CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is presented to review some theories and opinions to the study. It includes (1) error, (2) grammar, and (3) speaking.

2.1 Error

The students or learners normally make a diversion in the use of language as they do not master the ordinance of the second/foreign language. In this case, English as a foreign language for Indonesian people makes Indonesian learners arduous to master the ordinance of the English language. As a foreign language, learners cannot avoid making errors.

The error mostly occurs in the process of learning. Besides, an error could be considered as an unavoidable aspect in the language acquisition process. According to Jing, Xiaodong, and Yu (2016, p. 98), an error is a systematic deviation that occurs because of the less understanding of knowledge in learning the foreign language that committed by the learners or the students. It means that the students or learners who less understanding of language learning will face some errors in their speaking.

Jing, Xiaodong, and Yu (2016, p. 98) also state that mistake happens because of the lack of performance attention, exhaustion, slovenliness, or some other aspects of performance. The mistake itself can be corrected by the learners or students while they realize the mistake of their sentences. Otherwise, an error
that makes by the learners or students cannot correct it by themselves because the less of their understanding of grammar.

Errors made by the learners can be grouped into diverse types. According to Dulay (as cited in Nezami and Najafi, 2012), errors have four categories for descriptive classification which are linguistic category, surface strategy, comparative analysis, and communicative effect. A linguistic taxonomy covers categories which are based on descriptive grammar of the target language.

The researcher limits her research in grammar. Therefore, she just explains about the component of grammar that is errors of using word classes or part of speech.

**1.1.1 Source of Errors**

There are two sources of errors based on Simbolon (2015, p. 83) which are interlingua and intralingua transfers.

1. **Interlingua transfer** is the system of mother tongue that influences the second language. It can be seen in the form of word-to-word translation, such as: “The pen of Rina”. It should be “Rina’s pen”.

2. **Intralingua transfer** is error that made by the learners or students who do not master the second language as they felt confused in the structural of second language. It can be seen in “the use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized” that committed by the learners or students. Nowadays, intralingua transfer (within the target language itself) is a main factor in learning the foreign language.
2.2 Grammar

Grammar takes the most important part in speaking because it will give the meaning in a sentence or paragraph that produced by the learners or students. It also will guide the learners or students to improve their speaking grammatically and avoid committing the error or mistake. In case, they should focus on learning the grammar regularly. Humphrey, Droga, and Feez (2012, p.2) show that grammar points to the source of language that organizing the words to make the meanings structurally. It means that to make the meaning of words or sentences correct structurally, the learners or students must be attention to the grammar as the source of the language. In addition, it also supports by the other research that is according to Yang (2010, p. 267), grammar is viewed to be organized in closed systems, such as regular and systematic.

Jackson (2013, p. 16) states that there are six grammatical word classes which have a relatively small and stable membership; they include pronouns, determiners (words that accompany nouns and ‘determine’ their contextual status, e.g. the, a, this, my), prepositions, conjunctions, auxiliary verbs, some adverbs. It means that grammar has word classes that stable in membership such as pronouns, prepositions, conjunctions, and some adverbs.

Based on Grenbaum (as cited in Sari, 2013), grammar has some components such as word classes, the structure of phrases, sentences, and clauses. In this case, the researcher only focuses on the word classes that comprise of kinds of part of speech.
2.2.1 Part of Speech

According to Syarifuddin (2014, p. 18), parts of speech or also known as word classes have eight kinds of classification based on the traditional grammars. They are noun, verb, pronoun, adjective, adverb, preposition, conjunction, and interjection.

2.2.1.1 Noun

A noun is part of speech that is used to refer to a person, object, concept, idea, place, thing, quality, or action and can function as the main word in the subject of a clause, the object of a verb, or the object of a preposition or in apposition. Example: book, family, parents, encouragement, interest, convergence, sight, sister.

- A common noun is a noun that refers to people, places, things, or ideas. It is a noun that can contain an article. The important thing to recognize is that common nouns are general names. They are not the names of a single person, place or thing. It is represented in the singular and plural form, and it is also represented by lower case letters such as house(s), garden(s), chair(s), etc.

- Proper noun (also called a proper noun) is a noun that is the name of a specific individual, place, object, person, or thing and the first letter of a proper noun is always a capital letter such as Smith, Canberra, Jakarta, etc.
2.2.1.2 Verb

A verb is a word or part of speech that usually is used to show action of being or a state of being an occurrence. Action verbs express physical and mental actions such as run, talk, think, etc. State of being verbs express a condition or state of being such as appear, feel, seem, etc.

- An intransitive verb is an action verb that has only one argument and so has a valiancy of one, which is neither a linking verb nor an auxiliary verb, which does not take a (direct) object such as come, go, sit, die, etc.

- Copula verb (also called a copular) is a special type of word used to link the subject to the complement. They are sometimes called linking verbs but do not describe the action, because a copula acts as a connector between the subject of the sentence and modifier. The examples of copula verbs are be, look, feel, taste, smell, sound, seem, appear, get, become, grow, stay, keep, turn, prove, go, remain, resemble, run, lie, etc.

2.2.1.3 Pronoun

A pronoun is a small word as a substitute that takes the place of a noun or phrase so there is no need to repeat the same noun many times such as I, you, he, she, it, they, we, etc.

- The personal pronoun is a pronoun that is used as a substitute for a proper or common noun which is used to replace nouns that refer to people rather than saying their names. A personal pronoun can be used as
the sentences subject or objective. All known human languages have personal pronouns which are used to refer to specific nouns such as I, you, they, he, she, we, yours, it, me, us, etc.

- Demonstrative pronoun identifies and specifies a noun or pronoun, or points to specific things, replacing rather than modifying a noun. The demonstrative pronouns are this, that, those, none, and neither.

- An interrogative pronoun is a pronoun used to elicit specific information about who has done what, and to whom, in order to ask a question (who, whom for human and what, which for nonhuman). An interrogative pronoun produces information questions that require more than a “yes” or “no” answer.

- A reciprocal pronoun is a special pronoun which is used to refer to the person involved in a reciprocal action, which is to indicate that two individuals can take an action and find the results of the action in the same time. Some common reciprocal pronouns are each other and one another.

- A reflexive pronoun is a special kind of pronoun that is usually used when the object of a sentence is the same as the subject; refers to or stands for a noun or pronoun or pass the action of a verb back to the subject. The reflexive pronouns are myself, yourself, himself, herself, itself, themselves, etc.
2.2.1.4 Adjective

An adjective is a part of speech that modifies or describes a noun or pronoun, to denote a quality or quantity or extent of information about the definition of a noun or pronoun. An adjective is used in a predicative or attribute manner usually to answer the questions ‘which?’ or ‘how many?’ or ‘what kind of?’ to make the meaning more specific such as handsome, beautiful, good, etc.

- The comparative adjective is made of an adjective which denotes the degree or grade by which a person, thing, or other entity has a property or quality greater or less in extent than that of another by adding rier or more such as greater, more beautiful, etc.
- The gradable adjective is an adjective which can be modified to show various degrees and can be graded, both strengthening and weakening something. It also can be compared with a non-gradable adjective, which does not have degree such as rather hot, hot, very hot; hot, hotter, the hottest.
- The superlative adjective is used to indicate that one thing has some feature to the highest degree or the most extreme of something than all others in a given context by adding -est or most, such as high-highest, expensive-most expensive.

2.2.1.5 Adverb

An adverb is a part of speech that describes or modifies a verb, adjective, preposition, phrase, another adverb, clause, or sentence (usually by adding ly from
adverb forms). It tells the way in which the action of the verb is carried out to express some relation of manner, place, time, degree, number, cause, opposition, affirmation, or denial to answer the questions *how?*, *when?* or *where?*.

### 2.2.1.6 Preposition

A preposition is a part of speech that introduces a prepositional phrase usually coming in front of a noun or pronoun or noun equivalent and expressing a relation to another word or element to form a phrase that shows where, when, how, and why. They are commonly used to elaborate on the subject of a sentence. Such as: *about, above, because, but, by, except, in, into, on, off, to, with, without, up,* etc.

### 2.2.1.7 Conjunction

Prayitno (2002, p. 230) states that conjunction is a word used to join the words or sentences. The words which are joined by the conjunction must be in the same parts of speech, (noun + noun, adjective + adjective, verb + verb, sentence + sentence). There are commonly used as conjunctions, they are: *and, but, or, before, for, yet, ‘both...and...’, ‘either...or...’, ‘neither..nor...’, as well as, ‘not only...but...’, ‘not only...but also...', ‘although...yet...’, rather than, no less than, so that, in order that, else, otherwise, however, whereas, until, after, while, only, so.*
2.2.1.8 Interjection

Hall (1993, p. 12-13) states that interjection is a word which grammatically independent of the sentence structure. They may be used to attract the attention of the listener or for other similar purposes”.

Examples:

- Oh, I'll go if you want me to.
- Well, I’m not sure about that.
- Wow, those trees are beautiful!

2.3 Speaking

In learning English, there are four skills that learners or students should master in order to increase the knowledge of learning English as a foreign language. They are listening, reading, writing, and speaking. According to Khamkhein (2010, p. 184), speaking is considered to be the most notable in learning a foreign language than the other language skills. The learners or students sometimes cannot avoid making an error or mistake in their speaking. Therefore, speaking becomes the most important aspect of learning English as a foreign language. Otherwise, the other skills such as listening and reading can be learned by our self. Besides, writing also has a similar error and mistake that commit by the learners or students.