

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Definition of Error**

An error is different from mistake, so we have to be careful to differentiate. According to Brown an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.<sup>1</sup> And a mistake is a performance error which is either a random guess or a 'slip', i.e. a failure to utilize a known system correctly.<sup>2</sup>

From those definitions above, the writer concludes that a mistake is just a slip that the learner forgets the right form. While an error is a deviation which is made by the learner because he does not know the rule and he or she will make it repetitively.

#### **B. Grammatical Errors**

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 with other people. Especially in the context of the teaching English in Indonesia, the

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<sup>1</sup> Douglas Brown, Principle of Language Learning and Teaching ,( Englewood Cliffs Prentice Hall, 1980)165

<sup>2</sup> Ibid 165

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 linguists give several theoretical 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.<sup>3</sup>

### 1. Linguistic Category

This linguistic category taxonomy classifies errors in respect to language component the errors affects. Language component include phonology( pronounciacian), 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 classiication scheme offered, many use it to add to the description the errors provided by other taxonomies.

### 2. Surface Strategy Taxonomy

A surface strategy taxonomy highlilghts 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 elemennts of a language are altered in specific and systematic ways. It shows the

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<sup>3</sup> Dulay , language two,(new york: oxford university press,1982),pp.146-170

cognitive process that underlined the learner's reconstruction of the language learned. It also makes aware that learners' errors are some logic. They are types of this category, they are:

a. Omission

the omission errors are characterized by the absence of an item that must appear in well- formed utterance and the content of morphemes (nominal, verbs, adjectives, adverbs) which should be in the correctly expressions.

Example: *she a student of SMANSABA* –for- *she is a student of SMANSABA*

TO BE is committed in nominal sentence

b. Addition

Addition errors are characterized by the presence of an item that must not appear in a well- formed utterance. There are three terms of addition as the following:

i. Double Marking

An error in which a concept is expressed twice when the language requires its expression only once

e.g: I am get best score *for* I get best score

She doesn't knows my name *for* She doesn't know my name

The TO BE *am* and additional *s* are unnecessary

ii. Regularization

An item, which requires special rules is indicated by the application of a regular rule or an error

E.g: The Hortatory Exposition text is readed by fahmy

The verb *read* in past form is *read* –not readed

### iii. Simple Addition

Simple addition error is an error that does not belong to double marking

E.g: On over there/ in over there

The preposition *in* and *on* are never used while saying over there

### c. Malformation

Malformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of malformation error:

#### i. Regularization

Regularization is an item in which a regular marker is used in an irregular one

Example : *Woman* for *Women*

#### ii. Archie – Form

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Example : *This Cars* for *these cars* and *This* instead of *these*

#### iii. Alternating forms

In this type of error, the students know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses him to which one to use.

Example : They have gave it *and* I seen her yesterday

*Gave* instead of *given* and *seen* instead of *saw*

#### d. Disordering

Disordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The students often do misaddressing on the group of morphemes.

Example: a). What I can do for you?

The word order above is incorrect. It should be *What can I do for you?*

b). I don't know what is that *for* I don't know what that is

#### 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.

Example : a. The boy handsome – for- The handsome boy

b. University big – for- Big university

#### 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 distinguishing 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 occurring 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. <sup>4</sup>

So, these theories above are the literatures which serve as a basis for the research, and it help the researcher to answer the first question on the research problem. But in this case the researcher only use the theory of Surface Strategy Taxonomy and Comparative Taxonomy on the process of analysing the types of error because these theories concern to the surface elements of a language are changed in spesific and systematic ways as the previous description above

### **C. The Sources of Grammatical Error Occurrence**

According to Richards . “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

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<sup>4</sup> Richards jack c, Focus on the learner: Pragmatic Perspectives for The Language Teacher,(University of New Mexico;New Bury House Publisher, 1969),p.130

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 distinguishes three sources of competence errors<sup>5</sup>:

1. Interference errors occur as a result of the use of element from one language while speaking another. The errors that caused by mother tongue or it is called *interlingua*. To identify interlingua errors the researcher usually translate the grammatical from learner's phrase or sentence into the learner's first language to see if the similarities exist.

Example : *The car black* it should be *The black car*

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 also classifies intralingual errors into four categories:

- a. Over - generalization

It occurs when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures

for example :

- i. '*He can sings*' where English allows '*He can sing*'

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<sup>5</sup> Richards, Jack C. 1974. Error Analysis. London : Longman.124

ii. *I finded a wallet yesterday* for *I found a wallet yeaterday*

b. Ignorance of The Rule Restrictions

It is still closely related to over generalization. In this case the learner violates the restriction of existing structure that is the application of rules to contexts where they do not apply.

Example : a). *The girl who I saw her is my mother*

(object pronoun *Her* is unnecessarily added in that sentence)

Some of these types of errors are as a result of false analogy, especially in using preposition. The learner who uses a particular preposition with one type of verb will use the same preposition with similar verbs. E.g : *He said to me* may create *He asked to me*

c. Incomplete Application of Rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, 'You like to sing?') in place of interrogative word order (for example, 'Do you like to sing?'). This type of intralingual error corresponds to what is often referred to as an error of transitional competence

d. False Concepts Hypothesized

The last category of intralanguage error, that is sometimes called semantic error, it happens due to misconception of the difference in the target language. The poor of teaching technique, sometimes create this faulty comprehension. For example: in the teaching of the present tense, the teacher usually starts with the teaching of *to*



*be : is , am, are* then teaching the verb. If the teacher presents the items poorly, the learner may have a false conclusion: *is , am, are* are the signs of present activities. So, the learner may produce sentence such as:

*She is eats rice for she eats rice and He is does the homework for he does the homework*

#### **D. The Benefits of Analyzing Grammatical Errors**

Errors are normal and unavoidable during the learning process . No one could learn without making errors.<sup>6</sup> Errors are believed to be an indicator of the learners' stages in their target language development. So, it is important to analyze the errors because there are many benefits in analyzing the errors, such as:

1. A device which the learner uses in order to learn
2. To fully grasp and understand the nature of the errors made, and
3. Instead of just being able to explain the rules and correct the errors .<sup>7</sup>

#### **E. The Nature of writing**

Writing is widely used within foreign language cause as a convenient means for engaging with aspect of language other that the writing it self. <sup>8</sup> In other words, writing can be defined as a way of communication by transforming observations,

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<sup>6</sup> Ibid.P.95

<sup>7</sup> Mei Lin Ho, Caroline. 20011. Empowering English Teachers to Grapple with Errors in Grammar. TESL (online), Vol.9. No.3, ([http// itesl.org/](http://itesl.org/)).p.1

<sup>8</sup> Penny Ur, *A course in language teaching*,(Cambridge:Cambridge University Press,1996)p.162

information, thought, or ideas into language, so it can be shared with others. Writing has to be both coherent and cohesive.<sup>9</sup> Coherent writing has feeling because of coming after the series of concepts and points, and also a writer focuses on the various linguistic case of connecting ideas across phrase and sentences.

When someone writes, he or she has to consider the readers who will read his or her writing. A writer needs to have a capability of predicting the audience's general knowledge, cultural and literary schemata, specific subject-matter knowledge, and how his or her language choice will be interpreted<sup>10</sup>. It will cut down some kind of misleading of ideas on readers' thinking. Actually we should bother with writing and purposes for writing as follows:

1. Writing is a way of thinking and learning. Writing gives unique opportunities to explore ideas and enquire information. By writing, we come to know subjects well and make them our own.
2. Writing is a way of discovering. The act of writing allows us to make unexpected connections among ideas and language
3. Writing creates reading. Writing creates permanent, visible record of our ideas for others to read and ponder. Writing is power full means of communication for reading information and shapes human thought.
4. Writing ability is needed by educated people. Our skill writing is often considered to reflect our level of education. Purpose for writing:

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<sup>9</sup> Ibid

<sup>10</sup> Jeremy harmer, the practice of english language teaching 3 nd edition, new york: longman, 2011),p246

- a. To express your selves
- b. To provide information for your reader
- c. To persuade your reader
- d. To create a literary work<sup>11</sup>

Therefore, there are some writing components that should be considered by a writer before He or She begins to write because without considering the components we will not produce a good writing.

### **E. The Genre of Text**

The genres of text are the types of written or spoken discourse, they are taught in the senior high school, the following are the kinds of them:

#### 1. Analytical exposition

Exposition is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

#### 2. Hortatory exposition text

Hortatory exposition is a text which represent the attempt of the writer to have the addressee do something or act in certain way.

#### 3. Discussion text

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<sup>11</sup> Voss, Ralph F and Michael L. Keene. The Heath Guide to Collage Writing. 1992.D.C. Heath and Company.2-3

Discussion is a text which present a problematic discourse. This problem will be discussed from different viewpoints. Discussion is commonly found in philosophical, historic, and social text.

#### 4. Narrative text

Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.

#### 5. Recount text

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

#### 6. News items text

News item is a text which informs readers about events of the day. The events are considered newsworthy or important.

#### 7. Report text

Report is a text which presents information about something, as it is. It is as a result of systematic observation and analysis.

#### 8. Descriptive text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

#### 9. Explanation text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation is to say 'why' and 'how' about the

forming of the phenomena. It is often found in science, geography and history text books.

#### 10. Procedure text

Procedure is a text that show a process in order. Its social function is to describe how something is completely done through a sequence of series.

#### 11. Anecdote text

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.<sup>12</sup>

### **F. Hortatory Exposition Text**

Hortatory exposition text is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done. It represent the attempt of the writer to have the addressee do something or act in certain way. To strengthen the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation. Hortatory exposition text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Hortatory expositions are popular among science,

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<sup>12</sup> ([http://understanding text.blogspot.com](http://understandingtext.blogspot.com), accessed on Sunday 7, 2012)

academic community and educated people. The generic structure of Hortatory exposition usually has three components: Thesis, Arguments and Recommendation.<sup>13</sup>

1. Generic Structure of Hortatory exposition text

- a. Thesis is the statements or announcements of issue concern
- b. Arguments are the reasons for concern that will lead to recommendation
- c. Recommendation is the statement of what should or should not happen or be done based on the given arguments

2. Generic Features of Hortatory exposition text

- a. A Hortatory exposition focuses on generic human and non human participants, except for speaker or writer referring to self.
- b. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
- c. It often needs material processes. It is used to state what happens, e.g. ....has polluted... etc.
- d. It usually uses Simple Present Tense and Present Perfect Tense.
- e. Enumeration is sometimes necessary to show the list of given arguments: Firstly, secondly, finally and etc.

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<sup>13</sup> Cahyono, Kristiawan Dwi and Eka Purnama.2006. Communicative Competence 2B: A course in Acquiring English Communicative Competence, For Senior High School Level, Grade XI Semester 2. Jombang: CV Karunia Agung

### 3. The Example of Hortatory exposition

This following examples of Hortatory exposition text are given to make the reader understand about the correct form of Hortatory exposition and to avoid misunderstanding of Hortatory exposition text with the other texts. They are:

#### a. Corruption

Thesis: (Announcement of issue concern)

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the United States. It's just a matter of intensity; however it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

#### Argument 1

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often, and they even bribe the officials.

#### Argument 2

Well, I think the measures taken so far to overcome the problems by punishing the corruptors is still not far enough. We have to prevent the younger generation from getting a bad mentality caused by corruption.

#### Recommendation

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any

distinction.

Adapted from: The Jakarta Post, February 2005

To make it clear, the following are the concept of Hortatory exposition text above:

- a. Purpose is to persuade the readers or listeners that something should or should not be the case.
- b. Text Organization that are consisted of thesis, arguments and recommendation.
- c. Language Features:
  - i. The use of emotive words (e.g. worried, alarmed etc)
  - ii. The use of words that qualify statements (e.g. usual, probably etc)
  - iii. The use of words that link arguments (e.g. firstly, however, therefore etc)
  - iv. The use of compound and complex sentence
  - v. The use of modals and adverbs (e.g. may, must, should, etc)
  - vi. The use of subjective opinions using pronouns I and we

b. A Campaign of the Importance of Reading

Reading habit is poor among Indonesians because most people haven't realized the importance of reading.

Reading is important to transform knowledge and technology. By reading, one knows the world. He or she will understand what he doesn't see by himself or herself. The lines of the paragraphs in an article contain pieces of knowledge. The knowledge is needed to improve the quality of human's life. Technology transformation from other country can only be done by reading a lot various sources



of literature. The Valuable books in the libraries and bookstores are meant nothing if they are not read.

Realizing the importance of reading will make someone motivated to read. When we know that something is very important because it can give us valuable information, we will try to get or do the thing. For example, a businessman who always follows latest information or news will know what to do in his/ her business. He will make a good decision to make a transaction. Most people in all developed countries have realized the importance of reading and they have good reading habits. In bus and train stations, vehicles, waiting rooms, parks, people like reading. They enjoy reading which gives them valuable knowledge and inspiration.

A good understanding toward the importance of reading can be achieved by well organized and effective campaign. To plant an understanding in a generation's minds is not an easy job. It needs a hard work from all components of the nation, especially the government. A serious campaign which is organized by the central and local government can help common people wake up and stand to face the real competition. The campaign can be done through various kinds of mass media such as TV, radio, booklets, bulletins, newspapers, magazines. It can also be conducted by teachers, parents and all people who care.

Therefore, a nation-wide effective campaign of the importance of reading by all components of the nation should be done, facilitated by the government, to face the tighter competition. The world has forced globalization. Those people with little

knowledge will be left behind. To speed up the better change in this country, a good reading habit is really important. Written by Canyon KD.

## **F. Review of Previous Study**

Here , the researcher reviews some previous studies which are related to this study as follows:

1. A Study of Error Analysis of Second Class of SMA Muhammadiyah 2 pucang surabaya in paragraph writing that conducted by Anisa Herawati from state University of IAIN Surabaya.<sup>14</sup> The research questions on this study are: what are the types of errors in paragraph writing made by the second class of IPA 1 of SMAM 2 Pucang Surabaya, and what are the possible causes of errors in paragraph writing made by second class of IPA 1 of SMAM 2 Pucang Surabaya. Her study is based on the triangulation research design, the result of this study also shows that the students still make a lot of errors. The highest proportion is placed by errors of misformation which occur 86 times out of 173 or 49, 7 %, and the lowest frequency is the errors of transitional signal which occur only 3 times out of 173 or 1.7 %. This study explains the grammatical errors of the genre text, i.e recount text which is different from the writer, and the research instrument that used by the researcher is her self as the key research instrument and checklist. And in this case, the researcher chooses some students to write a recount

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<sup>14</sup> Anisa Herawati A Study of Error Analysis of Second Class of SMA Muhammadiyah 2 pucang surabaya in paragraph writing :state University of IAIN Surabaya.2009.unpublished thesis

composition, then the kinds of error that this study focuses is in analysing errors on transitional signal, punctuation rules, capitalization rules, and grammar in paragraph writing, so this case is different from the study of the writer.

2. An Analysis of Grammatical Errors of interrogative sentences made by eight students of Mts Ma'arif Pare- Kediri by Miftahur Rohmah From state University of IAIN which the research questions are: in which linguistic category is grammatical errors in interrogative sentences made by students, what are the causes of grammatical errors in interrogative question made by students, and what are teacher's strategies of teaching interrogative sentences. Her study is based on qualitative research design and the result of this study shows that the students still make errors; there were 569 grammatical errors of various kinds of error. Based on the finding, researcher conclude that students produce a lot of errors in making interrogative sentences is omitting the auxiliary, errors in using auxiliary in yes/ no and WH question, and errors in using verb form. In this problem as English teacher should give motivation drilling for passive students. Besides, teacher gives feedback when students produce the errors. As student they should spend more time in learning grammar. They should have many practices which can help them to get understanding in grammar. They have to open when they have problem in learning. Therefore, students understand how to use English based on proper grammar. This study also explain about the grammatical error , but the researcher focus on interrogative sentences which is different from the writer's study.
3. The Analysis of Grammatical Errors in Recount Text by Jannatull laily Novia Bahari. Her research question are: what are the types of grammatical errors made

by the students of the first year of SMA Wachid Hasyim 2 Taman Sidoarjo, what are the possible causes of those grammatical errors, and what strategy does the teacher solve his student's grammatical errors. She describes, the students still produce a lot of errors. There were 336 grammatical errors finding. In this study the researcher teaches the recount text by her self to get the data and the researcher also researchs about the strategy of the teacher to solve the students' grammatical errors and emphasizes on errors using past tense in the recount writing which is different from the writer's study.

4. An Analysis of Grammatical Errors in Adjective Clauses made by the ten grade students of SMA Hang Tuah 2 Sidoarjo that conducted by Novia Dewi Masita from State University of IAIN Surabaya<sup>15</sup>. The research questions on this study are: what are the types of grammatical errors made by the tenth grade students of SMA Hang Tuah 2 Sidoarjo in adjective clause, what are the causes of grammatical errors made by the tenth grade students of SMA Hang Tuah 2 Sidoarjo in adjective clause, and what are the teacher's strategies to overcome the students' grammatical errors in adjective clause. Her study is based on the combination of descriptive quantitative and qualitative design. The result of this study shows that the students still make a lot of errors. From the calculation of grammatical errors, errors in relative pronoun *whom* and *whose* are the highest of all the errors with quantity 53 out of 275 or 19.272% errors, and the lowest is errors in relative pronoun *who* with quantity 16

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<sup>15</sup> Novia Dewi Masita. An Analysis of Grammatical Errors in Adjective Clauses made by the ten grade students of SMA Hang Tuah 2, Sidoarjo: State University of IAIN Surabaya.2011.unpublished thesis

out of 275 or 5.818% errors. Based on the *surface strategy taxonomy* proposed by Heidi Dulay, the most error is occurred in *misformation* with number 225 out of 473 errors or 47.568%. This study also explains the grammatical errors made by the students, but she only focuses on Adjective Clause that different from the writer's study. So the writer's study is different from this previous one.