CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains some theories and principles related to the formulated problems that support the research. To make the explanation more acceptable, the writer also includes the resource person statement taken from some scientific books, internet, articles and other literatures related the problem investigated.

A. Grammar

All languages have it's own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language to communicate presuppose a grammar, it follows that all speakers and writers of a language must have a knowledge of its grammar. Thornbury (2004 :1) states that 'grammar is partly the study of what forms (or structures) are possible in a language'. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed. Harmer (2002 :12) states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language'. It is the structure and meaning system of language. In addition, Gerot & Wignell (1994 :2) state that grammar is a theory of a language, of how language is put together and how it works..

From the statement above, we know that grammar are explicit. It does not only explain how the utterances are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use the language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be mastered in grammar. It consist of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult. Harmer (2002 :15) states that good rule include 'simplicity' (it may cause problems), 'truth' (because clearly some rules are more 'true' than others), 'clarity' (because rules that are unclear help nobody) and 'relevance' (because there are some things which a teacher or student probably does not really need to know). Knowledge of good grammar will influence the coherence of the piece of writing. By using correct grammatical rule, writers will have good writing. Iriskulov (2006 :13) states that a language has grammatical category which represent linguistic phenomenon that has a general grammatical meaning consisting of at least two particular meanings that are opposed to each-other and that have constant grammatical means of their own to express them. There must be the following features:

B. It has general grammatical meaning of number;

C. It consists of two particular meanings; singular and plural.

D. Singular is opposed to plural, they are antonymous.

E. Singular and plural have their own constant grammatical.

Based on the definitions above, 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, someone may not 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. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

B. Error and Mistake

Language learning is a process to develop the language skills, both oral and written. In developing the skills, learners are often making mistakes and errors. Learners usually commit errors when they lack of knowledge about grammar rules, appropriate words or sentences. When they make mistakes, correct or error sentences and free utterances, it may tell about what is going on in their minds. Thus, making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language. As Davis and Pearse (2002 :103) state that 'errors are integral part of language learning and not evidence of failure to learn'. Those errors should be analyzed because they give a contribution in understanding the process of

language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language. It is important to know about mistakes and errors because those terms are technically different. According to Edge (1989) in Harmer, (2002: 99) suggests that mistakes can be divided into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they cannot correct themselves and which therefore need explanation), and 'attempts' (that is when a student tries to say something but does not yet know the correct way of saying it).

According to Dulay and Burt (in Brown, 1994 :205), error is considered as "goofs". An error is a deviation from the adult grammar of a native speaker which reflects the learner's inter language competence. It is called competence error when learners make errors because they lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves quickly. They need guidance to correct the errors. They may also make the same errors at the times. In conclusion, they define errors are the flawed side of learner speech or writing. It means that learners cannot learn language without systematically committing errors first.

According to Ellis (1997 :17), mistakes reflects occasional lapses in performance, they occur because, in a particular instance, the learner is unable to perform what she or he knows while errors reflect gaps in learners knowledge that

occur because learners do not know what is correct and they are still in the learning process. Mistakes refer to performance errors or nonsystematic errors which are caused by inattention while errors refer to competence From definitions above, it can be concluded that the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in second language learning. The user may not be aware that he makes the error and he needs help from other person to correct the error. It may need time to correct the error.

C. Grammatical Error

Grammar can be defined as a set of shared assumptions about how language works. The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations teaching of grammar should be integrated in the development of the four language skills.

Knowing about how grammar works is to understand more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning. In this research, the term of error in grammar will be called a grammatical error. Some liguists give several theoritical concepts to

the types of errors, the errors are classified into 4 categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy (Dulay 1982 :146).

1. Linguistic Category

This linguistic category taxonomy classifies errors in respect to language component the errors affects. Language component include phonology pronounciatian), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Many reserchers use the linguistic category taxonomy as a reporting tool, which organizes the errors they have collected. Although some use it as the only classification scheme offered, many use it to add to the description the errors provided by other taxonomies.

2. Surface Strategy Taxonomy

A surface strategy taxonomy high lilghts the way surface structures are altered learners may omit necessary items or add unnecessary ones; they may *missinform* items or *miss-order* them . many researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways. It shows the cognitive process that underlined the learner's reconstruction of the language learned. It also makes aware that learners' errors are some logic.

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between the students of target language (L2) errors certain other types of construction. In this study, the errors made by the children learning the target language as their first language and equivalent phrases or sentences in the

learners's mother tongue (Indonesia language). When learning a target language and the learner have already mastered his native language, so that its features interfere to the process of learning the target language. The error identification is traced back by looking for the synonym or translating the words in to the learner's mother-tongue to look for the similarity of the phrases or sentences.

4. Communicative Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the perspective if their effect on the listener or reader. Therefore, the focus is on distinguishimg between errors that seem to cause communication focus on aspect errors themselves.

Many language teachers and researchers believe that students errors are significant toward the process of learning and teaching English as a second language. The significance of the learners in second language learning are systematic, in what ways are they organized, and what do they suggest about teacher's aims should be to prevent mistakes from occuring in the early stage while are the pupils wholly dependent on the teacher for what they learn, it should be possible to achieve the aim (Jack 1969 :130).

Grammatical errors are classified into vocabulary (lexical error), pronunciation (phonological error), word formation (grammatical error) and misunderstanding of a speaker's or meaning (interpretive error).

According to James (1998 :13) there are two types of grammatical errors:

a) **Morphology Errors**, the failure to comply letter and word in supplying any part of any instance of the word classes. Morphology is the identification, analysis, and description of the structure of words. In English, there are five lexical words classes; noun, verb, adjective, adverb, and preposition. Morphology Errors are usually seen in plurality, genitive, and tense, such as six book.

b) **Syntax Errors**, errors that affect texts larger than the word. Syntax is the former handling structures larger than the word. These errors happen in phrase structure, clause structure, sentence structure and intersentence errors (cohesion).

Grammatical error happens because of competence factor. Learners do not understand the rule of the target language, so they do transfer of grammatical rules of their native language into it. This creates an error both in oral and written. But, in this study the researcher focus on morphological error includes subject–verb agreement, singular–plural agreement, to-infinitive, clause, from of adjective, and passive voice, syntax error includes redundancy parallel structure misplaced word, and pronoun-antecendent agreement. To help the researcher easy to analyze the students grammatical error.

D. Error Analysis

English as the first foreign language in Indonesia is an important language to learn. Learning the target language is clearly different from learning first language. The learners inevitably will make errors in the process of first foreign language learning, but natives sometimes make mistakes in the process of acquisition. Dulay (1982 :139) explains that errors are parts of conversations and compositions that deviate from some selected norms of mature language performance. It means that every language has the norms, so when the learners break the language norms, they are considered making error.

Error Analysis is one of the most influential theories of second language acquisition which replaced the contrastive analysis theory, whose major concern was the comparison of two or more languages or subsystems of languages in order to determine both the differences and similarities between them (Fisiak, 1981 :1).

Taylor (1997 :3) states that 'error analysis is the study and evaluation of uncertainty in measurement'. It implies that error has a positive role in language learning since it is the sign that a language learner do not learn the rules of the target language effectively. As Erdogan (2005 :263) emphasizes that 'error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language.

Errors analysis is a type of linguistic analysis that focuses on the errors learners make. As the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by

learner. From the three definitions above, it can be clarified that error analysis is an activity to identify , classify and describe the errors made by learners in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences. Davydova (1977 :132) states that error analysis has two major purposes which are: (1) it provides data which infer the most error made by the learners, (2) the teachers were able to decide the suitable technique to decrease the error made by the students. In other words, error analysis helps the researcher, the teacher or lecturer, and curriculum developers to identify the error types which influence the learners" achievement in the target language.

According Farkhan (2006 :149) errors are sign of learning failure and not to be willingly tolerated. It must be analyzed what kinds of errors that happen to learners. "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 learners' errors, called error analysis.

From several definitions above, it can be said that error analysis is the technique of finding the errors that learner made in speaking and writing using any principles and procedures provided by linguistics. It is the technique that is mostly used in many researches.

E. Writing Skills

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He can correct his error's utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out, thus writer should arrange his words accurately to create an understandable message. Meyers (2005 :2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Palmer (1994 :5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. In addition, Harmer (2004 :86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities.

Writing starts from a simple piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved. Davies-Pearse (2002: 101) classify 'writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing)'. In addition, Rivers (1981: 294) also classifies 'writing activity into writing practice (grammatical exercise, the construction of simple dialogue,

uncomplicated translation exercise, dictation, and the cloze procedure) and expressive writing or composition (the writing of instruction, reports, resumes, concrete descriptions, or essential correspondence connected with everyday affair).

Writing skill firstly begins by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice writing critically untill they are able to produce good writings. Reading from many sources, listening, watching television, and talking to others can inspire good writings.

Writing is a complex process which converts the words into written form. Writer should arrange his/her idea into words, clauses, phrases and sentences in order that his writing can be read and the content can be understood. (Harmer, 2002 :258) stress that 'writing is re-writing; that revision - seeing with new eyes – has a central role to play in the act of creating text'.

F. Paragraph Writing

Writing is the most difficult skill among other language skills, Richards (1990 :1010) stated that "learning to write in either the first or second language is one of the most difficult task because the students encounters and one that few people can be said to fully master. In the other hand writing is a skill that needs to be developed and guided at home and in the school and has to take into account the students' needs and level, and also the new methodologies, strategies and technology. Emig (1980: 36) claim that writing is the challenge students have in

order to discover what they want to express or say and the process they have to do to develop, expand and define an idea.

Scott (1893: 54) argues that a paragraph is an element that allows to develop a dingle idea and that it is a group of sentences that are related among them, in which a though can be expressed, defined and developed in a coherent way. In addition, a paragraph should be well structured and completed because is like a good essay. Kemper, Sebranet and Meyer (2005) argue that students get control of their own writing if they are able to learn how to write a good paragraph.

In written form, English is devided into paragraph to distinguish one main idea. A paragraph is a group of sentence that work together as a team to discuss a single main idea (Brown 1984 :276). Walters (2000) claims that the "fundemental unit of composition is the paragraph". It consist of different sentences that are grouped together. Moreover, Fulwiler and Hayakawa (2008) state that a paragraphs are used to help the readers follow the logic of the argument. Although there are several kinds of paragraphs, they conserve the basic structure. A paragraph is made of group of related sentences that support one main idea. A good paragraph writing has the following sentences : Topic sentence, Supporting sentence Logical order and Concluding sentence (Scott 1893: 65).

When talking about paragraphs it is important to mention that there are different types of paragraphs mainly narrative paragraph, descriptive paragraph, expository paragraph and etc. Neverthless, a good paragraph needs a rethorical structure in order to make it understandable. Therefore the next construct is the

rethorical structure of a paragraph writing. According to Cohan (1976: 86), it is necessary to explain and clarify to the students the meaning of elements that are needed when they have to write a paragraph because it makes them to have a whole picture of the writing required and it allows them to obtain good results when writing. Futhermore Cohan (1976: 91) mentions that it is required to give the students concrete and structured guidelines that offer them the meaning of the paragraph elements. Additionally, Walter (2000) mentions that the rethorical structure of a paragraph must contain three parts : topic sentence, body sentence and concluding sentence. Sarada (2003), states that each paragraph has to have it's own structure, mention the principal idea, a group sentences that developed it and a conclusion. In the other words, the rethorical structure of a paragraph writing constitutes the foundations for writing paragraphs, essay and report used to develop ideas with a logical sequence.

G. Previous Studies

There are some studies related with the grammatical error in writing to avoid the replication. The first previous study is Moh. Isnaini's research entitled "Error Analyses in Students' proposal Writing of English Education Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya 2011". The result of the study is there were some problems in producing academic writing, weakness in applying and understanding the English Grammar especially Fragment (Isnaini 2011 :69-70). In his study, he explained four categories of Grammatical Error such linguistic category, Surface strategy taxonomy, comparative taxonomy and

communicative effect taxonomy. This is different from this thesis lies on the object, this object only the analyze morphological and syntax error also.

The second previous study is Siminto's research entitled "Grammatical Errors in The Students' Thesis Abstract (A Study On The Students' Enhancement In English Grammar)". The result of the study is The most common errors which were made by the students as follows: word choice, word order, plural-singular nouns, verb tense, missing and misapplying article, ineffective sentence, punctuation, unparallel structure, misspelling, verb tense, punctuation, Indonesian terms used, run-on sentence, article (missing and misusing), meaning not clear, ineffective sentence, redundant words, misspelling words, word form, incomplete sentence, misusing possessive nouns and adjectives, adjectives order, misconstructing of wh-questions (Suminto, 2012). His study very different with this study lies on the subject. His subject is the students' thesis abstract but this subject of the study is students' English paragraph.

And the last study was also conducted by Watcharapunyawong (2013). He analyzed writing errors caused by the interference of their EFL students, regarded as the first language (L1) in three writing genres; narration, description and comparison/contrast. He found the similarities of errors that the EFL students made in the three writing genres: those were sentence structure, word choice, and comparison structure. His study is very different with this study, lies on the purpose of the study. This purpose is to know the causes of grammatical error in English but in his study is to find out the errors that the EFL students made in the three writing genres.