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 in understanding and interpreting 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 (in Madar: 8) 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 that students consider will be the most difficult to be produced correctly and which types of error that will 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 (in Madar: 8) maintains that errors are the result of interference in the learning of the second

language from the habits of the first language. Then, Jack Richardsn(1974: 189) states that errors are potentially important for the understanding of process of the second language acquisition and consequently the planning of course incorporating the psycology of the literature on modern language teaching. Finnaly Stevens (cited in Madar: 8) says that 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 learnt.

Errors 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 constrative analysis, an approach by behaviorism through which applied linguists sought to use the formal distinctions between the learners first and second languages to predict errors. Error analysis showed that constrastive 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 Errors

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.

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 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 transfer his/her mother tongue into the target language. Example: in Indonesia "*mobil merah*"

   a. Incorrect English form: *car red*

   b. Correct English form *: red car*

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

   Example: The teaching of to be "IS" is separated from the others:

   a. Incorrect sentence: *I is a teacher.*

   b. Correct sentence*: I am a teacher.*

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

   Example:

   a. Incorrect sentence: *She have a book.*

b. Correct sentence :*She has a book.*

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

5. The error caused by overgeneralization. The overgeneralization is the phenomena well-known by language teacher. Speaker of many languages could produce of following kind in their English.

   Example:

   What did he intended to say?

   Finally, the writer stresses several things regarding errors. 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 in attention in using the language which is categorized to be error of performance. Error commonly occurs by the interference of first or second language of error.

2.1.1.4 Sources of Errors

There are some sources of error: interlingual transfer, intralingual negative transfer, contex of learning and communication strategies.

1. Interlingual Transfer

Interlingual transfer occurs because of the interference of first language and target language. In order previous learned structure create problem for the learner to learn new language. Example of interlingual transfer is mother tongue influence, causes interlingual errors. Interlingual errors are the result of language transfer which is caused by the learner's first language. It occurs in different

levels such as transfer of phonological, morphological, grammatical elements of first language into the target language.

2. Intralingual Negative transfer

Intralingual errors means errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete aplication of rules and failure to learn conditions under which rules apply. According to Richards (1971) intralingual errors are also subdivided into the following categories :

- Overgeneralization error : the learner creates a deviant structure on the basis of other structure in the target language (e.g, "He can sings" where English allows "He can sing" and "He sings").

- Ignorance of the rule restrictions: the learner applies rules to context that are not applicable. (e.g "He made me to go rest" through extention of the paterns "He asked/wanted me to go rest").

- Incomplete application of rules: the learner fail to use fully developed structure (e.g "you like to sing?" in place of "do you like to sing?).

- False hypothesis: the learner do not fully understand a distinction in the target language. (e.g "the use of "was" as a marker of a past tense in "one day it was happened").

3. Context of Learning

Context of learning refers to the setting where a language is learnt e.g. a classroom or a social situation, and also the teacher and material used in the lessons. All this factors can caused induced errors (Brown, 1980: 174). As brown

explains students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of patent that was rotely memorized in a drill but not properly contextualized".

4. Communication strategies

Communication strategies are consciously used by the learner to get a message across the hearer. They can involve both verbal and nonverbal communication mechanisms (Brown 1980: 178), e.g avoidance arises when a learner consciously avoids certain language item because he feels uncertain about it and prefers avoiding to commit an error.

2.1.1.5 Types of Errors.

In this discussion the writer focuses on her close attention to 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, in madar, 2011: 30)

1. **Omission**

   Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example : *He speak English* (-s is omitted).

2. **Addition**

   Addition is the second category of surface strategy taxonomy and also the opposite of omission. They are characterized by the presence of an item which must not appear in a well formed utterance (Dulay et al; 1982:156). Dulay et al devides them into three categories, they are:

   1) Double Marking.

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

For example:

He doesn't knows my name or

We didn't went there(tenses)

2) Regularization.

A rule typically applies to a class of linguistics items, such as the class of main verbs or the class of nouns, in most languages.

However,some members of a clas are exceptions to the rule.

For example:

*The verb **eats** does not 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 one to those that are irregular, resulting in errors of regularization.

3) Simple Addition.

If an 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 uses of an item which should not appear in well-form utterance.

For example:

Third singular-s	*: The fishes doesn't live in the water.*
Past tense (irregular)	*: The rain is going to broke it.*
Article	*: a this*
Preposition	*: in over there*

3. Misformation.

Misformation refers to the use of the wrong form of the morphem or structure, (Dulay et al. 1982: 157). There are three types of misformation errors :

1) 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*.

2) Archi-forms

The selection of one member of a class of forms to represent other 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 adjectives *this, that, these*, and *those*, to do work for several of them. For example*: that cat, that cats* but the truth is *those cat*

3) Alternating-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 a class with each other. Thus we see for demonstratives:

> *Those dog*
>
> *This cats*

In the case of pronoun we see:

- Masculine for feminine (or vise versa), as in*: he for she*

- Plural for singular (or vise versa), as in: *they for it*

- Accusative for nominative case (or vise versa), as in: *her for she*

4. Misordering

Misordering errors are characterized by incorrect placement of a morpheme or group of morphemes in utterance.

For example:

He is all the time late

What daddy is doing

I dont know that what is

2.1.2 Descriptive Writing

Descriptive writing is a type of writing in which the ideas arranged in terms of spatial relationship but very often, a descriptive is very much like an exposition, furthermore Smelly and Rutten (1986) state that in a descriptive space is very important rather than time, therefore the sentences and detail should be arranged according to what it looks like or where the objects being described are. The object of description may be a person, a situation landscape or the way used by the writer to describe it vividly or not.

Writing is a literary work where the process occured expressing the ideas, feeling or thought. Richard and Long (1987) define writing as a process of discovering meaning. Based on the devinition 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.

2.1.3 Grammar

Grammar is the structural fondation of our ability to express our selves. The role of grammar is perhaps one of the most controversial issues in language teaching. Leech (1982: 3) defined grammar as something in reference to the mechanism according when it is used to communicate with other people. Harmer (201: 2) defined grammar description in which the words can change their form and can combine into sentence in the language. Gerot and Wignell (1994: 2) stated that grammar is a theory of a language, of how language is put together and how it works. 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 important of grammar in language use, R. H Roberts 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. Acording to Lado (1961: 142) the definition of grammatical structures 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 commited 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 commited by th eleventh grade students of SMA Kristen 1 Kupang. In conducting this study,the writer used descriptive method. The subject 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 a 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 commited 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 commited 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 are 142 numbers of errors made by the students. All students commited errors in grammar, vocabulary and mechanics. The total number in grammar were 85, errors in vocabulary were 13, and errors in mechanics were 44. So the conclusion of the study was the students made error in grammar was higher, and students should learn how to write a good composition specifically on grammar.

Maya (2014) conducted a research entitled "A study on grammatical errors in speaking English commited by the eleventh grade students of SMA PGRI Kupang in the school year 2014/2015. It was conducted to answer the following questions: (1) Do the eleventh grade students of SMA PGRI Kupang commit grammatical errors in speaking? (2) What are the common grammatical errors in speaking English made by the eleventh grade students of SMA PGRI Kupang in the school year 2014/2015?. The objectives of the study are as follow: (1) To find out and to know whether the students of SMA PGRI Kupang commit grammatical errors in speaking English. (2) To find out and to know the common errors in speaking English made by the eleventh grade student of SMA PGRI Kupang in the school year 2014/2015. The writer used descriptive method. This method is use to describe systematically a situation or area of interest factually and accurately. The subject of this study was the eleventh grade students of SMA PGRI Kupang, especially class XI$^{c.}$ there were 15 students as the sample of the study. In collecting the data, the writer used speaking test and topic was daily activities. All of student spoke about their daily activities in five minutes. The speaking was recorded and noted. The result of test shows that the eleventh grade

students especially class XI^c of SMA PGRI Kupang in the school year 2014/2015 commited grammatical errors in speaking English. However the number of errors made by each students varies in types and numbers. The common grammatical errors made by the students are Omission 43.05%, Misformation 20.83%, Addition 18.05%, Miscellaneous 16.66%, and Misordering 1.38%. the most frequent errors commited by the eleventh grade students of SMA PGRI Kupang in speaking is Omission, and the lowest errors is misordering. The grammatical errors commited by the students are related to the use of preposition, article, verb form, auxiliary verb"to be ", and other miscellaneous.

Ndelo (2008) conducted a study entitled "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 number of errors were 23, in addition the total numbers of errors were 16, errors of vocabulary were 13, and errors of fluency were 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, ommision,

misformation, and misordering of English grammar To summarize the model the following diagram is presented.

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                    │       ERRORS        │
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                              ▼
              ┌─────────────────────────────────┐
              │    ORAL AND WRITTEN ERRORS       │
              └─────────────────────────────────┘
                              │
                              ▼
              ┌─────────────────────────────────┐
              │   TYPES OF ERROR TAXONOMIES      │
              └─────────────────────────────────┘
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| LINGUISTIC CATEGORY TAXONOMY | COMPERATIVE TAXONOMY | SURFACE STRATEGY TAXONOMY | COMUNICATIVE EFFECT TAXONOMY |

| OMMISION | ADDITION | MISFORMATION | MISORDERING |

GRAMMARTICAL ERRORS IN WRITING DESCRIPTIVE TEXT