

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this part, the researcher discusses some theories supporting the research. They are about sentence, contrastive analysis, error analysis, interference, grammatical interference, and descriptive text. The first subchapter, it discusses the definition of sentence and classification of sentence.

#### A. Sentence

There are several definitions of sentence based on some experts. Besides, the classification of sentence is based on the purpose or function and the structure.

##### 1. Definition of Sentence

A sentence is a group of words containing at least a subject and a verb with complete meaning. In Oxford Dictionary, sentence is a set of words that is complete itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command and consisting of a main clause and sometimes one or more subordinate clause.<sup>9</sup>

According to Harman and Homer, sentence is a group of related words containing a subject and a predicate and expressing a complete and independent unit of thought.<sup>10</sup> Robert defined that a sentence is a language unit which is not,

---

<sup>9</sup>John Eastwood, *Oxford Learner's Pocket Dictionary Fourth Edition*, (New York: Oxford University Press), 2008.

<sup>10</sup>Susan E. Harman and Hormer C. House, *Descriptive English Grammar*, (Englewood Cliffs: Prentice Hall. Inc.), 1950, p. 12.

by any grammatical devices or signal shown to be part of some larger language unit.<sup>11</sup>

In a sentence both subject and verb as predicate have important rule, such as predicate to express a complete and independent unit of thought. Besides, sentence can be classified into several categories based on the function or purpose.

## 2. Classification of Sentence

There are two ways to classify sentences. One way is classification by the function or purpose. The other classification is based on the structure of a sentence.

### a. Classification by the function or purpose

A sentence may be classified according to its function. A sentence may make a statement, ask a question, give a command, or express strong feeling. According to their functions or purposes, sentences can be divided into four sub-types.<sup>12</sup>

#### 1) Declarative sentence

A declarative sentence makes a statement or assertions.

Example: She has done her homework very well.

#### 2) Interrogative sentence

An interrogative sentence asks a question. It ends with question mark.

Example: Can you sing?

---

<sup>11</sup> Paul Robert, *Understanding English*, (New York: Harper & brothers), 1958, p. 12

<sup>12</sup> Susan E, Harman & Horner C House, (1950), *op.cit.* p. 13

**3) Imperative sentence**

An imperative sentence gives orders, make requests, and usually have no obvert subject.

Example: Do not smoke here.

**4) Exclamatory sentence**

An exclamatory sentence is used to express surprise, alarm, indignation or strong opinion. They are differentiated from other sentence by taking an exclamation mark.

Example: What a fool I was!

**b. Classification by structure**

A sentence may be classified according to its structure. According to the view point of the number and types of finite clauses (the structure), the sentence are of four types: simple, compound, complex, and compound-complex sentence.<sup>13</sup>

**1) Simple sentence**

A simple sentence consists of a single independent clause with no dependent clauses. Specifically, a simple sentence contains one subject and one verb. The subject (sometimes called the object) comes after the subject to describe what the subject is doing or has done.

Example: The baby cried.

---

<sup>13</sup> Muhammad Farkhan, *An Introduction to Linguistics* (Jakarta: UIN Jakarta Press, 2006) p. 87

## 2) Compound sentence

A compound sentence consists of multiple independent clauses with no dependent clauses. These clauses are joined together using conjunctions (*and, but, for, or, nor, yet, and so*), punctuation, both. Sometimes, a compound sentence is called balanced sentence.

Example: He finally bought the book, or so I thought.

## 3) Complex sentence

A complex sentence with an independent clause and at least one dependent clause (subordinating clause) is referred to as a complex sentence. The dependent clause is often introduced by a subordinate conjunction, such as *which, while* or *because*.

Example: When I saw what you have done, I was so happy.

## 4) Compound-complex sentence

Compound-complex sentence consists of multiple independent clauses, at least one of which has at least one dependent clause.

Example: The dog lives in the backyard, but the cat, who thought she was superior, lived inside the house.

In a descriptive text can be found several types of sentences such as simple sentence, compound sentence, complex, and compound-complex sentence. The study of the way to distinguish language including sentence is called contrastive analysis.

## B. Contrastive Analysis

This subchapter discusses about the nature of contrastive analysis based on several experts and the function of contrastive analysis.

### 1. The Nature of Contrastive Analysis

The contrastive analysis is a study to find out the differences of two languages. According to Fisiak, contrastive analysis is the analysis of the similarities and the differences between two or more languages”<sup>14</sup> Through this analysis, a learner will find out the difficulties in the foreign language acquisition. The difficulties occur because learners tend to transfer their native language to the language they are learning that have different features or words.

Brown says that “Contrastive analysis hypothesis state that the main obstruction of second language acquisition is the interferences system of first language and second language”.<sup>15</sup> This theory can conduct the using of contrastive analysis in Indonesia for English language learning as a foreign language. The interferences occur because there are some similarities and difference both of them. The idea of contrastive analysis grew out of observing students learning a second language. Each student or group of students tended to repeat the same linguistic mistakes as previous groups. This turned into an assumption that the mistakes were caused by the student’s first language

<sup>14</sup>Jacek Fisiak, *Contrastive Linguistics and the Language Teacher*. (New York: Pergamon), 1981, p. 1

<sup>15</sup>Brown, H. D. *Principles of Languages Learning and Teaching*. (London: Longman), 2007, p. 272.

interfering with the second. In case learners or linguists find a similarity in first and second or foreign language system, it will make them easier to learn afterwards. However, if they find some brief differences, it will make some difficulties in language learning.

Prator states that there is a difficulty hierarchy that is experienced in foreign language acquisition process. He divided to be six categories.<sup>16</sup>

a. Level 0 – Transfer

This level of difficulty occurs when there is no difference that state in first or foreign language. A learner or linguist can transfer the word totality. For example: the word “bank” has same meaning in English or Indonesian languages that has meaning “a place to save money”.

b. Level 1 – integration

First difficulty level occurs if two items of first language integrate to be one item in target language. In this case, a learner can transfer directly to target language. For example: an Indonesian student who learns English as a target language will translate “menjinjing” and “membawa” in one word “bring”.

c. Level 2 – Sub difference

This level of difficulty occurs when one item in first language is not available in target language. For example: an English learner who learns Spanish language cannot use word “some” for uncountable nouns or “do” for as a time sign.

---

<sup>16</sup>Clifford Prator, *Hierarchy of Difficulty*: Unpublished classroom lecture. University of California, Los Angles, 1967.

d. Level 3 – Reinterpretation

There is an adding in one item of target language from first language. For example: In Indonesian language, if we will say “*Dia Cantik*”, we do not add “to be” after subject. We can put adjective directly. However, in English we will say “She is beautiful” because after subject, we have to put “to be” before adjective.

e. Level 4 – Over difference

Actually one item in target language is a new word totally, it is just alike if there is a same word in first language. In English, we know about countable and uncountable nouns, but in Indonesian language we do not use both of them.

f. Level 5 – Fission

One item in first language will be two or more item in target language. For example: An Indonesian student who learns English has to learn more meaning from word “*apakah*”. It means what, do, does or did in interrogative sentences. The difficulties that have been explained above are arranged based on the interference level in language learning. Contrastive learners must compare the two of languages that are contrasted in order to make them easier after finding out the differences and solve the interference in foreign language learning.

## **2. The Function of Contrastive Analysis**

Contrastive analysis can give some contributions in language learning. The contributions are given as follow:

- a. Contrastive analysis could be used to find out the difficulties of students in target or foreign language acquisition.<sup>17</sup>
- b. Contrastive analysis can reduce the interference between first and foreign language acquisition.<sup>18</sup>
- c. Contrastive analysis can find out similarities that will make students be easy to analyze the differences that will make students find difficulty accurately.<sup>19</sup>
- d. Contrastive analysis is a modern method in language learning process.<sup>20</sup>

After knowing the definition and the function of contrastive analysis, this part also discusses the error analysis to classify the error that common happens in English writing that still causes ungrammatical English.

### C. Error Analysis

Learning foreign language is surely different from learning one's mother tongue. People who learn foreign language will make mistakes in applying it. Speakers will surely make mistakes in the process of language acquisition.

Such mistakes must be carefully distinguished from errors of a foreign language learners, idiosyncrasies in the inter language of the learner that are

---

<sup>17</sup>Brown, H. D. 2007, *ibid.*

<sup>18</sup>*Ibid.*

<sup>19</sup>Lado, R. *Linguistics across cultures*. (Ann Arbor: University of Michigan Press), 1957, p. 1-2

<sup>20</sup>[http://aaboori.mshdiau.ac.ir/FavouriteSubjects/contrastive\\_analysis\\_and\\_transla.htm](http://aaboori.mshdiau.ac.ir/FavouriteSubjects/contrastive_analysis_and_transla.htm)

direct manifestations of system within which a learner is operating at the time.

An error is a noticeable deviation from the adult grammar of a native speakers, reflecting the inter language competence of the learner.<sup>21</sup>

The fact that learners do make errors and that these can be observed, analyzed and classified to reveal something of the system operating within the learner, led to surge of study of learners' errors, called error analysis.<sup>22</sup> According to Hendrickson, errors are by vocabulary (lexical errors), grammar (syntactic errors) and morphological errors.<sup>23</sup>

### 1. Lexical errors

Lexical error usually occurs as a result of choosing inappropriate nouns or verbs. The following examples illustrate such faulty lexical choices. Example:

- *He found one bird-home and her eggs.* (bird nest)
- *Before sleep, he turns-off the curtain on the window.* (closes)

### 2. Morphological errors

These errors occur in these specific grammatical areas:

- 1) When verb + ing was substituted for verb-ed:

Example:

*The girl is surprising.* (Instead of "The girl is surprised")

- 2) When a picture story portrayed only one person or object referred to the plural form of the noun without indicating singularity in context.

<sup>21</sup> Muhammad Farkhan, 2006, *ibid*, p. 149

<sup>22</sup> *Ibid*

<sup>23</sup> James Hendrickson, *Error Analysis and Error Correction in Language teaching*, (Singapore: SEAMEOW Regional Language Centre), 1979, p. 34

Example:

- *They go out and bring something to make the holes. (hole)*
  - *The farmer took the animal to the barn. (animals)*
- 3) Lack of subject-verb agreement

Example:

*The little brother look at his sisters who play badminton. (looks)*

- 4) Inappropriate past tense forms

Example:

- *They digged around the small tree. (dug)*
- *It's impossible it has grew very rapidly. (grown)*

### 3. Syntactical errors

It occurs most frequently when preposition and pronouns were omitted or misused. Misused preposition often made meaning ambiguous.

Example:

They worked and at last they found their sheep without frozen (were not)

Omitted prepositions also confused meaning.

Example:

They are going a bridge. Instead of (they are walking on a bridge)

The misuse of pronouns made several interpretations of meaning possible especially when subject or possessive pronouns were used inappropriately.

Example:

When the woman watches this, he is scared and cried. (she)

The wife of the family man wants some ornaments from his husband. (her)

After studying about the error in English construction, it is also important to clarify about the base theory which is related with this study that is about interference. It is served based on some linguist's theories.

#### **D. Interference**

Interference is also as one of important parts to be discussed. Below, this part discusses more about its definition and its types.

##### **1. Definition of Language Interference**

Language interference is a natural phenomenon in bilingual and multilingual countries that occurs in a country which basically has bilingual and multilingual speakers. According to Weinreich:

*“Those instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i. e. as a result of language contact, will be referred to as interference phenomena.”<sup>24</sup>*

Weinreich sees that language influence as an effect of language contact in its application by bilingual causes grammatical rule deviation. This deviation identified then in the term of interference. Interference happens in the linguistics levels, such as phonology, morphology, syntax till lexical level.

Actually, if viewed in the importance of language, the influence that comes from the region language or first language, there are indeed profitable, but also will make chaos. The interference that will make chaos

---

<sup>24</sup>Uriel Weinreich, *Language in Contact: Finding and problem*, (New York: Mouton Publisher), 1953.

causes the forms and become a rival toward the forms that well establish in language.

The interference of regional languages due to interference of this chaos is a side effect as a consequence of language's openness. Lately, Indonesian people are facing all of those influences.

Thus, the definition of interference involves the using of elements which belong to language when speaking in another language and using two language systems simultaneously toward the language elements and consequently a deviation from the norms of each language that occurs in bilingual speech.

## **2. Types of Language Interference**

Language interference is also called negative transfer. It occurs as a result of the failure in using both L1 and L2. Aixelá states interference can be classified to the following four types: Lexical interference, Syntactic interference, Cultural interference; proper nouns included, Structural or pragmatic interference. He claims that the definition of interference "includes the important, whether intentional or not, words and phrases (lexical interference), forms (syntactic interference), specific cultural items (cultural interference, proper nouns included), or genre conventions

(structural or pragmatic interference)".<sup>25</sup> Interference can also be classified into three categories: Lexical, Syntactic and Grammatical interference.<sup>26</sup>

- a. Lexical interference: occurs on the level of words. It includes mainly interferences caused by incorrect or inappropriate direct translation of a concept.
- b. Syntactic interference: occurs on the level above the word. It includes a syntactic structure, either the whole sentence or a certain part of it.
- c. Grammatical interference: occurs in cases in which the subject ignores the grammatical differences between the two languages.

Meanwhile, Weinreich divides type of language interference into three. There are:<sup>27</sup>

- a. The transfer of elements from one language to another.
- b. Application of elements that do not applicable to the second language into the first language.
- c. Structure disobedience of second language because there is no equivalent in the first language.

In this part we studied about the base theory which leads this study. Then, it is more important also to discuss about the main theory that becomes the main base to conduct this study. It is about grammatical interference.

---

<sup>25</sup> Javier Franco Aixelá, "An Overview of Interference in Scientific and Translation". *JoStrans*, 11, (2009), p. 75. Full text available at: ([http://www.jostrans.org.issue11\\_toc.php](http://www.jostrans.org.issue11_toc.php)), Retrieved 2<sup>nd</sup> April 2015.

<sup>26</sup> Zuzana Havláková, "Interference in Student's Translations Masters Diploma Thesis", *Masaryk University Faculty of Arts*, 2010, p.43.

<sup>27</sup> Uriel Weinrich, *Language in Contact: Finding and problems*, (New York: Mouton Publisher), 1953, p. 14-47

## **E. Grammatical Interference**

Grammatical interference is one of interference types that need to be discussed here. The explanation below studies about its definition and types.

### **1. Definition of Grammatical Interference**

Grammatical interference is defined as the first language influencing the second in terms of word order, use of pronouns and determinants, tense and mood.<sup>28</sup>

Grammatical interference occurs when learners identify morpheme or grammatical of first language and then use it in the second language. Grammatical interference occurs when the elements of source language included in using of target language step by step in grammatical of target language, word order, pronoun, conjunctions, subject-verb agreement, tense, singular-plural agreement, etc.

### **2. Types of Grammatical Interference**

Weinreich distinguishes three types of grammatical interference, namely:<sup>29</sup>

- a. The transfer of morphemes from the source language to the recipient language.

This interference occurs in Morphology. This interference occurs because the transfer of morphemes from the first language or mother tongue in second language usage. For example, the word “statue”

<sup>28</sup>Deepa M.S, Avanthi N., Abhishek B.P., and ShyamalaChengappa, Ph.D., V.2009, Phonological, Grammatical and Lexical Interference in Adult Multilingual Speakers,

<http://www.languageinindia.com/>, April 1<sup>st</sup> 2015

<sup>29</sup>Uriel Weinreich, 1953, op.cit p. 30

becomes “statuette”. Suffix –ette is derived from English as L1, it can get expansion by adding affix –ette from second language, French.

b. Interference related to grammatical relations in particular word order.

The application of first language (B1) into second language (B2). This interference is related to Syntax, namely word order. Interference of this type is interference that much occurs in a bilingual. For example, there is “*girl beautiful*” means gadis cantik. It occurs misplaced word and it must be fixed by changing the position becomes *beautiful girl*.

c. Interference related to functions or meaning of grammatical forms.

This interference relates to function or grammatical meaning of language that occurs when a speaker identifies the morpheme or grammatical of first language and then use it in second language. For example, there is a sentence “Most of the student in the A class got good score in Mathematic”. The usage of that sentence is still influenced by Indonesian language, because in Indonesian there is no plural form by adding suffix –s meanwhile, in English there is plural form which added by suffix –s thus, the grammatical sentence is “Most of the students in the A class got good score in Mathematic”.

According to Berk, the ways words are combined into larger structure including sentences is called syntax.<sup>30</sup> Therefore, interference related to grammatical relations in particular word order includes in

---

<sup>30</sup>Berk, Lynn. *English Syntax from Word to Discourse*. (New York: Oxford University Press.), 1999, p. 9

Syntax. While the transfer of morphemes from the source language to the recipient language and interference related to functions or meaning of grammatical forms includes in morphological interference because the basic unit of analysis recognized in morphology are morphemes.<sup>31</sup>

In this study, the types of grammatical by Weinreich used to analyze students' writing descriptive text. Besides, this part also discusses about descriptive text.

#### **F. Descriptive Text**

One of the text types taught for MTs/SMP student is a descriptive text presented in grade seven. Description presents the appearance of things that occupy space, whether they are objects, people, buildings or cities. In other words, a particular person, place or thing is described in details in this composition. The description tells the object as the way it is without being affected by the writers' personal opinion. Before telling what they have caught through their sensory system, a mental activity is involved. They firstly identify certain imagery or real object which is located somewhere. Through the words, then they describe the thing they have in mind. In short, writing a descriptive text is "a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern."<sup>32</sup> By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the

---

<sup>31</sup> Bauer, Laurie. *English Word-Formation*. (New York: Cambridge University Press), 1983, p. 13  
<sup>32</sup> D'Angelo, Frank. *Conceptual Theory of Rhetoric*, (Cambridge, Mass.: Wiethop), 1975.

writer is interested in. Thus, in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

The aim of description is to show to the reader what something looks like. Furthermore, Johnston & Morrow states that the purpose of descriptive text is to describe objects or persons in which the writer is interested.<sup>33</sup> Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

Wardiman, et. al. specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character; and 2) description is the part of paragraph that describes the character.<sup>34</sup> This indicates that a descriptive text has two elements – an element to identify phenomenon (*identification*) and another one (*description*) to portray parts, qualities, or characteristics.

There are some related theories that has discussed in this chapter. First, it studies about the sentence construction by its function. Then, it discusses about contrastive analysis to compare two languages to make easier finding the interferences. After that, it studies about the error that still commonly happens especially when constructing English on the error

---

<sup>33</sup> Johnston, K. & Morrow, K. *Communication in the Classroom*. (London: Longman), 1981.

<sup>34</sup> Et.al, Wardiman, *English in Focus for Grade VIII Junior High School*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional), 2008, p. 16

analysis explanation. Then, the study is about interference and the following study is about grammatical interference as the base theory in conducting this study. The last, it is discuss about descriptive text. After discussing about the related theoretical framework, it is turn to study about the way to do this study through research method in the following chapter.