

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some theories relating to the study. They are Kamus Idiom Edisi Lengkap, errors, error analysis, lexical error classification, and grammatical errors.

#### A. Kamus Idiom Edisi Lengkap

*Kamus Idiom Edisi lengkap* is a conventional bilingual dictionary. It is compiled by Tim Primapena and published by Gitamedia in East Java. The dictionary got bestseller predicate. It contains 544 pages with the size 11 x 17, 5 cm. The first copy is in 2004.

#### B. Definition of Errors

Errors have a close meaning with mistakes nonetheless both of them are really different in some ways. To avoid ambiguity between errors and mistakes, therefore, we need to discuss them first.

##### 1. Mistake

Mistakes are slips, or alternatively lapses of tongue or pen, even finger on a keyboard.<sup>1</sup> Mistakes take place when the agent is distracted or tired. According to James, mistakes are of two levels. The first is a first-order mistake. That is a mistake in which the agent can self-correct after being given a prompt. The second is second-order mistakes in which to make the self-

---

<sup>1</sup>Carl James, *Errors in Language Learning and Use: Exploring Error Analysis* (New York: Longman, 1998), p.83.

correction the agent needs additional information or a hint about the mistakes, it can be the form of the location of it. Corder defines mistakes as slips of the pen that everyone makes even in the native language. Mistakes are problems of production which can almost immediately be recognized, backtracked, and the self-corrected.<sup>2</sup> Another definition comes from Brown who defines mistake as a performance error that is either in random guess or a "slip", in that is failure to utilize a known system correctly.<sup>3</sup>

## 2. Error

Corder in James defines errors as a failure in competence.<sup>4</sup> Dulay, et al. say that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language perform.<sup>5</sup> According to James, an error arises only when there was no intention to commit one. One cannot spot so-called 'deliberate errors' because they do not exist. Error is being an instance of language that is unintentionally deviant and is no self-correctible by its author. On the other hand, the error demand more learning in order to make the correction.<sup>6</sup> Brown also states in his book that an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner.<sup>7</sup>

<sup>2</sup>S. Pit Corder, *Introducing Applied Linguistics* (Australia: Penguin Education, 1973), p 256

<sup>3</sup>Brown H. Douglas, *Principles of Language Learning and Teaching* (USA: Prentice\_Hall, 1987), p.170.

<sup>4</sup>James, *Errors in Language.*, p.79.

<sup>5</sup>Heidi Dulay et. Al, *Language Two* (USA: : Oxford, 1982), p.136.

<sup>6</sup>James, *Errors in Language.*, p.76-77.

<sup>7</sup>Douglas, *Principles of Language.*, p.170.

From the definitions of some experts above, we can outline the differences between errors and mistakes as follows:

<p><b>Mistakes</b> It is caused by failure in performance. It is self-correctible.</p> <p><b>Errors</b> It is caused by failure/lack of competence. It is self-incorrigible.</p>
--

**Figure 2.1 Summary of Differences between Mistakes and Errors**

### C. Error Analysis (EA)

James suggests that error analysis is the study of linguistic ignorance covering investigation of grammaticality, acceptability, correctness, strangeness and infelicity.<sup>8</sup>

#### 1. Grammaticality

Grammaticality is identical to well-formedness. It is grammar saying that what a learner said is grammatical or not. Although context is very important in communication but a judgement of grammaticality of a sentence does not appeal to context. That is the reason why ungrammaticality is context-free.

#### 2. Acceptability

Acceptability is determined by the use or usability of the form in question. It relates to actualization procedures and it is not theoretical but a practical notion. It is really different from grammaticality. While grammaticality refers to rule and not to context (context-free), acceptability refers more to context. It is the reason that context really determines a judgement of acceptability. Grammaticality is decided by the knower (NS), but acceptability is decided by the user.

<sup>8</sup>James, *Errors in language.*, p. 63-76.

### 3. Correctness

Correctness is the terms reserved referring to a recourse to prescriptive normative standard.. An utterance can be incorrect and rejected after reflection about explicitly learnt canons done which can induce a change of heart. But it was not spontaneously rejected by reference to NS's intuitions of grammaticality or of acceptability. Its rejection is based on a metalinguistic decision.

### 4. Strangeness and Infelicity

Strangeness here means strange word combination linguistically. There are four types of strangeness. The first is inherently strange (for example, combination of two words with the same phonotactics as *glasnost*: glisten, cost). The second type is semantically disharmonious combinations as *crooked year* and *wet water*. The third sort is simple ungrammatically such as *The man which came enjoyed to talk*. The fourth sort is violation of cooccurrence restrictions of English such as "He was listening at me when I put the statement".(Allerton, as quoted by James 1998).

Austin in James declares that Infelicities are errors at the level of pragmatics. He identifies four sorts of infelicities called misfires that can vitiate the doing of the performative class of speech acts. The misfires are as follow:

1. A gap arises when the speaker lacks knowledge in his L2 repertoire the linguistic means for performing the desired speech act.
2. A misapplication arises when the act performed rightly executed-but by the wrong person, or to an inappropriate addressee, or under the wrong circumstances.

3. A flaw arises when the right language is used by the right person in the appropriate setting, but the linguistic execution is imperfect.
4. We have a hitch when the execution of the speech act is cut short.

#### **D. Lexical Error Classification**

James classifies lexical errors into two main categories: formal and semantic features. This approach is based on the Richard's framework about knowledge of words. Richard in James suggested that there are seven types knowledge necessary to know about a word: (1) morphology including spelling and pronunciation, (2) syntactic behaviour, (3) functional and situational restriction, (4) semantics values, (5) secondary meaning or connotations, (6) word associations, and (7) frequency of use. Further information about the error categories are described below in some detail.<sup>9</sup>

##### **1. Formal Errors**

Formal errors are classified into three types: (1) misselection, (2) misformation and (3) distortion (James: 1998). For more information about each types, subtypes and examples of each types are as follows:

##### **a. Formal Misselection**

The first four sub-types of formal misselection are based on James taken from Laufer's theory which is called synforms. They involve similar lexical forms (visual and sound similar). Laufer identifies six ways in which pairs of synforms can be similar: (1) have the same number of syllables, (2) have the same stress pattern, (3) be of the same word class, (4) have the same initial part,

---

<sup>9</sup>Ibid., p.144-154.

(5) have some phonemes in common, and (6) have phonemes with shared features. James refers to them as malapropism type. The four main types of synforms are as follows:

1) The Suffix Types

They have some root but different suffixes (for example: considerable/considerate).

2) The Prefixing Types

They have the same root but different prefixes (for example: com<press>/<sup>press).

3) The vowel-based types

They have almost the same forms but different vowels (for example: seat/set, manual/menial).

4) The consonant-based types

They have almost the same forms but different consonants (for example: prize/price, three/tree).

5) False Friend

False friend is caused by divergent polysemy, partial semantic overlap, or loan words that have been taken from English words and which sometimes have meaning overlaps (for example, *Can I become <get> a beefsteak?* In German *bekommen* is get).

### b. Misformations

These are errors that produce 'words' that are non-existent in the FL. They are, therefore, called as interlingual misformation errors. James classifies misformation errors into three types as follows:

#### 1) Borrowing

L1 words are used in the TL words without any change (for example: *I shoot him with gun in kopf*<in German kopf means head>)

#### 2) Coinage

A new word (derived from L1) is tailored to the structure of TL (for example: *smoking can be very nocive to health*<In Portuguese nocive means harmful>)

#### 3) Calque

Translation of a word or phrase from L1 word (for example: *We have to find a car to bring us go to*<bring us to>*thehospital*).

### c. Distortions

These are the intralingual errors of form created without recourse to L1 resources. The outcomes are forms non-existent in the TL. The errors are the result of misapplication of TL without L1 interference or misspelling. James (1998) classifies distortions into five types as follows:

- 1) Omission (for example: *intresting* <interesting>)
- 2) Overinclusion (for example: *dinning room* <dining room>)
- 3) Misselection (for example: *delitious* <delicious>)
- 4) Misordering (for example: *littel* <little>)
- 5) Blending (for example: *depths* <depth+deeps>)

## 2. Semantic Errors

James (1998) classifies semantic errors in lexis into two main types. Their sub-types and examples are as follows:

### a. Confusion of sense relations

There is considerable neurolinguistic evidence to suggest that human store words in the mental of such sense-relations. Vocabulary meaning normally involves concepts and their relations in lexical fields (for example: a woman and a girl belong to the lexical field of gender). It is, therefore, reasonable categories lexis errors by reference to these system. James categories confusion of sense relations into four main types as follows:

- 1) Using a superonym for a hyponim. A more general term is used where a specific one is needed. The meaning, therefore, is underspecified (for example: *We have modern equipment <appliances> in our house*).
- 2) Using a hyponim for a superonym. An overly specific term is used (for example: *The colonel <officers> live in the castle*).
- 3) Using inappropriate co-hyponyms (for example: *I think the city has good communication <transportation/public transport> such as a lot of buses*)
- 4) Using a wrong near synonym (for example: *a regretful <pertinent/concrete> criminal or sinner*).

### b. Collocation Errors

Collocations are the other words any particular word normally keep company with.<sup>10</sup> Inappropriate collocation may not be absolutely wrong, but

---

<sup>10</sup>Ibid, p. 152



rather inflexible. James specifies the following three degrees of collocation errors.

- 1) Semantically determined word selection (for example: *crooked stick* but not *crooked year*).
- 2) Statistically weighted preferences (for example: *An army has suffered big losse <heavy losses is preferred>*).
- 3) Arbitrary combinations (for example: *make an attempt and have a try but can neither make a try nor have a attempt*) and irreversible binomials (for example: *chips and fish <fish and chips>*)

To complete the categories of collocation errors, Hemchua adds one sub-type of collocation errors namely 'preposition partners'.<sup>11</sup> Preposition partners relates to preposition that follows before or after verb, adjective or noun (verb or noun + particular preposition, adjective + particular preposition, preposition + noun) (for example, *according in <to> you, he is very good with <at> Maths, in <on> television*).

Overall, the present lexical error classification consists of two main categories: formal and semantic errors. A summary can be found in figure 2.1.

---

<sup>11</sup>Saengchan Hemchua, "An Analysis of Lexical Errors in The English Compositions of Thai Learners", *Bangkok NORBERT SCHMITT*, 21 (December, 2006) p. 8.

- |   |
|---|
| <p><b>A. Formal errors</b></p> <ol style="list-style-type: none"> <li>1. Formal misselection             <ol style="list-style-type: none"> <li>a. Suffix type</li> <li>b. Prefixing type</li> <li>c. Vowel-based type</li> <li>d. Consonant-based type</li> <li>e. False friend</li> </ol> </li> <li>2. Misformations             <ol style="list-style-type: none"> <li>a. Borrowing</li> <li>b. Coinage</li> <li>c. Calque</li> </ol> </li> <li>3. Distortions             <ol style="list-style-type: none"> <li>a. Omission</li> <li>b. Overinclusion</li> <li>c. Misselection</li> <li>d. Misordering</li> <li>e. Blending</li> </ol> </li> </ol> <p><b>B. Semantic errors</b></p> <ol style="list-style-type: none"> <li>1. Confusion of sense relations             <ol style="list-style-type: none"> <li>a. A superonym for a hyponym</li> <li>b. A hyponym for a superonym</li> <li>c. In appropriate co-hyponyms</li> <li>d. Wrong near synonyms</li> </ol> </li> <li>2. Collocation errors             <ol style="list-style-type: none"> <li>a. Semantically determined word selection</li> <li>b. Statistically weighted preferences</li> <li>c. Arbitrary combination</li> <li>d. Preposition partners</li> </ol> </li> </ol> |
|---|

**Figure 2.1 Summary of Lexical Error Taxonomy**

### **E. Grammatical Errors**

To deal with grammatical errors, the writer uses one of error taxonomies suggested by Dulay, that is surface structure taxonomy. Dulay et al (1982) classifies errors in surface structure taxonomy into four ways. They are omission, addition, misformation, and misordering. Instead of those forms, James (1998) also adds the fifth way namely blends. The following is for more explanation.

#### **a. Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Omission is different from ellipsis and zero

elements which are accepted in grammar. Omission is ungrammatical. The following is the example.

*\*Mary president new company*

The example above omits the word *is, the, and of*. The correct one is *Mary is the president of the new company*. Omission is usually occurred in the function words so that the message of an utterance remains to convey.

#### **b. Addition**

Addition errors are the opposite of omissions. The errors are marked by the items which must not appear in well-formed utterance. It occurs in the later levels of second language acquisition, when the learner has already acquired some target language rules. Dulay classifies addition into three sorts: double markings, regularization and simple addition.

##### 1) Double Markings

Double marking errors are the errors caused by the failure of deleting certain items which are required in some linguistic constructions but not in others. In this case, the learners are often fail to use negation and markers as in

*He does not knows my name.*

The sentence above contains double marking error as there are two markers for the third singular person, those are *-s* in the main verb *know* and *es* in the subordinate verb *do*. The marker must be put in the subordinate verb only.

##### 2) Regularization

Regularization errors are errors occurred when a rule applied to a class of linguistic items, such as the class of main verbs or the class of nouns. In most

languages, however, there are some exceptions to the rule (for example: the past form of *eat* is *ate* and never *eated* and the plural of *sheep* is *sheep* and never *sheeps*)

### 3) Simple Addition

Simple addition errors is errors a part from double marking and regularization. It is the use of an item that should not appear in a well-formed utterance (for example: *a this*, *in over here* and *The train gonna broke it*).

### c. Misformation

Misformation is error marked by the use of the wrong form of the morpheme or structure in an utterance. The examples of misformation are *I seen her yesterday* and *the dog eated the chicken*. The two use wrong past morphemes. Errors in this case are also called misselect errors since the learner selects the wrong form. Dulay classifies misformation into three sorts: Regularization errors, Archi-forms and alternating forms.

#### 1) Regularization Errors

Regularization errors in misformation category is those in which a regular marker is used in place of an irregular one (for example: *runned*<*run*> and *gooses*<*geese*>)

#### 2) Archi-Forms

Archi-form is the selection of one member of a class of forms to represent others in the class (for example: *that dog, that dogs*).

### 3) Alternating Forms

It is the alternation of various members of class with each other. (for example; the use of *she* for *he* and *they* for *it*)

#### d. Misordering

This error is marked by incorrect placement of a morpheme or a set or morphemes in an utterances. James (1998: 130) mentions this error as misplacement error. The example of this error is *He is all the time late*. From the example the morpheme *late* should be put after the verb *is*.<sup>12</sup>

#### e. Blends

Blends is category of error that is proposed by James to complete the four categories proposed by Dulay et al. This error happens because there are two kinds of correct forms and the learner is not able to decide which one should be used. The learner is confused to choose one of them and decides to use both of them. Blend errors found in the oral and written composition are mentioned as contamination, cross-association, or hybridization as well. The example of this category is *according to Ani's opinion*. From the example, there two kinds of correct forms. Those are *according Ani* and *to Ani's opinion*. The learner who should has been familiar and mastered it is confused and blends them.<sup>13</sup>

Overall the categories of surface structure taxonomy can be found in the figure 2.2.

<sup>12</sup>Dulay et. Al., *Language Two*, p 154-163.

<sup>13</sup>James, *Errors in Language*, p 111.

- A. Omission
- B. Addition
  - 1. Double markings
  - 2. Regularization
  - 3. Simple addition
- C. Misformation
  - 1. Regularization errors
  - 2. Archi-forms
  - 3. Alternating forms
- D. Misordering
- E. Blends

**Figure 2.2 Summary of Surface Structure Taxonomy**