

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

This research can be included in error analysis. The step in error analysis is describing the errors by showing the errors, error analysis, category of error and grammatical errors.

#### **2.2 Error Understanding and the signification**

Errors are flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Teacher and mother who have waged long and patient battles against their student's or children's language errors have come to realize that making errors are an inevitable part of learning. People can't learn language without first systematically committing errors.

Studying learner's errors serves two major purposes: (1) it provides data from which inferences about nature of language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners' ability to communicate effectively (Dulay:2000:183)

The norm used to identify errors may be any one of the dialect or other varieties of language the speaker uses. One might, for example, look at errors with respect to a nonstandard language variety, such as, Maori English.

Using that norm, the utterance *who's your name?* is well formed. If, however, the norm selected is British or American English the use of *who* for *what* would be considered an error.

Error has two equivalents in English those are; error and mistake. The difference between them is the systematization of error which is made by learners. i.e. errors reflect gaps in a learner's knowledge; they occur because the learner doesn't know what is correct. Mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

According to Corder error gives suggestion to the teacher because error can be a level of achievement indication in a teaching process done. Besides, error can be a condition to the researcher what learners have learned, it also can be the strategy that have by learners in learning and getting language. Then, error also can be a measurement to the learners in learning language. There are two steps in error analysis those are identifying and explaining error. And then there are three sources of error; those are; Interlingua transfer, intralingua transfer, and context of learning. Interlingua transfer may be a source of error because influencing of mother tongue

that has been mastering to the second language learned. This phenomenon is categorized intervention. It may be happened in began of second language or foreign language learning process, which then will be adapted to second language or third language system continually. If the error happened continually and there is no changing to be better, so the error is categorized in fossilized case. Fossilization happens because learners have influence their mother tongue to the second language learned. Second error source is intralingua transfer. It happened after second language or third language learners get new language system they learned then apply the system in all language unit. e.g. when the learners have just known that English has verb that showing time, example verb *wash* has time in present, and *washed* has time in past, so when using verb *go* to be moved to past they move *go* to be *go ed* not *went*.

Third error source is context of learning. It can be source of error because error in explaining when it has got in a learning process. It may be happened if in learning got wrong explanation or not appropriate with language using.

### **2.3 Errors**

According to Dulay (1982:138). "Errors are flawed side of learner speech or writing" based on statement, the researcher can explain that something which is connected with speech or writing flawed is called error.

Definitions of error have been presented by expert. Basically those definitions contain the same meaning while the difference lies only on the ways they formulate them. That is way the writer only puts forward two definitions of error in this research. These two definitions are adequate to reveal the errors showing up in the written texts. The two definitions are (1) error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong' (Corder, 1987:7) and (2) errors are systematic deviations from the norms of the language being learned (Corder, 1987:87). It seems that the phrase 'systematic deviation' in these definitions is a key word which can be interpreted as the deviation which happens repeatedly.

#### **2.4 Error Analysis**

Based on Dulay (1982: 141), he stated "Errors analysis is an attempt to account for learner's errors that could not be explained or predicated by contrastive analysis or behaviorist Theory "where contrastive Analysis (CA) is about the interference of mother tongue to the target language and behaviorist Theory is about the changing of the learner's behavior after getting learning process. Therefore, an error made by learner is not only caused by interferences of the learner's mother tongue.

Since error analysis is one of vital parts in learning process, there must be some parts of doing it. Brown (1980:218) stated that error analysis is an activity of

observing, analyzing, and classifying the errors to reveal the system that the learner's use.

The researchers can say that an error analysis is an activity or process of analyzing errors that includes the activity of collecting, identifying, evaluating, and analyzing data.

## **2.5 The Category of Errors**

According to Corder(1975:67)" said there are four categories of error those are: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative affect taxonomy.

### **2.5.1 Linguistic category**

It classifies error according to the language components or the particular linguistic constituents the error effects or both. The language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style).

### **2.5.2 Surface strategy taxonomy**

Surface strategy taxonomy focuses on the way structure is altered. It shows the cognitive process that concerns about the learner's reconstruction of

the new language learned. These types of error which belong to surface strategy taxonomy are:

### 1) Omission

Omission errors are characterized by the absence of an item that must appear in a well formed utterance. The little words such as is, the, and of which play a minor role in conveying the meaning of sentence. They include noun and verb inflections (the-s in birds, the-s in mother's, the -ed in looked, etc); articles (a, the, etc); verb auxiliaries (is, will, can, etc); and preposition (in, under, on, etc) is, the, and of are grammatical morpheme much more frequently than content words. Within the set of grammatical morphemes, some are likely to be omitted for a much longer time than others.

Example:

1.) Dina my old friend (incorrect)

Dina **is** my old friend (correct)

2.) I want write a letter. (incorrect)

I want **to** write a letter (correct)

### 2) Addition

This error is characterized by the presence of an item (e.g. auxiliary, article) that must not appear in a well-formed utterance. There

are three kinds of addition, they are: double marking, regularization, and simple addition.

a) **Double marking**

Many additions errors are accurately described as the failure to delete certain terms which are required in some linguistic construction, but not in others. This error occurs when the learners give more one marker in their tenses. In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. Learners who have acquired the tense form for both auxiliary and verb often place the marker on both. This error occurs when there was more than one marker in the utterance.

Example:

- a) He **doesn't goes** to school. (incorrect)  
He **doesn't go** to school. (Correct)
- b) I **didn't came** to the party last week.(incorrect)  
I **didn't come** to the party last week. (Correct)

b) **Regularization**

A rule typically applies to a class of linguistic items, such as the class of main verb or noun. Regularization is an error in which learners tend to apply the regular to the irregular one.

Example:

- a) I **putted** my suit in the basket yesterday. (incorrect)  
I **put** my suit in the basket yesterday. (Correct)

b) My little brother **readed** newspapers this morning. (incorrect)

My little brother **read** newspaper this morning. (Correct)

c) **Simple addition**

This error occurs when there was an addition of something which did not belong to double marking or regularization.

Example:

a) The man stood **in** the near building last night. (incorrect)

The man stood the near building last night. (Correct)

b) My father go **to** fishing last week. (incorrect)

My father's go fishing last week. (Correct)

### 3. Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something although it is incorrect, while in omission errors the item is not supplied at all, example: "the dog eated chicken". There are three types of misformation errors, they are:

a) Regularization errors

The kind of error occurs in which a regular marker is used in place of an irregular one.

Example:

- Fell = felled



- Himself = his self
- Children = Childs

b) Archi-forms

An archi-forms error occurs in which the learners select one member of a class of forms to represent others.

Example:

- That dogs
- Me hungry
- Daddy took me at the train

c) Alternating forms

This kind of error occurs when the learners' vocabulary and grammar grow; the use of archi-forms often gives way to apparently fairly free alternation of various members of a class with each other. Like addition errors, misformation indicate that some learning has transpired and that barring certain attitude or environmental circumstances, the learner is on his or her way to target language proficiency.

Example:

- Those dog
- This cats

- I seen her yesterday
- I would have saw them

#### 4. Misordering

Misordering errors are characterized by incorrect placement of a morpheme or group of morpheme in an utterance, for example: “he is all the time late”.

Misordering errors occurs systematically for learners in construction, specifically simple (direct) and embedded (indirect) questions.

Example:

- What daddy is doing?
- I eat sometimes candy?

### 2.5.3 Comparative Taxonomy

This category is characterized when the errors are caused by the interference of the learner’s mother tongue. The learners are too familiar with their mother tongue; therefore they usually tend to look for the synonym or translating the word in form the target language into their mother tongue.

Example:

- a) Let’s join *with* me!  
(Let’s join me!)

- b) I *no have* money.  
(I have no many)

### 2.4.3 Communicative Affect Taxonomy

This category deals with errors from the perspective of their effect on the listener or reader. The focus this taxonomy is on distinguishing between errors that seem to cause miscommunication and those do not.

## 2.6 Grammatical Error

According to Richard (1971:157) a grammatical category is a set of syntactic features that express meanings from the same conceptual domain occur in contrast to each other, and are typically expressed in the same fashion. 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.

Grammars are of many kinds, and it is important to say something at the outset about what kind of grammar this is. There are many ways of describing the differences between them, but one particular way will be useful for present purpose: they may aspire to be definitive or they may be avowedly exploratory. A definitive grammar is helpful if one is in search of what passes for a fact about the way a language works: for instance, if one needs guidance on a question of grammatical correctness seem to be capable of two or more quite different interpretations. Such a

grammar starts from the assumption that canons of correctness have somehow been established, and or that well-founded explanations are actually there to be found. Existing definitive grammars do not explain everything, however. ( mei lin ho 2005:1)

## **2.7 Formal and Functional Grammar**

There are many ways of describing the grammar of a language. One approach sees grammar as a set of rules which specify all the possible grammatical structures of the language. In this approach, a clear distinction is usually made between grammatical (sometimes called *well-formed*) sentences and ungrammatical sentences. The primary concern is with the forms of grammatical structures and their relationship to one another, rather than with their meaning or their uses in different contexts. A grammarian interested in this kind of description will often use for analysis sentences that have been made up to illustrate different grammatical rules rather than sentences drawn from real world sources.

Another approach sees language first and foremost as a system of communication and analyzes grammar to discover how it is organized to allow speakers and writers to make and exchange meanings. Rather than insisting on a clear distinction between grammatical and ungrammatical forms, the focus is usually on the appropriateness of a particular communicative purpose in a particular context. The primary concern is with the functions of structures and their constituents and

with their meanings in context. A grammarian interested in this kind of description is likely to use data authentic texts (the term text is used here for both spoken and written language) in specific contexts.

The former approach to grammatical analysis is often called formal while the latter approach is normally called functional. The two approaches are not, of course, mutually exclusive. Formal analyses must at some stage take account of meaning and function, and functional analyses must at some stage take account of form. However, most descriptions of grammar can be located primarily within one or the other of these two approaches.

The difference between formal and functional approaches can be briefly and simply illustrated with the following sentence:

(1) I had also been rejected by the law faculty.

In analyzing the *voice* of this sentence, both formal and functional

Grammarians would agree in calling it *passive voice* sentence. However,

Formal grammarian would be primarily interested in finding the best

Abstract representation of the structure of the sentence and in how it might

Be related to the structure of the *active voice* sentence:

(1) The law faculty had also rejected me.

For example, rules can be set out to show how sentence 1 may be derived from sentence 1a. These would specify (1) the movement of constituent *the law faculty* to a position at the end of the sentence following the preposition *by*; (2) the movement of the constituent *me* to the front of the sentence and its change in form to *I* and (3) the change from *had ... rejected* (an active form of the verb) to *had.... Been rejected* (a passive form of the verb).

A functional grammarian would also take note of such formal differences between the active and passive structures. However, he or she would be more concerned with questions such as (1) how the communicative effect of the message in the sentence is different when it begins with *I* rather than with *the law faculty*, (2) what the effect is of putting *the law faculty* at the end of the sentence, and (3) what features of the context may have led the writer to select passive rather than active voice. These kinds of questions would lead the linguist to consider the role of the *voice* system in organizing information within sentences and texts, and in contributing to coherent communication. (Richards 2005:1)

## **2.8 Definition of speaking**

Speaking is an interactive process of meaning construction that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. Including the physical environment and

the purpose for speaking it's often spontaneous open-ended and involving. However speech is unpredictable. (Mc. Donough and Christopher. 12:2003)

With the recent growth of English as an international language of communication, there is a clearly needed for many learners to speak and interact in multiplicity of situation through the language, be it for foreign travel, business or other professional reason. In many contexts speaking is often the skill upon which a person is judged of face value. In other words, people may often form judgment about our language competence from our speaking rather than from any of the other language skills.

In the *Merriam Webster Dictionary of English Language* stated that speaking means the act or act of person who speaks and which is spoken utterance and capable of speech. Speaking is the verbal use of language to communicate with other.

In this part, the researcher will emphasize the explanation in everything about learning speaking. Speaking is one of aspect that taught in English. The other aspect are listening, reading and writing. The major reason for people to study language (in this case is English) are to obtain good and services, to socialize with others and for entertainment and enjoyment. The most important reason is to socialize with other. To realize this purpose, so the people should master the speaking skill well. In order to make the reader understand clearly about speaking, the researcher will explain all

about speaking clearly, beginning from definition until the methods in learning speaking.

Many people feel that speaking in a new language is harder than reading, writing, and listening for two reasons. First, unlike reading, speaking happens in a real time. Usually the person you are talking to is waiting for you to speak right then. Second; when you speak, you cannot edit and revise what you wish to say, as you can if you are writing. Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the verbal use of language to communicate with others. Speaking is the verbal use of language to communicate with other. The statement shows that speaking is used to communicate with other verbally. Speaking is also called as the oral production. Speaking is the productive, oral skill that consists of producing systematic verbal utterance to convey meaning. By all of the definitions above, researcher can be concluded that learning speaking is the process to acquiring or getting of knowledge of a speaking skill by study, experience, and instruction, so the students are able to communicate with other verbally. All of the definition above will be completed if we understand everything about speaking. The researcher will give clear explanation from the usage until the methods in learning speaking.

Generally, as a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven. In other words, we genuinely



want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/ or solving a particular problem or establishing and maintaining social relationship and friendship. To achieve this speaking purpose we need to activate a renege of appropriate expressions.

Jack C Richards explained that there are three functions of speaking or talk. First function is talk as interaction and the second function is talk as transaction and the third function is talk as performance. Talk as interaction can be defined as the conversation and interaction with other people in social live. The example is when the people meet with other people, they exchange greeting, engage in small talk, and so on. Talk as interaction refers to the situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participant and how they interact socially with each other. While, talk as performance, it usefully distinguished has been called talk as performance. This refers to public talk, for example; presentation, audience.

## 2.8 **Habit**

At Islamic Modern Boarding school have habit the students must speak Arabic and English language except Sunday use Javanese language but at Islamic Modern Boarding school. They are cannot used speaking English is good with grammar, they usually speaking English with dialect Surabaya and Sidoarjo Javanese. They do not

have a habit to speak in English correctly as the standard. They are not used to hearing the correct one. For them, the structures are considered too complex. It can be concluded that the students' habit has influenced the way they think of speak English. Because of this habit, the students who actually have good ability in English but cannot improve their ability. It is due to the fact that there are no any students who speak in the Standard English. The English with Surabaya and Sidoarjo Javanese dialect and accent already ingrained with them. These language varieties already became the fixed language at Islamic Modern Boarding School Al-Amanah. This automatically causes the new students who actually have ability in mastering English are treated with these language varieties.

### **2.10 The Islamic College Rules**

Nowadays, English still becomes the first international languages in the world. Everything uses English. Technology always uses English. Besides, in education field, English lesson always exists. Concerning with the English lesson, there are many institutions which use English as their daily language communication. The examples like Gontor at Islamic Modern Boarding school Al-Amanah and Al-Amin Islamic Modern Boarding school, Prenduan, Madura. That Islamic Modern Boarding School obliges the students to be able to speak in English. There are specific punishments if the students do not use the English in their daily

communication. Because at Islamic Modern Boarding School has some rules must be obeyed by the students.

There are seven daily rules which must be done by the students. The rules are usually called as *Tujuh Kewajiban Santri* (Students' Seven Obligations). One of them is using Arabic, English, and Javanese language in the right time. At Islamic Modern Boarding School gives the students certain duration for about three months to learn and memorize vocab English. Nonetheless, not all students learn the English very hard. In fact, some of them are not ready in speaking in English, and their English is still trouble which the English is influenced by Surabaya and Sidoarjo Javanese dialect. Besides, at Islamic Modern Boarding School Al-Amanah, there are no any rules which state that students must be able to speak in English correctly.

At Islamic Modern Boarding school Al-Amanah, it does not become really important thing whether the English is correct or incorrect. Because nothing division has an important role in controlling the students in daily communication.

Conversation English such as “*di-visit-i*” is not considered as an infraction by the language division because it still contains English. In contrary, it is considered as an infraction by the girl language division because it contains Javanese. Therefore, the solution is by adding “to” before the aimed verb such as “to visit”, and “to call”. It should be noticed that “to” here is used to construct sentences in the passive forms. In conclusion, there two factors which cause the existence of the Grammatical Errors Analysis in speaking English by students at Islamic modern boarding school Al-

Amanah Krian. They are internal and external. The Internal factors cover the language majority which Javanese has the most speakers among the students, and the students' background knowledge. Meanwhile, the external factors include from habit in speaking English, and the Islamic rules.

### **2.11 Related Studies**

The related that the researcher uses are:

1. The first thesis was done by Guwairy Nurma teriza (student of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya.) in her thesis discussed about “an analysis of errors on tenses in writing: a case study at a private junior high school in jombang”. The student still faces difficulties in using all types of tense when they are writing English composition.
2. “Error analysis in using comparison of adjectives or adverbs made by the first year students of SMKN 9 Siwalankerto Surabaya” done by Moch Nasrullah (student of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya) The writer was intended to analyze the errors made by the students in using comparison of adjectives or adverbs.
3. The use grammar in senior high school graduates composition done by Ike Ristiyaningrum (student of Tarbiyah Faculty of IAIN Sunan Ampel Surabaya) the writer conclude that the senior high school still

get difficulties in mastering the grammatical structure of English, especially in the use of English grammar in their composition.

From these several the review of the previous studies the researcher intends to conduct a study focusing on Grammatical Errors Analysis in Speaking English by Students at Islamic Modern Boarding School “Al-Amanah” Krian. The researcher wants to know how the grammatical errors by students at Islamic Modern Boarding School “Al-Amanah” Krian. From the review of the previous studies above it can be concluded by the researcher there are will many students don’t understand about using grammar in speaking.

So the writer wants to know and to try to take this research to know the students understand or not about grammar in speaking.