

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer will present theories of error, descriptive writing, grammar, previous studies, and analytical framework. Its objective is to help the readers to understand this study as a whole.

2.1 Theory

2.1.1 Error

This part contains the theory of error. The important points that are explained dealing with error are general view of error, definition of errors, causes of error and types of error.

2.1.1.1 General View of Error

Mckeating quoted in Abbot (1980:127) holds the view that errors are studied in order to find out something about the learning process and about the strategies employed by human beings in learning another language.

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

When someone learns English as a foreign language, he or she inevitably makes errors. Some language experts view errors differently, Corder (1982:5) maintains that errors are the result of interference in the learning of the second language from the habits of the first language. Then, Richards (1974:189) states that errors are potentially important for the

understanding of the process of the second language acquisition and consequently the planning of course incorporating the psychology of the literature on modern language teaching. Finally Stevens quoted in Richards (1974; 4) says, errors should not be viewed as a problem to be overcome, but rather as normal and inevitable features indicating the strategies that the learners use to acquire the language and, being learned.

Error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics (particularly numerical analysis) applied linguistics and statistics. Error analysis in SLA was established in the 1960s by Stephen Pit Corder and colleagues. Error analysis was an alternative to contrastive analysis, an approach by behaviorism through which applied linguists sought to use the formal distinctions between the learner's first and second languages to predict errors. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although it is more valuable aspects have been incorporated into the study of language transfer.

2.1.1.2 Definition of Error

Various definitions of error have been presented by experts. Basically those definitions contain the same meaning while the difference lies only on the ways they formulate them. These definitions are adequate to reveal the errors showing up in the written text. According to Norrish (1983, p. 7) he said that Error is a systematic deviation, when a learner has not learnt something and consistently get it wrong. In the same way, when a learner of English makes any error systematically. So, he has not learnt the the correct form.

In the other, Dulay says "Errors are the flawed side of learner speech or writing. They are those parts of conversations or composition that deviate from some selected norm of nature

language performance. Another concept, of error by Brown (1980:166) he defined “error as the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the system operated by learner. It seems this concept is the same as Cristal, he defined “Errors is a technique for identifying, classifying and systemically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provides by linguistics”

On the other hand, Corder (1981: 5) maintains that errors are the result of interference in the learning of the second language from the habits of the first language. Then, Richards (1974: 189) states that errors are potentially important for the understanding of the process of the second language acquisition and consequently the planning of course incorporating the psychology of the literature on modern language teaching. Finally Stevens quoted in Richards (1974:4) says errors should not be viewed as a problem to be overcome, but rather as normal and inevitable features indicating the strategies that the learners use to acquire the language and, being learned.

The definitions above clarify that Error is an activity to identify, classify and interpret or describe the errors made by students in writing and it is carried out to obtain information on common difficulties faced by someone in writing English sentence and Error analysis was an alternative to contrastive analysis, an approach by behaviourism through which applied linguists sought to use the formula distinctions between the learners first and second languages to predict a great majority of errors, although it is more valuable aspects have been incorporated into the study of language transfer.

2.1.1.3 Causes of Errors

Selinker (1972) mentioned that error can appear because of some factors as follows:

1. It is caused by transferring of language (first language to second language). The language user transfers his/her mother tongue into the target language. Example: in Indonesia “*baju merah muda*”

a. Incorrect English form : *t-shirt pink*

b. Correct English form : *pink t-shirt*

2. The error caused by transferring of training. Students are taught incomplete rules of language.

Example: The teaching of to be “ARE” is separated from the others:

a. Incorrect sentence : I are a student

b. Correct sentence : You are a student

3. An error committed by learners because of his/her lack of knowledge on the target language rule.

Example:

a. Incorrect sentence : *I has a pink t-shirt*

b. Correct sentence : *I have a pink t-shirt*

4. The error caused by approach communicative strategy. Communication strategy refers to dictation.

5. The errors by overgeneralization. The overgeneralization is the phenomena well-known by language teacher. The speaker of many languages could produce of following in their English.

Example :

What did you intend to say?

Finally, the writer stresses several things regarding error. Error can be defined as the deviation that appears by the lack of knowledge regarding the rules or principles of a language which categorized to be error of competence and by memory limitations or inattention in using the language which is categorized to be error of performance. Error commonly occurs by the interference of first or second language.

2.1.1.4 Types of Errors

In this discussion the writer focuses on the surface strategy taxonomy. The writer considers that the surface strategy taxonomy has a close relationship with the topic. The numerous type of error that reveal systematic distortions of surface elements as follows: Omission, Addition, Misformation, and Misordering (Dulay, et al. 1982:150)

1. Omission

It means that an item which must be present in a well-formed utterance is absent. There is an evidence that grammatical morphemes (e.g. noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning (Dulay et al. 1982:154-155)

For example:

1. *My father plumber* , the grammatical morphemes *is* and *a* are omitted
2. *She speak Indonesian* (-s is omitted)
3. *They from Manggrai, Lembata, and Kalimantan.* (In this sentence the student should add “*are*” between they and from.

4. *My friends name Asih, Ica and Eca.* (In this sentence the student should add “*are*” between name and Asih)

5. *Maria and Beni back to their home , but Angel still at Kupang.* (In this sentence the student should add “*is*” between Angel and still.

2. Addition

It is the second category of surface strategy taxonomy and also the opposite of omission. The presence of an extra item which must not be present in a well formed utterance is characteristic for additions (Dulay et al. 1982 :156). Dulay et al divide addition into three categories : (a) double markings, as in *Did you went there?* (b) Regularizations, eg. *Sheeps, cutted*, and (c) simple additions, which contains the rest of additions (1982: 156-158)

More examples :

a. Double Marking

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

E.g *He doesn't knows my address*

He didn't wentthere (tenses)

b. Regularization

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

Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules and to produce the regular ones to those that are regular resulting in errors of regularization.

c. Simple addition

In addition error is not a double marking or regularization, it 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:

1. Third singular – s : *the fishes doesn't live in the water*
2. Past tense : *the rain is going to broke it*
3. Article a : *a this*
4. Preposition : *in over here*

3. Misformation

It refers to “the use of the wrong form of the morpheme or structure” (Dulay et al (1982 : 158). There are three types of misformation errors (Dulay et al 1982;157).

a. Regularization errors

Regularization errors fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run* or *gooses* for *geese*.

b. Archie forms

The selection of one member of a class of forms to represent in a class is a common characteristic of all stages of second language acquisition. We have called the form selected by the learner an archie-form.

For example: a learner may temporarily select just one of the English demonstrative adjective *this, that, these, and those*, to do mark for several of them. For example:

That pig

That pigs

For the learners, that is the archie-demonstrative representing the entire class of demonstrative adjective. Learners may also select one member of the class of personal pronouns to function of several others in class.

E.g

Give me that

Me hungry

In the production of certain complex sentence, the use of the infinitive as an archie-form for the other complement types (e.g gerund and those clauses) has also been observed.

I finish to watch the movie

c. Altering-forms

As the learner's vocabulary and grammar grow, the use of archie-form gives way to the apparently fairly free alternation of various members of a class with each other. Those we see for demonstratives.

Those cat

This dogs

4. Misordering

We talk about **Misordering** when we come across an utterance where a morpheme or a group of them is incorrectly placed, as in "I get up at 6 o'clock always", where always is misordered (Dulay et al, 1982 : 162). Misordering errors are characterized by incorrect placement of a morpheme in utterance.

For example:

He is all the time late

All the time is misordered

Misordering errors occur systematically for both second language and the first language learners in construction that have already been acquired, specifically simple (direct) and embedded (indirect) question. Learners, for example, have been observed to say:

What mommy is doing

I don't know that what is that

2.1.2 Descriptive writing

Descriptive text is a text which says what person or a thing is like. Its purpose is to describe and reveal a particular person place, or thing. In a broad sense, description as explained by Kane (2000:352), is defined like in the following sentence. Description is about sensory experience how something looks, sound, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. Thus, if we conclude it from Kane's explanation above, the descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is.

Writing is a literary work where the process accrued expressing the ideas, feeling thought. Richard and Long (1987) define writing as a process of discovering meaning. Based on the definition above, writing deals with the activity in writing, performed into good form correctly and clearly so the readers can understand what the writer wants to write about. Because of this, writing almost always improve with practice, comes out of thinking. It means that a writer needs to put her/his ideas, feeling or thought in a piece of paper to be read by the writer's readers.

When writing descriptive text, there are some generic structures (actually not mandatory) for our writing to be true. The arrangement is:

- Identification: (contains the introduction of a person, place, animal or object that will be described.)
- Description: contains a description of something such as animal, things, place or person by describing its features, forms, colors, or anything related to what the writer describe.

2.1.3 Grammar

Grammar is the structural foundation of our ability to express ourselves. The role of grammar is perhaps one of the most controversial in language teaching. Leech (1982: 3) defined grammar as something into the mechanism according to which language works when it is used to communicate with other people. People need grammar therefore their language could be understood by others. It is very important because our language should be correct and understandable by others. Harmer (2001:12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, someone cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

Regarding the importance of grammar in language use, R. H Robins (as quoted in Nasr, 1984:74), in his article syntactic relation, pointed out that if a 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. According to Lado (1961: 142) grammar is the pattern of arrangement of words in sentences and the pattern of arrangement of parts into word.

2.2 Related Previous Studies

In this subchapter, the writer presents the review of the previous studies which theoretically inspire the writer to conduct the study.

Ardian (2013) conducted a research entitled “A Study on the Students Grammatical Errors in Writing Descriptive text of the Eleventh Grade Students of SMA Kristen 1 Kupang in the school year 2013/2014”. It was conducted to answer the following questions: 1) What are the grammatical errors made by the eleventh grade students of SMA Kristen 1 Kupang in writing descriptive text? 2) What are the most common errors committed by the eleventh grade students of SMA Kristen 1 Kupang in writing descriptive text? Based on the problem stated above, the objectives of the study were as follow: 1) To find out the grammatical errors in writing descriptive text made by the eleventh grade students of SMA Kristen 1 Kupang. 2) To find out the most common grammatical errors committed by the eleventh grade students of SMA Kristen 1 Kupang. In conducting this study, the writer used descriptive method. The subjects of this study were 20 students of science class of the eleventh grade students. The instrument used was writing task. In collecting the data, the writer gave chance to the students to write composition based on their own topic. The taxonomy used by the writer in analyzing the data was surface strategy taxonomy, consisting of omission, addition, misordering and misformation. The result of the analysis showed that the errors committed by the eleventh grade students of SMA Kristen 1 Kupang in the school

year 2013/2014 were omission (30.6%), misformation (27.54%), addition (8.16%), and misordering (4.0%). The total number of error was 69. The most frequent error was omission. Based on the result above, the writer suggests the teacher should teach the students on how to write a good text especially in writing descriptive text and give the students chance to learn more about good text and focus on grammar especially tenses and subject verb agreement.

Elphia (2008) conducted a study with the 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 students grammatical errors the writer used the surface strategy taxonomy. She found that, there wre 142 numbers of errors made by the students. All students committed errors in grammar, vocabulary and mechanice. The total number of error in grammar was 85, errors in vocabulary were 13 and errors in mechanis were 44. So, the conclusion of the study was the students made error in grammar as higher, and students should learn how to write a good composition specifically on grammar.

Ndelo (2008) conducted a study entitle “Error analysis in writing of SMPK Giovanni Kupang inthe 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 number of errors was 23 in addition the total number of errors was 16, error of vocabulary was 13, and error of fluency was 3. So, the conclusion was the students have a trouble in grammar.

2.3 Research Model

This study is about error analysis in English grammar in writing descriptive text. There are four types of error taxonomies namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. The error analysis is based on the surface strategy taxonomy. This taxonomy covers error in addition, omission, misformation, and misordering of English grammar. To summarize the model the following diagram is presented.

