

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Error Analysis

In learning and using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not mastered yet the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis.

Brown (1980) says that error analysis is the study of students' error which can be observed, analysed, and classified to reveal something of the system operating within the learners. Brown's point of view implies that error analysis is useful for the teacher.

Error analysis was defined by Sharma (1981:21) as "a process based on the analysis of learners' errors with one clear objective, which is evolving suitable and effective teaching and learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language."

In line with EAM, Ubol (1988: 8) in Dirgeyasa (2016) said, "Error analysis is a systematic description and explanation of errors made by learners or users in their oral or written production on the target language.

According to Mahmoodzadeh (2012) in Al-Khresheh (2016), EA could be defined as a procedure used to identify, categorise, and explain the errors committed by FL/L2 learners. It is considered as the most appropriate tool for analysing learners' errors.

According to Schaumann and Stenson (1976, p. 4) in Al-Krhreshen state that "the task of EA is to explain and analyse why one aspect of the target grammar has not been adequately acquired whilst a second is learnt without difficulty."

Error analysis is also regarded as "a procedure used by both researchers and teachers which involves collecting samples of learners' language, identifying errors and classifying them according to their nature and causes and evaluating their seriousness" (Keshavarz, 1999, p. 168 in Ahmed et al).

The Differences between Error and Mistake

These are some differences between error and mistake

No.	Error	Mistake
1.	An error cannot be self-corrected and is caused by a learner's inadequate knowledge of the target language (Mourtaga, 2004 in Abushihab).	A mistake can be self-corrected. (Mourtaga, 2004 in Abushihab).
2.	An error is systematic. (Gas and Selinker, 2001 in Abushihab).	A mistake can be self-centered (Gas and Selinker, 2001 in Abushihab).
3.	Errors occur repeatedly and cannot be recognized by the learner.	Mistake are not a result of deficiency in competence (Yuksal,

		2004 in Abushihab).
4.	Error reflects gaps in learners' knowledge. They occur because learner does not know the correct. (Ellis, 1997 in Ahmed et al).	Mistakes reflect occasional lapses in performance, they occur because in particular instance, the learner is unable what he or she knows. (Ellis, 1997 in Ahmed et al).

2.2 Kinds of Errors

According to Dulay, Burt, and Krashen (1982: 150) in Ellis and Barkhuizen, 2005 p. 61, errors divided into four categories: addition, omission, misformation and misordering.

a. Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language, example: He didn't to come. (correction: He didn't come)

b. Omission

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second

language acquisition. Example: My sister very pretty. (Correction: My sister is very pretty).

c. Misformation

Misformation is indicated by the use of wrong forms of certain morphemes, example: Me don't like. (Correction: I don't like).

d. Misordering

Misordering is indicated by the incorrect placement of certain morphemes. Example: She fights all the time her brother. (Correction: She fights her brother all the time).

In mastering English writing, one of the important things that the students have to know is grammar. It is important because most of the problem happening in writing is grammar and it is guide for students in creating every single sentence correctly. By knowing grammar, it will help the students to get away from mistakes that possibly could be done by the students.

2.3 Writing

According to Johnstone, Ashbaugh, & Warfield (2002) in Javed et al, Writing is the one of the basic skills of English language. It is generally considered one of the most difficult that other skills foreign language students. Even native speakers feel difficulty in showing a good command of writing. Writing is a complex skill and even considered by many linguists as the most difficult of all the four skills (Corder & Allen, 1974 in Adam et al).

It means that writing is not easy. It takes study and practice to develop this skill. For both native speakers and new learners of English, it is important to note that writing is a process, not a product.

Moreover, John Langan stated on his book that there are four bases in writing on effective paper: unity, support, coherence, and sentence skills.

a. Unity

Discover a clearly stated point, or topic sentence, and make sure all the other information in the paragraph or essay is in support of that point.

b. Support

Support the points with specific evidence, and plenty of it.

c. Coherence

Organize and connect supporting evidence so that paragraphs and essays transition smoothly from one bit of supporting information to the next.

d. Sentence Skill

Revise and edit so that sentences are error free for clearer and more effective communication.

2.4 Types of Errors

a. Article

Articles are word that defines a noun as specific or unspecific. English has two types of articles. They are definite and indefinite.

1. The Definite Article

The definite article is the word *the*. It limits the meaning of a noun to one particular thing.

For example: Are you going to **the** party this weekend?"

The definite article tells that is refers to a specific party that the speaker and listener know about.

2. The Indefinite Article

The indefinite article takes two forms. It's the word *a* when it follows a word that begins with a consonant (ex: a gift, a phone, a paper). It's the word *an* when it follows a word that begins with a vowel (ex: an apple, an ice cream, and an animal). The indefinite article indicates that a noun refers to a general idea.

For example: Should I bring *a* gift to the party?

b. Tenses

Tense in English identifies when an event happens or describe or state. Tense is the relationship between the form of the verb and the time of the action or state it describes. Tense shows the time of the action or state being expressed by a verb (Shaw, 1986, p.110) in Jabbari. Tense is the relationship between the form of the verb and the time of the action or state it describes (Richards & Schmidt, 2002, p 545) in Jabbar. Tense is the inflectional category whose basic role is to indicate the time of an event, etc. in relation to the moment of speaking (Matthews, 2007, p. 404) in Jabbar. Tense is a grammatical category which involves changing the form of the verb to reflect the location of an event in time, the usual distinction is between past, present and future (Baker, 2012, p. 304) in Jabbar. In English there are three kinds of tenses. They are Past Tenses, Present Tenses, and Future Tenses.

Tense is verb form that shows the time of the action or state (Oxford, 2008: 458). Comrie (1985 in Kroeger, 2005: 148) Tense is grammaticalised expression of location in time. Bybee (1985 in Kroeger, 2005: 148) Tense refers to the grammatical expression of the time of the situation described in the proposition, relative to some other time.

c. preposition

Preposition has been called the biggest little words in English. They are usually quiet short and significant looking, but they have very important functions. Preposition is always followed by nouns (or pronouns). They are connective words that show the relationship between the noun following them and one of the basic sentence elements: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

- a. Place position: across, after, against, before, among, around, at, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.
- b. Direction: across, at, by way of, down, into, out of, t through, toward, up upon.
- c. Time: about, after, around, at before, by, during, from ... to, from ... until, in.
- d. Purpose: for
- e. Possession: of
- f. Manner: by, in, like, with..
- g. Identification: at, by, in, on, with.
- h. Agent: by

d. Capitalization

Capitalization is very important concept in standard grammar in the written form of English language. Capitalization is also known as capital letter. The capital letter is useful signals for a reader. They have three main purposes: to let the reader know a sentence is beginning, to show important words in a title, and to signal proper names and official titles. For example:

1. Burnaby Public Library
2. Islamic University of Riau

e. Punctuation

Briscoe and Carroll 1995 in Bayraktar report that treating punctuation marks within a grammar is useful for not only breaking the text into suitable units for parsing but also for resolving structural ambiguity. Bayraktar, Say and Akman (1998) punctuation is an orthographical component in written language. Punctuation helps the readers to understand the written communication by breaking it down into smaller component. The conventions establish a measure of consistency for writers. Some conventions are obligatory: if we break them, we have made mistakes in punctuation. Others are optional: we can make better or worse choices in particular circumstances, depending on the effects we wish to convey. To that extent, punctuation is an art. Some punctuation marks are intended to

represent pauses that we should make in our reading (Greenbaum and Nelson (2002). For example:

Later I watched TV. (Later, I watched TV.)

When I was young I lived in a big house. (When I was young, I lived in a big house.)

Punctuation is often essential to convey meaning. Poor punctuation contributes to unorganized writing and confuses readers. Coherence and structure in any piece of text are influenced by punctuation marks (Gamaroff, 2000; Shaughnessy, 1977) in Salamin et al. As the common example of an English professor who asked his/her student to punctuate the following sentence:

A woman without her man is nothing.

The males punctuated the sentence as: "A woman, without her man, is nothing."

However, the females punctuated it differently: "A woman: without her, man is nothing." This above example demonstrates the power of punctuation and its role in resolving ambiguity.

f. Subject-Verb Agreement

Subject and verb must agree with one another in number (singular or plural). Thus, if subject is singular, verb must also be singular. Then, if subject is plural, verb must also be plural. For example:

The dog chases the cat (singular and singular)

The dogs chase the cat (plural and plural)

Plural verb doesn't agree with singular subject

My family consist... (consists)

My mother work... (works)

He also love... (loves)

My brother like... (likes)

Singular verb doesn't agree with plural subject

My grades was... (were)

My days was... (were)

My favourite hobbies is... (are)

My abilities.. has... (have)

.... friends was.. (were)

Sports takes... (take)

.. games that seems.. (seem)

(adopted: Al Murshidi: 2014)

Subject-verb agreement error happen when the writer or speaker uses the plural form of a verb when the subject calls for the singular

form, or when the singular form of a verb is used then the subject calls for the plural form.

g. Word Order

Most English sentences to the SVO word order, this means that subject comes verb, which comes before object. Word order is important, because when we put words in the wrong order, the result is a confusing, unclear, and an incorrect sentence. According to Celce-Murcia and Hilles (1988) language can be seen as a type of rule-governed behaviour, and grammar, then, is a subset of those rules which govern the configurations that the morphology and syntax of a language assume. For example the rules of English word order allow us to accept the following sentences as grammatically correct:

- a) *Where are you going?*
- b) *The man kicked the ball.*

English word order has often been described as fixed. The placement of the core elements of the clause is strictly regulated. By changing the word order in the sentence the syntactic relationships between the elements are changed. As illustrated in the examples, word order is a part of grammar which plays an important role in information structuring of a sentence because “word order is one of the primary devices languages offer speakers to express who does what to whom” (Gershko-Stowe & Goldin-Medow, 2002:377). Example of word order:

I have two brothers and two sisters at home (correct)

Two brothers and two sisters have I a home (incorrect)

How are you today? (correct)

You are how today? (incorrect)

The dog was extremely hungry (correct)

The extremely dog was hungry (incorrect)

h. Word Choice

Word choice refers to a writer's selection of words as determined by a number of factors, including meaning (both [denotative](#) and [connotative](#)), [specificity](#), level of [diction](#), [tone](#), and [audience](#). Another term for word choice is diction.

Word choice is an essential ingredient of style. In studying a writer's style, say Hart and Daughton, "the critic's best tool is developing a sensitivity to word choice" (Modern Rhetorical Criticism, 2005). Example of error in word choice:

I'll punch you if you come there (incorrect)

I'll punch you if you go there (correct)

She got on the taxi (incorrect)

She got into the taxi (correct)

2.5 Relevance Studies

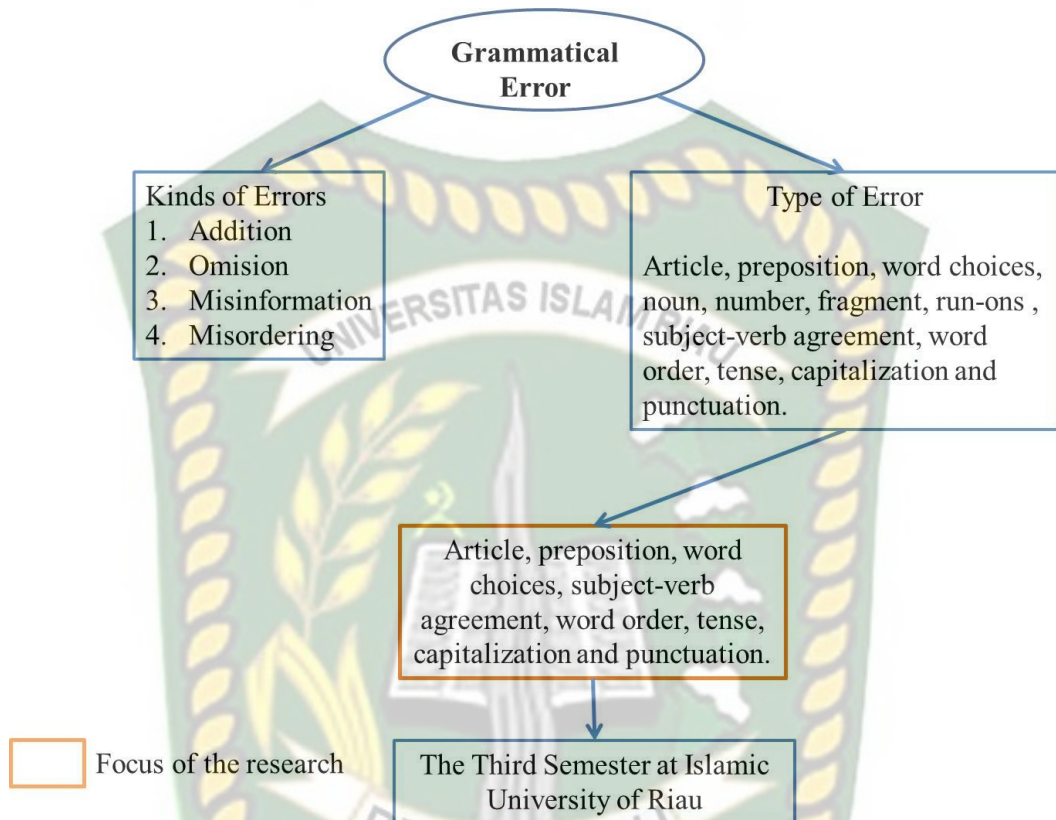
The following relevance studies of this research are as follow:

1. Some researchers had researched about the grammatical errors in writing. One of them was found in Muhammad Harryzal Prawira, 2016. “An Analysis of Grammatical Errors in Essay Writing at English Department in Islamic University of Riau”. This study figure out and analyses grammatical errors in essay writing made by the third semester students at English Department in Islamic University of Riau. They were asked to write essay. The errors committed are classified under five categories. They are errors in tenses, pronoun, sentence pattern, preposition, and conjunction. In this study, researcher used writing test as the instrument. The results show there are 65 items of errors in students’ writing.
2. Enggar Widiaastuti. 2014. “An Analysis of Grammatical Error in Using Simple Past Tense in Written Text by the Eight Grade Students’ of SMPN 18 Pekanbaru”. In this study, the researcher limits the problem only on grammatical error in using simple past tense in written text. The objective of this research is to know the students grammatical error in using simple past tense in written text by the eight students of SMPN 18 Pekanbaru. The results show that from 30 students, 27 students made error in tense, 25 students made error in sentence pattern, 13 students made error in preposition, 8 students made error in pronoun.

3. Abushihab. 2014. "An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language". This study investigates and classifies grammatical errors in writing made by twenty second-year students at the Department of English Language learning English as foreign language in Gazi University of Turkey. The students are enrolled in a writing course in the first semester of the academic year 2011 – 2012. They were asked to write about the difficulties they face while learning English. The errors committed by the subjects are classified under five categories. They are errors in tenses, in the use of prepositions, in the use of articles, in the use of active and passive, and morphological errors. The results show that the participants made 179 grammatical errors of which 27 errors are in tenses, 50 errors in the use of prepositions, 52 errors in the use of articles, 17 errors in the use of passive and active voice and 33 were morphological errors.

From the previous studies above, can be informed that they have similar concern with this research, but this study focus on eight items all at once; that are subject-verb agreement, tenses, capitalization, punctuation, article, word choice, word order and preposition.

2.6 Conceptual Framework



Errors analysis is the study of students' error which can be observed, analysed, and classified to reveal something of the system operating within the learners. In this research, the researcher chooses grammar aspect to conduct the research. And this research focused on article, preposition, word choice, subject-verb agreement, word order, tense, capitalization and punctuation. Moreover, there are kinds of error such as; addition, omission, misinformation, and misordering.

2.7 Assumption

The researcher assumes that the third semester at Islamic University of Riau made some grammatical errors.

