

CHAPTER II

LITERATURE REVIEW

This chapter presents theoretical framework and review of studies which relate to grammatical errors. Firstly, the writer provides an overview of error analysis in the first part of this chapter. Secondly, types of error are also provided. Thirdly, the writer focuses on the types of grammatical errors. Fourthly, the writer gives explanations about error sources. The writer adapts the grammatical error taxonomy proposed by Politzer and Ramirez (1973 cited in Dulay, Burt and Krashen, 1982, p. 147 – 150) as the tool to analyze the types of grammatical errors produced in speaking by the fifth semester students of English Department year 2012 of Universitas Airlangga Surabaya. Moreover, the writer categorizes the error sources using Corder's interlanguage theory (1982) and Richards' intralingual theory (1974) as the tool. At the end of this chapter, the writer presents the review of related studies which are related to grammatical errors.

2.1. Theoretical Framework

2.1.1. Error Analysis

Error is something that cannot be avoided to occur during the process of second language acquisition (Lee and Ridley, 1999; Corder, 1982). In spite of the fact that errors cannot be avoided, still we need to manage how to minimize the possibility of making such errors in the process of L2 learning. Ellis found that raising language awareness can significantly contribute to language learning (cited in Dodigovic, 2005, p. 4). It becomes important to do such error analysis in order to know the errors that commonly occur and raise awareness of making such

errors. According to Llach (2007), errors found are also can be used to determine the learners' proficiency in the process of learning. Furthermore, error analysis might help to seek ways dealing with errors in second language learning.

Error analysis (EA) is an approach in second language acquisition (SLA). Error analysis actually helps learners to correct the errors made by them. Ellis (1997, p. 17) proposed four steps in analyzing error that are; (1) identifying error, (2) describing error, (3) explaining error, and (4) error evaluation. In analyzing error, firstly, we have to identify the error. Ellis (1997) stated that errors indicate such gaps exist in learners' knowledge. Secondly, we need to describe and classify the errors into types. Thirdly, in explaining the error, we have to analyze the error sources. And the last, we need to put a correction of the error (op.cit).

2.1.2. Grammatical Errors

Grammatical errors are found in both writing and speaking. The present study focuses on grammatical errors produced in speaking. If the sentences are produced using incorrect pattern of English grammar then the speakers will find difficulties to express their ideas. Moreover, the use of English tenses also relates to the meaning of the sentence such as the use of past tenses and passive forms. Therefore, if people produce grammatical errors in speaking, it might affect the meaning and cause a misunderstanding to occur (Savage, Bitterlin and Price, 2010, pp. 31 – 32).

Politzer and Ramirez (1973 cited in Dulay, Burt and Krashen, 1982, p. 147 – 150) studied 120 Mexican-American children who learned English in the United States by recording their short narratives about a silent animated cartoon.

Errors were extracted for analysis from this study. They then divided grammatical errors based on linguistics category into two main types. They are (a) morphology error and (b) syntax error.

Moreover, morphology error is divided further into six sub-types and syntax error is also divided further into five sub-types. Furthermore, in this taxonomy, they also divided grammatical errors in well-ordered list based on the two types of grammatical errors and also gave example for each grammatical error. The detail classification and each example of morphology and syntax errors are presented in the table below:

Table 2.1. Morphology error

| Error Type | Example of Learner Error |
|---|--|
| 1. Indefinite article incorrect <ul style="list-style-type: none"> • <i>a</i> used for <i>an</i> before vowels • <i>an</i> used for <i>a</i> | <ul style="list-style-type: none"> • <i>a</i> ant • <i>an</i> little ant |
| 2. Possessive case incorrect <ul style="list-style-type: none"> • omission of -s | <ul style="list-style-type: none"> • the <i>man</i> feet |
| 3. Third person singular incorrect <ul style="list-style-type: none"> • Failure to attach -s • Wrong attachment of -s | <ul style="list-style-type: none"> • the bird <i>help</i> man • the apple fall <i>downs</i> |
| 4. Simple past tense incorrect <ul style="list-style-type: none"> a) Regular past tense <ul style="list-style-type: none"> • Omission of -ed • Adding -ed to past already formed b) Irregular past tense <ul style="list-style-type: none"> • Regularization by adding -ed • Substitution of simple non-past • Substitution of past participle | <ul style="list-style-type: none"> • The bird he <i>save</i> him • He <i>calleded</i> • He <i>putted</i> the cookie there • He <i>fall</i> in the water • I <i>been</i> near to him |
| 5. Past participle incorrect <ul style="list-style-type: none"> • Omission of -ed | <ul style="list-style-type: none"> • He was <i>call</i> |
| 6. Comparative adjective/adverb incorrect <ul style="list-style-type: none"> • Use of more + er | <ul style="list-style-type: none"> • He got up <i>more higher</i> |

Table 2.2. Syntax error

| Error Type | Example of Learner Error |
|---|--|
| <p>1. Noun phrase</p> <p>a) Determiners</p> <ul style="list-style-type: none"> • Omission of the article • Substitution of definite article for possessive pronoun • Use of possessive with the article • Use of wrong possessive <p>b) Nominalization</p> <ul style="list-style-type: none"> • Simple verb used instead –ing • Preposition <i>by</i> omitted <p>c) Number</p> <ul style="list-style-type: none"> • Substitution of singular for plurals • Substitution of plurals for singular <p>d) Use of pronouns</p> <ul style="list-style-type: none"> • Omission of the subject pronoun • Omission of the <i>dummy</i> pronoun <i>it</i> • Omission of object pronouns • Subject pronoun used as a redundant element • Alternating use of pronouns by number as well as gender • Use of <i>me</i> as a subject <p>e) Use of preposition</p> <ul style="list-style-type: none"> • Omission of preposition • Misuse of preposition <p>2. Verb phrase</p> <p>a) Omission of verb</p> <ul style="list-style-type: none"> • Omission of main verb • Omission of <i>to be</i> <p>b) Use of progressive tense</p> <ul style="list-style-type: none"> • Omission of <i>be</i> | <ul style="list-style-type: none"> • He <i>no go</i> in hole • He fall down on <i>the head</i> • He put it in the <i>his room</i> • The little boy hurt <i>its leg</i> • By <i>to cook</i> it • The dove helped <i>him</i> putting leaf on the water • He got some <i>leaf</i> • He <i>stab</i> him in the feet • <i>(he)</i> pinch the man • <i>(it)</i> is nice to help people • I don,_t know <i>(it)</i> in English • <i>My brother he</i> go to Mexico • So he can eat <i>it</i> (referring to apples) • Me forget it • He came <i>(to)</i> the water • He fell down from (for <i>on, into?</i>) the water • He <i>(fell?)</i> in the water • He <i>(is)</i> in the water • He <i>(is)</i> going |

| | |
|---|---|
| <ul style="list-style-type: none"> • Replacement of <i>-ing</i> by the simple verb form • Substitution of the progressive for the simple past c) Agreement of subject and verb • Disagreement of subject and verb person • Disagreement of subject and number • Disagreement of subject and tenses <p>3. Verb-and-verb construction</p> <ul style="list-style-type: none"> • Embedding of a noun-and-verb construction in another noun-and-verb construction • Omission of <i>to</i> in identical subject construction • Omission of <i>to</i> in the verb-and-verb construction • Attachment of the past marker to the dependent verb <p>4. Word order</p> <ul style="list-style-type: none"> • Repetition of the object • Adjectival modifiers placed after noun <p>5. Some transformations</p> <p>a) Negative transformation</p> <ul style="list-style-type: none"> • Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i> • Multiple negation <p>b) Question transformation</p> <ul style="list-style-type: none"> • Omission of auxiliary <p>c) <i>There</i> transformation</p> <ul style="list-style-type: none"> • Use of <i>is</i> instead of <i>are</i> • Omission of <i>there</i> • Use of <i>it was</i> instead of <i>there was</i> <p>d) Subordinate clause transformation</p> <ul style="list-style-type: none"> • Use <i>for</i> for <i>so that</i> • Use of indicative for conditional | <ul style="list-style-type: none"> • The bird was <i>shake</i> his head • Then the man <i>shooting</i> (<i>shoot?</i>) with a gun • You be <i>friends</i> • <i>The apples was</i> coming down • I didn,_t know what it is • I <i>go to</i> play (I go and I play) • I <i>go</i> play • I see a bird got the leaf • He was going to <i>fell</i> • <i>The bird</i> (object) he was going to shoot it • He put it inside his <i>house a little round</i> • He not play anymore • They <i>won't</i> have <i>no</i> fun • How (<i>is</i>) the story helps? • There <i>is</i> these hole • (<i>there</i>) Is one bird • <i>It was</i> round things • <i>For</i> the ant could get out • So he don,_t kill the bird |
|---|---|

2.1.3. Error Sources

Richards classifies two main error sources namely interlingual transfer and intralingual transfer (1974, p. 173). The errors caused by interlingual transfer could happen as a result of first language interference on the second language acquisition process. L2 learners might get interference from their mother tongue while making sentences in target language (Corder, 1982, p. 11). People who learn English as a foreign language might produce errors during the process of learning. It happens since language system of learners' mother tongue is different from the second language being learned. On the other hand, errors caused by intralingual transfer could happen depending on learners' ability to master the second language. Moreover, errors caused by intralingual transfer happen regardless the learners' background of language.

2.1.3.1. Interlingual errors

Corder (1982, p. 22) stated that in analyzing errors caused by interlanguage transfer, firstly we have to know learners' mother tongue. If we know the mother tongue, it will give us a chance to do literal translations in order to interpret the sentence plausibly. Literal translation is a process of translation in which people translate each word of the original work rather than giving the meaning of each expression or sentence using words that sound natural (Collins COBUILD Dictionary on CD-Room, 2006). In this case, the sentence from mother tongue is translated back into the target language which has a well-formed sentence, and then we can make a comparison between the new sentence being reconstructed and the original sentence made by learners which indicates error.

Corder gave a pure hypothetical example, if, in reply to the question: *Whose car are we going in?* The learners were to reply: *John, if he gets here in time*, the tendency would be to relate this to the equivalent target language sentence: *We are going in John's car if John gets here in time*. In addition, a more extended study might show that the learner's underlying sentence was: *We are going in the car of John, if John gets here in time* (Corder, 1982, p. 33–34). The language system or grammar of second language being learned is different from what learners have in their mother tongue. The pattern of their mother tongue might affect the process of second language learning which is called as errors caused by interlingual transfer. The learners' mother tongue might affect learners to do a literal translation by producing "the car of John" instead of "John's car".

2.1.3.2. Intralingual errors

Richards (1974) conducted a study focusing on errors caused by intralingual transfer and classified six types of intralingual and developmental errors that are commonly encountered. They are (a) errors in the production of verb groups, (b) errors in the distribution of verb groups, (c) miscellaneous errors, (d) errors in the use of prepositions, (e) errors in the use of articles, and (f) errors in the use of questions. Based on the findings, he divided intralingual and developmental errors further into four causes that affect the general characteristics of rule learning. They are (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of rules and (4) false concept hypothesis (op.cit).

2.1.4. *Tata Baku Bahasa Indonesia*

In order to analyze the grammatical errors caused by interlingual transfer, the writer needs to compare the sentences' patterns of source language and target language. Thus, the writer could analyze whether learners translate the sentence literally. In this study, the writer uses Badudu's theory (1997) which proposed eight patterns of the sentences in Bahasa Indonesia (cited in Iswara, 2007).

a. *Subjek (S)+Predikat (P)*

Saya mandi

b. *Subjek (S)+Predikat (P)+Objek (O)*

Saya menulis surat

c. *Subjek (S)+Predikat (P)+Objek (O)+Keterangan (Ket)*

Ayah mengirimkan uang kepada ibu

d. *Subjek (S)+Predikat (P)+Pelengkap (Pel)*

Mereka berburu rusa

e. *Subjek (S)+Predikat (P)+Objek (O) +Pelengkap (Pel)*

Mereka menganggap saya pengajar

f. *Subjek (S)+Predikat (P)+Objek (O) +Pelengkap (Pel)+Keterangan*

(Ket)

Ayah mengirimi ibu uang bulan lalu

g. *Subjek (S)+Predikat (P)+Keterangan (Ket)*

Saya sakit sebulan

h. *Subjek (S)+Predikat (P)+Objek (O)+Keterangan (Ket)*

Penyelesaiannya memakan waktu setahun

2.2. Review of Related Studies

Nugrahaeni (2011) conducted a research which focused on grammatical errors analysis in students' Guided Writing. This study examined the sources of grammatical error produced in writing. The participants of this study were fourteen students of Guided writing class. She identified the grammatical errors and explained the errors. The finding of this study was the grammatical errors in students' writing caused by intralingual transfer were found greater than interlingual transfer.

Adib (2012) conducted a research on grammatical errors production in speaking of ELT Department students of IAIN Walisongo Semarang. The aim of this study was to analyze the grammatical errors and find the error sources. The sample for this study was eight of second year students of ELT Department students of IAIN Walisongo Semarang. Adib described the grammatical error produced and the error sources. This research likely focused on the individual errors' production by calculating the error percentage of each student. The finding of this study suggested that students were still confused with the system of English grammar. It could be seen from the major error source which was intralingual transfer.

The similarities between the previous studies and the present study were that this present study focused on analyzing grammatical error and determining the major source of grammatical errors. Errors caused by intralingual transfer happen depending on learners' ability to master the second language being acquired. The related studies found that errors caused by intralingual transfer were

greater than interlingual transfer. In this study, the writer also proposes that intralingual transfer is the major source of grammatical errors in story telling produced by the learners. The differences between the previous studies and this present study were the samples of this study were obtained in greater number in order to find the general characteristics of grammatical errors produced by learners. Moreover, the samples were taken from the third year students of English Department. It is important to know the learners' ability to master English grammar and speaking since they have learned both subjects from the first to the fourth semester.

