

## CHAPTER II

### REVIEW OF RELATED LITERATURES

#### 2.1 Definition of Error

In the process of learning language, either first language or second language, people cannot avoid making errors. As Tarigan (1988:142) statements, *berbuat kesalahan merupakan suatu bagian belajar yang tidak terhindarkan*. It means that making errors is a part of learning that cannot be avoided. On the other words, teacher and parent should not avoid their students' or childrens' language errors, but they precisely must give the problem solving to overcome the errors faced. They should realize that making errors is an inevitable part of learning. It may be caused by influence of the mother tongue for learning process happened. It is considered as something natural which happens in the target language learning.

In this study, it is important to distinguish between error and mistake in learning second language. It is because of most of students misunderstand about them. As stated by Brown (2006:258) that mistakes must be carefully distinguishhd from errors of a second language learner. He says that an error is a noticeable deviation from the adult grammar of a native speaker which reflects the competence of the learner. Furthermore, he defines mistake refer to as performance errors where the learner knows the system but fails to use it. Thus, mistakes can be self-corrected by the learner. On the contrary, error cannot be self-corrected.

Almost similarly, Corder (1982:10) states that mistakes refer to errors of performance, reserving the term error to refer to the systematic errors of the learner from which we are able to reconstruct his knowledge of the language to date. He further explains that the errors of performance will characteristically be unsystematic and the errors of competence, systematic. It can be concluded that mistake is unsystematic, but error is systematic.

Dulay et al (1982:139) defines it as the flawed side of learner speech or writing. This is the part of conversation or composition that deviate from selected norm of mature language performance. They further explain that error refers to any deviation, no matter what the characteristics or causes of the deviation might be. Thus, it can be stated that error is any deviation may caused by the deficiency of the learner's competence in learning the target language.

The error may caused by lack of competence and knowledge of the learner in target language rule system. It means that the learner comprehends yet as well as about the language rule in the target language that the learner has learned. The error usually happens consistently for the deficiency of the learner's competence itself, so that is systematic.

It is similar to Jain statement in Richards (1974:202). She states that errors show a consistent system and are internally principled and free from arbitrariness. They are therefore systematic. Those systematic errors may look up as rule governed for they follow the rule of whatever grammar the learner has. Based on the definitions above, it can be concluded that error is the systematic deviations due to the learner's developing knowledge of the second language rule system or

the norms of the target language, without consider what the characteristics or causes of the deviation might be.

## **2.2 Contrastive Analysis Hypothesis**

Contrastive Analysis is one of the most popular pursuits for applied linguists in the middle of the twentieth century. Brown (2006:248) states that:

Contrastive Analysis Hypothesis deeply rooted in the behavioristic and structuralist approaches of the day, the CAH claimed that the principal barrier to second language acquisition is the interference of the first language system with the second language system....

Discussing about CA, Ellis (1994:47) also give contribution by state that the underlying assumption of CA was that errors occurred primarily as a result of interference when the learner transferred native language ‘habits’ into the second language. She further states that interference was believed to take place whenever the ‘habits’ of the native languages differed from those of the target language.

Almost similarly, Dulay et al (1982:97) states that CA took the position that a learner’s first language “interferes” with his or her acquisition of a second language, and that it therefore comprises the major obstacle to successful mastery of the new language. They also state that where structures in the first language differed from those in the second language, errors that reflected the structures of the first language would be produced. They further explaine that such errors were said to be due to the influence of the learners L1 habits on L2 production.

According Dulay and Burt in Richards (1974:96):

The CAH states that while the child is learning a second language, he will tend to use his native language structures in his second language speech, and where structures in his first language and his second language differ, he will goof.

Based on the statement above, it can be concluded that CA is used to predict the learner's error which was based on a structural approach to analyse the interference of the first language system with the second language system.

### **2.3 Error Analysis**

Dulay et al (1982:141) state that error analysis can be characterized as an attempt to account for learner's errors that could not be explained by Contrastive Analysis or Behaviorist Theory. In Ellis's view (1994:47) error analysis supplanted Contrastive Analysis, which sought to predict the errors that learners make by identifying the linguistic differences between the first language and the target language. She further states that error analysis provided a methodology for investigating learner language.

The study of errors is a fundamental part of applied linguistics. Error analysis is a branch of applied linguistic activity. According to Corder (1982:35) it provides a validation of the findings of contrastive linguistic studies. Contrastive studies are undertaken in order to discover and describe the about differences between the mother tongue and the second language. Based on the linguist views above, it can be argued that error analysis is a branch of applied linguistics that describes the errors made by students in the language learning process.

In addition, Corder (1982:45) concludes that error analysis has two functions; a theoretical one and a practical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.

The practical aspect of error analysis is its function in guiding the remedial action must take to correct an unsatisfactory state of affairs for learner or teacher.

. In an error analysis research-at least in Ellis's view (1994:48)-there are five steps. They are collection of a sample of learner language, identification of errors, description of errors, explanation of errors and evaluation of errors. Errors are studied in order to find out the errors made by the student in the learning process. It can also be a strategy used by human in learning foreign language. After finishing the analysis, the result will be evaluated by the teacher. Then, teacher will know as far as the ability of his student.

## **2.4 Types of Error**

According to Dulay et al (1982:146-180), there are four types of error. Those are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. But, the writer focuses on the second types of error in Dulay's theory, surface strategy taxonomy.

### **2.4.1 Surface Strategy Taxonomy**

Based on Dulay et al (1982:150) surface strategy taxonomy emphasizes the way surface is altered. Here, the learner tends to omit necessary items or add unnecessary ones. He may misform items or misorder them. The types of error that belong to surface strategy are omission, addition, misformation, and misordering.

#### **2.4.1.1 Omission**

Dulay et al (1982:154) state that omission errors are characterized by the absence of an item that must occur in a well-formed utterance. They (1982:155)

further state that language learners omit grammatical morphemes much more frequently than content words. It may happen during the early stages of second language acquisition which caused by lack of vocabulary. For example:

- It very hard for me to learn English right (ill-formed)
- It **is** very hard for me to learn English right (well-formed)
- My mother **buy** some fruits in the market (ill-formed)
- My mother **buys** some fruits in the market (well-formed)

The first sentence is ill-formed because there is not verb or auxiliary verb to link the subject and the adverb. It should be 'It **is** very hard for me to learn English right' because the subject is 'it', the third singular person. In present tense rule, the verb used in the nominal sentence is 'is'. Based on the Dulay's theory, it is included into omission of auxiliary verb.

The third sentence is also ill-formed because it omits **-s**. In present tense rule, if the subject the third singular person, the verb must end **-s** or **-es**. Therefore, it is included into omission of attach **-s**.

#### **2.4.1.2 Addition**

Dulay et al (1982:156) explain that addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. It is the opposite of omission. Dulay et al (1982:156-158) divide addition error into three types. They are:

##### **2.4.1.2.1 Double Marking**

In Dulay's theory (1982:156), he states that many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions. It can be said that double marking occurs when the

learners give more than one marking in constructing the utterance or sentence, for examples:

- He **doesn't** **says** something important (ill-formed)
- He **doesn't** **say** something important (well formed)
- Why **didn't** you **made** dinner? (ill-formed)
- Why **didn't** you **make** dinner? (well formed)

In the first sentence, 'doesn't' and 'says', it were double marking. It should be 'doesn't say'. In present tense rule, the negative form use 'do' or 'does not' + the base verb without s. In the third sentence is also same with the first sentence, there are two marks, 'didn't' and 'made'. It should be didn't make. In past tense rule, the negative form use 'did not' + the base verb. Thus, based on Dulay's theory above, it includes double marking error.

#### 2.4.1.2.2 Regularization

Dulay et al (1982:157) state that regularization errors fall under the addition category are those 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. Thus, it can be stated that regularization error is erroneously added to exceptional items of the given class that do not take a marker. It occurs when the learners add some exceptional items for regular ones, for examples:

- Jane **putted** her book in my bag last night (ill-formed)
- Jane **put** her book in my bag last night (well-formed)
- Jack and his father got a lot of **fishes** after fishing (ill-formed)
- Jack and his father got a lot of **fish** after fishing (well-formed)

In the first sentence, using ‘putted’ in past tense rule is incorrect. The learners added –ed to give the same rule that past tense is always added –ed as mark in the verb. Actually it is regularization of the verb ‘put’. It should be ‘put’. Based on Dulay’s theory, it concluded addition error in regularization.

The third sentence is also an incorrect sentence. That is caused the learners added –es on ‘fish’ as mark in plural noun. It should be ‘fish’. In plural rule, some members of a class are exceptions to the rule as like as in past tense rule. Therefore, those errors are included addition error of the regular past tense and plural markers –ed and –es.

#### **2.4.1.2.3 Simple Addition**

Dulay et al (1982:158) define that simple addition error is an error that does not belong to double marking or regularization. For example:

- They live **in** over the road (ill-formed)
- They live over the road (well-formed)
- They **doesn’t** go anywhere (ill-formed)
- They **don’t** go anywhere (well-formed)

In the first sentence, it is ill-formed sentence. There are two prepositions in the sentence, in and over. It should be ‘They live over the road’. The third sentence is also ill-formed. There is addition of –es in the auxiliary. In negative form, the third person plural subject, the auxiliary must be ‘do not’. In conclusion, based on Dulay’s theory, those errors are not included in double marking or regularization. It is called simple addition error.



### 2.4.1.3 Misformation

Based on Dulay et al (1982:158), misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in the error of omission the item is not supplied at all, in the error of misformation the learner supplies something although it is incorrect. There are three types of misformation errors, namely:

#### 2.4.1.3.1 Regularization

According Dulay et al (1982:159), regularization errors fall under the misformation category are those in which a regular marker is used in place of an irregular one. For example:

- They love their **childs** very much (ill-formed)
- They love their **children** very much (well-formed)
- I **comed** from Indonesia (ill-formed)
- I **came** from Indonesia (well-formed)

The first sentence is ill-formed sentence. That is caused of the learners added –s on ‘child’ as mark in plural noun. In plural rule, some members of a class are exceptions to the rule as like as in past tense rule. The right form in plural is ‘children’. In conclusion, based on Dulay’s theory above, this error is included into misformation called regularization.

The third sentence is also ill-formed sentence. Using ‘comed’ in past tense rule is incorrect. The learners added –ed to give the same rule that past tense is always added –ed as mark in the verb. Actually it is irregular verb ‘come’. It should be ‘came’. Therefore, it is categorized into misformation error called regularization.

### 2.4.1.3.2 Archy Form

In this type of errors, Dulay et al (1982:160) state that the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. It means that the learner uses one form of certain class to represent all of the uses in the class. Learners may also select one member of the class of personal pronouns to function for several others in the class. For example:

- She picks **this** flowers in the garden (ill-formed)
- She picks **these** flowers in the garden (well-formed)
- **Me** and my friend go to the zoo (ill-formed)
- **I** and my friend go to the zoo (well-formed)

The first sentence is ill-formed sentence. That is caused of the learner uses 'this' to demonstrate the flowers as mark in plural noun. In demonstrative adjectives, 'this' is used to demonstrate singular noun. In plural, this should be 'these'. Based on Dulay's theory above, this error is included into misformation called archi-form.

The third sentence is also an ill-formed sentence. 'Me' is incorrect subject. The learner uses the wrong pronoun. The demonstrative pronoun, 'Me' should be 'I'. The position is as the subject of the sentence. Therefore, it is categorized into a misformation error called archy form.

### 2.4.1.3.3 Alternating Forms

Based on Dulay's theory (1982:161), alternating forms have the same meaning with Archi-form. The learner exchanges the form freely. For example:

- What time **did** you shopping in the mall? (ill-formed)

- What time **were** you shopping in the mall? (well-formed)
- Every student **have be** taught about passive sentence (ill-formed)
- Every student **has been** taught about passive sentence (well-formed)

Alternating forms have the same meaning with Archi-form. In the first sentence, it is ill-formed sentence. It is caused the learner uses the wrong auxiliary 'did' in the interrogative sentence. In past progressive sentence, the auxiliary should be replaced by 'were' because the second person subject.

As like as the first sentence, the third sentence is also ill-formed sentence. Using 'have be' is incorrect. The learner uses the wrong auxiliary in the passive sentence. In passive sentence, the right auxiliary should be 'has been'. It is caused the subject of the sentence is singular. In conclusion, those errors are chategorized into misformation error called alternating forms.

#### **2.4.1.4 Misordering**

According Dulay et al (1982:162), misordering errors are characterized by the incorrect placement of a morphem or group of morphemes in an utterance or sentence. For example:

- I don't know where **is my book** (ill-formed)
- I don't know where **my book is** (well-formed)
- What **mother is** cooking? (ill-formed)
- What **is mother** cooking? (well-formed)

Misordering errors occur systematically for both the second language and the first language learners in constructions that have already acquired. In the first sentence, it is ungrammatical sentence. It is caused the learners embed the auxiliary 'is' in incorrect place. The learners remain the auxiliary in the same

place as in wh-question rule. In this sentence, the auxiliary should be placed after the noun. Therefore, it is concluded misordering error of inverting the auxiliary.

The third sentence, as like as the first sentence, is also ungrammatical sentence. The learners embed the auxiliary in the wrong place in wh-question. In wh-question, the auxiliary should be embedded after wh-question. So, it should be ‘What is mother cooking?’. In conclusion, this error is also chategorized into misordering error in wh-question.

## 2.5 Causes Errors

Making errors in the process of learning a target language cannot be avoided by learners. It is fact that making an error is a part of learning the target language. There are many causes related to make by language learners in process of learning the target language. Richards (1974:174-178) states that the causes of errors are as follow:

### 2.5.1 Over-generalization

According to Richards (1974:174), over-generalization covers instance where the learner creates a deviant structure on the basis of his experience of other structures in the target language. It involves the creation of one deviant structure in place of two regular structures. In other words, the learner generalizes the rules to create other sentences, for examples:

- She **bringed** my book yesterday (ill-formed)
- She **brought** my book yesterday (well-formed)
- Jack will **goes** to the cinema tonight (ill-formed)

- Jack **will go** to the cinema tonight or Jack **go** to the cinema tonight (well-formed)

The first sentence and the third sentence are incorrect sentences. The errors happened because the learner makes constructing the sentence based on his/her experience knowledge of other structure in the target language. In the first sentence, the learner tries generalizes the verb 'bring' into 'bringed'. It is overregularization of the verb in past tense. It should be 'brought'.

The third sentence, as like as the first sentence, is also incorrect form. It is overregularization of ending -es or -s in the third person singular. This sentence is future tense in order to there is a modal in the verb 'will'. In future tense rule, adding modal is followed by the base verb without ending -es or -s. It should be 'Jack **will go** to the cinema tonight or Jack **go** to the cinema tonight'. This error is caused by the learner generalizes ending -es or -es in the third person singular. Therefore, the causes of these errors are included over-generalization.

### 2.5.2 Ignorance of Rules Restriction

Richards (1974:175) states that closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. It can be said that ignorance of rules restriction covers instance where the learners do not apply the application of rules to the contexts. It is because the learner is failure to observe the restriction of existing structure, for examples:

- He **made** me to rest
- He **asked** me to go to the bedroom
- The students **who they speak English** can go to abroad

- The students **who speak English** can go to abroad

The first sentence ignores restriction on the distribution of make. This is again a type of generalization, since the learner is making use of a previously acquired rule in a new situation. Some rule restriction errors may be accounted for in terms of analogy. In this context, the learner should use verbs that take infinitival complements, such as: asked/wanted/invited.

Furthermore the third sentence, ‘The students **who they speak English** can go to abroad’, violates the limitation on subject in structures with **who**. In relative pronoun subject ‘who’ is followed by verb, not subject, because ‘who’ replace the subject. It should be ‘The students **who speak English** can go to abroad’. Therefore, the rule restriction errors may result from the rote learning of rules.

### 2.5.3 Incomplete Application of Rule

Richards (1974:177) concludes that the learners’ errors are derived from a failure to fully develop a structure. In this category, the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For examples:

Teacher’s Question	Student’s Question
Where did you go yesterday?	I <b>did go</b> to Malang yesterday.
What are they discussing about?	They <b>discussing</b> about their hobbies

In the first teacher’s question, ‘Where did you go yesterday?’ is past form. The student answered the teacher’s question based on what teacher said without comprehend the time signal of the teacher’s question. It should be: “I went to Malang yesterday”.

The second teacher's question, 'What are they discussing about?' is progressive form. The student answered the teacher's question based on what teacher said without comprehend the tense of the teacher's question. It should be: 'They are discussing about their hobbies'. The answer often is the influence of teacher's question; others avoid excessive use of questions by utilizing signals to indicate the type of sentence required. In conclusion, it involves a failure to learn the more complex types of structure because the learner can achieve quite efficient communication without the need for mastering more than the elementary rules of question usage.

#### **2.5.4 False Concepts Hypothesizes**

In this cause of error, Richards (1974:178) says that false concept hypothesized deals with errors which derive from faulty comprehension of distinctions in the target language. So the learner fails to comprehend fully, for examples:

- He **is writes** a letter (ill-formed)
- He **writes** a letter (well-formed)      or      He **is writing** a letter
- He **was studied** last night (ill-formed)
- He **studied** last night (well-formed)      or      He **was studying** last night

The first sentence is ill-formed. It is caused there are two marks 'is' and 'writes'. The student fails to comprehend the distinction of these marks. The form 'is' may be interpreted as a marker of the present tense. In present tense rule, 'is' is present state in nominal sentence; 'is + ing' is present action. So, the right form of the sentence is 'He writes a letter' or 'He is writing a letter'.

The third sentence, as like as the first sentence, is also ill-formed. This error arises because the learner does not fully comprehend a distinction of 'was' in the past tense. The form 'was' may be used as past marker. Used together with the verb + ed this produces such sentences as 'He was studied last night'. Interpreted as the form for 'past actions' it gives 'He was studying last night' instead of 'He studied last night'.

## **2.6 Descriptive Text**

According Oshima and Hogue (2007:61), descriptive text tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind. According Kasa Rambe in blog, in line with it, descriptive text is a text which says what a person or a thing is like. The purpose of this text is to describe and reveal a particular person, place or thing. Furthermore, it can be stated that descriptive text is a kind of text which describes what a person, place, or thing is like.

The writer can use the description to create the setting for a story, to illustrate ideas, to help clarifying, definitions or comparison to make the complexity of the process to be more understandable. Therefore the description should include enough detail so the readers can understand easily.

The generic structure of descriptive text, those are: identification and description. Identification contains statement which introduce about the object that will be described. The statement must be interesting in order to persuade reader to read the detail description. In description, it describes about the



condition and characteristic of the object, includes the size, location, qualities, part, weather, etc. The tense used in this text is present tense as explained sub-title as below. Below there is an example of descriptive text which taken from the source: Scaffolding English for Junior High School Students Grade VII (2008:103):

### My House

**Identification:**

My house is on Jalan Kartini. It is big and nice.

**Description:**

It has two floors. It has a living room, a small kitchen and a bathroom on the first floor. On the second floor there are three bedrooms and a bathroom. My parents' bedroom is big. My brother's room is next to my room. My room is small but I like it.

It has light green wall. There is a desk with a computer on it. I do homework there. There is also a nice garden in front of my house and I often play in the garden. We love our house.

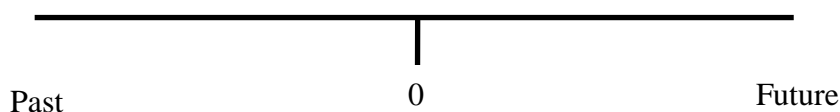
## 2.7 Present Tense

According Burks and Wishon (1980:192), tense means time. However, it should be pointed out that time in relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. In addition to denoting time relationships, the verb tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress.

Comrie (1985:36) states that there are three basic tenses that have formed the backbone of much linguistic works on time reference in grammar, namely present tense which means coincidence of the time of the situation and the present moment; past tense which means location of the situation prior to the present

moment; future tense which means location of the situation after the present moment.

Comrie (1985:2) assumes that time can be represented conventionally as a straight line as below, with past represented conventionally to the left and the future to the right. The present moment will be represented by a point labeled 0 on the line.



The time line diagram identifies the present moment as a point in time on that line, and the basic meaning of present tense is thus location of a situation at that point. In this study, the writer does not discuss all the tenses, but only present tense. It can be argued that present tense is used to express events or situations that exist at the present moment, but which began in the past and may well continue in the future.

Present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to describe actions that are factual or habitual. The simple present tense is the base form of the verb. The simple present tense of all verbs except be is based on the simple form. The present form of all verbs (except be) is the simple form for all person except the third person singular. For the third person singular subject, the verb must be ended by attaching –s or –es (e.g. put – puts, go – goes).

There are some forms of the present tense. They are:

	<b>Verbal Sentence</b>	<b>Nominal Sentence</b>
(+)	S + Verb (s/es) + O She studies hard	S + To be (is, am, are) + O I am a student
(-)	S + Do/Does + not + Verb + O I do not speak English well	S + To be (is, am, are) + not + O It is not my pencil
(?)	Do/Does + S + Verb? Does he go to school?	To be (is, am, are) + S + O? Are you a student?

According Burks and Wishon (1980:193), the simple present tense performs the following functions:

- a. To express general statements of fact and timeless truths. The simple present tense says that something was true in the past, is true in the present, and will be true in the future. For example:
  - Water consists of hydrogen and oxygen.
  - The earth revolves around the sun.
- b. To express habitual or everyday activities, often with such adverbial expressions as frequently, usually, every day, and so on. It is also the usual present tense form of stative or “private” verbs, such as wish, hope, fear, love, like, understand, and know. For example:
  - She helps her mother every morning.
  - I study for two hours every night.
- c. When used with the verb do, shows emphasis. For example:
  - He does look like his father.

- She may not be brilliant, but she does get good grades.
- d. To express commands or request (second person only). For example:
- Get out of my sight!
  - Please let me know how you get along.
- e. To express future time with a future time adverbial. For example:
- Classes begin the day after tomorrow.
  - The team plays in St. Louis next month.

## **2.8 Review of Previous Studies**

Herlinawati (2011) in her thesis discussed about an error analysis of narrative writing made by the third grade students at MTsN pajajaran Pamulang. The results were: (1) the most of the students made errors in irregular form, because almost of the students made errors in this area; (2) the second level of error is regular form but it is the lowest that the students make the errors. In her thesis, she analyzed narrative writing. Meanwhile, the writer analyzed descriptive writing.

Suwar (2004) analyzed tenses used in translation from Indonesian into English made by the second year student of SMA Taruna Nusa Harapan Mojokerto. In his skripsi, he focused on analyzing the students test on tense used in translation from Indonesian into English. The results of the analysis showed that the errors made consist of four types of errors covering misformation 57%, the errors of omission was 27%, the errors of addition was 14%, and the errors of the disorder was 2%. From the percentage above, he concluded that the error of misformation was the highest among other types.

Ramli, Doni (2013) in his research journal entitled “An analysis on the students’ error in writing recount text”. He analyzed recount writing made by the tenth grade students of SMAN I Siantan. The error was classified based on the items of specification. The finding of this research was 275 errors made by the students in writing recount text. The errors were 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.90% errors at mechanics.