CHAPTER II

REVIEW OF RELATED LITERATURE

Chapter II presents review of related literature which is based on relevant theories. It covers the definition of errors, causes of errors, types of error, error analysis, the different between errors and mistakes, grammar, tenses, simple present tense, and descriptive text.

2.1 Errors

In the learning process, especially learning language as a second language, error is a natural part of language learning. Learning the second language is a process unlike learning the first language. In this new system of language, learners will directly connect with such a new vocabulary, grammatical pattern and foreign pronunciation which differ from their first language. It will always occur although the best effort has been done. Therefore, when they try to speak or to write the target language, it is inevitable to them to produce many errors.

Brown (2000) defines that errors are idiosyncratic in the interlanguage of the learner which is direct manifestation of a system within which a learner is operating. He further defines that error is a noticeable deviation from adult grammar of a native speaker, reflecting the interlanguage competence of the learner. From the statements, it can be concluded that errors are something to do with inappropriate forms of the grammar of the target language that have imprinted on learner’s mind. Therefore, it cannot be self corrected by the learner.

Errors are found in writing and speaking. Learning process is a fundamental where human beings or learners aim to get any knowledge or
information. However, that learning process still involves any mistake, misjudgment, miscalculation, and erroneous assumption (Brown, 2007).

In order to analyze learners’ error in a proper way, it is necessary to make a distinction between error and mistake. According to Bose (2005), mistake is deviation due to performance factors such as memory limitation (e.g.: mistakes in the sequence of tense). According to Brown (2007:270), mistake refers to lack of performance in applying a known system accurately.

According to this definition, a native speaker could make mistake in his/her native language. Error, on the other hand, is problem that a native speaker would not have. The students mostly do not know why and how they can make error. Therefore, the students cannot correct their own error by themselves. On the other hand, mistake is unsystematic deviation, such as speak of mistake because of fatigue, emotion, and so on. Mistake lies on performance, while error lies on competence which is a consistent and systematic deviation and describes learners’ capability at a certain phase.

2.2 Causes of Errors

Errors occur due to many causes. One strategy to prevent students from making the same errors anymore is by looking at the causes of error itself. In discussing about causes of errors, Norrish (1983) claims that there are three major causes of errors that arise in second language learning. They are carelessness, first language interference and translation.
a. Carelessness

Carelessness is often closely related to lack motivation. Many teachers will admit that it is not always the student’s fault if she or he loses interest; perhaps, the materials and/or the style and presentation do not suit them.

One way of reducing the number of carelessness errors in written work is to get students to check other’s work. It will involve students in active search for errors and English can be used for a genuine communication while discussing these errors in class.

b. First Language Interference

First language interference is the result of the language habits that has been established in the students’ native language. When the students use English, they usually bring or use the native language habits in the target language they have been learnt.

c. Translation

Translating word by word of idiomatic expression in the first students’ language can produce error in this type. It usually happens due to the situation, when a learner is asked to communicate something but does not know the appropriate expressions or structures.

2.3 Types of Error

According to Dulay (1982) there are four types of errors. All of which are: error based on linguistic category, error based on surface strategy taxonomy, error based on comparative taxonomy, and error based on communicative effect taxonomy.
a. **Error based on Linguistic Category**

This category consists of language component. The components are phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

b. **Errors based on Surface Strategy Taxonomy**

Surface strategy taxonomy focuses on the ways that learner may omit essential items or add inessential ones; learner may *misform* item or *misorder* them. This classification is sub-classified into four parts:

1. **Omission**

   *Omission* error is an item which is missing in the formed of utterance. For instance, Nurinda student of SMP Bunga Bangsa

2. **Addition**

   *Addition* error is an item which should not appear in the formed of utterence. There are three types of *addition* errors namely double markings, regularization, and simple *addition*.

   a) Double markings

   Double markings are two items appear in the same sentence for the same feature. For example “She doesn’t goes to school” or “he didn’t watched the movie”.

   b) Regularization

   The class of main verb or the class of noun is rule of linguistic item. There are regular and irregular forms and constructions in languages. Error of regularization caused by learners applies regular
forms to irregular one. For example the verb “eat” becomes “eated”, the noun “deer” becomes “deers”.

c) Simple addition

Errors are ‘grab bag’ subcategory of additions. Simple addition is an error which does not belong to double marking or regularization. For instance “The fishes doesn’t live in the water”.

3. Misformation

Misformation errors are errors which are used in the wrong form of morpheme structure. In misformation errors, learners supply something, although it is incorrect.

There are three types of misformation, namely: regularization, overgeneralization, and alternating form.

a) Regularization errors

In regularization errors, a regular marker is used to substitute an irregular one, as in “runned” for “run” or “goose” for “geese”.

b) Over generalization

These errors refer to an “archi form”. An archi form is the selection of one member of a class of forms to represent others in the class. For example, a learner may select one member of the class of personal pronoun to function for several others in the class, “that cat” “that cats”
c) Alternating forms

The use of archi forms often gives way to the free alternation of various members of a class with each other. For example: These book

4. Misordering

*Misordering* errors are incorrect placements of morpheme or morpheme’s group in sentences. For example: I don’t know what is that.

c. Error based on Comparative Taxonomy

Errors in a comparative taxonomy is a comparison between the structure of second language errors and other types of constructions. This classification is sub classified into four parts:

1) Development errors

Development errors are similar to the children who learn the target language as the first language. For example: Cat eat it.

2) Inter-lingual errors

Inter-lingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language.

3) Ambiguous errors

Ambiguous errors reflect the learners’ native language structure, and at the same time, they are likely in the speech of children acquiring first language. For example: You no have bicycle.

4) Other errors

Other errors are errors in native language structure on their second language development form. For instance, “she do not go to the
school”, where “do” as a verb for present tense and it has “s/es” for subject “she”.

d. Error based on Communicative Taxonomy

The perspective of the listener or the reader is affected in this types of errors. It focuses on distinguishing between errors that seem to cause inadequate communication and those that do not. There are two types of these errors:

1) Global errors

Global errors involve wrong order, missing or misplaces sentence connectors, and missing cues to signal obligatory exceptions to pervasive syntactic rules. It highlights on the errors that can cause miscommunication significantly.

2) Local errors

Local errors include errors in noun and verb inflection, article, auxiliaries, and formation of quantifier. Local errors do not hinder communication significantly because it affects in single element of the sentence.

2.4 Error Analysis

A number of previous research provided different definitions for ‘error analysis’. Error analysis is a type of linguistic study that focuses on the errors which learners make. It consists of a comparison between the errors made in target language (TL) and within that TL itself. For Crystal (as cited in Seitova 2016), error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a
foreign language. In addition, according to Brown (2007) error analysis means a reality that the learners make errors, and these error’s can be observed, analyzed, and classified to acknowledge something of the system operating within the learner.

In agreement, Richards and Schmidt (2002:184) indicate that error analysis are identifying strategies which learners use in language learning; classifying the causes of learners’ errors; acquiring the information on common difficulties in language learning as an aid to teach or to prepare teaching materials.

2.5 Grammar

Grammar is very valuable to express what someone wants to say and to interpret properly. According to Ur (1998), a learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language forms. Grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language. Grammar is the set of rules which determines the way in which units such as words and phrases can be combined in a language.

According to Richards, Platt, and Weber in Nunan (2005:2), grammar is a description of a language and the way in which units such as words and phrases are combined to produce sentences in the language. From this definition, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatical if they follow the rules of grammar. Since communicative purpose and function of language are reflected in grammar, it is a must that the students have to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express
information, feelings, and ideas in their thought to others. In other words, it can be said that communication failure will happen if people do not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

2.6 Tenses

According to Prayitno (2002:91), “tense refers to the form of verb used, for example: He eats (Simple Present Tense), he ate (simple past), he has eaten (present perfect tense), etc”. Another definition is from Azar (1990:891), that the word “tenses” stands for a verb form or series of verb used to express time relation. Tense may indicate whether an action, activity or state is in present, past, or an activity in future or in progress over a period of time.

2.7 Simple Present Tense

2.7.1 Definition

Simple Present Tense is used to show action that happens all the time, for it looked at the finite verbal group without auxiliaries.

Based on Bourke (2003), Simple Present Tense talks about official schedule or timetabled events, e.g. train timetables. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

2.7.2 The Formula of Simple Present Tense

a. Verbal Sentence → Verb is the predicate of the sentence

Figure 2.1 The Formula of Verbal Sentence
Affirmative | S + V1 (s/es) + O | It snows in Alaska
Negative | S + do/does + not + V1+O | It does not snow in Alaska
Interrogative | Do/Does+S+V1+O | Does it snow in Alaska?

Adopted from Betty Schrampfer Azar (1999:2)

b. Nominal Sentence ➔ a sentence with *be* as the main verb has three basic patterns (Azar, 1999)

Figure 2.2 : The Formula of Nominal Sentence

| Affirmative | S + (is,am,are) + Complement | She is beautiful |
| Negative | S + (is,am,are) + not + Complement | She is not beautiful |
| Interrogative | (Is, Am, Are) + S+ Complement? | Is she beautiful? |

Adopted from Betty Schrampfer Azar (1999:2)

### 2.7.3 The Usage of Simple Present Tense

Davidson (2004: 201-206) indicates that there are four functions of Simple Present Tense:

a. Simple Present Tense is to express fact or general truth.
   
   E.g. My father is a doctor

b. Simple Present tense is to express repeated action.
   
   E.g. Maria goes to grand mother’s house every Tuesday morning

c. Simple Present Tense describes actions that are happening at the time.
   
   E.g. Rury plays a guitar (a general fact; Rury knows how to a guitar, or he often plays a guitar)

d. Simple Present Tense can be used to express present or future event or action.
   
   E.g. The meeting finishes at 9.00 pm
In general, Azar (1989:2) states that the Simple Present Tense expresses events or situations that exist regularly and habitually; they exist now, existed in the past, and probably will exist in the future.

2.8 Descriptive Text

According to Boardman and Frydenberg (2002:6), descriptive text is a text that describes about some particular looks, such as person, or thing in detail. The purpose of descriptive text is to give an information of what is being described for the reader.

Hammond (1992) also indicates that there are two generic structures of descriptive text. All of which are:

a. Identification of phenomenon to be described
b. Description of parts, qualities, and characteristics

Furthermore, Hammond (1992) says that the language features of descriptive text include:

1. Using Simple Present Tense
2. Focusing on specific participants
3. Using action verb
4. Verbs of ‘being’ and ‘having’ or ‘relational process’. For instance, “my mother is beautiful, she has long hair.”
5. Using figurative language such as hyperbole, symbolism, and personification