

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the writer explains about literature review. This chapter discusses the definition of error analysis, difference between error and mistake, cause of errors, the type of errors, the significance of analyzing learners' errors, grammatical errors, definition of speaking, aspect of speaking, learning of speaking, and characteristic of successful speaking activities.

A. Error Analysis

Error is an important part of learning English. Error will appear when the students do not know about the language system. Error is failure dealing with the students' competence. Richard (1980: 25) states, "Error is the systematic errors of the learner from which we are reconstruction his knowledge of the language to date". Therefore, this sub topic discuss about the definition of error analysis, the types of error dan the significance of analyzing leraners' errors.

1. Definition of Error Analysis

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 a surge of study of learner's errors (Brown, 2000: 218).

An error analysis is a process to explain the happening of defining errors. The learners' errors are not only inevitable but also a necessary part of language learning process. Some linguists define the term of errors analysis. Dulay et.al (1982: 277) argue, "Error analysis listing and classification of the errors contained in a sample of learner's speech or writing."

Error analysis concerned with the complication study analysis of errors made by second language learners and aims at investigating aspects of second language acquisition (http://www.glottopedia.de/index.php/error_analysis, online accessed on 25th of February 2013). It means that an error analysis tells us what errors that the students actually made. The fact that learner make errors and that these errors can be observed, analyzed and classified to repeal something of the system operating within learner, leads to surge of study of learners' errors, called Error Analysis (EA).

The studies in EA continue to contribute in growing knowledge of how people learn language and how it can be applied in teaching foreign language effectively. In addition, the EA has insight into language acquisition process that has been stimulated in teaching practice.

Based on definition above, it can be conclude that researcher and language teacher use procedure to analyze the error. In analyzing errors it must be followed by some steps, they are sample collection, identification of errors, explanation of errors, classification of errors and evaluation of errors. These five steps must be followed in analyzing errors of students, so their errors could be corrected.

2. Difference Between Errors and Mistakes

Corder (1984) states that there are two different errors in learning a second language. Firstly, errors happen unsystematically and secondly errors happen systematically in the second language learners. The two different errors have to be related to Noam Chomsky's concept, performance and competence. Chomsky (in Dulay et.al, 1982: 49) states that there are errors caused by the factor of competence. Based on the statement above, Corder indicated the differences between errors of performances and

errors of competence. Errors of performance are deviations. They can be corrected by the learner themselves if they are reminded. Errors of competence are the systematic and consistence, and become the special characteristic from the learners' language system at certain level or stage. Corder, instead, says the use of transitional competence, which refers to the transferring of the foreign language that they learn. It can be concluded that errors of performance refer to mistakes, and errors of competence are errors.

Brown (2007) says that the students often make mistakes because of misleading explanation from the teacher, faulty presentation of the structure words. Brown (1982: 217) points out that a mistake is a performance of error, including a random ungrammaticalities, hesitations, slips and many other lapses. In short, a mistake is not really result of deficiency in the learners' competence. While error is a deviation from an adult grammar of a native speaker that can be recognized.

A learner studying a language as a foreign language or a second language tends to create errors and mistakes. But the problem is that there are many people who still consider errors and mistakes in the same thing. It is very important to recognize the distinction among those things before one is willing to conduct a research, because those things influence the evidences and the data needed by a researcher. In this study the writer does not intend to differentiate between error and mistake. Thus, she only uses the deviation of errors which is any deviations from selected norm of a language performance, which is English rule system, regardless of their characteristic or sources.

3. The Type of Errors

To classify of errors, Dulay et.al (1982: 146-170) offer several theoretical concepts, namely: linguistics category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy, and the obvious explanation will be described as follows:

a. Linguistics Strategy Taxonomy

Linguistics strategy taxonomy classify errors according to either or both the language component and the particular linguistic constituent the error effects. The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main subordinate clause; and within a clause which constituent is affected, such as the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the objective and so forth.

b. Surface Strategy Taxonomy

Surface strategy taxonomy high lights the way surface structure are altered learners may *otmit* necessary items or add unnecessary ones; they may *misformations* items or *misorder* them. Analyzing errors from a surface strategy perspective hold much promise for researcher concerned with identifying cognitive processes that underline the learners' reconstruction of the new language. The types of errors which belong to surface strategy taxonomy are:

1. Omission

The type of errors is characterized by the absence of an item that must appear in a well-formed utterance or sentence. This is the example:

(a) *She is play football.* In this sentence the learner omits *ing*.

The correct form is *She is playing football.*

(b) *Last month I visit my grandfather.* In this sentence the learner omits *-ed*.

The correct form: *Last month I visited my grandfather.*

(c) *Deny buys many book.* In this sentence students omit *-s* (plural marker).

The correct form is *Deny buys many books.*

2. Addition

Addition errors are the opposite of omissions. Addition errors are characterized because the presence of an item, which must not appear in a well-formed utterance or sentence. There are three kinds of addition of errors: double marking, regularization and sample addition.

(a) Double Marking

An error in which a concept is expressed twice when the language requires its expression only one. This type of error is described as the failure to delete certain items which are required in some language construction.

Example:

(1) We goes to swimming pool every Sunday (incorrect)

We go to swimming pool every Sunday (correct)

(2) He did not opened the door (incorrect)

He did not open the door (correct)

(3) Does she goes to market? (incorrect)

Does she go to market? (correct)

(b) Regularization

The students prefer to apply the regular rules to the irregular ones. For example in forming the verb of past tense.

(1) “*write*” becomes “*writed*”

(2) “*bring*” becomes “*bringed*”

(3) “*buy*” becomes “*buyed*”

(4) “*read*” becomes “*readed*”

(5) “*drink*” becomes “*drinked*”

(c) Simple Addition

The errors of addition that do not belong to two category above, are included in this category.

Example:

(1) *The tigers doesn't eat grass (incorrect)*

(2) *The tigers do not eat grass (correct)*

3. *Misformation*

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. While in the error of omission the item is not supplied at all, the error of misformation the learner supplies something although it is incorrect. There are three types of misformation error, namely:

a. Regularization (it refers to the use of a regular marker for an irregular one).

Example: goose for geese.

- b. Archi-form (the students use one form of certain class to represent all of the uses in the class).

Example: that dogs.

- c. Alternating forms. The student exchanges the form/spelling freely.

Example: Whether → whether good or bad.

Weather → bad weather.

4. *Misordering*

These errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Example: What Mary is doing?

My biology teacher.

c. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on the comparisons between errors on the target language structure and certain other types of construction. The classification of errors in a comparative taxonomy is based on comparison between the structure of 12 errors and certain other types of construction (Dulay, et.al 1982:163)

d. Communicative Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective of their effect on the

listener or reader. It focuses on distinguishing between errors that seem to cause uncommunication and those that do not.

This classification deals with errors from the perspective of their effect on the listener or reader (Dulay et.al 1982: 189). So, it is clear that errors cannot avoid and these errors indicate the level learners' proficiency. Errors made by the students at beginning level are different from those at the advance level.

4. The Significance of Analyzing Learners' Errors

In the process of acquiring the second language, the study of learners' errors has become very important and gives a great contribution to language teaching. There are many purposes in studying students' errors. Dulay et.al (1982: 139) stated that the error could be an important to feedback for learners themselves. By knowing their errors, they will really know the problems that they faced and try analyze their weakness and difficulties in learning the target language. He can also determine the effectiveness of certain method in teaching language.

The teacher should select suitable materials available to suit the student need, so that the errors can be minimized. The teacher must use these new gadgets as well as new technique, it is unworthy of the major role that the language teacher should play in the education of the students (Lado, 1964). The analysis it self can bring the students to point where he will able to write with the minimum errors (Alexander, 1975).

Learners' errors provide evidence of the system of language that they are used or have been learned. Corder in Richard (1974: 125) stated that error has three significances, they are:

- 1) For the teacher, if they undertake a systematic analysis a teacher will know forwards the goal the learner has progressed and consequently, what remain for them.
- 2) Errors provide the research evidence of how language is learned or acquired, what strategies or procedures that learner is employing in his discovery of the language.
- 3) Errors are indispensable to the learners himself, because it can be regarded that making error is considered as a device the learner uses in order to learn. Then making error is a strategy employed both by children acquiring their mother tongue and by those learning as second language.

B. Grammatical Errors

The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than had been imagined previously.

In the area of grammar, including syntax and morphology, the incidence of errors that are traceable to characteristics in the first language is relatively low around 4% to 12% for children, and from 8% to 23% for adults. Of these interlingua errors, most tend to be limited to word order and aren't made in the morphology of the language.

a. Child studies

According to Dulay and Burt's initial study of the natural speech of children, an analysis of over 500 grammatical errors made by 179 children learning English in United States school (in New York and Northern California) revealed that less than 5%

of errors observed reflected the children's first language, Spanish. Since then, other empirical studies have shown that children place limited reliance on the structure of the mother tongue when learning the second language in a host environment. Studies of Japanese-speaking children learning English in the United States (Milon, 1974; Gillis and Webber, 1976) or Spanish, French, and Greek-speaking children learning English in the United States (Gonzales and Elijah, 1979; Venable, 1974) are typical examples of empirical studies in which the actual incidence of interlingua errors observed was negligible. Such findings are not limited to children who are learning English as a second language.

Native English-speaking children have been observed acquiring languages as diverse as Welsh in Wales (Price, 1968), French in Geneva, Switzerland (Ervin-Tripp, 1974), Spanish in a immersion program in the United States (Boyd, 1975) German in Keil, West Germany (Wode, 1976), and Urdu in Pakistan (Hansen-Bede, 1975).

b. Adults Child

Studies conducted on the speech and writing of adults learning English as a second language have reached similar conclusion, namely, that the majority of non-phonological errors observed for adults do not reflect the first language. The proportion of errors that reflect the first language, however is somewhat larger than that which has been observed for children. Approximately 8% to 23% of the adults errors may be classified as interlingual. Though this proportion is larger than that for children, it still represents a minority of the total adults make. Researchers studied the speech of adults learning English in United States (White, 1997), and the composition of native

English speaking adults enrolled in Spanish and German foreign language university classes in the U.S. (LoCoco, 1975, 1976).

Adults studies were conducted in both host and foreign language environment. It seems likely that a foreign environment should be more conducive to second language influence than a host environment because of the lack of sufficient natural exposure; however, the available data do not permit such a generalization to be made.

Teacher might be interested to know that the available research on error correction suggest that neither correction techniques nor heavy drilling does much to affect the quality of students speech. Thus, whatever attention is given the small number of interlingua errors that do appear to occur, it isn't likely that the correction or drilling procedures suggested by contrastive analysis tenets are likely to lead to much change in the students' verbal performance.

C. Speaking

1. Definition of Speaking

In general, speaking is very important in someone's life. By speaking, someone will be able to interact with other. Speaking is the productive oral skill (Nunan, 2003:64). Oral activity can also give someone pleasure and joys. It involves putting a message together, communicating the message, and interacting ith other people (Lindays, 2006:57). Oral expression involves not only the use of the right sounds in the right pattern of rhythm and intonation, but also the choice of words and inflections in the right order to convey the right meaning. (Mackey, 1965) (cited in Bygate, 1987:5).

To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 1993:39). Furthermore, speaking proficiency play very important role in language learning, including foreign language learning. Because speaking is a process of building and sharing meaning through the use of verbal and non symbol, in a variety contexts.

2. Aspect of Speaking

Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. There are some components of speaking concerned with vocabulary, grammar, and pronunciation.

a. Vocabulary

One cannot communication effectively or express they ideas both oral and written form they do not have sufficient vocabulary. Therefore, vocabulary means the appropriate diction which is used in communication.

b. Grammar

Its needed for students to arrange a correct sentence in conversation. Student's ability to manipulate structure and to distinguish appropriate grammatical from in appropriate ones. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

c. Pronunciation

Pronunciation is the way for student's to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

Theoretically, developing speaking proficiency means developing vocabulary, grammar, and pronunciation. In short, developing speaking proficiency means developing all of three components.

Speaking is making use words in an ordinary voice, uttering words, knowing and being to be use language, expressing oneself in words, making speech. While proficiency is the ability to do something well. Therefore, the researcher can infer that speaking is the ability to make use of words or language to express oneself in an ordinary voice. In short, the speaking proficiency is the ability to perform the linguistics knowledge in actual communication. The ability functions to express our ideas, feeling, thoughts, and need orally (Homy, 1995:826).

3. Learning of Speaking

In speaking, it is very important for student to acquire the ability to express their ideas and opinions. Consequently, this competency should be mastered by the learners of language.

Tarigan, (1990:133-134) has classified learners on language learning as four parts. First, concrete learners this type of learner more like to learn by practice or direct applied. Second, is analytical learner, they learner more pleasure this type habitually study by observations or communicate by native speaker and finally authority oriented learners.

Furthermore, language learning is not a skill where teacher can simply bone up on rules and words in isolation. Language is for communicating with people (whether through oral or written modes), and the more they engage in such face to face communication, the more their overall communicative competence will improve (Brown, 2001:181).

4. Characteristic of Successful Speaking Activities

Speaking activities can give students enormous confidence and satisfaction, and with sensitive teacher guidance can encourage them into further study. Therefore, good speaking can and should be highly motivating. Many speaking tasks (role-playing, discussion, problem-solving, etc) are intrinsically enjoyable in themselves (Hamer, 1998: 88). To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan, 199:3).

However, sometimes spoken language is easy to perform, but in some cases it is difficult (Brown, 2001:270), that when people want to speak fluently, sometimes they get difficulties to do it. In order that they can carry out the successful speaking, they have to fulfill some characteristics of successful speaking activity such as:

- a. Learners talk a lot. As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.
- b. Participant is even. Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

- c. Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.
- d. Language is of an acceptable level. Learners express themselves in utterances that are relevant. Easy comprehensible to teach other and of acceptable level of language accuracy.

D. Previous Studies

Previous study is the result of research from the researcher before. Some research related a study on grammatical error in speaking have been conducted by some researcher of the study:

1. “A Study of Student’s problems in daily English speaking activity at SMA POMOSDA Tanjung Anom Nganjuk” by Arita from Universitas Muhammadiyah Malang.

In this study the researcher found that students of SMA POMOSDA Tanjung Anom Nganju, had many problems in speaking, such as: the students’ difficulty to make the sentence and difficulty to make the sentence with the correct structure. Students’ insufficient and difficulty to remember all of vocabularies use to communicate with others, students’ vernacular patois problem that gave bad effect of students pronunciation, intonation, accuracy, fluency, and problem of punishment. The causes of student problem where because the students only had view vocabularies in there speaking and they seldom use all vocabulary in their speaking, the students only had view vocabularies and they had insufficient exercise to use the correct sentence. This students were not confidence to speak with correct pronunciation, intonation, accuracy, fluency, and vernacular patois which influenced their daily English speaking and students impinged regulation of language in the school.

2. “Improving student’s courage to speak English by means of group work abstract” by Muhammad Sahlan from IAIN Walisongo Semarang. The main idea of this research is improving speaking students in pair, so they can interact with other students. This previous research has connection with the research will be done. If the previous research told about improving, this research will analyze the error of the learners have learned. Because, there are many techniques have been learned to the students even in junior high school. But learners still get many errors in their speaking especially in grammatical. So, here the researcher would like to find out those errors.