BAB II

THE REVIEW OF RELATED LITERATURE

In a research, it is important to describe the theories related to the problems of this study, which are used as foundation and reference in order to give relevant knowledge in the field. There are some points will be discussed such as; The Definition of Grammar, The Definition of the Error or Mistake, The Definition of the Betty Schrampfer Azar's Error Analysis Category, The Classification of the Grammatical Error, The Definition of .Error Analysis, The Possible Cause of Error and The Previous Study.

1. Grammar

Grammar is the role in language for changing the form of words and combining them into sentences; a good understanding of grammar is the principles of English Grammar.[18]

According to Brown, Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence". While Kess stated that a grammar of specific language is a set of conventions that the

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[18] *Oxford Advanced Learner's Dictionary, Fourth edition.*(British: oxford University Press, 1995)

language displays about which combinations of words carry which structural meanings.[19]

From the statement above, the researcher concludes that the grammar has same rule in language usage and structure sentences that students have learned although it made difficult to students in learning English.

2. Error and Mistake

Some linguists like Corder, Brown, Dulay, and Chomsky's make the distraction between errors and mistakes in their study before analyzing errors more deeply. Pit.S. Corder in Parera in Ishaq stated that there are two different errors in learning a second language.[20] Firstly, errors happen unsystematically and secondly errors happen systematically in the foreign language learners. The two different terms should be related to Noam Chomsky's concept, performance and competence. Chomsky's in Parera's book stated that there are errors caused by the factor of performance and errors caused by the factor of competence.

Based on the statement above, Corder indicated the differences between errors of performance and errors of competence. Performance errors are slightly difference is the deviations of the normal standard of language because of the tiredness or something else. They can be corrected are the systematic and consistent deviations and become the special. They can be corrected by the

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[19] Nunuy Nurjanah ,"An Analysis Of Student's Errors In Using *To Be* (Am, Is, Are) (A Case Study At The Sixth Grade Of Mis Al-Huda Haurwangi)", English Education Study Program Language and Arts Department of SekolahTinggiKeguruan dan Ilmu Pendidikan (STKIP) : Siliwangi Bandung. 2

[20] Ishaq, *The Mastery of Using Progressive Tense……………*10

learners. Themselves if they are reminded. Errors of competence are the systematic and consistent deviations, and become the special characteristic from the learner's language system at certain level or stage. Corded instead, said the use of the traditional competence which refer to the transferring of the foreign language toward the second language that they learn. It can be concluded that errors of performance refer to mistake and errors of competence are errors.

According to Dullay, the mistake is called a performance errors that caused by physical failure such as fatigue or tiredness and psychological conditional, for examples intensive excitement, memory lopes, or strong emotion.[21] Error is called competence errors that reserved for the systematic deviations due to learners' skill developing knowledge of the second language. Brown said that mistakes are not the result of imperfect competence but rather a failure to use a know system correctly. Error is a noticeable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner.

The students often make mistakes because of misleading explanation from the lecturer, faulty presentation of the structure of word in text book, or even because of a pattern that was memorized in a drill but not properly contextual.

In this study, the researcher did not intent to differentiate between error and mistake. The researcher limits his study only on the written language. The

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[21] Dulay, Burt and Krashen, *Language Two……………….*139

researcher regards that all of written deviation forms on students' paragraph writing are called error.

3. The Classification of the Grammatical Error

Many errors taxonomy have been based on linguistic category item which is affected by an error. These linguistic category taxonomies classify errors according to both the language component and the particular linguistic constituent the error affects.

> Politzer and Ramirez, in Dullay said that the errors were categorized as an aid in presenting the data rather than to create a basis for extensive speculation concerning the sources for the errors. For this reason they were categorized along fairly traditional lines into errors in morphology, syntax, and vocabulary . . . The three main categories were further subdivided according to different parts of speech or part of the sentence.[22]

Based on Linguistic Category Taxonomy, errors are classified according to both the language component and the particular linguistic constituent the error affects.[23] In this study, language components are limited based on Azar's error analysis category as a guideline. They are classified into:[24]

a. Singular-Plural

According to Prayitno, the kinds of word are noun, verb, adjective, and adverb.[25] In this case, the researcher will describe about singular-plural nouns

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[22] Dulay, Burt and Krashen., *Language Two*.....................41
[23] Dulay, Burt and Krashen, *Language Two*.....................146
[24] Azar, Betty Schrapmer, *Understanding and Using English Grammar*...........A29-A30
[25] Prayitno, A.M. *Mastering English Grammar,* (Surabaya: Sarana Ilmu, 2002.),19

and singular-plural verbs. Noun is a word used to name the thing, person, animal, plant, place, food or something that's considered as a thing.

> For examples: soldier   rice
>   Living room   cat

Noun is consisted of two kinds. They are countable noun and uncountable noun. And most nouns are count nouns, they can occur in both the singular or in the plural.[26]

i. Countable Noun

Countable noun has the singular and plural forms.[27] The plural forms of nouns are formed from singular. The plural forms of nouns are regularly formed by adding /s/ or /es/ to the singular nouns.

> For examples:
>
> | Singular | Plural |
> |----------|--------|
> | Day | days |
> | Student | students |
> | Box | boxes |

The way of adding /s/ or /es/ to the singular nouns are as follow:

a) When the singular forms end s, x, z, ch, or sh , the plural are formed by adding es.

> For examples:
>
> | Singular | Plural |
> |----------|--------|
> | Bus | buses |
> | Box | boxes |
> | Glass | glasses |

[26] Geoffrey, Leech. *A Communicative Grammar of English.*Longman,266

[27] Azar, Betty Schrapmer, *Understanding and Using English Grammar…….....*204

b) When the singular forms end in y, which is preceded by a consonant, the plural forms are formed by changing y into i and adding /es/.

For examples:

Singular	Plural
Baby	babies
Lady	ladies
Fly	flies

However, the singular nouns end in y that is preceded by a vowel, the plural forms are made by adding /s/ only.

For examples:

Singular	Plural
Day	days
Boy	boys
Key	keys

c) When the singular forms end in o which is preceded by the consonant, the plurals are made by adding /es/.

For examples:

Singular	Plural
Buffalo	buffaloes
Tomato	tomatoes
Mango	mangoes

But there are some exceptions:

For examples:

Singular	Plural
Piano	pianos
Photo	photos

However, the nouns ending in o that's preceded by a vowel are made by adding /s/ only.

For examples:

Singular	Plural
Portfolio	portfolios
Folio	folios

d) When the singular forms end in f, fe, so the plurals are formed by changing f, fe, into v before adding /es/.

For examples:

Singular	Plural
Knife	knives
Life	lives
Thief	thieves

When f changes into v, the pronunciation also changes. The voiceless f in the singular becomes voiced in plural.

For examples:

Singular	Plural
Chief	chiefs
Staff	staffs

ii. Uncountable Noun

Uncountable noun has not got the plural form.[28] The way of counting them in the plural form is normally by using the container, balance, measuring, etc.

For examples:

A glass of coffee	two glasses of coffee
A bottle of water	three bottles of water

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[28] Azar, Betty Schrapmer, *Understanding and Using English Grammar………...*2005

iii. The Irregular Plural Noun

The irregular plurals are not formed by adding /s/ or /es/ to the singular

forms:

For examples:

Singular	Plural
Child	children
Mouse	mice
Tooth	teeth

iv. Third Person Singular Verb

The verbs of the third person singular subjects (He, She, Sofi, His friend,

It, etc) are made by adding /s/ or /es/ to the simple form.[29]

a) The simple forms that end in letter s, s, sh, ch, x, z, or o that's preceded

by a consonant.

For examples:

Cross	crosses
Pass	passes
Teach	teaches
Wash	washes
Do	does
Box	boxes

b) The simple forms that end in /y/ which is preceded by a consonant, the

/es/ is added after changing /y/ into /i/

For examples:

Cry	cries
Dry	dries
Hurry	hurries

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[29] Azar, Betty Schrapmer, *Understanding and Using English Grammar………..218*

However, the simple forms that end in /y/ which is not preceded by a consonant (/y/ is preceded by a vowel), the / s / is added without changing /y/ into / I /.

For examples:

Say	says
Play	plays
Pray	prays

c) The /s/ is added to the simple forms of all other verbs, except /have/.

For examples:

Abduct	abducts
Come	comes
Read	reads
Sing	sings

b. Word Form

In this type's error, the researcher focuses on the derivational form. Based on Frank, Marcella there are nouns, verbs, adjectives and adverbs having derivational forms.[30] It is used for all aspects of word-structure involving affixation that it is not inflectional.[31] These forms may express some degree of lexical meaning, or they may be little more than part of speech indicators. The derivational forms consist of the following suffixes:

i. Suffixes changing verbs to nouns:

a) Suffixes indicating *the state of* _____ *-ing*:

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[30] Frank, Marcella, *Modern English,* (New Jersey: Prentice – Hall, 1972),15
[31] Andrew, Carstairs and McCarthy,.*An introduction to English Morphology Word and Their Structure,* (Edinburgh: Edinburgh University Press Ltd, 2002),44

For examples:
- Commerce + -al   = commercial
- Consist   + -ance= consistence
- State   + -ment= statement
- Add   + -tion = addition

b) Suffixes indicating *a person who* _____ *-s, or a person*

   who is active in _____, *or a person who comes from*

   _____

   For examples:
   - Defend   +   -ant   = defendant
   - Manage   +   -er   = manager
   - Indonesia   +   -an   = Indonesian
   - Type   +   -est   = typist

c) The suffix –ing, which express some of the verbal force of the

   word to which it is attached. Nouns with –ing derivational

   suffixes often refer to field or endeavor or recreational

   activities.

   For examples:
   - Swim   +   -ing   = swimming
   - Dance   +   -ing   = dancing
   - Engineer   +   -ing   = engineering

ii. Endings distinguishing nouns from verbs:

   For examples:

Verb	Noun
Believe	Belie*f*
Advise	Advi*ce*
Receive	Receip*t*

iii. Suffixes changing adjectives to nouns to indicate *the state of being*

   _____ :

For examples: - Active   +   -ity   = activity
               - Happy   +   -ness = happiness
               - Warm   +   -th   = warmth

iv. Suffixes distinguishing nouns froms adjectives:

For examples: - Intelligent   - Intelligence
               - Brilliant   - Brilliance

v. Suffixes changing concrete nouns to abstract nouns, to indicate *the*

state of being a _____:

For examples: - Brother   +   -hood = brotherhood
               - Hero   +   -ism   = heroism
               - Friend   +   -ship   = friendship

c. Word Choice

In this type error focused on verb-preposition combination, conjunction and adverb. Based on Marcella Frank, a preposition may combine with a verb to form a new vocabulary item.[32] This verb-preposition combination goes by several names two part verbs, composite verbs and phrasal verbs. The prepositional form used with the verbs may be referred to as a adverb, a prepositional adverb or by the more general term "particle".

The verbs in such combination s are mostly one syllable word; the most common prepositions are those denoting place _____*in, out, on, off, over, up, down,* and *through.*

Some of these verb-preposition combinations may be separated by their objects.

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[32] Frank, Marcella. *Modern English* ……….172

For example: *Please, hand in your paper.*

<div align="center">Or</div>

<div align="center">*Please, hand your paper in.*</div>

The others are no separable.

For examples;   *Call on one's neighbors.*

<div align="center">*Run across an old friend.*</div>

d. Verb Tense

In Frank, Marcella stated that the grammatical form of verbs is usually discussed in connection with tense.[33] The description of verb forms differs according to the way term tense is interpreted. The most common interpretation of tense is a semantic one.

<div align="center">Table 2.1</div>
<div align="center">The Difference of Verb Form in Tenses</div>

Tenses		Progressive
Present	offer, offers	am/is/are + offering
Past	offered	was/were + offering
Future	will + offer	will + be + offering
Present Perfect	has/have + offered	has/have + been + offering
Past Perfect	had offered	had been offering
Future Perfect	will + have offered	will + have been + offering

Source : Understanding and Using English Grammar by Betty Schrampfer Azar

e. Add or Omit a Word

A sentence is a complete thought. Such a definition is inadequate, however, because of the vagueness of the term "complete thought". Adding or

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[33] Frank, Marcella. *Modern English* ……….52

omitting on a sentence can be occurred if there is unsuited word. Forms of adding or omitting word are such as conjunction, article, preposition, group word, to be, possessive, punctuation, gerund form, etc. [34]

For example: *She entered to the University* (incorrect)
She entered the University (correct)

f. Word Order

A sentence is an expression of a thought or feeling by means of a word or words used in such form and manner as to convey the meaning intended.[35] It is usually considered that there are two essential elements in every sentence subject and predicate. This definition is more satisfactory because it is actually possible to identify the structural functions of subject and predicate in a sentence. In other say, a sentence is a full predication containing a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formulas as S V O (Subject + Verb + Object).

According to George, the word-order has been a matter of constant attention throughout the syntax, so that the details have already been resented under the different grammatical categories.[36] In English there are three word-orders:

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[34] Azar, Betty Schrapmer, *Understanding and Using…………*A30
[35] George, O. Curme, *Syntax,* (Boston: D. C. Health and Company, .1931),161
[36] George, O. Curme.*Syntax…………*347

i. Verb in the second place

Most common order is: subject in the first place, verb in the second: *the boy loves his dog*

ii. Verb in the third place

It is used for the most part in exclamations, where inversion is very old but now little used: *how diligent you are!*[37]

iii. Verb in the first place

It is used in expressions of will containing an imperative and often in those containing a votive subjunctive, also in *yes* or *no* questions: *were we had only here?, Did he go?* in older English *went he?*[38]

g. Incomplete Sentence

In Frank, Marcella Traditional sentence defines a sentence in one two ways. [39]

i. By meaning. According to this definition, a sentence is a complete thought. Such a definition is inadequate, however, because of the vagueness of the term "complete thought".

ii. By function. According to this definition, a sentence consists of a subject and a predicate. This definition is more satisfactory because it is actually possible to identify the structural functions of subject and

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[37] George, O. Curme.*Syntax…………...*350
[38] George, O. Curme.*Syntax……………………*352
[39] Frank, Marcella. *Modern English…………..*220

predicate in a sentence. In other say, a sentence is a full predication containing a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formulas as S V O.

Sentences are generally classified in two ways, one by types and one by the number of formal predication.

Classifications of sentence by types are:[40]

a) Declarative sentences (statements)

For example: The child ate his dinner.

b) Interrogative sentence (questions)

For example: Did the child eat his dinner?

c) Imperative sentences (commands and requests)

For example: Eat your dinner!

Classifications of sentence by number full predications are four sentences. They are:[41]

a) Simple sentences

Simple sentence is a sentence which does not contain an embedded sentence. It is always an independent sentence.[42]

For example: The children study English.

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[40] Flor & Jan Aarts, *English Syntactic Structures: Funtions and categories in sentence Analysis,*(Nijmegen: pergamon press and holkema, 1982), 95
[41] Flor & Jan Aarts, *English Syntactic Structures……………...*80
[42] Flor & Jan Aarts, *English Syntactic Structures……………..*80

Such sentences have only one full predication in the form of independent clause.

b) Compound sentences

It is one in which two or more sentences (called conjoins) have been coordinated.[43]

> *For example: The children who study English and they played a yoyo.*

c) Complex sentences

It is sentence in which one or more sentence functions are realized by a clause (finite or non-finite).[44]

> *For example: The children who study English played a yoyo.*

d) Compound-complex sentences

It contains two or more independent clauses and one a statement, question, request, exclamation.[45]

> *For example: The children study English and they played yoyo until they forgotten to go home.*

h. Spelling

To indicate the spelling of a word, each letter is pronounced. A capital letter is used for the first letter of geographic places and names of people. In

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[43] Flor & Jan Aarts, *English Syntactic Structures*……………86
[44] Flor & Jan Aarts, *English Syntactic Structures*……………83
[45] Frank, Marcella. *Modern English*…………..223

the spelling of a word has to according to English rules.[46] A right spelling will influence a meaning of the sentence.

The kinds of spelling are such as the singular – plural, a verbs, numbers, nouns, etc.

> *For example: An accident <u>occurred (incorrect)</u>*
> *An accident occurred (correct)*

i. Punctuation

The kinds of punctuation are: [47]

a) Period / full stop (.)

A period is used between the two independent clauses.[48]

> *For examples: This tea is good. I think I will have another cup.*

b) Comma (,)

A comma is usually used if the prepositional phrase precedes the subject and verb of the independent clause. A comma may not be used to separate the clauses. Comma is usually used to set the transition off from the rest of the sentence.[49]

> *For examples: Because it was hot, we went swimming.*

c) Question Mark (?)

A question mark is used to the question sentence or the question tag.

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[46] Azar, Betty Schrapmer, *Understanding and Using………..*9
[47] *Fourteen-Punctuation-Marks,*http://grammar.yourdictionary.com/punctuation/what/.html   accessed on december 26,2012
[48] Azar, Betty Schrapmer, *Understanding and Using English Grammar………..*295
[49] Azar, Betty Schrapmer, *Understanding and Using English Grammar………..*250

For examples; Do you have a guitar?
She will go to Jakarta, won't she?

d) Exclamation (!)

An exclamation is used to the exclamation sentence, request, interdict, order sentences, etc.[50]

For example: Please, open the door!

e) Colon (:)

A colon is used to an itemizing sentence.

For example: I have some books: English book, science book, Islamic book, etc.

f) Semicolon (;)

A semicolon (;) may be used instead of a period between the two independent clauses.[51] In general, a semicolon can b used instead of a period between any two sentences that are closely related in meaning.

For example: I was hot; therefore, we went swimming
Peanuts are nuts; there are beans.

g) Apostrophe (')

Apostrophe is inserted to show some letters have been omitted.[52] It is usually used to the possessive sentence, negative sentence or time.

For example:
Afril's car is expensive.
I couldn't have finished this theses without your help.

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[50] Nesfield, J.C, *Modern English Grammar,*(London: macmillan and co., limited.1953),135

[51] Azar, Betty Schrapmer, *Understanding and Using English Grammar………*308

[52] Nesfield, J.C, *Modern English Grammar……..*136

I have finished this work since four o'clock.

h) Quotation (" …….")

A quotation mark is usually used to the quotation sentence in final project or many books.[53]

For example: In Lado (1961: 2) stated, "Language is primarily an instrument of communication among human beings in community"

i) Triple Dot (…)

A triple dot mark is usually used to the quotation sentence in final project or many books that is not complete or not all written.[54]

For example: "... he should understand any message spoken by a native speaker and should eventually be able to create the utterance that...)

j) The Dash and the Hyphen ((-) and (-))

Two kinds of dashes are used throughout written communications.[55] They are the endash and the <u>emdash</u>. According to yourDictionary.com, an endash is "A symbol (-) used in writing or printing to connect continuing or inclusive numbers or to connect elements of a compound adjective when either of the elements is an open compound, as *1880 - 1945* or *Princeton - New York trains.* "

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[53] Azar, Betty Schrapmer, *Understanding and Using English Grammar………...*273
[54] Nesfield, J.C, *Modern English Grammar……………….*137
[55] Nesfield, J.C, *Modern English Grammar………………..* 137

However, the emdash has more complicated grammatical use. The symbol of is used to indicate " a break in thought or sentence structure, to introduce a phrase added for emphasis, definition, or explanation, or to separate two clauses," according to yourDictionary.com. Use it in the following manner: *We only wanted to get two birds but the clerk talked us into four pregnant parakeets.*

A hyphen (-) is the same symbol as the endash. However, it has slightly different usage rules. Use a <u>hyphen</u> "between the parts of a compound word or name or between the syllables of a word, especially when divided at the end of a line of text.[56] Examples of this in use include: (a) Between a compound name: *Mrs. Smith – Reynolds,* (b)Within a compound word: *back - to - back* and (c)Between syllables of a word when text is on divided: *The thought - ful girl brought cookies to her ailing neighbor.*

k) Parentheses (( ))

Parentheses (( )) are curved notations used to contain further thoughts or qualifying remarks, according to your Dictionary. However, parentheses can be replaced by commas without changing the meaning in most cases. [57]

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[56] Azar, Betty Schrapmer, *Understanding and Using English Grammar………...203*
[57] Nesfield, J.C, *Modern English Grammar……………………….138*

For example: *John and Jane (who were actually half brother and sister) both have red hair.*

j. Capitalization

A capitalization is usually used on personal name, name of place, countries, village, city, and a face of sentence. [58]

For example: *I am studying english (incorrect)*
I am studying English (correct)

k. Articles

According to Geoffrey and Svartvik, articles are a subclass of determiner.[59] There are two articles in English, the definite and the indefinite. The definite article can be used with all kinds of noun except most proper noun. Azar stated that the indefinite article is same with the generic noun.[60] It represents a whole class of things; it is not a specific, real, concrete thing but rather a symbol of a whole group. A symbol of indefinite article is a or an. A/an is usually used with a singular generic count noun but both article are used in the different word. If the article *a* is used before words beginning with a consonant sound and the article *an* is used before words beginning with a vowel sound. Look at the article (a/an) in the examples below:

For examples: *A banana is yellow*
An egg is oval.

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[58] Azar, Betty Schrapmer, *Understanding and Using *297
[59] Geoffrey, Leech. *A Communicative Grammar......... ....*205
[60] Azar, Betty Schrapmer,*Understanding and Using *A20-A21

l. Meaning Not Clear

A sentence hasn't the meaning if a part of sentence is less.[61]

> *For example: I have leaved. (Incorrect)*
> *I have leaved this place since three o'clock. (correct)*

m. Run-On Sentence

Run-on sentence occurs when to sentences are incorrectly connected: the end of one sentences and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon.[62]

> *For example:*
> *It was raining hard. There was a strong wind.   (Incorrect punctuation)   It   was   raining hard, and there was a strong wind.   (Correct punctuation)*

In this study, the researcher limits the content of some categories because it is already involved into another category such *omit and add a word.* it is only omit and add in conjunction, preposition and possesive. Another word is involved into another caegory such *article* with *article category*, *to be* with *incomplete sentence category.*

4. Error Analysis

In learning a new language, mistake is unavoidable thing because people are in the process if acquiring new system of language. Error analysis is an invaluable source of information to teachers. It provides information on students'

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[61] Azar, Betty Schrapmer. *Understanding and Using…………*A30
[62] Azar, Betty Schrapmer. *Understanding and Using…………*A30

errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. The study of errors by themselves would have been misleading; the study of errors in contrast to the number of correct responses gives a good picture of which items are being mastered and which are not.

The definition of error analysis by Corder is: "What has come to be known as error analysis has to do with the investigation of the language of second language learners". [63]

Corder also held the view regarding the function of error analysis and that there are two justifications for studying learners' errors: its relevance to language teaching and the study of the language acquisition process.[64]

For the learner, making error in acquiring new language is inevitable because one language has its system. Johnson said contractive analysis is a comparing two linguistics system, the learners L1 and the target L2 with a view to determining structural similarities and differences. Because of it, making error in learning language is often happens.[65]

Based on those explanation, errors analysis is important, due to learners need to analyze when they produce errors in order to know where the errors are. Errors in pointing out clearly cause errors in the oral or written production of

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[63] Corder, S.P.,The Significance of Learners' errors.(International Review of Applied Linguistic 5.1967)
[64] Corder, S.P.,Error Analysis In J. Allen and S.P. Corder (eds), *The Edinburgh Course in Applied Linguistic.* Vol. 3(.Oxford:Oxford University Press. 1981)
[65] Johson, K and H. Johnson, *Encyclopedic Dictionary of Applied Linguistics,* (Oxford:Blackwell Publishers. Ltd, 1999),110

learner in the target language. Therefore, the errors analysis can tell us the intensity of the difficult or the size of the problem so that the learner may know the appropriate use of the English grammar and acknowledgement the writer in doing the research.

5. The Cause of Error

Error is common thing occurred in the learning process of target language. No one can avoid themselves from making mistake in learning language. The error or mistake may be caused by some factors that have been identified and described by the linguistics. There are two factors that cause the occurrence of error: Interlingua errors and intralingua errors.[66]

a. Interlingua errors

Interlingua is a system that has structurally intermediate status between native language and target language. The errors, as cited by Wilkins that occur in learning foreign language are caused by the interference of mother tongue.[67] Those errors occurred because of the features of two different languages.

The second or foreign language learners have already acquired their first language, therefore, when they learn their second or foreign language, they apply the rules of their first language into the target language. To identify

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[66] Jack C. Richards, A non-Contrastive Approach to Error Analysis. In jack C. Richards (Ed*.), Error Analysis: Perspective on Second Language Acquisition*, (London:Longman, 1974),172-181

[67] D. A. Wilkins, *Linguistics in Language Teaching*, (Great Britain: Chaucer Press Ltd.,1980),97

interlingua errors, the researchers usually translate the grammatical forms of learners' tense – used in target language – into learners' tense of first language to see the similarities of pattern used by the learners, *for instance,* The girl beautiful → The beautiful girl.

b. Intralingua errors

Since intralingua errors are considered as the learners' errors come from transferring rules of their first language into the target language, "intralingua errors, as noted by McKeating, are considered as the learners' errors come from the faulty generalization of target language's rules.[68] "Linguists have classified the possible causes of Intralingua errors into four. They are: "*over-generalization, ignorance of rules restriction, incomplete application of rules,* and *false concept hypothesized.*"[69]

i. Over-generalization

Over-generalization deals with the deviant structures produced by the learners using their previously acquired rules when they construct a new form of sentence.[70] They generalize the rules of their previous knowledge to make other sentences, *for instance,* the sentence *she write a letter* is influenced by *I write a letter*.

[68]D. McKeating, Error Analysis: in Gerry Abbot, John Greenwood, Douglas McKeating, and Peter Wingard (Eds.), *The Teaching of English as an International Language: A Practical Guide*, (Collins: Glasglow and London, 1981), 230
[69] Jack C. Richards, A non-Contrastive Approach……………….174
[70] Jack Richards, A non-Contrastive Approach…………………... 174

Over learning of structure can also cause over-generalization. Certain types of teaching techniques increase the frequency of overgeneralization, such as pattern drills a 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.*

ii. Ignorance of 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.[71] 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.*

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[71] Jack C. Richards, A non-Contrastive Approach………………..175

iii. Incomplete application of rules

According to Richards, the occurrence of deviancy structure represents the degree of development of the rules required to produce acceptable utterances.[72] 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.

iv. False concept hypothesized

False concept hypothesized deal with errors that derives from faulty comprehension of the rule distinction in the target language.[73] In this case, learners usually misinterpret the use of certain structures of the target language. In other word, it can be said as misconception of the difference in the target language.

It may be caused by the incorrect teaching technique the teacher uses. They may not know the distinctive function of certain structures of the target language. For example, the teacher usually starts from is, am, are then verb. If the teacher present item in incorrect technique, learners may have incorrect conclusion too; is, am, are the sign

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[72] Jack C. Richards, A non-Contrastive Approach……………..177
[73] Jack C. Richards, A non-Contrastive Approach……………..178

of present activities. Therefore, the learners may produce She *is brings* my books instead of She *brings* my books.

6. **The Definition of the Betty Schrampfer Azar's Error Analysis Category**

Language components include phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), discourse (style).[74] Constituents include the elements that comprise each language component. For example, within the linguistic category of morphology one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. indefinite article, possessive case, third person singular verb, past participle and comparative adjective / adverb.

To conduct this study, the researcher would like to include some appropriate by reviewing and discussing definitions of the errors analysis category based on the Betty Schrampfer Azar are classified into: singular-plural, word form, word choice, verb tense, add and omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear and run-on sentence.[75]

7. **Previous Study**

In a research, it is necessary to find reviews of previous studies 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

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[74] Dulay, Burt and Krashen, *Language Two.* (New York: Oxford University Press, 1982),148

[75] Azar, Betty Schrapmer, *Understanding and Using English Grammar……………A29-A30*

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.[76] 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 the researcher category which only use Betty Schrampfer Azar book as the reference in analyzing students' writing error. So it will be easy to analyze and focus more.

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.[77] In this study Siminto use some references in

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[76] Moh. Isnaini, entitled "Error Analyses in Students' proposal Writing of English Education Department of Tarbiyah Faculty IAIN Sunan Ampel Surabaya, 2011),69-70

[77] Siminto, entitled "Grammatical Errors In The Students' Thesis Abstract (A Study On The Students' Enhancement In English Grammar)". *http://minto09.wordpress.com/2009/06/21/grammatical-errors/* accssed on october12,2012

classifying the error categories so there are some categories which have the same contents such as "Word choice and Misusing preposition", "Word order and Adjectives order, Misconstructing of negative, affirmative", and "Verb tense and To be (missing and misapply), Misconstructing of passive voice, Misusing -ing form and -ing form, Misusing "be able to". It is different from the researcher's error categories which only take from Betty Schrampfer Azar's book. So it will not occur double category in the study.