

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.¹ 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.²

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

¹ Douglas Brown, *Principle of Language Learning and Teaching*, (Englewood Cliffs Prentice Hall, 1980)165

² *Ibid* 165

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

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

- a. To express your selves
- b. To provide information for your reader
- c. To persuade your reader
- d. To create a literary work¹¹

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

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

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

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.

¹³ 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

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 or 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.¹⁴ 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

¹⁴ 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

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.