

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to present the review of related literature, concept and theory.

2.1 Theory

What will be explained in this sub-chapter is the theory or concept or theory of translation, error and the theory about descriptive text. The three theories are in the following.

2.1.1 Error Analysis

According to James (1998:62-63) error analysis is the study of linguistic ignorance which investigates what people do not know and how they attempt to cope with their ignorance. The fact that learners find ways how to cope with their ignorance makes a connection between error analysis and learners strategies, which we divides into learning and communication strategies.

2.1.1.1 Error

The important points that are explained dealing with error are definition of error, types of error, sources of error, and theory of error.

2.1.1.2 Definition of Error

Carl James (1988: 1) defines Error Analysis as “the process of determining the incidence or occurrence, nature, causes and consequences of unsuccessful language learning”. Later he goes on explaining that error analysis “involves first

independently or objectively describing the learners, followed by a comparison of the two, so as to locate mismatches”.

James (1998:62-63) also refers to Error Analysis as the study of linguistic ignorance which investigates “what people do not know and how they attempt with their ignorance”. The fact that learners find ways how to cope with their ignorance makes a connection between Error Analysis and learner strategies, which we divides into learning strategies and communication strategies.

Corder (in James, 1998:3) suggests that Error Analysis can be distinguished from performance analysis in that sense performance analysis is the study of the whole performance data from individual learners, where as the term Error Analysis is reserved for the study of erroneous utterances produced by groups of learners.

2.1.1.3 Types of Error

According to Dulay et al. (1982), the most commonly used taxonomies are based on: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. They are discussed in detail below.

2.1.1.4 Sources of Error

In analyzing the reason for error made it is important to notice the distinction between teaching and learning. As Corder remarks errors may arise from the following things : materials, teaching, and students. The detail discussion is shown below.

1. Material

The choice of the material where from its teaching points being presented in certain order, in ordering or the example: as a result of work a accompanying the or form the learners processing of the material.

2. Teaching

Teacher and learners are the parts of the activities associated with the teaching process. In these activities errors may arise, it can be from the teachers, who do not have enough experience of the use of wrong method in teaching or it can be from learners processing the materials.

3. Students

A group of factors influencing learning ability with which most teachers would be familiar are the personal ones, involving the students' state of mind. These personal factors include (1) different learning strategies, (2) interference from first language,(3) accent, (4) motivation,and (5) sociology. The categories of errors in the personal factors actually make of classroom language terms in order to create a more practical way of identifying errors

2.1.1.5 Theory of Error

Brown (1994: 204) notes that “ learning process done by someone will involve the making of mistakes, misjudgment, miscalculation, and erroneous assumption from an important aspect of learning virtually any skill or acquiring information”. Learning second language or English is not the same as learning the first language or mother tongue. Error is noticeable deviation from the adult grammar of a native speaker, reflects to the competence of the learners. Mistakes refer to performance of error that is either a random guess or a slip of the tongue, in that it is a failure to utilize system correctly. It is very normal and unavoidable to happen errors during the learning process.

2.1.1.6 Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. Learners may omit items or add unnecessary ones: they may misform items or misorder and mix them.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

E.g. *He speak English.* (-s is omitted)

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well formed utterance. There are three types of addition errors, as shown below.

1) Double Marking

Two items rather than one are marked for the same feature.

E.g. *They didn't went to the party*

The sentence should be: *They didn't go to the party*

2) Regularization

A rule typically applies to a class of linguistic item such as the class of main verbs of the class of nouns. In most languages, however, some members of a class are exceptions to the rule. For example, the verb “eat” doesn’t become “eated” but “ate”. The noun “sheep” in the plural is not “sheeps” but sheep.

3) Simple addition

If an addition error is not a double marking or regularization, is called a simple addition. No particular features characterize simple addition other than

those that characterize all addition errors- the use of an item which should not appear in a well formed utterance. For example: *the fishes doesn't live in the water* (Third singular- *s*), *the rain is going to broke it* (Past tense), *a this* (Article *a*), *in over here* (Preposition).

3. Misformation

Misformation refers to “the use of the wrong form of the morpheme or structure” (Dulay et al. 1982: 158).

1) Archi – Forms

The selection of one member of class or forms to represent others in the class is a common characteristic of all stages of second language acquisition. Therefore, something selected by the learner is called archi form. For example, a learner may temporarily select just one of the English demonstrative adjectives, *this*, *these*, *that*, *those*, to do the work for several of them. The selection of one member of them is shown in the following.

That cat, that cats.

2) Altering – Forms

As the learner’s *vocabulary* and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of class with each other. Thus, we see for the following demonstratives: *those dog, this cats*.

In the case of pronouns, we see masculine for feminine (or vice versa) as in *her* for *him* plural for singular (or vice versa) as in *they* for *it*. Accusative for nominative case (or vice versa) as in: *her* for *she*.

4. Misordering

Misordering errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance. For example, *He is all the time late, what daddy is doing? I don't know that what is.*

5. Unclassified/Miscellaneous

Unclassified/Miscellaneous error is an error that does not fit to any other types of error. In other words, it means not fit addition, omission, misformation or misordering.

Example : *Very characterristic facial line as a father*

My father eyes very good.

2.1.2 Descriptive Text

There are several kinds of writing texts. They are narrative, recount, procedure, descriptive and report text. Students in the eighth grade should learn about descriptive text. Descriptive text is the text which has the function to describe something. It could be place, person and animal. In writing descriptive text, writers choose words that draw a figure for the readers (Kizsner & Stephen, 2013). It has simple generic structure. Descriptive text contains identification and description (Gerot & Wignel, 1994 cited in Mardiyah, 2013). In describing those kinds of topic, it uses simple present tense. Azar (2000) states that simple present tense is used to express events or situations.

2.1.2.1 Generic Structure of Descriptive Text

Descriptive text is a text that describes what kind of person or an object described, good shapes, properties, and other numbers. Goal (purpose) of the

descriptive text is clear, namely to explain, describe or disclose an individual or an object. Descriptive text has the generic structure. When writing descriptive text, there are several sets of common/generic structure (actually not mandatory) that our writing is considered correct.

- 1. Title**

It shows the topic of the text.

- 2. Identification**

Identification contains matter that describes a person, place or thing.

- 3. Description**

It contains explanation or describes parts, qualities and characteristics of the person, place or thing.

2.2 Review of Related Studies

Related studies are the studies that related to the present study in terms of being the same topic and the same theory applied. Some previous studies that are reviewed included the following:

Ndelo (2008) conducted a study entitle “**Error analysis in writing of SMPK Giovani Kupang in the school year 2008/2009**”. The writer wanted to find out what errors made by the students. The writer said that all of the students made error in grammar with the total number of errors was 124, in misordering the total numbers of errors were 23, in addition the total numbers of errors were 16, errors of vocabulary were 13, and errors of fluency were 3.

Elphia (2008) conducted a study with title “**The analysis of errors committed in writing a composition of the first year students of SMAN 1 Kupang Timur**”

in the school year 2008/2009”. The purpose of this study was to analyze the errors in writing composition. In analyzing the student’s grammatical errors the writer used the surface strategy taxonomy. She found that, there were 142 numbers of errors made by the students. All students committed errors in grammar, vocabulary and mechanics. The total number of errors in grammar was 85, errors in vocabulary were 13, and errors in mechanics were 44. So the conclusion is the students have a big trouble in grammar.

2.3 Research Model

As Eichelberge (1989:76) states that the final product of the review of literature is the framework that is used to understand and conceptualize a problem or issue. This may be a comprehensive model that includes all relevant variables in the situation. More often it is a listing of the most important variables that must be addressed in a study of the problem and associated for the inclusion of those variables.

This study is about error analysis in English grammar in the translation of descriptive text. The error analysis is highlighted from a modified surface strategy taxonomy. This taxonomy covers errors in addition, omission, misformation, and misordering and unclassified/miscellaneous of English grammar. To summarize the model the following diagram is presented.

