

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, the writer needs some theories as references. Thus in this chapter the writer reviews some theories that are used to analyze the data. The writer uses some appropriate theories on error analysis in order to help the writer in conducting the research. The writer uses the theory of Dulay, Burt and Krashen for classifying errors. This chapter discusses grammar, mistake and error, the sources of error and error analysis.

A. Grammar

Grammar is an essential part of the use of language process, both in spoken and written language. Before we talk discussion, first, it is important to know clearly about grammar. According to Laurel J. Briton, in linguistics, the term is used to refer the rules of principles by which a language works its system or structure¹. This grammar is dealing with the language of English. The speaker or writer of this language all has an internalized grammar (their competence), they can utilize the rules of language or not.

In addition, N. Chomsky and M.Halle stated that we use the term 'grammar' with a systematic ambiguity. On the one hand, the term refers to the explicit theory constructed by the linguistic and proposed as a description of the

¹Laurel J. Briton, *The structure of Modern English* (Amsterdam: John Benjamins Publishing Company, 1984), 8.

speaker's competence. On the other hand (it refers) to this competence itself². It means that grammatical rule represents our linguistic competence. To understand the nature of language, we must understand the nature of this internalized, unconscious set of rules, which is part of every grammar of every language.

From the explanation above, we can conclude that grammar refers to the explicit theory. It is also proposed as a description of the speaker's competence. It means that grammar can represent the linguistic competence. In the next section, the researcher will explain about workbook.

B. Workbook

Workbook is a book used in school containing text and questions and sometimes having space for students to write answer in. The definitions for workbook are wide and varied. One common definition is a workbook is a printed and bound artifact for each year or course of study (Encyclopedia of Education, 2008b). They contain facts and ideas around a certain subject.

Textbooks are not like other books. It is a book that contains detailed information about a subject for people who are studying that subject. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavor. They are, in

²Victoria Fromkin et al, *An Introduction to Language* (London: Harcourt, 1999), 10.

C. Mistake and Error

Mistake and error are words which people use often and are usually switched around; even they have slightly different meaning. It can be done by everyone in speaking and writing. According to Julian Edge the most important sort of mistake is a mistake that lead to misunderstanding.⁴ In other way we can differentiate error and mistake, we can play our mind whether it can arise our misunderstanding or not. But it is not as the basic rule in defining error or mistake. Julian Edge added that;

“Mistake can happen because someone in a hurry or tired or thinking about someone else. The exact details of which mistakes are made by native speakers and which are made by native speakers, but slip of the tongue or of the pen are found in everyone’s English”.⁵

In a language, we recognize errors and mistake which are made by some people in the process of language acquisition. Furthermore, we have to differentiate between error and mistake to make them clear. A mistake refers to a performance error that is either a random guess or a ‘slip’ in that is failure to utilize a known system correctly⁶. We can also define that a mistake happens when the learner is inclined and able to correct a fault in his or her output. It is assumed that the form he or she

⁴ Julian Edge, *Mistake and correction* (New York : Addition wesylongman, 1989),2.

⁵ Ibid, 18.

⁶ Brown H Douglas, *Principles of Language learning and teaching* (USA: prestige Hall,1987),170

selected was not the one intended. A mistake also occurs when learner fail to perform their competence⁷.

Put in another way, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner⁸. It can be defined as deviation form from the norm of the target language. An error takes place when the deviation arises as a result of lacking knowledge of L2. From the statement, an error represents a lack of competence. In an error, the learner is disinclined to make the correction. In summary, errors are repeatedly on many different occasions and they are systematically made, while the mistakes are unsystematically made.

D. The sources of error

Sources of error are the reason why the errors happen in the target language. According to brown, the source of error can be divided into four factor⁹. They are interlingual errors, intralingual errors, context of learning and communication strategies.

1. Interlingual Errors.

According to Richard (1971) it is sure that the second language users still committed errors which could be traced to first language

⁷ Rod Ellis, *The Study of Second language Acquisition*, (New York: Oxford University Press, 1994), 51

⁸ Brown H Douglas, *Principles of Language learning and teaching* (USA: prestige Hall,1987),170

⁹ Brown H.Douglas, *Principle of Language Learning and Teaching* (USA : Prentice Hall, 1987), 177-181.

interference and as such were termed interlingual errors.¹⁰ This is also known as (mother tongue or external interference) and language transfer. The errors are the result of transfer from the native language L1 or interference. As H. Douglas Brown said "The beginning stages of learning a second language are characterized a good deal of interlingual transfer from the language, or interference".¹¹ It happens because the native language is the only linguistic system in previous experience upon which the user of English can draw, for example, "the book of Jack" instead "Jack's book". All these errors are attributable to negative interlingual transfer.

Furthermore, Richard (1971 b) stated that interference errors or we call it interlingual errors occur as a result of the use of elements from one language while speaking another. An example might be when a German learner of L2 English says "I go not" because the equivalent sentence in German is "Ich gehe nicht".¹² The example of errors is influenced by the equivalent sentence of the first language "German". The sentence has the same structure consisting of subject and verb followed by not. It is called mother tongue or interlingual error.

2. Intralingual Errors

According to H. Douglas Brown, "Intralingual transfer is a major factor in

¹⁰ Dian Larsen- Freeman & Michael H. Long, *An Introduction to Second Language Acquisition Research* (USA: Longman Group Uk Limited, 1991), 58.

¹¹ H. Douglas Brown, *Principles of Language Learning and Teaching*, 175.

¹² Rod Ellis, *The Study of Second Language Acquisition*, 58.

second language".¹³ It means that a system of the target language is the source of errors. Richards added intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.¹⁴ It is clear that intralingual cause of errors is a factor that deals with the influence of target language. It is also often further subdivided. Thus, Richards (1971) distinguishes the following:

a. Overgeneralization errors

It arises when the users creates a deviant structure on the basis of other structures in the target language. For example: "He can sings" where English allows "He can sing and He sings".

b. Ignorance of rule restrictions

It involves the application of rules of contexts where they do not apply. An example is "He made me to rest" through extension of the pattern found with the majority of verbs that the infinitival complements (for example, "He asked/wanted/invited me to go").

c. Incomplete application of rules

It involves a failure to fully develop a structure. For example, "You like to sing?" In place of interrogative word order, for example, "Do you like to sing?" This type of intralingual error

¹³ H. Douglas Brown, *Principles of Language Learning and Teaching*, 177.

¹⁴ Rod Ellis, *The Study of Second Language Acquisition*, 58.

corresponds to what is often referred to as an error of transitional competence (Richards 1971).

d. False concepts hypothesized

(i.e. the learner fails to comprehend fully) arises when the learner does not fully comprehend a distinction in the target language- for example, the use of 'was' as a marker of past tense in 'one day it was happened'.¹⁵

3. Context of learning

In classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language, which is called as "false concept". Student often makes errors because of poor teaching in the target language, for example: look at and look out are presented are contiguously by their teacher. Students also often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook or even because of a pattern that was memorized in a drill but not properly contextualized.

4. Communication strategies

The fourth major source of error can be found in different communication strategies used by the learner to get a message across to a hearer or reader. Learner obviously uses production strategies in

¹⁵ Ibid 57.

order to enhance getting their message across. It is possible, for example, a second language (ESL) learner says "He works hard for the well done of his family". While the utterance showed a nice little humor, it had an incorrect approximation of the word welfare.

E. Categories of error

Descriptive taxonomies are error taxonomies that classify error according to some observable surface feature of the errors itself, without references to its underlying cause or sources. According to Dulay, Burt and Krashen, there are four categories of error based on descriptive taxonomies, they are: (1) Linguistic Category; (2) surface strategy ;(3) Comparative analysis ;(4) Communicative effect¹⁶.

In this study, the writer limits the analysis of errors based on surface strategy taxonomy. Dulay, Burt and Krashen said "A surface strategy taxonomy highlights the way surface structure are altered : Learners may omit necessary items or add unnecessary one, they may misform items or misorder them"¹⁷. From this statement, we can conclude that there are four categories of errors, they are: Omission, addition, misformation and misordering.

1. Omission

Omission errors are characterized by the absence of an item that

¹⁶ Heidi Dulay, et .al, Language two (new York; oxford university press, 1982), 146.

¹⁷ Ibid, 150

Omission errors are characterized by the absence of an item that must appear in a well formed utterance¹⁸. Although morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than other. Generally, there are two kinds of omission, namely omission of content morphemes and omission of grammatical morphemes.

a. Omission of Content Morpheme

This type of omission is related to the major constituent of a sentence as nouns, verb, adjectives, and adverbs. For example:

(a) She....him nothing. In this sentence, the users omit a needed verb and the third singular marker *-s*. It should be "she gives him nothing". (b) Blood flow in the blood vessels throughout the body. (The translator omits *-s* which should be put in the verb *flow* because the subject of the sentence includes uncountable noun whose verb should be singular verb)

b. Omission of Grammatical Morphemes

This type of omission does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It includes noun and verb inflections (e.g. the *-s* in birds, the *-s* in mother's, the *-ed* in looked, the *-ing* in laughing, etc); preposition (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliary (is, will,

¹⁸ *ibid* 154

can etc); and article (a /an, the). For example: Marry is beautiful girl. In this sentence, indefinite article before a singular countable noun is omitted. It should be "Marry is a beautiful girl".

Language learner omits grammatical morphemes much more frequently than content words. If content word is omitted in L2 speech, it is usually occasioned by lack of vocabulary and the users usually indicate their awareness of the missing constituent. The learner also may use words and phrases from the first language or some other previously learned language in place of vocabulary still to be acquired.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in the right formed utterance. There are several types of addition errors, those are:

a. Double making

Table 2.1

Table of the example of Double Marking Errors

Semantic Feature	Error	Example of error
Past tense	Past tense is marked in the auxiliary and verb	She didn't went /goed

Present tense	Present tense is marked in the auxiliary and verb	He doesn't eats
Negation	Negation is marked in the auxiliary and the quantifier. Negation is marked in the auxiliary and the adverb	She didn't give him none. He don't go no wings. They don't hardly eat
Equation Predicate	Equation is marked in two copula position	<i>Is this is a cow?</i>
Object	The object is both topical zed and expressed in the object pronoun	That's the man who I saw him
Past tense	The auxiliary is produced is twice	Why didn't mommy doesn't make dinner?

b. Regularization

Regularization is the type of addition error in which a marker that is typically added to a linguistic item is erroneously added exceptional items of the given class that don't take a marker.

Example:

He cutted the grass yesterday(incorrect)

He cut the grass yesterday(correct)

c. Simple Addition

Simple addition is the type of addition error in which the use of an item should not appear in the well formed utterances.

Table 2.2

Table of the example of Simple addition Errors

Linguistic item added	Example
3 rd person singular -s	The fishes doesn't live in the water
Past tense (irregular)	The train is gone broke it
Article	A this
Preposition	In over here

3. Misformation.

Misformation errors are characterized by the use of the wrong of the morpheme or structure. There are three types of misformations:

a. Regularization Errors

It is that falls under the misformation category are those in which a regular marker is used in place of an irregular one. Take for example:

He goes to Jakarta by **his self** (incorrect)

He goes to Jakarta by **himself** (correct)

I have many geeses (incorrect)

I have many geese(correct)

b. Archi-form

The selection of one member of forms to represent others in the class is a common characteristic of all stages of second language acquisition. Take for example: Demonstrative adjective *this, that, these,* and *those,* to do the work for several of them:

That dogs.

That dog.

For this learner, *that* is the archi-demonstrative adjective representing the entire class of demonstrative adjective.

c. Alternative form

Alternative form is alternating of various members of a class each other in using of archi forms.

Example:

She writen a letter last night. (Incorrect)

She wrote a letter last night. (Correct)

4. Misordering

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

Example:

Why he is doing? (Incorrect)

Why is he doing? (Correct)