**CHAPTER II**

**REVIEW OF THE RELATED LITERATURE**

This chapter presents some theories that the writer is going to apply to do the analysis on the following chapter. It concerns about grammatical errors made by eighth grade students. It will be discussed more clearly from many references. In this chapter, the writer will explain about error analysis, sources of errors, grammatical error, writing, types of writing, descriptive text and previous study.

1. **Error Analysis**

 Learning a target language (English) is different from learning one‘s mother tongue. There are some opinions about error analysis. Brown in his book said that Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis.[[1]](#footnote-2) Error analysis can be used to analyze the errors that are made by the learners. Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners’ errors.[[2]](#footnote-3) The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background

why the learners do the errors

 Error analysis is different from error correction. Error analysis makes a scientific study of errors made a group of people who share the same mother tongue when they study a second or a foreign language. Sobahle stated that error analysis indicates all errors produved that are vommon to that group of people. In this study the group of people refers to indonesia speaking learners.[[3]](#footnote-4) Meanwhile, According to James, error analysis is the procces of determining the incidence, nature, vauses and consequences of unsuccesful language.[[4]](#footnote-5)As lado, one of prime movers of contrative analysis, makes clear, “ The teacher who has made a comparison of the foreign language with the native language of the students will know better what the real problems are and can provide the easy way for the teaching and learning process.”

1. **Sources of Errors** Brown claims that there are three major sources of error. He labels interlingual transfer, intralingual transfer, and context of learning.[[5]](#footnote-6)
2. **Interlingual transfer**

Interlingual transfer happened because the native language or mother language interference. In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. This opinion is supported by Richards et al. that Interlingual error is an error which results from language transfer, that is, which is caused by the learner‘s native language.[[6]](#footnote-7) For example:

*I breakfast and then I go to the zoo yesterday.* The sentence supposed to write, *I had breakfast and then I went to the zoo yesterday.*

To identify an interlingual error, researcher can translate the grammatical form of the learner’s phrase or sentence into the learner’s first language to see the similarity exist. From the sentence above, it can be known that the learner didn’t put *had* and didn’t change *go* to *went* because there’s not rules in learner’s first language.

1. **Intralingual transfer**

Intralingual transfer (the transfer within the target language itself). Researcher have found that the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once learner have begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested.

 Richards, et al**.** gave the same opinion that - An Intralanguage error is one which results from faulty or partial learning of the target language, rather than from language transfer.[[7]](#footnote-8)Intralingual errors may be caused by the influence of one target language item upon another. For example a learner may produce *He is comes*, based on a blend of the English structures *He is coming* or *He comes.*

1. **Context of learning**

Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make error because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill but properly contextualized.

1. **Grammatical Errors** According to Burt and Kiparsky, grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good.[[8]](#footnote-9) Therefore, the grammatical error is kind of important to be considered by the learners because it does not match with the grammatical system of a language. The English learners have to be able to understand what the grammatical rules of English and how to apply them well, especially in writing. Meanwhile, According to Corder, grammatical errors should not be viewed entirely negatively, but seen as a sign of progress in the development of the new language.[[9]](#footnote-10) The grammatical errors found in students’ text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing. According to Corder, errors divided into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of element. And here are the explanations:[[10]](#footnote-11)
2. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example: “I watch the movie last night”. Instead of: “I watched the movie last night”.

The learner omits the item that should appear in the good utterance. Omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, adverbs*.* Grammatical morphemes are little words that have minor play insentences like noun and verb inflections, articles, auxiliaries, andpreposition.

Example: *Angelina is an actress*

From the explanation and example above, the word *Angelina* and *actress* are content morphemes because *Angelina* and *actress* is noun and has a mayor meaning. The words *is* and *an* are grammatical morphemes because they are verb auxiliaries and article, and they are also play a minor meaning in that sentence.

1. Addition

Learners not only omit elements which they regard as redundant but they also add redundant element.

For example: - I swims

 - The books is here

Instead of: “I swim” and “The book is here”

From the example above, the students don’t know if I and You there is not additional suffix s/es.In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element.

1. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example: “Fika is smartest than Femy”. Instead of “Fika is smarter than Femy”.

This error is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the learner supplies something even though that is incorrect.

For example: *I buyed a novel two days ago.*

A past tense marker is put by the learner, but it is incorrect.

1. Miss-ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example “He is got upping now”, the learners attaches the inflection – ing to the particle of the two words verb “get up”. [[11]](#footnote-12)

1. **Writing**

Writing is one of the parts of language skills besides Listening, Speaking and Reading. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical. Written text has a number of conventions which separate it out from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.[[12]](#footnote-13) Writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product. There are several opinions about the definition of writing that have been given by the experts: Ur said that: “writing is a learned skill”[[13]](#footnote-14). From this statement the writer tries to identify that writing is a skill which can be learned by anyone by practice intensively because writing is not an automatic skill. Writing is used as a tool for communication by the people who want to communicate with others. Remembering that writing is more than the language is used to express and communicate with others. According to Hairstone “writing is a tool for discovery. Writing generates new ideas by helping us to make a connection and see relationships.[[14]](#footnote-15) This opinion is supported by Raymond on his book; Writing is an unnatural Act, stated: Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well, writing has a private importance as a tool for clear thinking, for sharpening our awareness of the realities around us, for solving problems and shaping arguments, for developing that short of knowledge – clear, specific, detailed – that makes human consciousness different from every other form of consciousness on earth. Writing also a way of learning. It is a way of finding out what we know and what we need to learn.[[15]](#footnote-16) From the definition above, it can be concluded that writing is more than a language. Writing is a skill which can be learned by anyone who wants to express their thought, ideas, feeling, etc. In addition, it is a tool of communication, so that writing is a hard skill because it is an unnatural act which is need a hard thinking and it is a way of remembering and a way of thinking as well.

1. **Types of writing**

Based on Wilshon and Burks, there are four types of writing forms. They are exposition, argumentation, description, and narration.[[16]](#footnote-17)

1. Narration is the form writing that contains the story of act or events and tells what happened based on natural time squences. For example, short stories, novel and new stories.
2. Description is the form of writing which is used to describe and create visual imagination of particular place, person, or unit of times, such as times of season, etc.
3. Exposition is used to give information, make explanation and interpret meaning. It includes editorials, essay, and informative and instructional material.
4. Argumentation is used to persuade and convince in order to make a case or to prove or disprove a statement or opinion.
5. **Descriptive text**

Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on. When we are writing a description essay, you are "painting a picture" with words. Descriptive text creates a main impression- an overall effect, feeling, or Image about the topic. It uses concrete, specific details to support the main impression. It uses details that appeal to the five senses: sight, hearing, smell, taste, and touch. Description reproduces the way things look, smell, taste, feel, or sound; it may also evoke moods such as happiness, loneliness, or fear. It is used to create visual image of people, place even units of time days, times of day, or a reason. It is maybe used also to illustrate more than outward appearance of people. And this kind of writing may tell about the traits or character or personality.[[17]](#footnote-18) A paragraph that describes is called a descriptive paragraph, in a descriptive paragraph, the writer describes. The purpose of writing is to give a picture or to describe about something. Furthermore, Hogins on his book; Contemporary Exposition stated that description calls for specific details and accurate, fresh ways of characterizing a particular object, setting it apart from all others.[[18]](#footnote-19) However, Good descriptive writing can stimulate the Reader’s imagination to form sensory responses from all five senses. Frequently, the reader has no choice: many people cannot read an article about taste of citrus fruits, for example, without having a physical response to the imagined taste. And a passage about specific food left out of the refrigerator too long will produce a shudder from readers as they imagine the resulting smell. Based on the explanation above, the writer tries to conclude that description is the way things look, smell, taste, feel, or sound, it can stimulate the reader’s imagination to form sensory responses from all five senses.

1. **The Previous Study**

There is the previous study related with the Grammatical errors in writing. This research done by Siti Fashihatul Yumna. She focused on analyzing Grammatical errors made by the eleventh grade students of MAN Kandat in writing descriptive text. The researcher used theory of traditional English grammar to analyze the grammatical errors. The result of the research is verb groups is the most grammatical error made by the students with 64 errors.[[19]](#footnote-20) The second study is about an the Grammatical errors in writing. This research done by Siti Bayinah. She focused on analyzing Grammatical error analysis on using the simple past tense in writing recount text. The researcher used theory of corder to analyze grammatical errors. The result of this research is the commonest error is in selection with 87 or 53.4% and the lowest percentage is in miss-ordering with 1 or 0.6%. The major source of error that the writer found is interlingual transfer with 92 or 56.4%.[[20]](#footnote-21)

The last study is a research done by Fajariani Emmaryana entitle An Analysis on Students Grammatical Errors in the Student’s writing (A Case study of the First Year Students of SMA Negeri 1, Ciledug-Bogor), the writer usedqualitative descriptive method with the purpose of the research was to knowthe most grammatical errors made by the students in writing recount text,where the result was the highest grammatical errors was in tenses done by 19students or 95%.[[21]](#footnote-22)

The previous studies above can be a good reference for the writer in doing her research. She will compare the result of the research. Beside the most grammatical error, the writer will also focus on the source its error too.

1. H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Inc., 1987), p. 259. [↑](#footnote-ref-2)
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3. Sobahle, P. Error analysis and Its Significance for second language Teaching and learning. Per linguam. V2 n2. 1986. [↑](#footnote-ref-4)
4. James, C. Errors in Language Learning and Use : Exploring error Analysis. London and New York: Longman. 1998. [↑](#footnote-ref-5)
5. H. Douglas Brown, *Principles of Language Learning and Teaching*, (New Jersey: Prentice Hall Inc.,1987),p,263 [↑](#footnote-ref-6)
6. Jack C. Richards, Platt John, and Plat Heidi, *Longman Dictionary of Language Teaching and Applied Linguistics, Second Edition,* (New York: Longman, 1992), p. 187. [↑](#footnote-ref-7)
7. Richard, et al., *op. cit.,* p. 187. [↑](#footnote-ref-8)
8. Burt, M. K , kiparsky, Errors Analysis in the Adult EFL Classroom. TESOL Quarterly 9.1,(Mass : Newburry House, 1974), p. 53-63. [↑](#footnote-ref-9)
9. Corder, S. P. The Significance of Learners’ Errors. *International Review of Applied Linguistics,1967, 5,p.* 160-170. [↑](#footnote-ref-10)
10. S. P. Corder*, Error Analysis and Interlanguage*, (New York: Oxford University Press, 1982), p. 36. [↑](#footnote-ref-11)
11. Nsakla, Lengo. *What is an Error?.* English Teaching Forura (July, 1995). [↑](#footnote-ref-12)
12. Jeremy Harmer, *The Practice of English Language Teaching,* (England: Pearson Education Limited, 2001), p.255 [↑](#footnote-ref-13)
13. Penny Ur, *A Course in Language Teaching,* (United Kingdom: Cambridge University Press, 1996),p. 161 [↑](#footnote-ref-14)
14. Maxine Hairston, *Contemporary Composition,* (Boston: Houghton Miffin Company, 1986), p. 2 [↑](#footnote-ref-15)
15. James C. Raymond, *Writing Is an Unnatural Act,* (New York: Harper &Row Publisher, Inc., 1980), p.2 [↑](#footnote-ref-16)
16. George E. Wilshon and Julia M. Burks, Let’s Write English, (New York: Litton Educational Poblishing, Inc, 1980), p. 378-383. [↑](#footnote-ref-17)
17. John E. Lincoln, *Writing a College Handbook*, (New York: W. W. Norton & Company, 1986), p. 86 [↑](#footnote-ref-18)
18. James Burl Hogins, *Contemporary Exposition*, (New York: J.B Lippincott Company, 1978), p.116 [↑](#footnote-ref-19)
19. Siti Fashihatul Yumna. Grammatical errors made by the eleventh grade students of MAN Kandat. *Skripsi* of the Degree of Strata I STAIN Kediri, Kediri, 2012.unpublished.p.42 [↑](#footnote-ref-20)
20. Siti Bayinah. Grammatical error analysis on using the simple past tense in writing recount text. Pdf, online Thesis. Jakarta: UIN Syarief Hidayatulloh Jakarta2013. p. 40 [↑](#footnote-ref-21)
21. Fajariani. Emmaryana. An Analysis on Students Grammatical Errors in the Student’s writing (A Case study of the First Year Students of SMA Negeri 1, Ciledug-Bogor). Pdf, online Thesis.Jakarta: UIN Syarief Hidayatulloh, 2013. p. 39 [↑](#footnote-ref-22)