CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher specifically aims in this chapter to describe some theories that concern the topic of the research. Those are error analysis, the differences between error and mistake, source of error, types of error, subject verb agreement, descriptive writing and review of related studies.

A. Error Analysis

Error analysis is an important study to identify errors which are found in writing and speaking. Accorrding to Richards et.al (1985), error analysis is a study which analyzes second and foreign language learners' errors. Brown (1980) says that error analysis as the method for observing, analyzing, and classifying the deviations in second language rules and then uncovering the systems operated by learners. It is same concept proposed by Crystal (1987: 112), Error analysis is a technique for identification, classification and systematic description of unacceptable forms created by someone learning a foreign language, using some of the linguistics principles and procedures.

From the three definitions mentioned above, it can be concluded that error analysis is study for identifying, classifying and interpreting or describing the errors in speaking and writing.

B. The Differences between Error and Mistake

Corder (1973) says that errors are breaking the rule because of lack of competence, such as language knowledge, that may or may not be aware. They seem not to be correctable because they are lack of expertise. According to Ellis (1997), mistakes arise when the learners can not perform what they have learnt. They are random and the learners themselves will readily rectify them when their attention is drawn to them. It means that a mistake can be self-corrected whereas an error cannot be self-corrected.

From several definitions mentioned above, it can be concluded that a mistake is happened when the learner forgets the correct form, whereas an error is a learners' deviation because they are unfamiliar with the rules and they do it repeatedly.

According to Ellis (1997), there are two ways to differentiate both of error and mistake. The first is to check the consistency of students' writing, if they are inconsistent, it means that they make a mistake. Inconsistent here means when they sometimes use the right form and sometimes the wrong one. But, if they always use incorrect forms, they make errors. The second one is asking the learners to correct their own wrong form. If they are not able to correct it, they make an errror, if they are able to correct it, they make a mistake.

C. Source of Error

According to Brown (2007), there are four sources of errors. They will be explained as follows.

a. Interlingual Transfer

It is the starting stage of second language learning. The errors are caused by negative influence of native language of learners. They have not known the target language well in this stage, therefore, they use their first language experience when they practice both second and foreign languages. One of the examples is *he always smile*. In this sentence, the students are influenced by their mother tongue where they do not need to put *s* or *es* in the end of the verb for every of subjects, while in English they need to put s or es in the end of the verb to indicate that it is singular verb since the subject is singular also.

b. Intralingual Transfer

The students only study certain target language in this stage, so the structure in a new form does not conform to the target language. they are failed to develop the structure and do not fully understand the target language. One of the examples is *he putted the books on the table. Here, the verb is generalized into regular verb by the student.*

c. Context Learning

This stage refers to the inaccurate teacher explanation or faulty form or word description in a textbook, so it can lead to the students' errors and may become the source of errors.

d. Communication strategy

In this stage, students conciously comunicate an idea verbally and non-verbally to express their language depending on their production strategies. But, it can lead them to make errors. The example is *he does not handsome*. Here the students do not know that auxiliary verb *does* is not used to the nominal sentence.

D. Types of Error

By using Surface Strategy Taxonomy of Dulay et al. (1982), the types of error can be classified into four elements. Those are omission, addition, misformation and misordering.

1. Omission

There is no an item that has to appear in a well-formed utterance is indicated as errors of omission. A potential candidate for omission can be morpheme or word. Content morphemes carry the bulk of the referential meaning of a sentence, such as nouns, verbs, adjectives, and adverbs, while grammatical morphemes include noun and verb inflections (the *–s* in *birds,* the *–s* in *Mother's,* the *–ed* in *looked,* the *–ing* in *laughing,* etc.*)*; articles (a, the, etc.); verb auxiliaries (is, will, can, etc.); (is, was, am, etc.); and prepositions (in, on, under, etc.)

The example of omission error is *she beautiful* (the omission happened on the absence of auxiliary verb *is*, so the correct form is *she is beautiful*).

2. Addition

It is the opposite of ommision which is characterized by the item that should not appear is presented in a sentence. Addition is devided into three parts namely regularizations, double markings, and simple additions.

a. Regularization

Regularization happened when there are regular and irregular forms and construction in a language, learners apply the rules used to produce structions in a language, learners apply the regular ones to those that are irregular. The example is *putted* instead of *put*.

b. Double marking

It is a kind of addition error which marks one function at two levels. The example is *Melly doesn't understands her explanation*. It should be *Melly doesn't understand her explanation*.

c. Simple addition

It is a kind of addition error which is not marked by both of double marking and regularization.

3. Misformation

It is characterized by the use of incorrect form of the structure or morpheme.

a. Regularization

It occurs when learners use a regular marker in a place of an irregular one, such as *runned* instead of *ran*, *gooses* instead of *geese*.

b. Archi forms

It is happened when an item is selected by the learners to represent others. The learners utilize the item for all of the utterances. The examples are **that** book is yours, **that** books are yours.

c. Alternating forms

It happened because the students alternate various members of a class with each other freely. For example, *those book*, *this books.*

4. Misordering

it is defined by the wrong positioning on the utterance of a morpheme. The example is *I know where is her house* instead of *i know where her house is.*

E. Subject Verb Agreement

According to some experts, subject verb agreement has several definitions. Straus (2014) says that subject verb agreement is a singular subject is followed by a singular verb while a plural subject is followed a plural verb. Sparks (2006) points out that subject verb agreement is between the subject and the verb must work together. Arlove (2004) claims that Subject Verb Agreement is a sentence takes a singular verb when the subject is singular, whereas a sentence takes a plural verb when the subject is plural.

Based on the theories above, we can conclude that in a sentence, it will agree when the singular subject in a sentence is followed by a singular verb. In the contrary, when the subject is plural, it must be followed by the plural verb either in present tenses or past tenses.

There are some rules of subject verb agreement proposed by Straus (2014). Those are:

1) If there is a subject followed by the prepositional phrase, the verb is adjusted to the word before the prepositional phrase.

   Example: The **books** in my room **are** so amazing.

   The **book** in my room **is** so amazing.

   The **students** of Fine course **have** been studying for 3 years.

   The **student** of Fine course **has** been studying for 3 years.

2) If there are two singular subjects which are connected by or, either or, neither nor, they need singular verb.

   Example: **My mother** or my **sister is** watching movie now.

   Neither **Syifa** nor **Lala wants** to work in an office.

   Either **my teacher** or **my mom is** helping me to study .

3) If there are two subjects which are connected by or, either or, neither nor, the verb must agree with the closest subject.

   Example: Neither my brother nor **my sister wants** to work in an office.

   Either my sister or **my brothers want** to work in an office.

4) When there are two or more subjects connected by *and,* the sentence must use plural verb.

   Example: **A book** and **a pen are** needed to study.

   Exceptions: **Breaking and entering is** against the law

   The bed and breakfast was charming.

Both of *breaking and entering* and *bed and breakfast* are compound nouns.

5) The verb must agree with the first subject if there are certain expressions such as *along with, as well as, accompanied by, together with, etc.*

Example: **Mike**, as well as with his parents, **is going** to the hospital now.

Bella and Yayan, along with Rian, **are going** to the hospital now.

6) The verb must agree with the noun after *of* if there are certain expressions of quantity such as all of, most of, some of, half of, rest of, fifty percent of, and a third of.

Example: All of **the students are** studying English.

Some of **my student is** studying English.

7) In the inversion pattern, subject is after verb.

Example: There **is a book** on the table.

There **are two books** on the table.

8) Some collective nouns that mark money, time and measurement are considered singular subject.

Example: Ten minutes is not enough to finish this test.

Two miles was too much to run in a day.

9) Some collective nouns that mark a group of people, such as family, audience, staff, couple, etc. are considered either singular or plural verb, depending on the sentence.

Example: **The family was** having breakfast.

The couple read the novel.

The couple refers to two people who act as individuals.

10) In sentences that express a wish or are contrary, the word was is replaced by were.

Example: If Shan were here, i'd be sorry.

F. Descriptive Writing

1. Definition of Writing

Writing is an activity that communicates concepts, events, emotions or opinions in a written form that can be a way of interacting with others. White (1986) mentions that writing is the process of communicating ideas, thoughts, knowledge or experience and understanding writing in order to gain knowledge or thoughts for sharing and learning.

Acording to Harmer (2004), there are four stages in the process of writing. The first is planning which the students have to think the aim of writing, the language style, and the content. the second is Drafting which the students start to write, develope, and organize the ideas. The third is editing which they can minimize the mistake by revising it. The last is final version which the writing can be read by the reader.

2. Descriptive Text

a. Definition of Descriptive Text

Fulwiler (2002) says that it is descriptive to describe a person, a location, or things. It's all about creating a visual image so that readers

can see what you see, hear what you hear, taste , smell, and experience what you taste, smell, and feel. This means that the descriptive text is used to construct a vivid image of an concept, place or person. It's like painting with words. It focuses on one topic and uses precise information to explain the interest of your child.

b. Generic Structure of Descriptive Text

According to Pardiyono (2007), descriptive text writing has two generic structures, as follows:

1. Indentification: the phenomenon will be identified and described here.

2. Description: the phenomenon will be described in sections, qualities, and characteristics.

c. Language Feature in Descriptive Text

There are several main language features in descriptive text according to Wardiman (2008). Those are:

1. Using certain noun, such as mother, house, my bird, etc.

2. Using simple present tense

3. Using detail noun phrase to give information about subject, for example, she is a beautiful lady.

4. Using various adjective which is describing, numbering and classifying, such as two strong men.

G. Review of Related Studies

There are several previous studies that are relevant to this research. One of the studies is carried out by Noori, Shamary, and Yasin (2015). They investigated the frequency of these subject-verb agreement errors and cause these errors in Malaysia among (30) Iraqi Secondary School students. The instruments of the study were adopted task and questionnaire. This study was a quantitative study in which phenomena were explained by collecting numerical data analyzed using mathematically based method.The study result revealed that the verb be was found to be the highest contributor to subject-verb agreement errors. Interlingual and intralingual transfer were the main causes of the errors. This previous research is similar to the present research which subject agreement errors are analyzed by both of them. The distinction between the previous research and the present research is the design of the research.The previous research uses quantitative research design while the present research uses descriptive qualitative one.

The next study was conducted by Karim et al. (2015). Errors of agreement between subject and verb were analyzed by them among the tertiary-level EFL learners at Chittagong International Islamic University, Bangladesh. The errors were categorized into three groups. Those were error of agreement between verb and plural subject, error of agreement between verb and singular subject, as well as, error of agreement between verb and relative pronoun. The result of this study showed that the students commited highest number of errors of agreement between verb and plural subject. The

difference of previous study and present study is the error classification. The present study classifies error by using Dulay's theory. Those are omission, addition, misformation, and misordering.

Another study conducted by Alahmadi (2019). He investigated and classified subject verb agreement grammatical errors made by Saudi students in the foundation year at Taibah University. The data were collected throughout the second semester, where students, were asked to write eight different paragraphs on eight different topics taken from reading and writing book. The grammatical errors related to the subject verb agreement in writing were categorized into three main categories. Those were   subject verb agreement errors with singular subjects, subject verb agreement errors with plural subjects, and subject verb agreement errors where the main verb or auxiliary verb is compounded with or separated from subject. The finding showed that subject verb agreement errors with singular subjects to be more frequent and the most commited among those three categories in students' writing. The distinction between the previous research and present research is the error classification. The previous research classified the error become subject verb agreement errors with singular subjects, subject verb agreement errors with plural subjects, and subject verb agreement errors where the main verb or auxiliary verb is compounded with or separated from subject while the present study classifies error by using surface strategy taxonomy proposed by Dulay et al. (1982).

In addition, a study was conducted by Murshidi (2014) . He investigated frequent grammatical error which is the subject verb agreement and some punctuation errors which were made by 15 male students from different colleges in the United Arab Emirates University. They were asked to write a brief autobiography. The finding revealed that the most frequent for subject verb agreement error is the singular verb not to agree with the plural subject. In this researh, the researcher did not classify the subject verb agreements errors, he just mentioned the examples of subject verb agreement grammatical error and mention some possible reasons for the error, such as language transfer, transfer of training, strategies of second language learning, strategies of second language communication, and overgeneralization of TL linguistic material. Moreover, the punctuation errors were classified into five categories, such as capitalization, comma, period, semicolon, and quotations. The differences between the previous research and present research are the previous research did not classify the subject verb agreement errors while the present research classifies error by using surface strategy taxonomy proposed by Dulay et al. (1982). Then the previous research analyzed the punctuation errors in students' writing whereas the present research did not analyze it, and the previous research analyzed on students' brief autobiography writing while the present research analyzed on students' descriptive writing.