CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writerdiscussed about some theories related to the study, review of previous studies and conceptual framework.

2.1 Theories

2.1.1 Error Analysis

2.1.1.1 Definition of Error Analysis

James, (1998: 1) stated that Error Analysis as "the process of determining the incidence or occurrence, nature, causes and consequences of unsuccessful language learning". Corder, (1981: 5) stated that errors are the result of interference in the learning of second language from the habits of the first language.

According to Richard, (1973: 172) error analysis is the study of errors made by the second and foreign language learners. Error may be carried out in order to find out how well someone knows a language, find out how a person learns a language and obtain information on common difficulties in language learning as an aid in teaching materials.

2.1.1.2 Sources of Error

There are some sources of error, they are;

2.1.1.2.1 Inter-lingual Transfer

This class of error is also known as error of transfer from the source language, or error caused by interference of learners first language. They reflect the structure of the mother tongue, (Richard, 1971: 209).

According to Brown, (1980: 171) it is the negative influence of first language or mother tongue. It because first language (L1) is the only language systems the learner knows and can draw on and therefore transfer takes place.

2.1.1.2.2 Intra-lingualTransfer

This is error which is not caused by interference from the languge, which is previously learned. Although, it is the negative error within the target languge (TL), (Richard, 1971: 209) they reflect the structure of generalization based on partial exposure to the target language.

2.1.1.2.3 Context of Learning

It refers to the setting where a language is learnt. As Brown explains "students often make errors because of a misleading explanation from the English teacher, faulty presentation of a structure or word in a textbook or even because of a patent that was rotely memorized in a drill but not properly contextualized (Brown, 1980: 174).

2.1.1.2.4 Communication Strategy

It is related to the learning style and consciously used by the learners to get a message accross to the hearer. They can involve both verbal and non-verbal communication mechanisms (Brown, 1980: 178).

2.1.1.3 Types of Error Based on Taxonomies

There are four kinds of error taxonomies, they are; linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. In this study the writer classified the errors using surface strategy taxonomy.

2.1.1.3.1 Error Types Based on Linguistic Category

These linguistic category taxonomies classify according to the language component or linguistic constituent(or both of them) which is affected by the error. Language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style) stated by Dulay, et al (1982: 146).

Examples

  a. *Dana come my boardinghouse everyday* (omission of preposition)

      It should be: *Dana comes to my boardinghouse everyday*

  b. *Sonia going to school* (omission of be)

      It should be: *Sonia is going to school*

  c. *Wika the motorcycle* (omission of main verb)

      It should be *Wika rides the motorcycle*

2.1.1.3.2   Error Types Based on Surface Strategy

This strategy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay, et al (1982: 150) divide errors into the following categories:

  1. Omission

      Omission means that an item which must be present in a well formed

      utterance is absent.

      For examples:

      a. *Ayu a student of Widya Mandira Catholic University* (omission of

          grammatical morpheme *is*)

b. *Ayu is a student of* (omission of content morpheme <u>*Widya Mandira*</u> <u>*Catholic University*</u>)

c. *Amel, Dana, Sonia, Wika, Ayu, Ester, Noker and Jansen friends.* (omission of grammatical morpheme <u>*are*</u>)

2. Addition

Addition is the opposite of omission. It means that the presence of an extra item which must not appear in a well formed utterance is the characteristic for additions Dulay, et al (1982: 156). There are three types of addition error, they are;

(1) Double Marking

Double marking is two items marked for the same feature.

Examples:

a. *Exal doesn't <u>knows</u> my name*

   (Exaldoesn't <u>know</u> my name)

b. *Vina and Ina didn't <u>went</u> there*

   (Vini and Ina didn't <u>go</u> there)

(2) Regularization

A rule typically applies to class of linguistic items, such as the class of main verbs or the class of nouns. It means that regularization error occurs when learners add morpheme to the rule. For example: the verb, *eat* does not become *eated* but *ate*. The noun "sheep" is also "sheep" in the plural not *sheeps*.

(3) Simple Addition

In an addition error is not a double marking or regularization, it is called a simple addition. No particular features characterize simple addition other than those that characterize all addition errors - the use of an item which should not appear in a well-formed utterance.

For example:

a. 3rd singular – s : *the fishes doesn't live in the water*

b. past tense : *the train is going to broke it*

c. article a : *a this pen*

d. preposition : *in over her*

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure stated by Dulay, et al (1982: 158). There are three types of misformation errors Dulay, et al (1982: 157)

(1) Regularization errors

Regularization errors fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run* of *gooses* for *geese.*

(2) Archi forms

The selection of one member of a class of forms to represent in a class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called archi-form. For example: a learner may temporarily select just one of the English demonstrative

adjectives; this, that, these, and those to the work for several of them. *(that cat, that cats).*

(3) Altering forms

As the learners vocabulary and grammar grow, the use of achi-forms often give way to the apparently fairly free alternation of various members of a class with each other.

For example:

a. demonstrative : *those dogs, This cat.*

b. pronoun :

masculine for feminine (or vice versa) as in *he* for *she*

plural for singular (vice versa) as in *they* for *it*

c. accusative for nominative case (vice versa) as in *her* for *she*

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. For example, in the utterance:

a. *Exal is all the time late.*

The correct sentence is: *Exal is late all the time.*

b. *what Vini is doing?*

The correct sentence is: *what is Vini doing?*

5. Miscellaneous

Miscellaneous error is an error that doesn't fall under any of the other categories. For example:

a. *will you have some juice? No, Please*

The correct sentence is: *Will you have some juice? No, Thank you or Yes, please*

b. *in my opinion I think it is wrong*

The correct sentence is: *In my opinion it is wrong or I think it is wrong.*

2.1.1.3.3 Comparative Analysis

The comparative taxonomy classifies errors on the basis of comparing the structure of L2 errors to other types of construction, most commonly to errors made by children during their L1 acquisition of the language in question.

2.1.1.3.4 Communicative Effect

This taxonomy focuses on the effect the errors have on the listener or reader. Dulay, et al (1982: 189) argue that "errors that affect the overall organization of the sentence hinder successful communication, while errors that affect single element of the sentence usually do not hinder communication".

2.1.2 Writing

The word *writing* comes from a verb. It means an activity or a process. Writing is a way in sending message from the writer to the reader. Writing also is a way the writer think or a way of thinking which is shared to the reader. Nunan(2003) illustrated that writing is a series of processes of converting ideas into a good and clear statements in paragraphs. Hornby (1995) explained writing as a process of expressing ideas down on a paper to transform thoughts, into words, to

sharpen main idea and to give them structure and coherent organization to give clear information in communication. According to Langan (2001: 76) arguments "writing is transferring oral language into written language".

Based on the definitions above, the writer concludes that writing is a thinking process, because it is a way of someone to demonstrate knowledge, share information and express idea, feelings, and thought in the written form.

2.1.3 Descriptive Text

2.1.3.1 Definition of Descriptive Text

A descriptive text is a part of factual genres. Its social function is to describe a particular person, place or thing stated by Wardiman, et al (2008; 122). According to Woodson, (1982: 73) description in writing is the process of creating visual images and sensory impression through words. Moreover description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view.

Based on the explanation above, it can be concluded that descriptive text is a text that explains about someone or something looks like and the purpose is to describe or reveal a particular person, place or thing.

2.1.3.2 The Language Features of Descriptive Text

There are some language features of descriptive text according to Anderson and Anderson (1998: 26), They are:

1. The use of simple present tense

2. The use of adjective (an adjective) to clarify the noun

3. Action verb

2.1.3.3 Generic Structure of Descriptive Text

Generic structures are the special characteristic of language in the text. There are two generic structuresin descriptive text according to Kristono, et al. (2007; 9)

1. Identification

It is part of paragraph which introduces or identifies the character to be described.

2. Description

It is part of paragraph which describes parts, physical appearance, qualities, and other characteristic from thing that the writer describes.

The example of descriptive text in Bahan (2013: 17):

My Mom

My mom is a beautiful person in this world for me. She is a very kind person. She is very lovely, friendly and patient. I love my mom, because she is a good example for me. She is not tall but not short, and she has curly hair and white skin. She also has a beautiful smile.

She is a very good wife and mother. She likes her house to be clean and organized. She is very organized person and all the things in the house are in the right place.She always takes care of her family and when the family have a problem she always be with us to help us and to give us all her love, that is why I love her so, so much.

2.2 Review of Previous Studies

   This part presents review of related literature that contains some previous studies from some previous researchers link with the study of grammatical errors. As stated by the writer before that the phenomenon of grammatical errors has already been conducted by some previous researchers. Some of them are mentioned by the writer as follows:

   Oes (2010) conducted a research entitled **"An Error Analysis in Speaking English committed by the third semester students of English Study Program of Widya Mandira Catholic University in the academic year 2008/2009".** She focused only on the errors of pre-selected category approach proposed by John Norish. They are simple present tense, plural, preposition, adverb, to infinitive, personal pronoun, possessive. The result of the study showed that the grammatical errors committed by the third semester students based on pre-selected category approach were present tense, plural, preposition, adverbs, to infinitive, personal pronoun, possessive, verb to be, uncountable, simple past, noun, conjunction, article, singular, verb form and adjective. The most common type of errors in speaking made by the students were verb form errors (16 sentences). Based on the result of the data analysis, the suggestion might be as follows:(1) students should master grammatical aspects in speaking. (2) realizing that poor grammar in speaking can violate the contents of speaking, and for the English lecturer of grammar course or speaking course to teach and really pay attention to the grammatical aspect.

   Bahan (2013) conducted a research entitled **"An Analysis of Grammatical Errors in Writing Descriptive Paragraph of the twelfth grade students of SMA**

Pelita Karya Kefamenanu". He found that the grammatical errors committed by the twelfth grade students of SMA Pelita Karya Kefamenanu in writing descriptive paragraph are misformation, ommision, misordering and addition. Errors in students' writing consist of those types and the total number of errors are 80. The most frequent errors committed by the twelfth grade students of SMA Pelita Karya Kefamenanu in writing descriptive paragraph is omission. It was 57 (52.30%). In misformation, the total numbers of error are 30 (27.52%), in addition the total numbers of error are 14 (12.841%) and misordering the total numbers of error are 8 (7.34%). Seeing at the result of the research, the suggestion might be as follows: (1) the students should learn more on how to speak English by concerning the grammatical aspects regarding tenses, verbs, nouns, adjectives and prepositions. (2) the english teachers should pay more attention on students' grammmatical errors by providing practice on grammatical aspects particularly tenses, verbs, nouns, adjectives and prepositions.

Dewi (2014) conducted a research entitled **"A Study on Grammatical Errors in Speaking English Committed by the eleventh grade students of SMA PGRI Kupang in the School Year 2013/2014".** The objectives of the study were to find out and to know whether the students of SMA PGRI Kupang committed grammatical errors in speaking English and to find out and to know the common errors in speaking English. The writer used descriptive method. The subject was the eleventh grade students, especially class XI^C. There were 15 students as the sample of the study.The result of the research showed that the eleventh grade students committed grammatical errors in speaking of English were omission 43.05% (13 students), followed by misformation 20.83% (8 students), addition

18.05% (7 students), miscellaneous 16.66% (8 students) and misordering 1.38% (1 students) and the most frequent errors committed in speaking is omission.Based on the result above, the students are suggested to learn more grammar especially grammatical aspect related to preposition, article, verb form, auxiliary verbs, and grammatical aspects and the teacher should pay more attention on students' grammatical errors by providing exercises and drills on grammatical aspects particularly tenses past tense, verbs, nouns, adjectives, adverbs and preposition.

Kollo (2015) conducted a research entitled **"An Analysis of Grammatical Errors in Writing Recount Text made by the tenth grade students of SMA Negeri Benlutu in the School Year 2014/2015".** The objectives of the study are to know the kinds of errors made in writing a recount text and to know the most common errors made in writing a recount text. The subject were 20 students in class X which is consist of 25 students. The writer used descriptive method during the research in obtaining the data. The result of the research showed that the grammatical errors committed in writing a recount text were 79 (53.38%) misformation, 47 (31.78%) omission, 12 (8.10) addition, and 10 (6.76%) misordering and the most common errors committed in writing a recount text was misformation with the total were 79 (53.38%). Based on the result above, the students are suggested to learn more on how to make a good writing especially in writing recount text focusing on the structure and to pay more attention to the tense used to tell something that already happened while the teachers are suggested to teach the students on how to compose a good writing especially in writing recount text focusing on students grammar, vocabulary and structure used in the text.

Wawo (2016) conducted a research entitled **"An analysis on Grammatical Error in Report Text Written by the Eleventh Grade Students of SMAN 6 Kupang in the School Year 2015/2016".** The objectives of this study are to know the grammatical errors committed by the eleventh grade students and to know the most frequent errors made by the eleventh grade students. The subject of this study were 11 students of language class. The writer used descriptive method in obtaining the data and the source of data was the students writing task. The result of test showed that the grammatical error made by the students were misformation 15 (21.41%) errors that committed by 7 students, ommision 29 (41.42%) errors that committed by 10 students, addition 24 (34.28%) errors that committed by 7 students, and misordering 2 (2.89%) errors that commited by 2 students. The most frequent errors committed by the eleventh grade students of SMA Negeri 6 Kupang in writing a report text was ommision. Based on the result above, the students are suggested to learn more on how to write the text focusing on grammar especially in using tenses, verb, modals auxiliary, conjuction, possesive pronoun, adjective, preposition and article also function meaning of vocabulary while the teachers are suggested to teach the students how to write the text and give the chance to students to practice it. The practices should be focused on using tenses, verb, modals auxiliary, conjuction, possesive pronoun, adjective, preposition article and update the comprehension in English vocabulary.

2.3 Conceptual Framework

Conceptual framework is basic reasoning source from a theory to direct the researcher in solving the problem in a research. Error has some types which consists of Linguistic Category Taxonomy, Suface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy. The writer limits herself on students grammatical errors in writing descriptive text by focusing on a modified surface strategy taxonomy which consists of omission, addition, misformation misordering and miscellaneous.

```
                        ┌─────────────────┐
                        │  Error Analysis │
                        └─────────────────┘
                                 │
        ┌────────────┬───────────┼───────────┬────────────┐
        ▼            ▼                       ▼             ▼
  ┌──────────┐  ┌──────────┐          ┌───────────┐  ┌──────────┐
  │ Speaking │  │ Reading  │          │ Listening │  │ Writing  │
  └──────────┘  └──────────┘          └───────────┘  └──────────┘
                                                            │
                                                            ▼
                                                   ┌────────────────┐
                                                   │  Types of Text │
                                                   └────────────────┘
```

Report	Narrative	Recount	Descriptive	Procedure

```
                                   ┌──────────────────┐
                                   │ Error Taxonomies │
                                   └──────────────────┘
```

Linguistic Category Taxonomy	Surface Strategy (modified)	Comparative Analysis Taxonomy	Communicative Effect Taxonomy

Omission	Addition	Misformation	Misordering	Miscellaneous

```
                    ┌─────────────────────────────────┐
                    │  Students Grammatical Errors in  │
                    │    Writing Descriptive Text      │
                    └─────────────────────────────────┘
```