

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present some theories that the writer is going to apply to do the analysis on the following chapter. It concerns about grammatical error. It will be discussed more clearly from many references.

A. Grammar

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. Grammar is a description of the rules that govern how a language's sentences are formed.⁴ It is also the set of structural rules that govern the composition of clauses, phrases, and words in any given natural language.⁵ Chomsky and Halle said that we use the term grammar with a systematic ambiguity. On the one hand, the term refers to the explicit theory constructed by linguists and proposed as a description of the speaker's competence. On the other hand, [it refers] to this competence itself.⁶

From this statement, 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. According to

⁴ Scott, Thornbury. *How to Teach Grammar* (England: Pearson Education Limited, 1999), 1.

⁵ "Grammar", [Wikipedia.org/wiki/grammar](http://wikipedia.org/wiki/grammar), <http://wikipedia.com>, accessed on 18th of April 2011.

⁶ Victoria, Fromkin, et al. *An Introduction to Language* (Sydney, Harcourt, 1999), 10.

victoria, et.al, there are two kinds of grammar, there are: descriptive grammar and prescriptive grammar.⁷

1. Descriptive grammar

Descriptive grammar refers to the structure of language as it is actually used by speakers and writers.⁸ It is called linguists study the rules of patterns that underlie our use of words, phrases, clauses and sentence. In the descriptive grammar people think that saying everything is right and nothing is wrong. The example of descriptive grammar:

Me and George are going to University

Gerge and Me are going to Uneversity

2. Prescriptive grammar

Prescriptive grammar refers to to the structure of a language as a certain people think it should be used.⁹ It is the grammar tought in school, discussed in newspaper and magazines colomns on language and mandated by language academics. Prescriptive grammarians lay out rules about what they believe to be the correct or incorrect use of language. They prefer giving practical advice about the use of language:

⁷ *ibid*, 10

⁸ Richard Nordquist, "What is Grammar-Descriptive and Perspective Grammar Definitions of Grammar", [Http://www.google.com](http://www.google.com), accessed on 18th of April 2011.

⁹ *ibid*

straightforward rules to help us avoid making errors. The example of prescriptive grammar:

George and I going to market

I and George going to market

B. Speaking

The discussion about speaking is actually discussing about communication. Communication can be a form as speaking and also speaking and writing. In this study, it will be focused the communication in the form of speaking. So, we will also discuss about communicative competence.

Speaking pursues our ability in composing sentence. The ability to compose is not only ability we need to communicate. Communication only takes place when we make use of sentences to perform a variety of different act of an essentially social nature.

The ability to communicate with people who speak a limited amount of English is actually a skill that can be developed over time with practice whether we deal with non-native English speakers often or rarely, this advice will help us to communicate more effectively and smoothly.¹⁰

¹⁰ Invidia Cinelli, Bex, Jack H, Krystle C., How to Communicate with a Non Native English Speaker, (How to Communicate with a Non Native English Speaker(<http://www.wikihow.com/Communicate-with-a-Non-Native-English-Speaker>), retrieved, 19 November 2009

- a. Speak clearly and pronounce our words correctly,
- b. Recognize that people wrongly think that turning up the volume somehow creates instant understanding,
- c. Do not cover or hide our mouth because listeners will want to watch us as we pronounce our words,
- d. Do not use baby talk or incorrect English,
- e. Avoid running words together,
- f. Avoid verb phrases that sound very similar to non-native English speaker "Look out", As much as possible,
- g. Avoid using filler and colloquialisms ('um,,,', 'like,,,', 'Yeah, totally.')
- h. If asked to repeat something, first repeat it as our said it the first time, Consider the fact that our dialect may not be what the other person has learned in school.

C. Errors and Mistake

In a language, we recognize errors and mistake which are made by some children in the process of language acquisition. Furthermore, we have to differentiate between error and mistake to make them clearly. 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 correctly.¹¹ 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

¹¹ Brow H. Douglas, *Principles of Language Learning and Teaching* (USA: Prentice-Hall, 1987), 170.

selected was not the one intended. A mistake also occurs when learners fail to perform their competence. All people make mistakes, in both native and second language situations.

Put in other words, an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learners. It can be defined as deviation from the norm of the target language. An error takes place when the deviation arises as a result of lack of knowledge.¹² From the statement an error represents a lack of competence. In error, the learner is disinclined to make the correction.

We assume that the form of the learner used was the one intended.

D. Categories of Errors

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 ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them."¹³ From this statement, we can conclude that there are four categories of errors, they are: omission, Addition, Misformation, and Misordering.

¹² Rod, Ellis. *The Study of Second Language Acquisition* (New York: Oxford University Press, 2001), 51.

¹³ Heidi Dulay, et. al., *Language two* (New York: Oxford University Press, 1982), 146.

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1. Omission

Omission error is characterized by the absence of an item that must appear in a well-formed utterance.¹⁴ The simplest example of omission is *He studying*. From the example there is omission of copula (is). The true sentence is *He is studying*. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verb, adjectives, and adverb for example:

Mary is the president of the new company

The word, Mary, president, new and company are the content morphemes that carry the burden of meaning. On the other hand, the words, is the, of are grammatical morphemes, those little words that play minor role in conveying the meaning of the sentence. It includes noun inflection, articles, verb auxiliaries, and preposition.

- a. Noun and inflection: The -s in birds; the -s in mother's; the -ed in looked; the -ing in laughing
- b. Articles: A, an, the, etc
- c. Verb auxiliaries: is, am, are, does, do, have, has, had, will, can, etc
- d. Prepositions: in, on, at, above, under, etc.

Language learners omit grammatical morphemes much more frequently than content words. If content words are omitted in L2 speech,

¹⁴ Ibid, 154.

it is usually occasioned by lack of vocabulary and the users usually indicate their awareness of the missing constituent. The learners 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. There are characterized by the presence of an item which must not appear in a well-formed utterance for example, *He doesn't knows my name*. From the example, there is an addition "s" at the word *knows*. The true sentence is *He doesn't know my name*. Addition errors usually occur in the late stages of L2 acquisition, when the learners has already acquired some target language rules. Addition divide into three types; they are double marking, regularization, and simple addition.

a. Double Marking

Double marking happens when two items rather than one marked for the same feature.

Table 2.1

Example of double marking

Semantic feature	Error	Example of error
<i>Past Tense</i>	Past tense is marked in the auxiliary and verb	She <i>didn't went/ goed</i>
<i>Present Tense</i>	Present tense is marked in the auxiliary and verb	He <i>doesn't eats</i>
<i>Negation</i>	Negation is marked in the auxiliary and the	She <i>did't give him none</i>

	adverb	
	Negation is marked in the auxiliary and the adverb	He <i>don't</i> go no wings. They don't hardly eat
<i>Equation Predicate</i>	Equation is marked in two copula position	<i>Is</i> this is a cow?
<i>Object</i>	The object is both topicalized and expressed in the object pronoun	That's <i>the</i> man who I saw him
<i>Past tense</i>	The auxiliary is produced twice	Why <i>didn't</i> mommy don't make dinner?

b. Regularization

Regularization involves overlooking exceptions and spreading rules to domain where they do not apply, for example producing the regular *buyed* for *bought*.¹⁵ Wherever there are both regular and irregular forms in a language, learners apply the rules used produce the regular one to those that are irregular, resulting in errors of regularization. Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, *sheeps* and *putted* are both regularizations in which the regular plural and past tense markers -s and -ed, respectively have been added to items which do not take markers.

¹⁵ Carl James, *Error in Language Learning and Use* (USA: Longman, 1998), 107.

c. Simple Addition

Table 2.2
Example of Simple Addition

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

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in the omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect for example: *The dog eated the chicken*. In this sentence, the learner supplies a past tense marker, and it is not the right one. There are three types of misformation, they are regularization error, archi-form, and alternating form.

a. Regularization

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 manages his schedule *himself* (reflexive pronoun production)

Diana *seen* the movie yesterday (verb production)

Roby and Deby have an *ouen* (plural noun production)

b. Archi-Form

Archi-form is a selection of one member of form to represent others in the class. It is a common characteristic of all stages of second language acquisition. The example of it:

That dog

That dogs

In this phrases, a learner may temporarily select just one of the English demonstrative adjective this, that, these, those, to do the work for several of them. Take an example in sentence:

Give me that

Me hungry

Learners may also select one member of the class of personal pronoun to function for several others in the class.

c. Alternating form

Alternative form is alternating of various members of a class with each other in using of archi-forms. Take some example in the class:

i. He would have saw them - I havesaw her

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. For example in the utterance: *i don't know what is that*. The sentence uses a simple question order for what is that. The true sentence is *i don't know what that is*.

E. Source of Error

Source of error is the reason why the errors happen in the target language. According to Brown, the source of errors can be divided into four factors.¹⁶ They are interlingual errors, intralingual errors, context of learning and communication strategies.

1. Interlingual Factor

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language or interference. It also occurs as a result of the use of elements from the one language while speaking another. An example might be when a German learner of L2 English says, "I got not" because the equivalent sentence in German is "Ich gehe nicht". Interlingual error is a result from language transfer, which is caused by the learner's native language. There are indications that interlingual errors are

¹⁶ Brown H. Douglas, *Principles of Language Learning and Teaching* (USA: Prentice-Hall, 1987), 177-181

occasioned by at least two environment factors: (1) condition that result in premature use of the L2, and (2) certain elicitation task.¹⁷

a. Conditions that result in premature use of the L2

For example, tourists in a foreign country, equipped with a few hundred vocabulary words and perhaps a few structures, are likely to fall back on the L1 when attempting to communicate a message that is far beyond their knowledge of the new language. In foreign language situation the pressure to produce the new language stems from requirement of classroom performance-writing composition, or oral classroom exchanges or taking test.¹⁸ That condition that exerts pressure on the learners to produce or communicate in the second language will encourage conscious use of the first language as an aid in communication. According to Dulay and Burt.¹⁹ Newmark has pointed out, learners fall back on the first language when they have not acquired enough of the second language. The learners of second language must have environment that gives support to master their language. When they just have limited environment of L2, they will get difficulty in mastering the language.

¹⁷ Heidi Dulay, et al, *Language Two* (New York: Oxford University Press, 1982), 108

¹⁸ *Ibid*, 108.

¹⁹ *Ibid*, 109.

b. Elicitation task

Elicitation task refers to the manner in which spoken or written performance is elicited from the second language learner.²⁰ The learners can be asked to translate a paragraph in their native language. the learners who performed the translation Tsk made a significantly greater number of interlingual errors.

2. Intralingual Factor

The second source of error is intralingual error or the negative transfer of items within the target language or in other way, the incorrect generalization of rules within the language itself is a major factor of errors in second language learning. Intralingual errors hypotresult from faulty or partial learning of the target language rather than language transfer. The learner attempts to build up hypotheses about the target language on the basis of limited experience. This kind of error can be found in such utterances as "Does Jack can do it?" "She writed a letter."

3. Context of Learning

In a classroom context the teacher or textbook can lead the learner to make faulty hypotheses about the language, which is called as "false concepts". Students also often make error because of poor teaching in the target langauage. Students also often make

²⁰ Ibid, 110.

errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of 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. Learners obviously use production strategies in order to enhance getting their messages across. It is possible, for example, a Second Language (ESL) learner say, "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. Previous Study

In accomplishing this research, the writer uses the previous research dealing with the topic. The first the researcher researches in speaking 3 Class at STAIN Kediri. And then the researcher analyses the grammatical errors found in Speaking 3 Class at STAIN Kediri.

In this research, the writer analyzes on grammatical error found in speaking 3 at STAIN Kediri. The error categories are omission, addition, misformation, and misordering. Therefore, is different from the previous study because this study is more complex in analysing the grammar.

The second researcher is Indra Wulandari on her thesis entitled "An Analysis on Grammatical Errors Found In The Abstracts of STAIN's Journal" classified errors using surface taxonomy theory. This study is similar with this present study. Both of them use surface taxonomy theory. The errors are classified into four categories, there are omission, addition, misformation, and misordering.²¹

The third researcher is Limengka P.E on his journal entitled "Types on Grammatical Errors in the Essays Written by Fourth-Semester Students of English Department, Petra Christian University" also classified errors using surface taxonomy theory.²²

This study is similar with this present studies because they have same theory to classify the errors. The researcher use surface taxonomy category although they have different subject

²¹ Indra Wulandari, "An Analysis on Grammatical Error Found In The Abstracts of STAIN's Journal" (Thesis, STAIN Kediri, 2011), 19

²² Limengka P.E, "Types on Grammatical Errors in The Essays Written by Fourth-Semester Students of English Department, Petra Christian University".