CHAPTER II

LITERATURE REVIEW

This chapter discusses the theories which are related to the purpose of this study. The writer also reviews some related study on the grammatical errors as reference in doing this study.

2.1   Review of Related Theories

Language Error Analysis

Learning a language is fundamentally a process that involves making mistakes. Mistakes, errors, misjudgements are part of the process of learning language. In this way, errors is one part of the learning process that cannot be separated from the learners. In this case, error is the reflection of learning the language which are committed during the process of learning the target language (L2). As Brown (2000:215) states, "In learning a foreign language, learners are involved in the process of approximations to the system used by the native speakers of the language". Moreover, According to Hoch (2007), It is normal for the second language learners to have difficulty in recognizing their own errors.

However, mistakes are actually different from errors. This is due to the fact that errors reflect knowledge gap between the languages or insufficient

capacity at the language, while mistakes reflect just occasional lapses in performance (Ellis, 1997 : 17). Furthermore, according to Brown (2000 : 216), a mistake shows a failure to use a known system correctly whereas an error reflects the learners competence. In other words, As Ellis (1997) says, " errors reflect gap in a learners knowledge and they occur because the learners does not know the correct form". Moreover, As Opara (in Onike: 2007) states that incorrectness of errors occurs frequently as a result of language misuse. Thus, based on the explaination above, it can be said that errors deal with the learner's competence (how much she / he master the language) while mistakes deal with the learner's performance.

According to Brown (2000: 225-226), There are two kinds of errors, overt error and covert error. Overtly erroneous utterances are ungrammaticalization of not answering on the sentence level. While, Covertly erroneous utterances are in a good forming of grammatical on sentence level but untranslatable in the context of communication.

Here, error analysis is related to a second language learning. According to James (1998: 5), error analysis is a paradigm or approach that involves first independently or objectively describing the learners' interlanguage and the target language itself followed by a comparison of the two, so as to locate mismatches. Moreover, O'Grady (1997 : 11) says that error analysis saw errors as indicators of the learner's current underlying knowledge of the second language or as clues to the hyphotheses that a learner may be testing about the second language. Other theory says that the comprehension of the process of

second language acquisition may be important for the second language learner's error (Candling in Onike: 2007). In other words, Richards (in Onike: 2007) regards that the result of interference in errors between source language and target language system which by means of social, psychological and linguistic interaction.

2.2   Theoretical Framework

There are three main theories which are used in the analysis of this study, namely Grammatical Error, Analysis Types of Error, Language Transfer.

2.2.1   Grammatical Error

As Radford (1997: 1) says that Grammar is traditionally concerned with the principle which determines the formation and the interpretation of words, phrases and sentences. Furthermore, Faibairn and Winch (1996:108) say that Grammar is a set of rules to help you to construct sentences that make sense and acceptable in English. In this case, a new Indonesian EFL learners must learn and master grammar as construction system in learning English.

According to Ellis (1997 : 15), there are three stages procedures to analyze the leaner's errors, i. e :

a.   Identification of Errors

To identify the errors, we have to write out the sentence containing the error and then underline the word / phrase which shows the error. For example : *In the Beginning of 2007, Indonesia was shocking by the*

disappearing of Adam Air and the burning of Senopati Ship. In that case, we can see that the sentence above includes an error in the use of Passive.

b. Description of Errors

After identifying the errors, they can described into types of error. There are two ways of doing description of errors. First, by describing errors into grammatical categories. The second, by identifying general ways in which the learner's errors differ from the reconstructed target language sentences. For example : *was shocking* in the example above includes an error in *the use of Passive* and must be *was being shocked.*

c. Explaination of Errors

The last step is by explaining the different types of errors. There are three ways in explaining the learner's errors. First, stating the grammatical rule which has been violated. Second, stating the correct form to show contrast with inappropriate form. Third, by giving examples. For Example : *In the Beginning of 2007, Indonesia was shocking by the disappearing of Adam Air and the burning of Senopati Ship.* In this case, the grammatical rule that has been violated is the use of Passive and *was being shocked* is the correct form of *was shocking.*

2.2.2   Analysis Types of Error

In this study, the writer analyzed five types of errors, namely *Agreement, Tenses, Passive sentences, Article, and Preposition.*

2.2.2.1 Agreement

According to Azar (2003 : 165), there are two types of agreement. First, Subject-verb agreement. Second, Personal pronoun agreement.

1. Subject – verb agreement.

   In subject- verb agreement, the subject and verb must agree to each other.

   There are three expression using agreement :

   a. Using expression of Quantity

      example : One of, Each of, and Every one of, take singular verb.

      One of My friends is in this house.

   b. Using There + Be.

      Example : Singular verb : **There is** a book on the shelf.

      Plural verb : **There are** some books on the shelf.

      There is is a singular verb and must be followed by singular nouns, *a book. There are* is a plural verb and must be followed by plural nouns, *some books.*

   c. Using some irregularieties.

      Expression of time, money, and distance usually take a singular verb.

      Example : **Eight hours of sleep** is enough.

2. Personal pronoun agreement

In Personal Pronoun agreement, the subject of the noun and pronoun must be equal in number, person and gender.

There are three expression using personal pronoun agreement :

a. Agreement with Noun

Example : **Some Students** walked into the room. **They** were looking for the teacher.

Some Students is a plural noun and the pronoun of *some students* must be equal with the plural of *some students, They.*

b. Agreement with indefinite Pronouns

Example : **Amir** left **his** book on the desk.

Here, *Amir* is a singular noun and must agree with singular pronoun, *his*

c. Agreement with collective nouns

Example : **My Family** is large. **It** is composed of nine members.

Family is a collective noun and *my Family* is a singular impersonal. The pronoun of *my family* must be equal with the singular of *my family, it or its.*

2.2.2.2 Tenses

There are twelve kinds of Tenses :

1. Simple Present tense
2. Present Progressive
3. Present Perfect
7. Past Perfect
8. Past Perfect Progressive
9. Simple Future

4.	Present Perfect Progressive	10.	Future Progressive
5.	Simple Past	11.	Future Perfect
6.	Past Progressive	12.	Future Perfect Progressive

In this study, the writer only studied the student's errors on two types of Tenses, namely Simple Present and Simple Past. According to Foo.F & Hamid. H (2006) :

- Simple Present Tense is used to express about :

    1. Things in general

        Example : Water **boils** at 212 F = 100 C

    2. Something that happens all the time or repeatedly

        Example : In spain, Woman **always kiss** on both cheeks

    3. Something or action in general rule

        Example : Souvenir **cost** money.

- Simple Past Tense is used to express about :

    1. Something that happened in the past

        Example : My grand mother **died** in 1998

    2. Unlikely action.

        Example : I wish I **was** a president

2.2.2.3 Passive Sentence

According to Azar (2003 : 276), in Passive sentence, the object of an active sentence becomes the subject of sentence, while in active sentence, the

subject of the sentence commit the action and direct object receives the action of verb.

All Passive sentences have the same form : **BE + PAST PARTICIPLE**

Example :

Active sentence   : The children **have eaten** the cake

Passive sentence : The cake **has been eaten** by the children.

The package **was mailled** by Bob.

In Passive, *by-phrase* is used when it is known or important to know exactly who performs an action. But usually, *by-phrase* is not used when it is not known or not important to know who commits the action.

For Example :

That sweater **was made** in Korea.

That house **was built** in 1940.

In Passive, Modal auxilaries are allowed in the use of Passive and the form of all modal auxilaries : **Modal + Be + Past Participle.**

For Example :

The letter **can be mailed** by Bob.

This report **must be signed** by Mr Hook

2.2.2.4 Article

According to Azar (2003 : 326-327), There are three kinds of article, Zero article **(Ø),** defininite article (**the**) and indefinite article (**a or an**).

Article which are part of a class of words called " Determiner". **Article *a, an* and Ø are used :**

- *a* or *an* with a singular count noun when the speaker make a generalization and talk about one thing or person that is not specific .

  Example : **A dog** makes a good pet

  Green is now **a** destructive **path.**

  My grand mother is buying **an egg.**

- Ø (no article) with a plural count noun when the speaker make a generalization

  Example : The land is full of garbage and toxic waste **Ø dumps**

  Ø Bananas are yellow.

- An expression of quantity

  Example : I saw **a dog** in the yard

Article *the* are commonly used when :

- We think about the same apecific thing

  Example : Today, I saw **the sun** is shinning.

- we mention a noun the second time.

  Example : I drank some coffee and some milk. **The coffee** was hot.

Another theory was taken from English @ EF Students'Book Seven (1999), **Article *a, an* are used :**

- Before words beginning with a consonant vowel (*a*) and with a vowel sound (*an*)

Example : **A cat** is a good pet.

She ate **an apple.**

- Before a count noun that we mention for the first time

  Example : Amir read **a book** yesterday

- With professions

  Example : My mother is **a teacher**

- With expressions of quantity

  Example : My mother always drinks **a cup of coffee** in the morning.

- With some numbers

  Example : Gofar spent **a million dollars** to buy a new house

Article *the* **are used :**

- When we mention something a second time

  Example : I buy the blue shirt and the yellow shirt. **The blue shirt** is

  about Rp 50.000,-

- With superlatives

  Example : British English is **the best English** in the world.

- With first, second

  Example : My house is on **the first** block.

- With groups of people and families

  Example : Tommy Soeharto and Bambang Trihatmodjo are **the families**

  of Soeharto.

- With geographical names

  Example : **The Java Sea** is located near Java Islands.

2.2.2.5 Preposition

Preposition are the connection between two units class of items in a sentence and makes a relationship specification between them.

Example : He was very grateful **for** her help

According to Agoi (in Onike, 2007), Preposition as the link between that noun which it governs and another word to show a group of word or a word used with a noun. Moreover, Crystal, Metcalf and Astle (in Onike, 2007) states that Preposition is the expression of a word which has relationship between one word with another usually with a noun, a pronoun, or a participle.

As taken from A Student's grammar of English language Greenbaum and Quirk (1990 : 188-203), the Preposition are functioned :

- When time regarded as *position.* The Preposition : *at, in, on*

  Example :   The film begins **at 7.20 pm.**

- When time regarded as *a periode.* The Preposition : *in,* reflecting analogy with two-three dimensional space

  Example : **In the evening,** I listened to some Beethoven records.

- The expression referring to *days.* The Preposition : *on*

  Example : We can come **on Monday.**

  The Baby was born **on July the twelfth**

- Time duration with Preposition *by, before, from, after, since, till, untill, up to.*

  Example : She will not be here **before Friday night.**

I have been working **since eight o'clock.**

- Motivation into purpose, goal and target for all. The Preposition : *for.*

  Example : We had better set out **for home.**

    She is applying **for a better job.**

- The process of using something. The Preposition : *by, with*

  Example : I go to work **by car.**

    She won the match **with her fast service.**

- Accompanying someone. The Preposition : *with*

  Example : I hope you will come to dinner **with your husband**.

    He is going for a walk **with his dog.**

Another theory was taken from Accurate, Brief and Clear English Grammar Seputro, et.all (2003: 314-325). The preposition are functioned when we :

- Talk about the price. The Preposition : *at, for*

  Example : Andi bought a book **for ten dollars.**

- Talk about exchange or facts about somethings. The Preposition : *for*

  Example : She gave me two dollars **for that book.**

- Talk about **c**ontroversy or against somethings or someone. The Preposition : *with, for*

  Example : He disputed that point **with me.**

- Talk about identifying feature of somethings or someone. The Preposition : *of*

Example : He is a man **of good character.**

- Talk about measuring somethings. The Preposition : *by*

  Example : Cloth is sold **by the meter.**

- Talk about swear words. The Preposition : *by*

  Example : I swear **by the name of God.**

- Talk about occupation. The Preposition : *at, in, about*

  Example : He is clever **at translation.**

2.2.3   Language Transfer

Transfer in second language is related to the process of learning a second language. This is due to the fact that Indonesian EFL students in learning English are still influenced by their first language or their mother tongue. According to Odlin (in Myles, 2006), transfer is the result of influences in acquiring similarities and differences between the target language and any other language. Moreover, Ellis(1994: 342) states that the L1 can be influenced on direct outcome of the hypotheses that learners construct on interlanguage development. In other words, As Brown (2000: 94) states that there are two kinds of transfer, namely positive transfer and negative transfer. Positive transfer is the previous knowledge that have advantage on the learning task and also the correction of previous subjects that concerned the present subject matter. Negative transfer is disruption of previous performance of a second task.

Transfer can   influence leaner's characteristic in learning second language. According to Brown (2000: 94),   Interference is transferring of

erroneous or learning of erroneous associated with learning of second language. Overgeneralization is one of the learner's characteristics in transferring the second language. As Brown (2000: 95) states that in second language acquisition it has been common to refer to overgeneralization as a process that occurs as the action of the second language within the target language, generalization in a particular rule or item in the second language, not recognizing with the native language, and forcing outside of the legitimation. Moreover, other researchers Jaszczolt, Taylor (in Brown, 2000: 226) states that characteristic of interference center language transfer is predominance in early stages of language learning, but once learners are beginning with acquiring parts of new system of language and manifestating more and more intralingual transfer and generalization within the target language.

2.3   Review of Related Studies

Concerning this study, there are some studies that have been conducted almost similar with this topics. Here, the writer only takes three researcher done about error analysis on writing. First, the study was done by Citra.W. Z (2000) who analyzed the tense made by the Second Grade Students of SMUN 4 Surabaya. She focused the study on the use of tenses in writing. The second study conducted by Utomo, H (2001)**,** who analyzed grammatical errors made by the English Department Students of Airlangga University in Thesis Writing Design Assignment. He focused his study on types of error in grammar found in Thesis Writing Design. The third study was done by Thiowono, S (2003), whose *Study on Errors on Plural Morphemes Produced by Some*

Indonesian adolescent learners in Learning English as Second Language focused on types of errors on plural and singular morphemes made by some adolescent learners.

All of their studies have similarities and differences in their research. Here, the writer found in their research about the similarities in their studies. All of their studies observe the types of errors that occur in learning English as Second Language. Moreover, in their studies, they relied on some theories of second language learning, error analysis and English grammar rules in order to solve their problems.

Besides their similarities, they have also differences in their research. First, Citra, W. Z (2000)**,** her study focused on the use of tenses in the writing. She said that English has verb tense rules. Futhermore, Every English sentence indicates information about an event/ situation that happens at particular time (present, past or future). On the contrary, Indonesian does not have any tense rules. In her study, she used the theory of Celce-Muria and Larsen-Freeman (1983 :62) stating that there are five tenses, that can be viewed as the core system, namely, simple present, simple past, simple future, present progressive and present perfect.

The second study was conducted by Utomo, H (2001), who focused on types of errors in Thesis Writing Design, errors in the use of noun, errors in the production of verb group, errors in the use of preposition, errors in the use of articles, and miscellanuous errors. Moreover, he said that errors in the use of verb is the highest because in Indonesian grammar, there is no tense or aspects. In

order to show time reletions, Indonesian uses lexical items. For instance, Future time is indicated by '*akan*' (will) and past time is indicated by '*telah*' or other adverbs of time. Futhermore, he said that subject in Indonesia cannot influence verb, while, in English, subjects insfluence verbs. In Indonesian, the use of article is not really needed. On the contrary, in English, the use of article is a must in scintific writing. In the use of nouns, Indonesian especially in showing plural noun, needs to repeat the noun or to use modifiers like 'beberapa'. English shows plural form by adding suffix'-s' or '-es'. In the use of preposition, no preposition is acceptable in Indonesia. In English, preposition is needed to show relationship between two words. In miscellanuous errrors, especially in showing possession, English uses clitic ('s), Indonesian does not use it. In his study, he used the theory of error analysis proposed by Richard (1974).

The last study was conducted by Thiowono, S (2003), whose study focused on types of errors on plural morphemes. She said that studying learners' error is significant since they function as a sign of learning. Moreover, she also said that the errors which occur the most is the errors that are produced by making the same plural and singular morphemes. This type of errors include in the irregularization errors.