

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are three sub chapters, the first is concept or theory, the second is review of previous studies and the last is research model.

2.1 Theory

Many linguists have defined differently what an error is based on their own concept. When someone learns English as a foreign language, he or she inevitable made errors whether in speech or writing. Talking about error, some experts have different point of view regarding it.

Dulay (1982 : 138-139) argues that studying the learner's errors clearly indicates which part of the target language the students consider most difficult to be produced correctly and which types of errors detract most from the learners ability to communicate effectively. He defines errors as any deviation from a selected norm of language performance.

Stevens (1969 : 62) states that errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners use to acquire the language being learnt.

2.1.1 Definition of Error Analysis

James (1988 : 1) defines errors analysis as “ the process of determining the incidence or occurrence, nature, causes and consequences of unsuccessful

language learning”. Later he goes explain that error analysis “involves first independently or objectively describing the learners, followed by a comparison of the two, so as 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 divide into learning strategies and communication strategies.

Corder (in James, 1980 : 3) suggested 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.

2.1.2 Types of Errors

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

2.1.2.1 Linguistic Category Taxonomy

Linguistic category taxonomy classifies error according to the language component or the particular linguistic constituent the errors affect. Language component include phonology, syntax, morphology, semantic and lexicon

component. The linguistic category taxonomy classifies error into noun phrase (NP), verb phrase (VP), verb construction and transformation.

1. Noun Phrase

Errors in noun phrase cover the following

- 1) The use of pronouns: omission of the subject pronoun.

E.g. (He) pinches man.

- 2) The use of preposition: omission of the preposition

E.g. He come (to) the water.

- 3) The use of determiners: omission of the article

E.g. He no go in hole

- 4) The use of nominalization: simple verbs use to instead of – *ing*.

E.g. by to cook it

- 5) The use of number: substitution of singular for plural.

E.g. He got some leaf

2. Verb Phrase

Errors in verb phrase cover the following:

- 1) Omission of verb: omission of to be

E.g. He (in) in the water

- 2) The use of progressive tense: omission of be

E.g. He (is) going

2.1.2.2 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 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.

a) 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*

b) Regularization

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

c) 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 fish doesn't live in the water (third singular- s), the rain is going to *broke* it (past tense).

3. Misformation

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

a) 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

b) 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 each other. Thus, we see for the following demonstratives: *those dog, this cats*. In the case 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*.

1. Misordering

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

2.1.2.3 Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language error and certain types of construction. For example, if one were to use a comparative taxonomy to classify the errors of Korean students learning English, one might compare the structure of the students errors to that errors reported for children acquiring English as a first language.

In the research literature, second language errors have most frequently been compared to errors made by children learning the target language as their first language and to equivalent phrases or sentences in the learner's mother tongue.

These comparisons have yielded the two major errors categories in this taxonomy: Developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies as either developmental or interlingual.

There are four kinds of errors that belong to comparative taxonomy: developmental error, interlingual error, ambiguous error, and other errors.

a) Developmental Error

Developmental errors are those made by children learning the target language as developmental because there are also found in speech of children learning English as their first language. For example: *Dog eats it*. The omission of the article and the past tense marker may be classified as developmental because there are also found in the speech of children learning English as their first language.

b) Interlingual Errors

As Dulay et al. (1982: 171) argue, “similar in structure to semantically equivalent phrase sentence in the learner’s native language”, e.g. *the man skinny* said by an Indonesia speaker of English reflects the word order of the Indonesian equivalent phrase laki-laki kurus. To indentify an interlingual error, researches usually translate the grammatical form of the learner’s phrase or sentence into the learner’s first language to see if similarities exist.

E.g. *she goes to Malang this morning* (Dia pergi ke Malang pagi ini) She gone this morning. When did She go? She go last night (Dia pergi tadi malam). She went last night.

c) Ambiguous Errors

Could be classified as both developmental and interlingual errors. Such erroneous utterances usually reflect the learner's L1 and, at the same time, are similar to errors produced by children during their L1 acquisition (Dulay et al. 1982: 172). E.g. *I have no car*. The negative construction reflects the learner's native Indonesia and is also characteristic of the speech of children learning English as their first language.

2.1.2.4 Communicative Effect Taxonomy

This taxonomy focuses on the effect the errors have on the listener and reader. Dulay et al. (1982: 189) argue that “ errors that effect the overall organization of the sentence hinder succesful communication, while errors that effect a single element of the sentence usually not hinder communication’ . They call the former (1) global error and (2) local errors. The detail of the two follows.

1. Global Error

Global errors are errors that affect overall sentence organization that significantly hinder communication because of the wide syntactic scope of such errors. Burt and Kiparsky labeled this category’ global’ . The most systematic global errors include the following.

1) Wrong order of major constituents

E. g. *English language uses many people.*

2) missing, wrong, or misplaced sentence connectors

E. g. *(If) not take this bus, We late for school.*

He will be rich until he marry (when).

3) *He started to go to school since has studied very hard.* Missing to signal obligator exceptions to pervasive syntactic rules.

E. g. *The students's proposal (was) looked into (by) the principal*

4) regularization of pervasive syntactic rules to exception (in transformational terms, not observing selection restriction on certain lexical items). E. g. *We amused that movie very much (that movie amused us very much).*

2. Local Error

According to Dulay et al. (1982: 191-192) errors that effect single elements (constituent) in a sentence do not usually hinder communication significantly. These include errors in noun verbal inflections, article, auxiliary and the formation of quantifiers.

E. g. *Why like we each other?*

Why we like each other?

2.1.3 Causes Error

An attempt has been made to describe at least some of many possible causes of language learners errors:

a. Mother Tongue

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation, faulty grammatical patterns and occasionally to the wrong choice of vocabulary (Hubbard, 1983: 140).

b. Overgeneralization

As Richard's points out this type of error can be regarded as a blend of two structures in the standard version of the language. The error might be made as a result of blending structures learnt early in the learning sequence.

c. Errors Encouraged by Teaching Material or Method

Errors have any positive contribution to make learning of any skill, such as language. Error is evidence of failure or ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never any error. It is fairly easy to accept this in the early stages of language learning when controls are applied in the shape of substitution tables, conversation exercise of a mechanical nature and guided sentences patterns, but more difficult at later stages. However, it might salutary for us to bear in mind the possibility of some of our student's error being due to our own teaching (Hubbard, 1983; 42).

2.1.4 Narrative Text

Narrative text is commonly called as story telling were people are relating to own experience in past, or several stories that relate to ones. Narrative text is also a kind of text that deals with telling about something that has happend to someone in the past. Common forms of narrative are: legend, fable, fairy tale, and science fiction. Legend is a human action that are perceived both by teller and listener to take place wiht human story. Typically, a legend is a short traditional story which is performed in conversational mode. The examples of legend in narrative are: *Sangkuriang, Malin Kundang, and the legend of Toba Lake*. Fable is a short allegorical making moral point, actually means of animal characters who speak and act like human beings. The examples of fable in narrative text are: *Mousedeer and Crocodile, the Ants and the Grasshoper, and Smartest parrot*. Fairy tale typically feature such folkloric character as fairies, goblins, and giants or gnomes. The examples of fairy tale in narrative text are: *Cinderella, Snow White and 7 dwarves*. Science fiction is fiction based upon some imagined development of science or upon the extra polation of tendency in society. Science fiction is that class of prose narrative treating of situation that could not arise in the world which people know. Examples of science fiction in narrative text are: *To the Moon from the Eart by Jules Verne, and A Space Odyssey by Arthur C. Clarke*.

2.1.5 Grammar

Learning a language means learning master of three components of language. One of the components is grammar. Others are pronunciation and the

vocabulary. Regarding of grammar in language use R. H Roberts as quoted in Nasr, 1984: 74, in his article syntactic relation, pointed out that if language had no grammar, no systematic ordering of its words in sentences, it could never be learned by a native speaker or by a foreigner. Indeed, a language without grammar is no language at all. Because of that, grammar is very important component in a language. There are many topics regarding the study of grammar as singular and plural, tenses, passive and active voice, syntactic structures, and the use of to be.

The term grammar means different things to different people. To the grammarian, it has been often as the analysis of his own language, or one he has mastered, in order to discover its “rules” of propriety that is, what may and may not be said in the particular language. For the general public, grammar has been the study of correctness, that is rules that climed to tell the student what he should and should not say in order speak the language of the socially educated class. According to Lado (1961: 142), the definition of grammatical structures is the pattern of arrangement of words in sentences and the patterns of arrangement of parts into words.

2.2 Review of Previous Studies

Previous studies are the studies that are related to the present study in terms of being the same topic and the same theory applied. There are two studies that reviewed by the writer.

The first is Kouttije (2007), who conducted a study entitled “An analysis of error committed in writing composition of the keystone students of English first Nusantara Kupang. The writer wanted to find out errors committed by the keystone students in writing composition. The writer used 10 students as the subject of the study. The writer said that all of the students made error in grammar, vocabulary, fluency and form with the total number of errors was 106. There were 90 errors of grammar, 8 errors of vocabulary, 7 errors of fluency and one error of form. So the conclusion is the students should learn on how to write a good composition focusing on grammar.

The second is Linda (2009), who conducted a study with the title “The analysis of errors in using question tag sentences of the students of SMPK St. Yosep Kupang in the school year 2009/2010. The purpose of this study was to find out the common error committed by the students in using question tag, in analyzing the students’ grammatical error the writer used surface strategy taxonomy. She found that there were 156 numbers of errors made by the students. There were 58 omission error, 67 addition, 17 misformation, 14 misordering. The most common error made by the students was addition, there were 67 errors. So the conclusion is the students have a big trouble in using question tag.

By reading the previous studies above the writer is encouraged and interested to study about error in writing. In this present study the writer wants to focus on grammatical error in writing narrative text. The writer wants to find out what is the common error made students in writing narrative text. This study was conducted in SMAN 2 Kupang in the school year 2018/2019.

2.3 Research Model

Here, the writer would like to present the conceptual framework which guides the writer in conducting the study. It is presented on the chart below:

