

## **CHAPTER 2**

### **LITERATURE REVIEW**

In this chapter, the researcher would like to discuss theories that are used to conduct his research. In this study, the researcher uses some related theories to help him carry on the analysis of the data. These important theories are error analysis theory by Ellis (1997) as the main theory to analyze the errors, supported by Inflectional morphemes theory by Katamba (1993) to classify the types of inflectional morphemes and error classification theory by Dulay, Burt, and Krashen (1982) to classify the errors. In addition, the researcher also presents the related studies done by Verawati (2002) and Megawati (2005).

#### **2.1 Review of Related Theories**

##### **2.1.1 Error Analysis**

The learners' errors are evidence that the learners are in the process of acquiring language and during this period, they try to learn foreign language rules and often use the rules incorrectly. They usually make errors and these errors can indicate how far they have acquired the language (Corder, 1981).

Errors are weakness side of learners either in speaking or writing. Errors do not need to be seen as signs of failure (Ellis, 1997). Errors may occur either in

spoken or written language. According to Corder, errors occur because the learners of English as a second language have not yet mastered the English grammar (1981, p. 58). Corder also stated that, “Not only do language learners necessarily produce errors in the second language but also, errors can provide a significant input to learners because errors can help learners to identify his or her errors, so that they may not make the same errors in the future” (1981, p. 58)

Concerning the importance of learning errors, the researcher realizes that there should be a process to analyze the error, which is called error analysis. The definition of error analysis comes from Ellis (1997). Ellis claimed that error analysis is a procedure which involves collecting sample of learner language, identifying the errors in the sample, describing these errors, classifying the errors based on the hypothesis and evaluating the errors.

According to Ellis (1997, p. 15), there are several procedures of error analysis, i.e.:

#### **2.1.1.1 Identifying errors.**

The first step in analyzing learner errors is to identify them. To identify errors we have to compare the sentences learners produce with what seem to be normal or correct sentences in the target language which corresponds with them. Sometimes this is fairly straightforward. Sometimes learners produce sentences that are possible target-language sentences but not preferred ones. At other times, it is difficult to reconstruct the correct sentence because we are not sure what the learner meant to say (Ellis, 1997).

### **2.1.1.2 Describing errors.**

This step is meant to put the errors found into a classification or types. There are at least two ways that can be done to describe learners' errors. Firstly, the errors can be put into grammatical categories, for instance the errors relating to subject-verb agreement are classified into the same type, or the errors concerning the past form -ed are grouped together, etc. Then, the second way of describing the errors is by identifying general ways in which the learners' errors differ from the reconstructed target language sentences. Those particular ways can include omission (leaving out an item that is required for a sentence to be, grammatical), misinformation (using one grammatical form in place of another grammatical form), and misordering (putting the words in a sentence in the wrong order). Ellis (1997) said that by classifying errors in these ways could help researchers diagnose learners' learning problem at any one stage of their development and, also, plot how changes in error patterns occur over time

### **2.1.1.3 Explaining errors.**

The last step of analyzing learners' errors is by explaining why the errors happen, based on the identification and the description of the errors. Ellis (1997) stated that Errors can have different sources. Some errors seem to be universal, reflecting learners' attempts to make the task of learning and using the L2 sampler. Learners often commit errors of omission and overgeneralization.

The writer takes the theory from Rod Ellis as one of her theory because Ellis gives clear explanations about the procedures how to do an error analysis. The researcher uses three procedures of error analysis, i.e.: identifying errors, describing errors, and explaining errors as his methodology to analyze the errors: omission, addition, overgeneralization, misformation and misordering in the analysis.

### **2.1.2 Error Classification**

The researcher classifies the errors based on Dulay, Burt and Krashen, 'Surface Strategy Taxonomy' (1982, p. 150). The error classification of this taxonomy is based on 'the ways surface structures are altered' (Dulay et al., 1982, p. 150). Dulay et al., (1982, p. 150) mentioned another way of classifying errors, that is, based on how the errors can cause misunderstanding or not toward other people. 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. There are several categories proposed by Dulay, Burt and Krashen (1982), namely, omission, addition, overgeneralization, misformation, and misordering error, defined in the following:

### 2.1.2.1 Omission

Omission error is characterized by the absence of a morpheme or a group of a morpheme that must appear in a well-formed utterance. Omission in morphology can be indicated by omitting inflectional morphemes in the sentences.

For example: He *read* a newspaper every morning

There is an omission of agreement morpheme. The verb, *read* should be added by suffix *-s* to indicate third-person singular present verb form.

### 2.1.2.2 Addition

Addition error is characterized by the presence of a morpheme or a group of a morpheme that must not appear in a well-formed utterance or correct sentence. In other words, addition error happens when the learner adds a morpheme or a group of a morpheme that should not be added into the sentence.

For example: His *cars* is parked over there

There is overuse in forming plural. It is indicated by the presence of suffix *-s* in the noun, *car*.

### 2.1.2.3 Regularization/Overgeneralization

Overgeneralization is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

For example: My uncle has three *childs*

There is overgeneralization error of the plural morpheme of *child* by adding suffix *-s* after that noun. The plural form of *child* should be *children*.

#### 2.1.2.4 Misformation

Misformation error is characterized by the use of the wrong form of the morpheme or structure.

For example: We *go* to apple garden at Batu yesterday

There is misformation error of past-tense morpheme. The past-tense form of verb *go* is *went*.

#### 2.1.2.5 Misordering

Misordering error is characterized by the incorrect placement of a morpheme or group of a morpheme in an utterance. In other words, misordering error happens when the learner misplaces an item or group of items in a sentence.

For example: He is get *upping* now

The inflectional morpheme is not supposed to attach the particle of the two-word verb get up. The suffix *-ing* should be attached to the verb *get*.

### 2.1.3 Types of Inflectional Morphemes

A morpheme is the minimal linguistic unit which has a meaning or grammatical function (Godby, 1982, p. 51). Basically, there are two types of morphemes. They are free morphemes and bound morphemes. Yule (1985, p. 62)

states that bound morpheme categories are divided into two types, namely, derivational morphemes and inflectional morphemes.

- Derivational morphemes

These morphemes are used to make new words in the language and often used to make words of a different grammatical category from the stem, the words to which the suffixes and infixes are attached (Yule, 1985 p. 61).

The examples state as follow:

- The noun category becomes adjective category

Health + *-ful* → healthful

The word *health* is noun, the suffix *-ful* is derivational morpheme.

However, the word *health* will change to adjective category because that word is added by suffix *-ful*

- The verb category becomes noun category

Sing + *-er* → singer

The word *sing* is verb, the suffix *-er* is derivational morpheme.

However, the word *sing* will change to noun category because that word is added by suffix *-er*

- The noun category becomes verb category

Moral + *-ize* → moralize

The word *moral* is noun, the suffix *-ize* is derivational morpheme.

However, the word *moral* will change to verb category because that word is added by suffix *-ize*

- The adjective category becomes adverb category

Quiet + *-ly* → quietly

The word *quiet* is adjective, the suffix *-ly* is derivational morpheme. However, the word *quiet* will change to adverb category because that word is added by suffix *-ly*

- Inflectional morphemes

The inflectional morphemes are not used to produce a new word in the English language, but rather to indicate aspects of grammatical function of a word. These morphemes never change the syntactic category of the words or morphemes to which they are attached. In addition, Yule (1985, p. 62) notes that, in English, all inflectional morphemes are suffixes. Furthermore, Katamba (1993, p. 51) also points out that the inflectional morphemes differ from the derivational morphemes in following ways, to which there are few exception:

- Inflectional morphemes do not change the meaning of the base to which they are attached. Both words *book* and *books* belong to noun category and still have same meaning.
- Inflectional morphemes do not alter the word-class of the base to which it is attached. Both nouns *book* and *books* to the same kind of entity. The suffix *-s* carries information about the number of those entities.
- Most of inflectional morphemes are suffixes. English has no inflectional prefixes.



According to Katamba, English has seven inflectional morphemes, namely, plural morpheme, genitive morpheme, agreement morpheme, present-participle morpheme, past-participle morpheme, comparative and superlative morpheme. Plural morpheme indicates the plural number in most nouns, the genitive morpheme indicates the genitive case in most nouns, the agreement morpheme indicates the third-person singular present tense of verbs, the present-participle morpheme is used to show the present-participle forms of verbs, the past-tense morpheme is used to show past many verbs, and then the comparative and superlative morphemes respectively indicate degree of adjectives.

Katamba schematized the inflectional morphemes as follows. In addition, it is supported with the rules for spelling according to Thomson in *A Practical English Grammar* (1999, p. 25).

### **2.1.3.1 Plural Morpheme**

Plural morpheme is used to indicate plurality in nouns. The plural morpheme has meaning more that applies to nouns. For example, the word *doctors* is the plural form of noun *doctor*. The noun *doctor* is added by suffix *-s* to indicate plurality.

The rules spelling to form plural nouns are:

**Table 2.1**Table of spelling rule of plural form

<b>Noun</b>	<b>Suffix</b>	<b>Singular</b>	<b>Plural</b>
Plural nouns	-s	- house - dog	- houses - dogs
Nouns ending in a consonant + o	-es or -s	- potato - zoo	- potatoes - zoos
Nouns ending in z, s, ch, sh, or x	-es	- class - watch	- Classes - watches
Nouns ending in y - Nouns ending in a consonant + y - Nouns ending in y following a vowel	y → i + -es  -es	- library  - boy	- libraries  - donkeys
Nouns ending in -fe or -f	Change the ending to -ves	- knife - shelf	- knives - shelves
Nouns form their plural by a vowel change	Change the vowel	- foot - goose - man	- feet - geese - men
Zero or no change in the plural form	No change	- sheep - deer	- sheep - deer
Nouns that English has borrowed from another languages have foreign plural		- cactus - bacterium	- cacti - bacteria

### 2.1.3.2 Genitive Morpheme

Genitive morpheme is used to indicate the genitive case in most nouns. An apostrophe (') and suffix *-s* are used with nouns to show possession. Some regular nouns have special rules for spelling to form possessive:

**Table 2.2**

Table of spelling rule of genitive form

<b>Noun</b>		<b>Noun</b>	<b>Possessive form</b>
Singular possessive noun	N + (') + <i>-s</i>	- the student - my baby	- the student's name - my baby's name
Plural possessive noun	N + <i>-s</i> + (')	- the students - my babies	- the students' names - my babies' name
Irregular plural possessive noun	N + (') + <i>-s</i>	- the children - men	- the children's names - men's name

### 2.1.3.3 Agreement Morpheme

An agreement morpheme is used to indicate the third-person singular, present verb. The morpheme has meaning third person singular that applies to verbs. The third-person singular present is the form used with singular nouns, with *he, she, it* and words for which these pronouns will substitute, and with word groups, *somebody*.

Examples: *He* reads a newspaper everyday

*Somebody* gives a note for you

The third-person singular verbs in present tense are usually added by suffix *-s*, but some verbs are added by suffix *-es*. However, some regular verbs have special rules for spelling to form third-person singular present verbs:

**Table 2.3**

Table of spelling rule of agreement form

Verb	Suffix	Infinitive use	3 <sup>rd</sup> person singular present verb use
Ends in <i>e</i>	<i>-s</i>	- I <i>hope</i>	- She <i>hopes</i>
Ends in a consonant + <i>o</i>	<i>-es</i>	- They <i>do</i>	- He <i>does</i>
Ends in <i>z, s, ch, sh, or x</i>	<i>-es</i>	- I <i>catch</i> - I <i>wash</i>	- She <i>catches</i> - She <i>washes</i>
Ends in <i>y</i> - Ending in a consonant + <i>y</i>	Change the <i>y</i> → <i>i</i> + <i>-es</i>	- We <i>study</i> - We <i>try</i>	- He <i>studies</i> - He <i>tries</i>
- Ending in <i>y</i> following a vowel	<i>-s</i>	- I <i>obey</i> - I <i>say</i>	- He <i>obeys</i> - He <i>says</i>

#### 2.1.3.4 Present-participle Morpheme

Present-participle Morpheme is used to indicate present participle forms of verbs. The present-participle morpheme has meaning progressive of continuous applies to verbs. Most regular verbs are spelled with suffix *-ing* for the

progressive. Some regular verbs, however, have special rules for spelling to form present-participle verbs:

**Table 2.4**

Table of spelling rule of present-participle form

<b>Verb</b>	<b>Suffix</b>	<b>Verb</b>	<b>Present-participle verb form</b>
<ul style="list-style-type: none"> <li>- The last letter is silent <i>e</i> → the <i>e</i> is dropped before adding suffix</li> <li>- The last two letters are <i>ee</i> → the last <i>e</i> is not dropped before adding suffix. Exception: after age, dye, singe</li> </ul>	<i>-ing</i>	<ul style="list-style-type: none"> <li>- complete</li> <li>- create</li> <li>- agree</li> <li>- age</li> <li>- dye</li> </ul>	<ul style="list-style-type: none"> <li>- completing</li> <li>- creating</li> <li>- agreeing</li> <li>- ageing</li> <li>- dyeing</li> </ul>
The last letter of the verb in two consonants	<i>-ing</i>	<ul style="list-style-type: none"> <li>- help</li> <li>- learn</li> </ul>	<ul style="list-style-type: none"> <li>- helping</li> <li>- learning</li> </ul>
The verbs end in two vowels + a consonant	<i>-ing</i>	<ul style="list-style-type: none"> <li>- rain</li> <li>- heat</li> </ul>	<ul style="list-style-type: none"> <li>- raining</li> <li>- heating</li> </ul>
The last syllable is accented and ends in one vowel + one consonant <ul style="list-style-type: none"> <li>- Has one syllable and ends in one vowel → Double the consonant before adding suffix → Do not double <i>w</i></li> </ul>	<i>-ing</i>	<ul style="list-style-type: none"> <li>- stop</li> <li>- plan</li> <li>- snow</li> </ul>	<ul style="list-style-type: none"> <li>- stopping</li> <li>- planning</li> <li>- snowing</li> </ul>

<p>or <i>x</i></p> <p>- Has two syllable verbs</p> <p>o first syllable is stressed → do not double the consonant.</p> <p>o second syllable is stressed → double the consonant.</p>	<p><i>-ing</i></p> <p><i>-ing</i></p>	<p>- fix</p> <p>- visit</p> <p>- offer</p> <p>- prefer</p> <p>- admit</p>	<p>- fixing</p> <p>- visiting</p> <p>- offering</p> <p>- preferring</p> <p>- admitting</p>
<p>The verbs end in <i>y</i></p> <p>- the verb ends in vowel + <i>-y</i>, do not change the <i>-y</i> into <i>-i</i></p> <p>- the verb ends in a consonant + <i>-y</i>, keep the <i>-y</i></p>	<p><i>-ing</i></p> <p><i>-ing</i></p>	<p>- play</p> <p>- enjoy</p> <p>- worry</p> <p>- study</p>	<p>- playing</p> <p>- enjoying</p> <p>- worrying</p> <p>- studying</p>
<p>The verb ends in <i>-ie</i></p> <p>→ change <i>-ie</i> to <i>-y</i> before adding suffix</p>	<p><i>-ing</i></p>	<p>- die</p> <p>- tie</p>	<p>- dying</p> <p>- tying</p>
<p>Regular verbs spelled with a final <i>-c</i> → add <i>k</i> before adding suffix</p>	<p><i>-ing</i></p>	<p>- panic</p> <p>- picnic</p>	<p>- panicking</p> <p>- picnicking</p>

### 2.1.3.5 Past-tense Morpheme

Past-tense morpheme is used to indicate the past verb. The morpheme has meaning past that applies to verbs. For example the past form of verb *study* is *studied*. The verb is added by suffix *-ed* to indicate past verb. However, the past form of verb *run* is *ran*. The verb does not require suffix because the verb *run* has irregular past verb form. The past tense takes on numerous forms, irregular forms, kept, led, began, ran, rode, built, etc, and also regular forms. Most of regular verb are spelled with *-ed* for past tense. Some regular verbs, however, have special rules for spelling to form past verbs:

**Table 2.5**

Table of spelling rule of past-tense form

Verb	Suffix	Infinitive	Past verb form
Ends in <i>e</i> - Last letter is silent <i>e</i>	The <i>e</i> is dropped before adding <i>-ed</i>	- complete - create	- completed - created
- Last two letters are <i>ee</i>	The last <i>e</i> is dropped before adding <i>-ed</i>	- agree	- agreed
Ends in two consonants	<i>-ed</i>	- help - learn	- helped - learned
Ends in two vowels	<i>-ed</i>	- rain - heat	- rained - heated
Last syllable is accented and			

ends in one vowel + one consonant - Has one syllable and ends in one vowel  - Has two syllable verbs ○ first syllable is stressed  ○ second syllable is stressed	- Double the consonant + <i>-ed</i>  - Do not double <i>w</i> or <i>x</i> + <i>-ed</i>  - Do not double the consonant + <i>-ed</i>  - Double the consonant + <i>-ed</i>	- stop - plan  - snow - fix  - visit - offer  - prefer - admit	- stopped - planned  - snowed - fixed  - visited - offered  - preferred - admitted
Ends in <i>-ie</i>	<i>-d</i>	- die - tie	- died - tied
Regular verbs spelled with a final <i>c</i>	Add <i>k</i> before suffix <i>-ed</i>	- panic - picnic	- panicked - picnicked

### 2.1.3.6 Comparative Morphemes

Comparative morpheme is used to indicate the comparative of adjectives.

The morpheme meaning comparative has special rules for spelling:



**Table 2.6**Table of spelling rule of comparative form

<b>Adjective</b>	<b>Suffix</b>	<b>Adjective</b>	<b>Comparative form</b>
Most One-syllable adjectives	<i>-er</i>	- old	- older
Two-syllable adjectives			
- Most two-syllable	<i>more</i>	- famous	- more famous
- End in -y	<i>-er</i>	- busy	- busier
		- pretty	- prettier
- Some two-syllable	<i>-er or more</i>	- clever	- cleverer
		- handsome	- more handsome
Three or more syllables	<i>more</i>	- important	- more important
		- fascinating	- more fascinating
Irregular adjectives			
- Major change		- little	- less
		- many	- more
		- much	- much
- Complete change		- good	- better
		- bad	- worse

### 2.1.3.7 Superlative Morpheme

Superlative morpheme is used to indicate the superlative degree of adjectives. The morpheme meaning superlative has special rules for spelling:

**Table 2.7**Table of spelling rule of superlative form

<b>Adjective</b>	<b>Suffix</b>	<b>Adjective</b>	<b>Superlative form</b>
Most one-syllable adjectives	<i>-est</i>	- old	- the oldest
Two-syllable adjectives			
- Most two-syllable	<i>most</i>	- famous	- the most famous
- Two-syllable adjectives end in -y	<i>-est</i>	- busy	- the busiest
- Some two-syllable	<i>-est or most</i>	- pretty	- the prettiest
		- clever	- the cleverest
		- handsome	- the most handsome
Irregular adjectives			
- Major change		- little	- the least
		- many	- the most
		- much	- the most
- Complete change		- good	- the best
		- bad	- the worst

## 2.2 Review of Related Studies

The previous study on error analysis did by Verawati (2002), a student of Petra Christian University who had conducted study entitled “An Error Analysis of the Inflectional Morphemes Produced by Speaking I Students of English Department of Petra Christian University”. The similarity between Verawati’s study and the researcher’s study is that both of them have the same field of

investigation; that is grammatical errors, focusing on the inflectional morphemes error. Another similarity is that both of them investigate the occurrence of errors in inflectional morphemes, to find out the types of errors and the most occurrence errors in inflectional morphemes produced by the English students.

However, there are significant differences between them in both sampling and theories applied by them. Verawati used the conversation of Speaking I class of English Department Students; on other hand, the source of data of the researcher in this study is taken from the Academic Writing and Presentation class students' writing assignment of English Department. In the use of theories, Verawati uses the theory of errors by Littlewood in classifying the errors; while the researcher uses Dulay, Burt, and Krashen. The findings of this study show that the students tend to produce omission type of error especially omission in plural marker. Whether this tendency also occurs in this recent study or not can be seen after the accomplishment of this recent study.

Another study concerning Error was conducted by Megawati (2005). In her study entitled "The Spelling Errors Resulting from The Construction of the Inflectional Morphemes Made by The First-Year Students of SMA Nahdlatul Ulama Gresik in Their Written Works", she tried to find out what types of the errors in inflectional morphemes made by The First-Year students of SMA Nahdlatul Ulama Gresik in their written works and find out the mostly inflectional morphemes made by them by using qualitative study.

Forty students' written works of SMA Nahdlatul Ulama Gresik were taken as the source of the data. She uses the procedure of error analysis of Brown to

analysis the students' written works. The analysis shows that the type of errors that students made in case of inflectional morphemes, namely error of substitution, error of omission, error of addition, and error of disorder. The most type of the errors made by students is error of substitution, while the most frequent inflectional error made by the students is plural morpheme.

Unlike the first previous study, the study done by Megawati is merely the same with this recent study in the choosing of the sampling; that is written text, the number of the sampling and the purpose of the study. The differences between Megawati and the researcher are only the population and the theories used.

The researcher uses those related studies as guidance in doing his research. The researcher's study and those related studies have several similarities on interdisciplinary linguistic theory, specifically about error analysis for the foreign language learners.