

## **CHAPTER II**

### **LITERATURE REVIEW**

Corder (1967, p.5) states that “errors are typically produced by apprentice language learners who do not yet have a full command of a language system: they tend to be systematic and reveal the learner’s underlying knowledge of the language to date”. The learner’s errors should be viewed as an expected state of affairs and as a gain toward the knowledge of learning and teaching processes.

Corder (1973) has designed procedures to analyze the learners’ errors which include three stages as following:

#### **2.1 Recognition of Errors**

Talking about the stages in error analysis, recognition of errors is the first. To recognize errors, we have to compare the sentences produced by the students to the well-formed sentences of the target language. Sometimes, the errors are fairly straight forward. Sometimes, the students produce sentences that are possible in their first language sentences but not preferred in the target language sentences. At other times, it is difficult to recognize the errors because we are not sure what the students meant to say.

#### **2.2 Description of Errors**

There are several works about the description of errors. One of them is Corder’s (1973). Actually, he suggests that we should look for errors that occur repeatedly so that we can observe the rule that the learner may be using and trying

to describe it. He also states that “errors are described properly explanation of errors can begin”.

Other experts such as Dulay, Burt, and Krashen (1982), give more detailed explanation on error description compared to Corder’s. One of the alternatives is errors based on Surface Strategy Taxonomy. By using Surface Strategy Taxonomy, cognitive processes that cause the learner’s reconstruction of the language being learned can be identified. Furthermore, Surface Strategy Taxonomy shows that those errors are the result of their active way in using their temporary incomplete mastery of the target language. The categories used in Surface Strategy Taxonomy are omission, addition, misinformation, and misordering (Dulay, Burt, and Krashen, 1982).

### **2.2.1 Omission**

Omission is “characterized by the absence of an item that must appear in a well-formed sentence” (Dulay, Burt, and Krashen, 1982, p. 154). Words can be divided into content words, such as noun, verb, adjectives, adverbs, and grammatical/function words, those little words that function as supplement in perfecting the meaning of a sentence, such as noun and verb inflections (-s,-ed, -ing), articles (a, an, the) auxiliaries (am, is, can, may, will) and prepositions (in, on, under). Learners tend to forget the grammatical words much more frequently than content words. For examples ‘He playing football’, ‘He write a letter’.

### **2.2.2 Addition**

Addition is characterized by the existence of an item which must not emerge in a well-formed sentence (Dulay, Burt, and Krashen, 1982, p. 156). Learners usually make this type of error at the later stages as they have gotten

some rules of the target language, and they are very deferential in following the rules, without paying attention or the changes in a certain situation. As a result, they make errors. There are at least three kinds of addition errors made by the learners; namely, double markings, regularizations, and simple additions. Double markings happen whenever a certain item which should be omitted in certain linguistic construction. For instance, 'He doesn't understands the lesson'. Regularization is a type of errors "in which a marker that is typically added to a linguistic items is erroneously added to exceptional items of the given class that do not take a marker" (Dulay, Burt, and Krashen, 1982, p. 157). A few examples of these are *foots*, *studied*, *drinker*, *moderner*. The addition of *-s* shows the regular plural forms, the addition of *-ed* shows the regular past form and the addition of *-er* is the regular comparative form. Simple addition is the use of an item that is not supposed to be in that utterance so that it is well-formed. As an example is 'The cows doesn't have sharp teeth'. The verb *does* shows the singular present form of the subject, while *the cows* shows plural subject. Therefore, the plural subject *the cows* should be followed by the verb *do* to show the plural present form of the subject.

### 2.2.3 Misinformation

Misinformation is "characterized by the use of the wrong form of the morphemes or structure" (Dulay, Burt, and Krashen, 1982, p. 158). An instance of this is the noun determiners (this, theses, that, those). Archi-form errors are those of selection of one member of a class of forms to represent others in the class. A learner just picks out one of these, and become the archi-form to represent the whole class of determiners. For example, 'that dog' and 'that dogs'.

This phenomenon is quite usual in second language learning. Alternating errors are those that are made by learners as they get to know more vocabulary and grammar. These learners use various members of the class alternately. For example is the use of 'he' for 'she', 'his' for 'he', 'they' for 'it', etc.

#### **2.2.4 Misordering**

The last type, misordering, is the "incorrect placement of a morpheme of a group of morphemes in sentence" (Dulay, Burt, and Krashen, 1982, p. 162). This tendency occurs systematically in constructions that have been acquired especially in simple and complex questions. Take for example 'What mother is doing?' and 'We don't know where is he?'

### **2.3 Explanation of Errors**

There are two problems of the learners and commits errors. First, the errors are appropriate to interference from the mother tongue. Second, the errors happen because of the confusion of the rules of the target language. According to David Lott (1983), mother tongue does not actually interfere though it does not give any guide to the learner. Dulay and Burt (1974) describe interference as the automatic transfer of the structure of the target language due to habit.

According to Corder (1967), the learning of the mother tongue is inevitable, whereas, we all know that there is no such inevitability about the learning of a second language; that the learning of the mother tongue is part of the whole maturational process of the child, at the same time as learning a second language normally begins only after the maturational process is largely complete, while in the case of the second language learner such behavior, the motivation for

learning a first language is quite different from that for learning a second language.

#### **2.4 Standard English Grammar**

Standard English Grammar is not completely uniform about the world: for example, American users of Standard English say '*first floor*' and '*I've just gotten a letter*' and write '*center*' and '*color*', while British users say '*ground floor*' and '*I've just got a letter*' and write '*centre*' and '*colour*'. But these area differences are few in comparison with the very high degree of agreement about which forms should count as standard. Nevertheless, Standard English, like all living languages, changes over time (Trask, 2000).

It is important to realize that standard English is in no way basically advanced to any other variety of English: in particular, it is not 'more logical,' 'more grammatical,' or 'more expressive.' It is, at bottom, a convenience: the use of a single agreed standard form, learned by learners everywhere, minimizes uncertainty, confusion, misunderstanding and communicative difficulty generally.

#### **2.5 Review of Related Studies**

The first related study was conducted by Citra (2005). The title of her study is *An Error Analysis of the Tenses Made by the Second Grade Students of SMUN 4 Surabaya*. She examined errors done by the Indonesian high school students in the use of tenses. She only used five tenses in the study which are considered as the core system (Simple Present, Simple Past, Simple Future, Present Progressive, and Present Perfect Tense). In her study, she gave a complete

description of the errors by presenting the erroneous sentences together with the correct answers and gave explanation for each sentence.

The second related study was conducted by Dewi (2007). The title of her study is *Interlingual Errors in MGMP English Workbook for Junior High School Students in Surabaya*. She used a linguistic taxonomy to find out what linguistic rules had been ignored. She also observed the underlying strategies with which learned the target language. However, she focused on the types of errors committed by the workbook authors. Among the several ways to classify errors, she used of error types in terms of linguistic categories; such as errors on vocabulary and grammar.

The third related study was conducted by Alberto (2007). The title of his study is *Error Analysis in a Written Composition*. He analyzed essay written by his students of a public University in Antioquia, Colombia. In doing his paper, he used Corder theory. Corder stated that many of the researchers who carried out error analysis to be concerned with language teaching. The result of his study showed that the students made errors and their possible sources could make better decisions.

Basically, from the previous studies above there were several similarities in those studies. All of them were conducted the analysis of writing skill as their data. Moreover, all of the studies claimed that according to Error Analysis (EA) literature, most of the errors occurred in the writing were inappropriate because essay's writer did not follow the rules of Standard English grammar.

Therefore, in this paper, the writer also analyses errors using Error Analysis introduced by Corder but in the different object and focus of the study.

In this study, the writer focuses on the errors produced by students of Diploma III program, English Department, Faculty of Humanities, Airlangga University Surabaya in their English writings. Even though there are many similarities from the previous studies, the result will be different because of the different object of the study. Further, the writer's study focuses on the Surface Strategy Taxonomy introduced by Dulay, Burt, and Krashen; omission, addition, misinformation, and misordering.