

CHAPTER 2

LITERATURE REVIEW

2.1 Definition of Error

According to Corder (1981), “Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners.” Besides error, there is a mistake. Corder said “Mistakes are deviations due to performance factors such as memory limitation, spelling pronunciations, fatigue, emotional strain, etc. Brown said that error can look from native adult grammar and reflecting learner interlanguage competence while a mistake refers to a performance error that is either a random guess or a “slip”, in that it is failure to utilize a known system correctly. Parrot (2012) has his own statement in distinguishing what error and mistake is. According to him, “errors are considered to be evidence of the learner’s developing competence in the foreign language. Mistakes, on the other hand, are generally non-systematic and do not necessarily reflect the learner’s underlying competence”.

2.2 Types of Errors

According to Dulay (1982), “analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the writer’s reconstruction of the new language.”

On Surface Structure Taxonomy, errors are classified into four:

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The item could be functional or content words. For example: Marlyn is go to the zoo = Marlyn is going to the zoo.

Addition is the opposite of omission. In addition, it is characterized by the presence of an item which must not appear in a well-formed utterance or the presence of unnecessary element. There are three types of addition errors. Double Marking is the failure to delete certain items which are required in some linguistics contraction but not in others. For example: She didn't went = She didn't go. Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. For example: eated = ate; sheeps = sheep; mans = men. Simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization.

For example: The book is in over there = The book is over there

Misselection errors are characterized by the use of wrong form of the morpheme or structure. For example : We sang with the childs. = We sang with the children.

It is said that misordering errors are signed with the false placement of a morpheme or group of morphemes in an utterance. For example : I want to know who are you. = I want to know who you are.

Errors in this taxonomy are classified based on the comparison between the structure of target language errors and certain other types of construction (Shaffer, 2005). There are three types of errors: developmental error, interlingual error, ambiguous error, and communicative effect.

Developmental Errors are errors similar to those made by children learning the target language. There are two considerations underlying the interest in comparing L1 and L2 acquisition errors. a) If characteristics common to both L1 and L2 acquisition can be identified, we may be able to apply L1 theoretical inference to L2 acquisition theory as well.

b) Since L1 acquisition errors are not possibly due to language interference, when the same errors are made by L2 learners, it is reasonable to believe that mental processes of general language development are at work, not the grammar rules of the learner's native language (Shaffer, 2005).

Interlingual errors are similar in structure to semantically equivalent phrases or sentences in the L2 learner's L1. The sources of interlingual errors are all conditions that result in the premature use of the L2 by the language learner. These would include pressure to perform in the L2, living in an environment where the use of the L2 is very limited, conscious L2 language processing and so forth (Shaffer, 2005).

Ambiguous errors are those that could be classified as either development or interlingual errors because they reflect errors that L1 learners commonly make while at the same time reflect the structure of the L2 learner's mother tongue (Shaffer, 2005).

The communicative effect deals with errors from the perspective of their effect on the listeners or readers. It focuses on distinguishing between error and mistake that cause miscommunication (Dulay, 1982: 189). There are two types of errors: global errors and local errors. Global errors are errors that affect overall sentence organization and hinder communication (Burt and Kiparsky in Dulay et al, 1982: 191). Local errors are errors that affect a single element of a sentence and usually do not hinder communication.

2.3 The Causes of Errors

Error analysis sees error as inevitable part in the process of foreign language learning. These are the causes or the factors are found that related to this material. Brown (1994) states there are two causes of errors: interlingual and intralingual.

Interlingual errors are caused by the interference of native language (mother language) of the learners (Brown, 1994). In identifying interlingual errors, researchers usually translate the grammatical form of the learner's phrase

or sentence into the learner's first language. Interlingual errors here refer to second language errors that reflect native language structure.

Intralingual error is the negative transfer of items within the target language, or, in another way the incorrect generalization of rules within the target language (Brown, 1994). Richards (1984) distinguishes intralingual errors into four types: overgeneralization, ignorance of rules restrictions, incomplete application of rules, and false concept hypothesized.

Overgeneralization errors arise when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures.

Ignorance of rule restrictions involves the application of rules to contexts where they do not apply. An example is "He made me to rest" through extension of the pattern found with the majority of verbs that take infinitive complements (for example, *He asked/wanted/invited me to go*).

Incomplete application of rules involves a failure to fully develop a structure. Some second language (English) learners tend to apply declarative word order in questions in place of interrogative word order.

False concept hypothesized arises when the learner does not fully comprehend, for example, a distinction “present tense” in *Teacher is teach today* and *Teacher teaches today*.

In learning a second language, students often make several errors because of some factors. Norrish (1995:21) describes the source of errors are carelessness and translation. Carelessness It is often closely related to lack of motivation. One way of reducing the number of carelessness errors in written work is to get students to check others’ works. Translation word-by-word translation of idiomatic expressions in the learners’ first language can produce classic errors.

2.4 Error Analysis

2.4.1 Definition of Error Analysis

Brown (1994) identifies the fact that learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners called error analysis. Whereas, according to Ellis (1985) error analysis is a procedure involving collecting sample of the learner’s language, identifying the errors in the sample, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness.

2.4.2 The Use of Error Analysis

Corder in Ellis (1994) notes that errors provide information for the teacher about how much the learner has learnt, provide the researcher with evidence of how language was learnt, and served as devices by which the learner discovered the rules of the target language. While Sharma (1986) states that error analysis can be a very useful device both at the beginning and during the various stages of a foreign language teaching program.

2.4.3 The Benefits of Error Analysis

Errors are normal and unavoidable during the learning process as Richard (1984) mentioned that no one can learn without making errors. Meanwhile, Lengo (2003) mentioned that errors are believed to be an indicator of the learners' stages in their target language development. So then, it is important to analyze the errors because there are many benefits in analyzing the errors, such as: (a) a device which the learner uses in order to learn (Selinker. 1992). (b) to fully grasp and understand the nature of the errors made, and (3) instead of just being able to explain the rules and correct the errors (Ho, 2003).

2.4.4 The Procedures of Error Analysis

There are some procedures in conducting error analysis. According to Ellis (2008) there are 5 steps of error analysis:

Collection of a sample of learner language. The type of data collected can have a marked effect on the results of an error analysis. It includes data from the learner of a given test or task.

Identification of errors. In this step, it requires determination of some elements in the sample of learner language deviating from the target L2 in some ways.

Description of errors. The description of learner errors involves a comparison of the learner's idiosyncratic utterances with a reconstruction of target language utterances.

Explanation of errors. This stage is the most important in trying to understand the process of SLA (Second Language Acquisition). It concerns with establishing the source of the error.

Evaluating errors. Error evaluation involves a consideration of the effect that errors have on the person's addressed. The design includes on who the addressees will be, what errors will be judged, and how those will be judged.

2.5 English Phrases

2.5.1 Definition of English Phrases

A phrase is a small group of words that adds meaning to a sentence. A phrase is not a sentence because it is not a complete idea with a subject, verb and a predicate. Phrase refers to grammatically related groups of words. A phrase is a sequence of two or more words that make up a grammatical construction, usually lacking a finite verb and hence not a complete clause or sentence: shady lane (a noun phrase); at the bottom (a prepositional phrase); very slowly (an adverbial phrase). In general use, phrase refers to any frequently repeated or memorable group of words, usually of less than sentence length or complexity: a case of feast or famine—to use the well-known phrase.

2.5.2 Kinds of Phrases

Jackson (1985) categorizes five types of phrases in English. They are noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase. The English noun phrase (NP) is potentially constructed by a pre-modifier, a head, and a post-modifier. The clause ‘The people will meet the manager in fifteen minutes’ can be identified its categories and functions. The people and the manager are NPs. The first NP functions as a subject (The people) and the second one functions as an object (the manager). The head of NP is a noun, and this head-noun makes an NP distinctive from the other phrases in English. Definite article ‘the’ in an NP (The people, the manager) is classified as identifier (id). It is one of the pre-modifiers of an NP.

The VP is only used to fill the P function, and the Prep P is used to fill the A function. And then, dependent clause (specifically the relative clause) is used as

a post modifier of an NP, that is: ‘The people who are standing there’. The noun ‘people’ is classified as a head (H).

Like an NP, the English adjective phrase (Adj P) has a specific order of words; that is intens adv+adj (H)+Post-M, as for example in a phrase ‘very diligent to work in the office’. Using brackets to analyze this phrase runs as follows: very diligent to work in the office (Adj P); very (intens adv) diligent (H) to work in the office’ (Post-M); to work (inf Cl) in the office’ (Prep P); at (prep) home (NP). The head of an Adj P must be an adjective. And, it is the minimal construction of an Adj P that consists of one adjective as a head. Then, the constituent ‘very’ in the given phrase represents the other identifying adverbs in English. The constituents ‘to work in the office’ consist of two post modifiers (Post-M), namely ‘to work’ and ‘in the office’.

The English adverb phrase (Adv P) has the same specific order of words as an Adj P does, that is intens adv+adv (H)+Post-M. The head of an Adv P must be an adverb. And, it is the minimal construction of an Adv P that consists of one adverb as a head. The sentence ‘The people in that country worked very hard two years ago’ contains an Adv P, i.e.: is ‘very hard’. Using brackets to analyze this phrase runs as follows: very hard (Adv P); very (intens adv) hard (adv (H)) two years ago (NP); two (quant) years N-Mod ago (H).

Unlike the other English phrases, the prepositional phrase (Prep P) does not have a head, but it has its own construction. Thus, a Prep P is constructed with 'prep+NP (id+H)'. This pattern can be exemplified as follows: 'near the old building', 'before the library', 'in your room', 'at the end, for the first meeting, etc. A syntactic analysis of the phrase 'near the old building' can be done by using brackets as follows: near the old building (Prep P); near (prep) the old building (NP); the (id) old (adj) building (H)

2.6. Writing

Writing is one of the language skills which is important in our life. Through writing, we can inform others, carry out transactions, persuade, infuriate, and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". It is one of the four basic skills that are very complex and difficult to learn.

In Wordreference (2010), Writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

Jim A.P (2010:2: Writing skill in second language), explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical

patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

2.7 Theoretical Framework

According to Corder (1981), “Errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners.” According to Dulay (1982), errors are classified into four: omission, addition, misselection, and misordering. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Addition is the opposite of omission. In addition, it is characterized by the presence of an item which must not appear in a well-formed utterance or the presence of unnecessary element. Misselection errors are characterized by the use of wrong form of the morpheme or structure. It is said that misordering errors are signed with the false placement of a morpheme or group of morphemes in an utterance.

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