

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents any review of related literature, including the nature of writing, error and mistake, error analysis, the concept of grammatical error and source or errors.

A. The Nature of Writing

Writing is one of the language skills which is important in humans life. Through writing, they can inform others, carry out transactions, persuade, infuriate, and tell what they feel. However, we know that writing or learning to write especially in a second language is not simply a matter of “writing things down”. It is one of the four basic skills that are very complex and difficult to learn.

Writing involves more than just producing words and sentences. To be able to produce a piece of writing, the writers should be able to write a connected series of words and sentences which are grammatically and logically linked, so that the purpose they have in their mind will suit the intended readers. In this way, it is meant that the style of language used in a piece of writing designed for layman and people living in the village should be different from the one designed for educated people such as students, teachers, doctors, professors, etc.

Just like speaking, writing is a way of communicating a message with an intended audience. It is a means of expressing thoughts, ideas, and feelings. By

writing they may flow out a burden occupying their mind offer their ideas and concepts to others, and share their knowledge and experiences.

According to Heaton (1990:135), there are five skills necessary for writing. They are:

- a. Language use: The ability to write correct and appropriate sentences.
- b. Mechanical skills: The ability to use correctly those convention peculiar to the written language e.g. punctuation, and spelling
- c. Treatment of content: the ability to think creatively and develop thought, excluding all relevant information
- d. Stylistic skills: The ability to manipulate sentence and use language effectively
- e. Judgment skills: The ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and relevant information.

It is supported by Graham and Perin in Shourafa (2012;236) that writing plays two distinct roles in schools ; First, it is a skill that requires mastering basic sub skills and processes such as; handwriting, spelling, a rich knowledge of vocabulary, mastery of the conventions of punctuation, capitalization, word usage, grammar, and the use of strategies ; planning, evaluating, and revising text. All are necessary for the production of coherently organized essays containing well developed and pertinent ideas, supporting examples, and appropriate detail .This role can be characterized as “learning to write.” Second, writing is a means to

extend and deepen students' knowledge; it acts as a tool for learning subject matter. So, writing is a psycho-socio- mental linguistic skill.

B. Error and Mistake

The terms of errors and mistakes actually have identical meaning in teaching-learning process, but they are actually different. For this reason, researcher needs to distinguish both of them. To know the distinction between error and mistake, the writer cited the definition of them.

According to Brown's statement (1980:165), "an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner". In short, error refers to competence factors caused by systematic failure and consistently. Meanwhile, a mistake as stated by Brown (1980: 165) refers to a performance error that is either a random guess or a "slip" in that it is a failure to use a known system correctly.

Corder (1967) also distinguishes mistakes and errors. Mistakes are said to be unsystematic in nature and correctable when attention is drawn to its producers. Errors, on the other hand, refer to any systematic deviations from the rules of the target language system.

In short, errors are caused by lack of knowledge about the target language or by incorrect hypothesis about it; mistakes are caused by temporary lapses of memory, confusion, and carelessness and so on. If we are uncertain whether one of the learners has made an error or a mistake, the crucial test must be: can he correct himself when challenged? If he can, probably it is a mistake; if not, it is an error.

C. Error Analysis

Error Analysis is the identification, description and explanation of errors that occur both in spoken and written form. Brown (1980:166) says that error analysis is the study of the learners' error which can be observed, analyzed, and classified to reveal something of the system operating within the learner.

Error analysis is used to show students' problems. Moreover, it gives information to teacher about the process of acquiring a foreign language made by students. Corder in Richard (1974:25) adds that learner's errors are significant in three different ways. Firstly, errors can tell the teacher about the progress of the learner and how far the learner can apply the teachers' method. Secondly, they tell the researcher how actually language is learned; therefore researchers through errors discover strategies applied in acquiring a language. The last, errors can serve as good feedback to learners for self-adjustment, hence they will not make the same errors again.

From the definition above, it can be concluded that errors occur when the learners speak or write. An occurring of those areas are caused by the learner still developing acquisition of the L2 (target language) rules system. By classifying errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that the learners were adopting. Furthermore, the result of error analysis will inform teacher some problems faced by students.

D. Concept of Grammatical Error

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar.

Helen (1999:4) states that grammar is essentially about the systems and patterns humans use to select and combine words. Grammar meant as certain rules and guidance to put words together as sentence and make a good writing. So, the sentences will be logic and grammatical.

Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. The words can change based on the words function and time signal.

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language.

According to Yulianti in Arifin (2012:4), grammatical errors are defined as noticeable deviation which are considered ungrammatical or break any grammar rules. The grammar rules as what has been used in school or what we called as Standard English.

Dulay et al. (1982:138) said that errors are the flawed side of learner speech or writing. People cannot learn language without first systematically committing errors.

In addition, Dulay et al. (1982:146) present the most useful and commonly used bases for the descriptive classification of errors into four taxonomies, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. However, in this research, the researcher uses only one category, surface strategy taxonomy because the one that deals mainly with the structure. Surface strategy taxonomy highlights the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. Among the common errors are:

1. Omission Errors

Omission should be distinguished from ellipsis and zero, which are allowed by the grammar (indeed are powerful grammatical resources). Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words.

e.g.: She teach me how to make fried rice.

In the example above, the subject (she) is 3rd person singular. In the simple present tense rules, if the subject is 3rd singular person, the verb should be attached s/es. So, the correct sentence is:

She *teaches* me how to make fried rice.

2. Addition Errors

Addition is the opposite of omission. Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are:

a. Double markings

Double marking is a subtype of the addition errors. It is defined as the failure to delete certain item which are required in some linguistic constructions but not in others. E.g: She didn't went back. In the simple past form, the statement sentence should attached past verb (-ed). However, in negative sentence, after attaching negative construction, the verb should be verb base. It must be: she didn't go back.

b. Regularization:

Regularization is the second subtype of addition errors that typically apply to the class of linguistic items, such as the class of the main verbs or the class of noun. In this case the regular marker is used in place of an irregular one as in eated for ate, childs for children

c. Simple additions

Simple addition is another subtype of addition errors. If an addition error is not double marking or regularization, it is called as simple addition.

3. Misformation Errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

a. Archi form

Archi-form, which they call 'misselection', is the selection of one member of a class of a form represents others in a class, for example,

the out of the set this/these/those/that: *that* as in *that dog* and *that dogs*.

b. Alternating forms

Another of subtype that Dulay and his friends assign to the category of misformation is what they call alternating forms, which they define as fairly free alternation of various members of class with each other. E.g : I seen her yesterday. The past verb form of verb “see” is “saw”, not “seen”. Then, it should be *I saw her yesterday*.

4. Misordering Errors

Misordering errors are characterized by the incorrect placement of a morpheme or groups of morphemes in an utterance. E.g: what Daddy is doing? He is all the time late. Interrogative sentence pattern should be begun by question word, which is followed by to be, subject and verb. So, it should be: what Daddy is doing? Misordering errors occur systematically for both second and first learners in construction that have already been acquired.

E. Source of Errors

According to Richards (1974: 124), “the sources of errors in studying a language might be derived from the interference of the learners’ mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intralanguage errors. And the errors caused by the interference of the learners’ mother tongue are called the interlanguage errors.”

Richards (1974: 124) distinguishes three sources of competence errors (errors resulting from lack of knowledge of the rules of language):

1. Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2 English says, “I go not” because the equivalent sentence in German is “Ich gehe nicht”.
2. Intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.
3. Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Richards (1974) also classifies intralingual errors into four categories:

1. Overgeneralization

Richards says that learners usually refer to their previous knowledge in a new situation. It means that in applying the rules of the target language, they generalize the rules based on their previous understanding to produce other sentences. Therefore, over-generalization deals with deviant structures produced by the learners by using their previously acquired rule when they construct a new form of sentences. For example, the result of defiant structure in the sentence “*she take a bar of chocolate*” is influenced by “*I take a bar of chocolate*”. The omission of the third person –s in the verb *take* showed that over-generation occurs in the sense

that learners regard as all personal pronouns have the same zero verbal ending in the present tense. They do not notice that the third singular person ends with *-s/-es* for the present tense verb.

Over learning of structure can also cause over-generalization. Certain types of teaching techniques increase the frequency of overgeneralization, such as pattern drills and transform exercises. Those can interfere the sentence production of the learners. At other time, learners produce *he walks* which contrast with *he is walking*; *he sings* with *he can sing*. A week later, without any teaching of the forms, the learners may produce *he can sings*; *he is walks*.

2. Ignorance of the rule restrictions

The second cause of errors is still related with over-generalization. In this case, learners disobey the restrictions of existing structures, so that, the application of rules to contexts where they do not apply. According to Richards, ignorance of rules restriction is the learners' failure to observe the restriction of existing structures. For example: Both Tika is beautiful and Adinda is beautiful girl. The correct form is Both Tika and Adinda are beautiful girls.

Some rule restriction errors may be caused by analogy. It occurs mostly in the use of preposition. The learners who find a particular preposition with certain types of verbs tend to use the same preposition with different verbs by analogy. For example: *he said to me* results *he asked to me*. The correct form should be: *he asked me*.

3. Incomplete application of rules

According to Richards, incomplete application of rules is described as the occurrence of deviancy structure represents the degree of development of the rules required to produce acceptable utterances. For example: the creation of a question “how long it takes?” Here the learners omit the auxiliary *does* to form a question. The correct form is “how long does it take?” Therefore, the learners do not complete the rules in applying them to produce acceptable sentences.

4. False concept hypothesis

Another source of errors, which are potentially developed, is derived from faulty comprehension of the rule distinction in the target language. In this case, learners usually misinterpret the use of certain structures of the target language. They may not know the distinctive function of certain structures of the target language. For example: the form *was* may be interpreted as a matter of the past tense and *is* is a matter of the present tense. The function of the past continuous tense (*was/were* + *V-ing*) is used only when a single event is extracted from sequence. Meanwhile, the present tense (*is*) is used for sequence of events taking place at the moment. When the learners are given the contrast of simple present tense and continuous tense forms: *is* = present state, and *is* + *V-ing* = present action.

The contrast is in fact quite false to English. When the past is introduced, it is often introduced as a past state. *He was sick*, this lays the

learners' concept to complete the picture of present and past in English by analogy: *is* = present state, and *is* + *V-ing* = present action, *was* = past state, *was* + *V-ing* = past action.

Therefore, *was* or *was* + *V-ing* may be used as past markers. Used together with the *verb* + *ed*, this produces such sentences as *he was climbed the tree* as well as the interpretation of the form for 'past actions' results *I was going down town yesterday* instead of *I went down town yesterday*.

F. Previous studies

Here the researcher reviews 2 previous studies which are related to this research as follows:

The first is Common Grammatical Errors Made by XI Grade Students of MAN Kunir in Writing Academic Year 2011/2012, by Zainal Arifin. Even both his research and the present research use the same qualitative approach, the research design is different. Zainal uses content analysis research design whereas the researcher uses descriptive research design. In Mayring (2014) content analysis seems like complicated technique. It has three fundamental forms of interpretation and nine forms of analysis. Zainal does not touch and explain all of those. He concludes that XI grade students of MAN Kunir made lot errors of grammar aspects. Then, the result of data analysis shows that the students made error of omission 49.3 % of error total. The next errors were error of misinformation 29.4 %, error of addition 12 % and error of misorder 9.3 %. In addition, the most error source found is incomplete application of rules 39.7 %, followed by

ignorance of rule restriction with 24.3 %, overgeneralization 22.5 % and false concept hypothesis 13.5 %.

The second is An Error Analysis on Grammatical Structures of the Students Thesis of UIN Syarif Hidayatullah Jakarta Academic Year 2010, by Moh. Miftahul Khoiri Habibullah. Both present research and Miftahul's research are descriptive research design. The difference is the subject of the research and the genre of writing. The result of his research is that the most error type made by students is omission which occurs in 80 times. Then, it is followed by misinformation 69 times, addition 25 times and misordering 9 times which all caused by target language (learning strategy). The sources of omission error are mother tongue influence with 37 occurrences and target language (learning strategy) with 43 occurrences.

From the previous studies, the researcher found a point of view that analyzing students' error became one of topic discussed by the researchers. Then, the researcher proposed that she needed to conduct the followed research to enrich the data in other subject. In other hand, the researcher also convinced that the focus of this research was different from the previous ones in terms of subject, genre of writing and research design.