

## **CHAPTER II**

### **LITERATURE REVIEW**

In this study, the writer used some theories as her references in her analysis. They are error, grammar, and the taxonomy of grammatical errors. Furthermore, this chapter is divided into two parts. They are related theories and related studies.

#### **2.1 Related theories**

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

Error is different from mistake. Yet, making errors and mistakes are commonly done by the second language learners and foreign language learners. Without deep understanding, the learners usually tend to see the errors and mistakes similarly. Therefore, it is kind of one of the necessary things to define clearly what the errors and mistakes are. According to Edge (1989), ‘mistakes’ is the cover term for all ways of being wrong as a foreign language learner. Furthermore, based on the teacher’s knowledge, he divided ‘all ways of being wrong’ into three types. They are slips, errors, and attempts. He stated ‘slips’ are things caused by processing problems or carelessness. ‘Errors’ are wrong forms which the pupil could not correct even if their wrongness were to be pointed out. He also added, ‘error’ seems to depend mainly on whether the target structure has been taught or not. While, ‘attempts’ is caused by the learner who obviously has no idea how to use the right form.

Brown (2007) supported the explanation about mistake that all native speakers make mistakes, or have a "performance lapse". He also stated that a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. Brown added that all people make mistakes in both natives and second language situation. Therefore, whether they are native speakers or second language learners, they probably could make mistakes in producing the language. Mistakes occur because the learners know the system but they fail to use it. Moreover, he also suggested that the key difference between a mistake and an error is that "mistakes, when attention is called to them, can be self-corrected".

Meanwhile, errors according to Brown (2007) are the result of one's systematic competence. An error reveals a portion of learner's competence in the target language. An example of committing errors in a second language learner of English, if he asks, "Do you can help me?" It probably indicates that the speaker reflecting a competence level in which all verbs require a pre-posed *do* auxiliary for all of the question formations. Based on the example, it can be concluded that the English learner probably is lack of competence in producing English. Therefore, he is unable to determine what the correct English construction is because he thinks that his utterance is what he intends to do. The English learners are usually not able to make any corrections of their errors by themselves. Therefore they need teachers to correct. Corder (1967) states that errors are things made by beginner of second or other language learners who do not yet have a full command of language system. Thus, the English learners could probably make

errors because they do not know the English grammar well. The learners think that they make the right English even though they do not because their language system says so.

All in all, making error is something that cannot be avoided by the learners especially by the second language learners and foreign language learners. As the foreign language learners, we are sometimes lack of competence about the target language. We are not aware with what the errors are and do not know how to correct the errors.

In conducting this study about error analysis, the writer used the five steps of error analysis method which are provided by Corder as quoted by Ellis (1994). They are collection of the sample error, identification of the errors, classification of error, explanation of error, and evaluation of errors.

### **2.1.2 Grammar**

As explained in the previous sub-chapter that the English learners could probably make errors because they do not know the English grammar well, English Grammar is such an important thing to apply in learning language. Different author will have different term in defining what grammar is. Patterson (1999) states that speakers and writers intend to apply the grammar to their tasks. While according to Greenbaum and Nelson (2002), grammar refers to the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible and others are not. He added that grammar is the central component of a language. It mediates between the system of sounds or of written symbols, on the other hand, and the system of meaning on the other. In

the study of language, grammar occupies a central position. It is easy to learn and to use dictionaries by the learners to find the pronunciation, spelling, or meaning of words, but it is still difficult to consult grammar books without considerable knowledge of grammar.

In fact, every language has its own grammar rules. Grammar is a part of language which has to be learned by the learners of a language. Learners have to produce the sentences grammatically so that the sentences or utterances can be delivered well, as well as the writing can be easily understood by the readers. The learners have to apply the rules of grammar on the sentences they produced. Implicitly, the learners who are good at grammar could probably produce a good writing. It is supported that writing as a productive skill requires the writers have the grammar knowledge when they would like to produce writing. Supported by the explanation above, grammar is such a crucial thing to be learned especially to produce a good writing.

According to Greenbaum and Nelson (2002), the rules of grammar state in which combinations of words are possible in the language and which are not. He explains that there are two rules applied in the English grammatical system. They are descriptive rule and prescriptive rule. Descriptive rule is a rule that describes how people use their language. The example of an impossible sentence in English was *Home computers now much are cheaper*. The rule which disallows that sentence is descriptive rule. Thus, the validity of this rule depends on whether the sentence *Home computers are now much cheaper* is a possible English sentence and *Home computers now much are cheaper* is an impossible English sentence.

The evidence to validate this rule is drawn from the knowledge that speakers of English have about their language as well as from samples of their actual use of the language.

On the other hand, Greenbaum and Nelson (2002) also explains about perspective rules. He states that perspective rules are rules that specify which usage should be adopted or avoided. There are some examples of perspective rules such as: do not use “*like*” as a conjunction, as in “*He speaks like his father does*”, do not use “*between you and I*”, do not split an infinitive, as in “*to actually feel*” and do not end a sentence with a preposition. Thus, descriptive and prescriptive rules are rules which occurred in the English grammatical system to distinguish English from the other languages.

### **2.1.3 Grammatical Error**

According to Burt and Kiparsky (1974), grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. Meanwhile, according to Ellis (1997) stated that grammar is traditionally concerned with the principles which determined the formation and interpretation of words, phrases and sentences. Therefore, the grammatical errors is kind of important to be considered by the learners because it does not match with the grammatical system of a language. The English learners have to be able to understand what the grammatical rules of English and how to apply them well, especially in writing. The grammatical errors found in students’ text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing.

### 2.1.4 Taxonomy of Grammatical Errors

The grammatical errors are classified into some categories. Some scholars have already defined them into different classifications. Richard (1974) derives errors categories into six: errors in verb groups, errors in the distribution of verb groups, Miscellaneous errors, errors in noun group, errors in the use of article, errors in the use of preposition and errors in the use of question.

According to Ho (2005), there are four taxonomies of errors that contain parts of speech. They are errors regarding nouns and noun groups, errors regarding verbs and verb groups, error regarding preposition, and error regarding sentence structure. The error classification and identification are shown in the following examples:

#### 1. Errors regarding noun and noun groups

- a) Unnecessary insertion /Overgeneralization of plural marker –s;

example:

Incorrect: There are several *sheeps* left in the field.

Correct: There are several *sheep* left in the field.

- b) Omission of plural marker –s (Under-marking of plural); example:

Incorrect: One pair of *pant* is all he brought to the camp.

Correct: One pair of *pants* is all he brought to the camp.

- c) Inappropriate selection/usage of quantifier/article/ determiner;

example:

Incorrect: I put *that* pencils in my bag.

Correct: I put *those* pencils in my bag.

## d) Inappropriate combination of subject and verb; example:

Incorrect: Neither the teacher nor the students *was* aware of the accident.

Correct: Neither the teacher nor the students *were* aware of the accident.

## 2. Errors regarding verbs and verb groups

## a) Omission of suffix –s/ -es/ -ed/ -ing; example:

Incorrect: He often *come* to my house to study.

Correct: He often *comes* to my house to study.

## b) Omission of –ed participle after a form of the verb be; example:

Incorrect: The lower primary students are *dress* in blue for the function.

Correct: The lower primary students are *dressed* in blue for the function.

## c) Inappropriate form after modal verb (Unnecessary insertion/ Overgeneralization of suffix –s, -ed, -ing, infinitive to; example:

Incorrect: We must *worked* hard for the rest of the year.

Correct: We must *work* hard for the rest of the year.

## d) Inappropriate form after modal verb (Omission of suffix –ed, passive form), example:

Incorrect: This matter can be *regard* as trivial.

Correct: This matter can be *regarded* as trivial.

## e) Omission of direct object; example:

Incorrect: I would appreciate ^ if you could sign this form for me.

Correct: I would appreciate **you** if you could sign this form for me.

f) Omission of infinitive to; example:

Incorrect: His younger brother refuses ^ study on his own.

Correct: His younger brother refuses **to** study on his own.

g) Omission of *-ing* participle; example:

Incorrect: He was always **get** into trouble.

Correct: He was always **getting** into trouble.

h) Omission of auxiliary verb; example:

Incorrect: As far as I know, Hengky was one of the most creative students I ^ ever had.

Correct: As far as I know, Hengky was one of the most creative students I **have** ever had.

i) Inversion of verb-subject in indirect question format; example:

Incorrect: She wants to know how **is he doing**.

Correct: She wants to know how **he is doing**.

### 3. Errors regarding prepositions

a) Omission of preposition; example:

Incorrect: Were you at the cinema when the fire broke ^?

Correct: Were you at the cinema when the fire broke **up**?

b) Unnecessary insertion of preposition; example:



Incorrect: *Despite of* the rain, the school team continued training in the field.

Correct: *Despite* the rain, the school team continued training in the field.

c) Inappropriate selection or usage of preposition; example:

Incorrect: Do you agree *about* the date for the swimming carnival?

Correct: Do you agree *with* the date for the swimming carnival?

4. Errors regarding sentence construction

a) Dangling modifier; example:

Incorrect: Having got all the support of students, the project was launched.

Correct: Having got all the support of students, *the principal* launched the project.

b) Squinting modifier; example:

Incorrect: The problem has been brought up to the discipline master *of the notorious student in class*.

Correct: The problem *of the notorious student in class* has been brought up to the discipline master.

c) Jumbled-up or illogical sentences; example:

Incorrect: The child went to see the doctor so the child had a bad stomachache.

Correct: The child had a bad stomachache so the child went to see the doctor.

d) Incomplete or fragmented sentences; example:

Incorrect: Although she was sick. She went to the concert to support her classmates.

Correct: Although she was sick, she went to the concert to support her classmates.

e) Run-on sentence; example:

Incorrect: They were not told of the dangers they went ahead swam in the sea on their own.

Correct: They were not told of the dangers, **so** they went ahead **and** swam in the sea on their own.

f) Inappropriate coordinating conjunction; example:

Incorrect: I can't decide whether Mei Ling **and** Bee Leng should be the only girl to represent our class.

Correct: I can't decide whether Mei Ling **or** Bee Leng should be the only girl to represent our class.

g) Inappropriate subordinating conjunction; example:

Incorrect: They did not inform her of the outcome **unless** they did not want to disappoint her.

Correct: They did not inform her of the outcome **as** they did not want to disappoint her.

h) Inappropriate combination of conjunction; example:

Incorrect: Although it was wet *but* they played in the field.

Correct: Although it was wet, they played in the field.

This study used the theory of grammatical errors taxonomy by Ho (2005). They included four categories of grammatical errors taxonomy which are errors regarding nouns and noun groups, errors regarding verbs and verb groups, error regarding preposition, and error regarding sentence structure.

### **2.1.5 Narrative Texts**

Narrative text is one of the English texts which is commonly produced by the students. According to Rebecca (2003) a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. A key to comprehend a narrative text is a sense of plot, of theme, of characters, and of events, and of how they relate. Sudarwati & Grace (2007) defines narrative text is a text which has a purpose to entertain the readers with a story that deals with complication or problematic events which lead to a crisis and in turn finds a resolution.

Anderson and Anderson (2003) explains that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. Narrative which has some particular characteristics has to be learned by the students, also the college students who take English as their majors.

## 2.2. Related Studies

There are some studies about error analysis. Wijaya (2007) did a research about grammatical errors made by the fifth year pupils of Santa Theresia II on making interrogative sentences. By using classification of errors suggested by Richard (1974), she found that most pupils made errors in wrong form of auxiliary.

Besides, Victoria (2009) who used the theory of taxonomy of errors by Ho (2005) in her study about error analysis found that the most mistakes occurred in the noun group, second is in the verb group, third is in the sentence structure, and the last is in the preposition.

Sa'diyah (2010) did a research about grammatical errors of students' movie review of bilingual magazine competition. The theory of error analysis by Burt and Kiparsky (1974) was used in her study. From six types, she found four types of grammatical errors. The most dominant type is in the skeleton of English clauses in type of simple predicate missing be.

Kirkgoz (2010) analyzed some written errors done by Turkish adult learner of English. He used the theory of taxonomy of errors proposed by Brown (1980). As the conclusion, he stated that there were 220 cases of interlingual errors. The error was also the highest number of all.

Then, in 2011, Aprillia analyzed grammatical errors in English writing produced by the twelfth grade students of tour and travel services department of SMK Pariwisata. She analyzed the findings based on theory of classification the

errors by Ho (2005). She found that the highest number of errors was errors regarding to noun and noun group.

Finally, a study titled ‘Vocabulary and L1 interference – Error Analysis of Turkish students was done by Erkaya (2012). He investigated errors in a corpus of 17 English essays written by 17 Turkish students. Using the error analysis theory by Burt and Kiparsky (1974), he found the errors in lexicon were by far the most problematic errors.

Although there are many studies about error analysis, none of them have written about writing narrative texts done by Airlangga University students. In this study, the writer tried to focus on analyzing the grammatical errors in writing narrative texts done by the second semester students at the diploma program English department in Airlangga University. In this study, the writer used the theory proposed by Ho (2005) which stated that there are four taxonomies of errors that contain parts of speech. They are errors regarding nouns and noun groups, errors regarding verbs and verb groups, error regarding preposition, and error regarding sentence structure.