Makassar is among the cities where English is widely used, both in written and spoken forms. Our study's objectives are twofold: first, to catalog the many forms that Makassar's linguistic landscape takes, and second, to gauge how tourists feel about the city's linguistic environment, particularly in terms of the top-down approach. The research style used in this study was descriptive qualitative. Rafael et al. (2006) the theory of linguistic landscape types and Wenden (1991) the theory of visitor language behavior form the basis of the data analysis. Fort Rotterdam and Panakkukang Mall were identified as public venues where both top-

down and bottom-up types were present, according to this research. Yet, neither location made much use of type linguistic landscape. You can find top-down ones at Fort Rotterdam and bottom-up ones in Panakkukang Mall. Because it recognizes the value of different kinds of language environments, this occurs. This study also found that visitors' linguistic attitudes had a beneficial impact on the respondents' sentiments toward the researcher. What this suggests is that the respondent is comfortable with the idea of being in an environment where another language is spoken. This thesis is comparable in that it has a focus on techniques and an aim. Analyzing the language landscape in public spaces was the goal of this descriptive qualitative study. Such details are consistent with our study. Specific studies vary in their foci. Visitors' perspectives on Makassar's linguistic environment, particularly top-down views, were the primary focus of that study; however, the current investigation shifted its attention to analyzing the many forms of language error and its root causes. This study used theory from Rafael et.al (2006) and Wenden (1991) while this research used theory from Van Valin (1993) and Vinay & Darbelnet (2000).

A study of signs at Kualanamu International Airport was the subject of Hardika's (2019) next thesis, "Linguistic Landscape in Public Space." Using both indoor and outdoor spaces, this study detailed how Kualanamu International Airport makes use of its linguistic landscape. Both qualitative and quantitative approaches were used in this study. In order to determine which language was more often used, the quantitative approach was applied. Thirteen hundred and thirty-one photographers, teachers, and local businesses contributed to the visual imagery data

set. The characteristics described by Cenoz—Gorter—the initial language displayed, text size, font type, translation, and mark type-were applied to this data. There were 56 cases of monolingual signing (42.74%), 49 cases of bilingual signing (37.31%), and 26 cases of multilingual signing (19.85%) in this survey. This study is remarkable in that it too deals with research data. Evidence for this argument came from studies conducted in open areas. This study differs from others in that it focuses on research methods, objects, and objectives. Although the study made use of descriptive qualitative approaches, this study relies on quantitative methods. While the data for the study came from public spaces at Kualanamu International Airport, the data for this study came from Canggu Village. This study examined the kinds of language mistakes made in public spaces and what causes them, in contrast to the theses ambitious goals of characterizing the use and proportion of linguistic diversity. This study used theory from Cenoz-Gorter (2008) while this research used theory from Van Valin (1993) and Vinay & Darbelnet (2000).

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2.2 Concepts

In the intention of creating an exhaustive understanding, several concepts were assimilated regarding this study. Some terminologies related to writing, error analysis, public space and sign from various sources and scholars were addressed in this study for providing the background of knowledge for the readers. The concepts that need to be comprehended in this study was explained below:

2.2.1 Writing

Along with verbal communication, writing is a productive skill (Harmer, 2004:31). The writer's ideas, thoughts, and emotions may be expressed through

writing through the use of a traditional method. As a result, the sent message or information is understood by the recipient. Aside from reading, hearing, and speaking, writing is a fundamental ability in every language. One may draw the conclusion that the ability to write well was crucial. Writing and sentence construction skills were essential for the pupils.

Hedge (2005:7) argues that writing entails more than just putting ideas into words in a coherent fashion. According to her, teaching children to write effectively entails showing them how to: construct cohesive arguments, ideas, and facts; and write for specific audiences by establishing connections between ideas and supporting evidence. What this implies is that readers care more about the writer's ability to construct ideas, facts, and arguments that they can grasp and use than they do about the correctness or completeness of individual words. To sum up, writing is a difficult talent that requires the capacity to organize thoughts in a way that readers can understand. Putting our ideas, sentiments, and views into writing allowed us to share them with others.

2.2.2 Error Analysis

Linguists employ error analysis to investigate learner mistakes, particularly in the setting of acquiring a new language. Language mistakes, whether made in writing or speech, are the primary targets of this approach (Jobeen, et al 2015:2). One of the primary purposes of error analysis is to identify the causes of errors. These causes might stem from inefficient learning techniques, the impact of the target language's grammar, or the transfer of a native language. By analyzing these

errors, teachers can design more appropriate instruction to help students improve their language skills.

The goal of error analysis, as stated by Lennon (2008: 3), is to understand and classify the many types of mistakes that language learners make, particularly while learning a second or foreign language. This method emerged as a response to traditional approaches that focused more on teaching correct grammar without paying attention to possible errors. The objectives of error analysis namely error identification, error classification, error source, and learning enhancement (James, 2013:6).

2.2.3 Public Space and Sign

Public space is an area that is accessible to everyone, such as parks, plazas, streets, and other public places, which function as spaces for social interaction, recreation, and public activities. Meanwhile, public signs refer to writings or symbols placed in public spaces to provide information, directions, or warnings to the public (Minda, 2019:3). These signs play an important role in communication, security, and navigation in public environments.

Error analysis on public signs involves examining language errors that appear in writing displayed in public spaces, such as street signs, advertisements, or information boards. The goal of this analysis is to identify and understand errors that may affect public understanding and interpretation. By conducting error analysis on public signs, we can help create a more effective and inclusive communication environment.

2.2.4 Language Landscape

The term "language landscape" typically refers to the visual and spatial representation of languages in a particular area. This concept encompasses the signs, advertisements, public notices, and any written text in various languages that can be observed in a specific location. Language landscapes can provide insights into the cultural and linguistic diversity of a community, illustrating which languages are dominant, emerging, or marginalized. Study language landscapes often aim to understand issues related to identity, power dynamics, migration, and globalization (Xia & Li, 2018:2). In a broader sense, it can also refer to the overall environment of language use, including sociolinguistic factors and the ways languages interact within a society.

2.3 Theories

To formulate the findings and discussions, the existence of theories plays an important role in this study. This study applied the theories from numerous scholars related to the title of study. Language landscape study by using Gorter theory 2018 about Methods and Techniques for Linguistic Landscape Research. Finding out why outdoor signs include typos that involve changing the order of letters, adding or removing letters, or reversing words is the goal of this study. by using the hypothesis put forward by Phuong (2022) on the analysis of common written errors made by EFL referees.

2.3.1 Linguistic

Language and communication systems are the focus of linguistics (Jhon et al., 2009:12). Sociolinguistics examines linguistic diversity across social groups,

pragmatics examines language usage in social circumstances, grammar examines language structure, and semantics examines meaning. Historical linguistics and neurolinguistics are subfields of linguistics that investigate the origins and evolution of language, respectively. Overall, linguistics seeks to understand and explain the phenomenon of language in all its aspects. A person's ability to use language is called cognitive linguistics.

Cognitive linguistics cannot be separated from the theory of cognitive skills of language users developed in the 1960s and 1990s (Verspoor, 2017: 56). This is what makes several definitions of cognitive theory must be understood. Simply put, cognitive science is the study of mental representations in cognitive linguistics including symbols, formulas, images, ideas, and other forms of representation (Schunk & DiBenedetto, 2020). Cognitive linguistics views language as an essential cognitive mechanism in understanding the world and human experience. In this view, language is not just a tool for communication, but is also inherently connected to the way we think and perceive the world.

Cognitive linguistic theory studies the structure and function of language, and how language is used to understand and shape thoughts. In this regard, it examines various aspects such as grammar, semantics, pragmatics, and neurolinguistics. One of the main principles in cognitive linguistics is the concept of "cognitive metaphor" (Sobur, 2009:57). This concept states that language is not only used to express thoughts directly, but also uses metaphors to transfer understanding from different domains.

In addition, cognitive linguistics also studies the role of cognitive structures. This concept relates to how we organize and categorize information in our minds. In line with the understanding of the relationship between language and thought, cognitive linguistics also has studies that are based on neurolinguistic research. The use of brain scanning technology allows researchers to study the brain activity involved in language processing. This helps in understanding the cognitive mechanisms that underlie human communication and understanding.

In conclusion, A subfield of linguistics known as "cognitive linguistics" studies how language impacts our mental processes. The field delves into the intricate relationship between language and mind, exploring how both may form and be understood via language. Cognitive linguistics sheds light on the significance of language in our thought processes and social interactions through the use of ideas like cognitive metaphors, cognitive patterns and schemas, and neurolinguistic research. As Lakoff (2016:10) said that everything that happens in the phenomenon of language must have a background or motivation.

2.3.2 Linguistic Landscape

Linguistic landscape is a term that refers to the use of language in public spaces, especially through writing such as signs, signs, advertisements, and so on (Xia & Li, 2018:2). It includes the analysis of how different languages appear in specific social and cultural contexts, and how this reflects community identity, power, and intercultural relations.

Linguistic landscape studies often involve mapping and visual analysis to understand the interaction between language and space. This can help reveal social

dynamics, multiculturalism, and how language policies are implemented in an area.

The main aspects of linguistic landscape are as follows (Sakhiyya, 2023:4):

1. Language Representation

The linguistic landscape shows which languages are dominant in a community, as well as which languages may be marginalized. For example, in a multilingual city, people might find signs in several languages, reflecting cultural diversity.

2. Identity and Power

The linguistic landscape can reveal power relations between different language groups. Dominant languages are often more visible, while minority languages may only appear in certain contexts. This can create a sense of who has power and legitimacy in the public sphere.

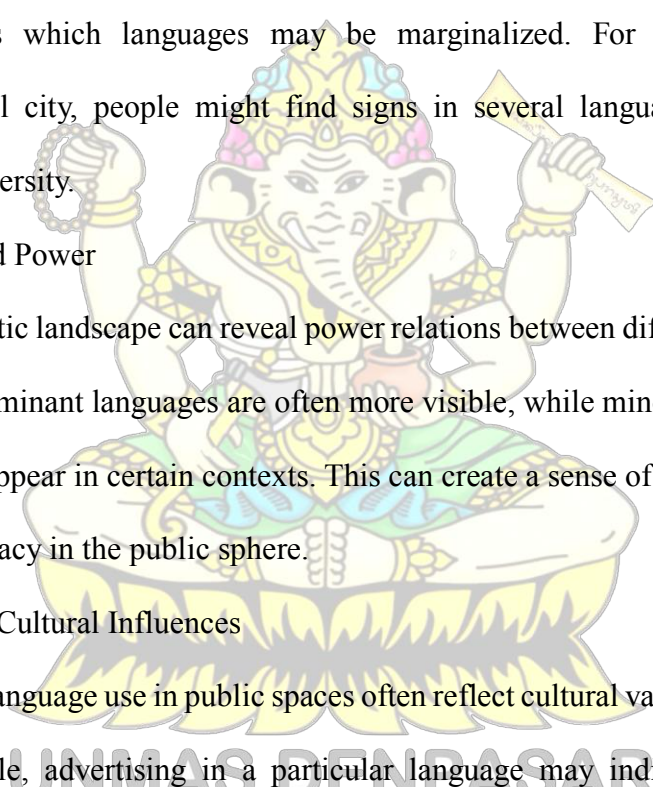
3. Social and Cultural Influences

Signs and language use in public spaces often reflect cultural values and norms. For example, advertising in a particular language may indicate the target demographic a business is trying to reach.

4. Language Policy

The linguistic landscape can also be influenced by government or organizational policies regarding language. For example, in some countries, there may be regulations requiring the use of the national language on public signs.

5. Dynamic Change



The linguistic landscape is not static; it changes over time. These changes can be caused by migration, economic development, or social change, and can affect how language is used and displayed.

Overall, linguistic landscapes are an important tool in understanding the interactions between language, space, and society. By analyzing linguistic landscapes, people can gain deeper insights into social dynamics, cultural identities, and changes in language use across contexts.

2.3.3 Written English

Written English as a Foreign Language (WEFL) refers to the study and use of written English by non-native speakers. It encompasses various aspects, including; Learning the grammatical rules, vocabulary, and writing conventions of English. Developing the ability to write effectively in English for different purposes, such as academic, professional, or personal communication (Darus & Subramaniam, 2009). Gaining insights into the cultural contexts that influence English writing styles and conventions. Courses or programs focused on WEFL often include instruction on writing essays, reports, emails, and other forms of written communication, with an emphasis on clarity, coherence, and proper usage.

A large number of individuals throughout the world speak English as either their native tongue or one of their secondary languages. While English is often taught as a foreign language in Indonesian schools, it plays a significant role in the curriculum from primary school all the way through university. Due to the fact that English is the language most often used by non-native speakers. Even though it's one of the trickiest languages to pick up, learning English has numerous benefits.

People can be good in written English by some effective strategies as follows (Miller, 2006):

1. Read Regularly

Exposure to well-written texts, such as books, articles, and essays, helps people understand different writing styles, vocabulary, and grammar.

2. Expand Your Vocabulary

Learning new words and phrases. Using flashcards or apps to practice. Trying to incorporate new vocabulary into your writing.

3. Practice Writing

Set aside time to write regularly. Journaling, blogging, or writing essays can help develop people's skills.

4. Study Grammar and Style

Familiarize with English grammar rules and writing conventions. Resources like grammar guides and style manuals can be helpful.

5. Seek Feedback

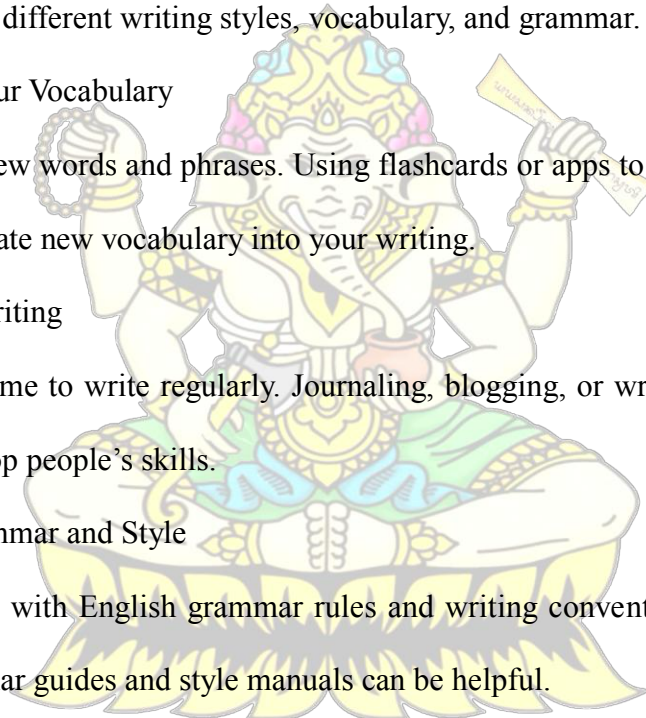
Share writing with teachers, peers, or online communities. Constructive criticism can help people identify areas for improvement.

6. Edit and Revise

Always review writing result. Look for errors in grammar, punctuation, and clarity. Revising can significantly improve the quality of work.

7. Use Writing Prompts

Challenge with prompts to stimulate creativity and practice different writing styles.



8. Take a Course

Consider enrolling in a writing course, whether online or in-person, to receive structured guidance.

9. Watch for Common Mistakes

Keep track of recurring errors and work on them specifically.

10. Stay Motivated

Set specific goals and celebrate the progress to stay engaged and motivated in learning journey.

2.3.4 Types of Language Error

Language error is the situation when the rules or conventions of a language are violated in communication. These errors can happen in speaking or writing and often include mistakes in grammar, vocabulary, pronunciation, spelling, punctuation, or word usage. Language errors can make it difficult for the listener or reader to understand the intended message, leading to confusion or misinterpretation. They are common in language learning but can also occur in native speakers due to slips of the tongue, typos, or lack of familiarity with language rules (Van Valin, 1993). Van Valin identifies types of language errors such as the following examples:

1. Grammatical Errors: Errors in sentence structure, tense, and word form.

Example: "He go to the store" (should be "*He goes to the store*") (James, 2013).

2. Lexical Errors: Errors in word choice or expression.

Example: "She is very fun" (should be "*She is very funny*") (James, 2013).

3. Phonological Errors: Errors in pronunciation or intonation.

Example: Pronouncing "*ship*" as "*sheep*" (James, 2013).

4. Pragmatic Errors: Errors in using language that is appropriate to the social context.

Example: Using overly formal language in casual situations (James, 2013).

Error analysis is an important tool in language learning that provides insight into the challenges faced by learners. By understanding errors and their sources, teachers can create a more effective and responsive learning environment, so that learners can master the target language more quickly.

2.3.5 Causes of Language Error

A cause of language error refers to the underlying factors or reasons that lead to mistakes in language use. These errors can occur in various contexts, such as speaking, writing, or understanding a language. According to Vinay & Darbelnet, (2000), there are some causes of language error namely:

1. The inappropriate applications of the translation procedure
2. Lack of understanding of the Target Language's (TL) grammar
3. The strong tendency for the translator to prioritize the Source Language's (SL) syntactical grammar

Based on the explanation above, it can be concluded that influence from a speaker's first language can result in incorrect structures or vocabulary in the target language. Insufficient understanding of grammar rules, vocabulary, or syntax can lead to errors. Applying rules too broadly, such as using regular past tense endings for irregular verbs. Infrequent use of the language can result in forgetting or

misapplying language rules. The context in which language is learned or used can influence error rates, such as informal settings vs. formal education.

Linguistic analysis of public space involves examining language use in the context of public space to understand the social, cultural and identity dynamics of communities. Linguistic analysis of public space provides important insights into the interaction of language and space, and how language functions as a tool of communication and representation in society.

