CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Framework

In order to know what morphological and syntactic interferences that occur in the production of English writing of senior high school students, the writer in this study used some of theories that support this research. First of all, the writer is going to use English morphology theories which focuses on inflection properties, English syntax which focuses on tense and aspect, modal auxiliaries, verb-be, infinitival-to and pronouns in order to make clear ideas about the aims of this research.

2.1.1. Definition of morphology

In linguistics morphology refers to the mental system involved in word formation or to the branch of linguistics that deals with words, their internal structure, and how they are formed (Aronoff and Fudeman, 2005, p.1).

2.1.1.1 Inflection properties

According to Ranford (2004, p.19) Inflectional properties relate to different forms of the same word (e.g. the plural form of a noun like *cat* is formed by adding the plural inflection-s to give the plural form *cats*). In much the same way, we can identify **verbs** by their inflectional morphology in English. In addition to their uninflected **base** form, verbs typically have up to four different inflected forms, formed by adding one of four inflections to the appropriate stem form: the relevant inflection are the perfect/passive participle suffix-*n,* the past tense suffix-*d*, the third

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person-singular present-tense suffix-s, and the progressive participle/gerund suffix-ing. Like most morphological criteria, however, this one is complicated by the irregular and impoverished nature of English inflectional morphology; for example, many verbs have irregular past or perfect forms, and in some cases either or both of these forms may not in fact be distinct from the (uninflected) base form, as the table below illustrates on Table 2.1.

Table 2.1

Base	Perfect	Past	Present	Progressive
show	shows	showed	shows	showing
go	gone	went	goes	going
speak	spoken	spoke	speaks	speaking
see	seen	saw	sees	seeing
come		came	comes	coming
wait	Waited		waits	waiting
meet	Met		meets	meeting
Cut			cuts	cutting

The largest class of verbs in English are regular verbs which have the morphological characteristics of *wait,* and so have past, perfect and passive forms ending in the suffix-*d*).

2.1.2. Definition of syntax

According to crystal (1995, p.285) syntax is a traditional term for the study of the rules governing the way that the words are combined to form sentences in language. An alternative definition is the study of the interrelationship between the element of sentence structure, and of the rules governing the arrangement of sentences in sequences. It means that syntax concerns with the relationship of words in sentences, the way in which they are put together to form sentences. Moreover, syntax also covers the areas of grammar in a language. Syntax deals with the structure of sentences or syntactic structure. It is the arrangement of words into larger units that are phrases, clauses, and sentences. In other words, it is how words are combined to make a larger constituent until a sentence is constructed.

2.1.2.1. Tense and Aspect

The two tenses in English are present tense and past tense, while the two aspects are progressive aspect and perfective aspect (Brinton, 2000, p.111). These tenses can form combination with the progressive and perfective aspect.

2.1.2.2. Tenses

According to Azar (1993) there are rules that relate to Brinton (2000) the two tenses in English and two aspects. These tenses can form combination with the progressive and perfective aspect.

1. Simple present, (subject + verb + s/es), for example, "She *reads* a book."

2. Present progressive (subject + be (am, is, are) + verb progressive form), for example, "She is reading a book."

3. Present Perfect, (subject + have/has/ + verb past participle form), for example, "She has read a book."

4. Present Perfect Progressive, (subject + have/has + been + verb progressive form), for example, "She has been reading a book."`

5. Simple past, (subject + verb past form), for example, "She read last night."

6. Past progressive, (subject + be (was/were) + verb progressive form), for example, She was reading when I came last night

7. Past perfect, (subject + had + verb past participle form), for example, "She had read last night

8. Past perfect progressive, (subject + had + been + verb progressive form), for example, "She had been reading for two hours last night."

2.1.2.3. Modal Auxiliaries

According to Azar (1993, p.68) the modal auxiliaries in English are: can, could, had better, may, might, must, ought to, shall, should, will, would. Modals do not take a final-*s* even when the subject is, *he, she,* or *it.* Modals are followed immediately by the simple form of a verb. For example:

(1). He can do it

The only exception is ought, which is followed by an infinitive (to + the simple form of a verb). For example:

(2). She ought to go to the meeting

2.1.2.4. Verb-Be

According to Azar (1993) A sentence with *be* as the main verb has three basic patterns:

(a). be + a noun: John is a student

(b). be + an adjective: John is intelligent

(c). be + a prepositional phrase: John was at the library

 Be is also used as an auxiliary verb in progressive verb tenses and in the passive.

(d). Mary is writing a letter; is = auxiliary; writing= main verb

Tense form of be:

(a). Simple present singular: I *am*, you *are*, he, she, it *is*

(b). Simple present plural: we, you, they *are*

(c). Simple past singular: I *was*, you *were*, he, she, it *was*

(d) Simple past plural: we, you, they *were*

2.1.3. Pronouns

According to Radford (2004, p.24) A further type of pronoun posited in traditional grammar are so-called personal pronouns like *I/ me /we /us /you /he /him /she /her /it they /them.* These are called personal pronouns not because they denote people (the pronoun *it* is not normally used to denote a person), but rather because they encode the grammatical property of person. In the relevant technical sense *I/ me/ my/ we/ us/our/* are said to be first-person pronouns, in that they are expressions whose reference includes the person/s speaking; *you/ your* are second-person pronouns, in that their reference includes the person/s being spoken but excludes the speaker/s; *he/*

him/ his/ she/ her/it/its/they/them/there are third-person pronouns in the sense that

they refer to entities other than the speaker/s and addressee/s.

Table 2.2 personal pronouns form

PERSON	NUMBER	GENDER	NOMINATIVE	ACCUSATIVE	GENITIVE
1	SG	M/F	I	Me	my/mine
1	PL	M/F	We	Us	our/ours
2	SG/PL	M/F	You	You	your/yours
3	SG	M	He	Him	His
3	SG	F	She	Her	her/hers
3	SG	N	It	It	Its
3	PL	M/F/N	They	Them	their/theirs

(SG = singular; PL = plural; M = masculine; F = feminine; N = neuter. Note that some genitive pronouns have separate *weak* and *strong* forms, the weak form being used prenominally to modify a following noun expression – as in 'Take *my car*' – and the strong form being used pronominally – as in 'Take *mine*'.) On the nature of gender features in English, see Namai (2000).

2.1.4. Infinitival-to

According to Radford (2004, p. 27) a type of functor found in English is the

infinitive particle *to-* so called because the only kind of complement it allows is one

containing a verb in the infinitive form. (The infinitive form of the verb is its

uninflected base form, i.e. the citation form found in dictionary entries.). Typical uses

infinitival *to* are illustrated below.

(1). I wonder whether to [go home]

(2). Many people want the government to [change course]

2.1.5. "Morphological Errors in the English Usage of Some Nigerian Learners: Causes and Remedies" by Akande (2005)

Akande (2005) asserted that Morphological errors are subdivided into: (a) Affixation–related errors (b) Compound-related errors (c) Morphological errors resulting from the wrong pronunciation of the plural and tense morphemes, (d) Conversion-related errors. Affixation- related errors is divided into errors arising from the wrong use of prefixes and errors arising from the wrong use of suffixes. Errors arising from the wrong use of suffixes are divided into errors arising as a result of wrong insertion of past tense marker, errors made as a result of analogous use of certain suffixes, errors arising from making uncountable nouns countable, errors arising from double marking of nouns or verb, errors arising from omission of suffixes, and errors caused as a result of using *-ing* instead *–en* or vice versa.

2.1.6. "Applied errors analysis of written production of English essays of tenth grade students in Ajloun schools, Jordan" by Zawahreh (2012)

Zawahreh (2012) analyzed the data depended on a table of errors was adopted from a Ph.D. thesis of (wakkad, 1980). The table shows two kind of errors. First, Grammatical errors which include five areas; they are morphology, function words, syntactic errors, word order, and tense errors. Second, lexical errors which are three types; they are lexical items wrongly used in place of others, wrong collections wrongly used in the scripts and exotic meanings used in lexical items.

Table 2.3.Instrument Analysis

Grammatical Errors

Area	Types	Number of errors
Function words	Preposition	
	Confusion	
	Omission	
	Insertion	
	Articles	
	Addition of "the"	
	Addition of the "a"	
Morphology	Omission of singular "s"	
	Addition of suffixes to infinitive	
	Lack of agreement between S+V	
	Lack of agreement between nouns and pronouns	
	Demonstratives	
	Agreement between numbers	
	Irregular verbs	
	Modal auxiliaries occurred with simple past	
	Inappropriate plural ending	
	Using other parts of speech than adjectives	
	Omission of relative pronoun	
Syntax	Sequence of tense	
	Using progressive	
	Omission of verb "to be"	
	Omission of the main verb	
	Omission of to	
	Addition of to	
	Passive voice	
Word Order	Errors associated with nouns. (two nouns one of	

	which is used attributively)	
Tenses	Simple present instead of simple past	
	Simple past instead of simple present	
	Confusion tenses	

Lexical Errors

Area	Types	Number of errors
Lexical errors	Lexical items wrongly used in place of others wrongly collection wrongly used in the composition exotic meaning used in lexical items.	

2.1.7. Number

According to Brinton (2000, p.104) number is relatively simple. There are two terms of this category in English: singular (the concept of 'one') and plural (the concept of 'more than one'). Number is expressed by inflection, generally by –s:

- in count nouns (dog/dogs)

- in demonstratives (this/these, that/those)

- in the 1st and 3rd person of personal pronouns (*I/we*), possessive determiners (*my/our),* possessive pronouns *(mine/ours),* and reflexive pronouns *(myself/ourselves),* but not in the 2nd person. Number is also expressed by distinct forms of certain pronouns and adjectives:

- singular: every, each, someone, anybody, a/an

- plural: all, many, few, several, most

Number is also expressed in a limited way in verbs, by the singular –s of the 3rd person which occurs in the present but not in the past tense. Number is expressed more fully in the inflected forms of the verb 'to be' (singular am, is, was, plural are, were).

2.1.8. Error Analysis

In comprehension and production language learners may distribute some errors. Errors occur because of the learners' insufficient knowledge of the target language so that they may use the incorrect form of a language (Ellis, 1997, p.17). Error Analysis focuses on the study of errors. Ellis (1997, p.15) there are good reasons by focusing on errors; first, they are a conspicuous feature of learner language, raising the important question of "Why do learners make errors?" Second, it is useful for teachers to know what errors learners make, and the third, it is possible that making errors may actually help learners to learn when they self-correct the errors they make. Ellis (1997, p.15-19) suggests that there are three steps in Error Analysis research. Those three steps are:

1. Identifying errors

It can be done by comparing the sentences that the learners make with the correct sentences in the target language. For Example, '*I am so happy in last holiday*' it was clear that the sentence contained the error. The correct sentence should be '*I was so happy in last holiday.*' By doing this step, the error that the students produced was clearly presented.

2. Describing errors

There are two ways in describing the errors. First, describing the errors into grammatical categories. The errors that contained the error of using same tenses are grouped together. For example, the errors of using Past tense are grouped together in one table. The second way is identifying general ways in which the learners' errors differ from the reconstructed target language sentences. There are three kinds of it; they are 'omission' (leaving out an item that is required for an utterance to be considered grammatical), 'misinformation' (using one grammatical form in place of another grammatical form), 'misordering'(putting the words in an utterance in the wrong order). The writer chose the first way, describing the errors into grammatical categories and the second way which are omission and misinformation because the study was focusing on morphological and syntactic error.

3. Explanation of errors

The last step meant to explain why the errors occur. Ellis (1997, p.18) mentioned errors can have different sources, they are omission, overgeneralization, and transfer error. Omission is leaving out the articles or plural nouns –s. overgeneralization is over-generalizing the forms that makes the learners feel easy to learn and process, for example the use of *eated* in the Past tense of *eat*. Transfer error is the learners try to 'create' their own rules, because they use their L1 knowledge in using the L2.

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2.2. Related Studies

First, Andaru (2011) who conducted a thesis about error analysis on tenses in the writing exercises made by the eighth grade students of SMP Negeri 1 Kembangbahu, Lamongan. She found the students produced most errors in simple present tense. Second, Vinaswara (2005) who conducted a thesis about morphological and syntactic errors produced by the third year students of Ta'miriyah Junior High School in their English compositions. She found the students produced most errors in syntactic error especially in constructing noun phrase and verb phrase. None of them conducted a research about Error analysis on morphological and syntactic levels in the production of English writing made by the tenth grade students at Ta'miriyah senior high school Surabaya.

SKRIPSI   ERROR ANALYSIS...   AJENG MUSTIKASARI