CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

1. The Importance of Analyzing Grammatical Error

Error is the systematic deviations done by learners who have not mastered the rules of the target language. It happens repeatedly as an unconscious process. Errors are systematic and predictable (Ellis, 1995: 26). Errors reflect a lack of underlying competence in the language they learn. Unlike error, mistake is related to language performance. The learners have known the correct rules, but they are unable to perform their competences. Mistakes can be caused by slip of the tongue and physical condition, such as fatigue, lack of attention, and strong emotion. An example of a mistake is the slip of the tongue done by someone when he wants to say mood but he wrongly utters the word moon.

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Dulay (1982 : 138) said that error analysis has yielded insights into the L2 acquisition process that have stimulated major changes in teaching practices. Perhaps its most controversial contribution has been the discovery that the majority of the grammatical errors second language learners make do not reflect the learner's mother tongue but are very much like those young children make

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as they learn a first language. Researchers have found that like L1 learners' errors, most of the errors L2 learners make indicate they are gradually building an L2 rule system.

Error analysis is an activity to reveal errors committed by the students both in writing and speaking. Richards et.al (1985) stated *"error analysis is the study of errors made by the second and foreign language learners"* (p.96). Error and mistake are very different, according to Hubbard et al (1993) in his book, he said that "Errors caused by lack of knowledge about the target language (English) or by the incorrect hypothesis about it and unfortunate mistake cause by temporary lapses of memory, confusion, slips, of the tongue and so on". According to Brown, a mistake refers to a performance error that is either random guess or a "slip", in that it is the failure to utilize a known system correctly ... an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of learner.

The norm used to identify errors may be any one of the dialects or other varieties of the language the speaker uses. One might, for example, look at errors with respect to a nonstandard language variety such as Maori English. Using that norm, the utterance *who's your name?* Is well formed if however, the norm selected is British or American English the use of *whom* for *what* would be considered an error.

Sometimes, researcher distinguishes between errors caused by factors such as fatigue and inattention (what Chomsky, 1965, called

"performance" factors), and errors resulting from lack of knowledge of the rulers of the language (what Chomsky, 1965, called "competence"). In some of the second language literature, performance errors have been called "mistakes" while the term "errors" was reserved for the systematic deviations due to the learner's still developing knowledge of the L2 rule system (Corder, 1967). The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors, we do not restrict the term "error" to competence based deviations. We use error to refer to any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be.

2. **Grammatical Error**

Grammar is a set of language rules governing the sounds, words, sentences, and other elements. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronunciation. Furthermore, grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes (James, 1998: 154), noun, verb, adjective,

adverb, and preposition. Syntactical error is an error that affects texts larger than word, namely phrase, clause, sentence, and paragraphs (James, 1998: 156). Syntactical errors cover phrase structure error, clause error, and sentence error.

3. The Distinction Between Error and Mistake

Error and mistake becomes inappropriate treated and then it gives negative impact to the students to know and to measure their competences in language learning process. Therefore, a systematic elaboration of the distinction between *Error* and *Mistake* is necessary in order to have sound explained.

Dulay hints that "Making error is an inevitable part of learning. People cannot learn language without first systematically committing errors. Brown (2000) also states that, "Learning is fundamentally a process that involves the making of mistake. Mistakes, misjudgments, miscalculation, and erroneous assumptions become important aspects of learning virtually and skill or acquiring information. It means that making Mistake and Error is naturally happened for learning because it is a part of learning in language acquisition process. *Error* reveals the learner's knowledge of the target language, while *Mistake* is the learner's temporary impediment or imperfection in process of utilizing the language.

4. Types of Error

Many error taxonomies have been based on the linguistic item which is an affected by an error. These linguistic category taxonomies

classify errors according to either or both the language component and the particular linguistic constituent the error affects.

Language components include phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is an affected, the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth. A full presentation of language components and constituents would require a summary of descriptive linguistics, an undertaking much beyond the scope of this book.

Curriculum developers have long used linguistic category taxonomies to organize language lessons in student textbooks and workbooks. While second language textbooks are increasingly organized according to content topic, such as renting an apartment or going to market, many are still organized according to linguistic category.

Such materials permit teachers and students to feel that they have covered certain aspects of the language in their classes. They also allow users to find easily those parts of the language they are most interested in studying or teaching.

Many researchers use the linguistic category taxonomy as a reporting tool which organizes the errors they have collected. Although

some use it as the only classification scheme offered, many use it to add to the description of errors provided by other taxonomies. Politzer and Ramirez (1973) studied 120 Mexican-American children learning English in the United State, taping their narrative of a short, silent animated cartoon. Errors were extracted for analysis from this body of natural speech.

Politzer and Ramirez introduce their classification as follows: First is *morphology*, which included; indefinite article incorrect, possessive case incorrect, third person singular verb incorrect, simple past tense incorrect (regular and irregular past tense), past participle incorrect and comparative adjective/adverb. Second is *syntax*, which includes; noun phrase (determiners, nominalization, number, use of pronouns, and use of prepositions), verb phrase (omission of verb, use of progressive tense, agreement of subject and verb), verb and verb construction, word order (repetition of the object, adjectival modifiers place after noun), and some transformations (negative transformation, question transformation, their transformation, subordinate clause transformation).

Analyzing errors from a surface taxonomy strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logics.

The sample of linguistic category taxonomy based on surface strategy taxonomy in Dulay (1982:151) below:

Table II.I
Linguistic Category Taxonomy Based on Surkace Strategy Taxonomy

Linguistic Category and Error Type	Example of Learner Error
A. The Skeleton of English Clauses	
1. Missing Parts	
a. Surrogate subject missing: there and it	- Was a riot last night
b. Simple predicate missing: be	- We too big for the pony
c. Object pronoun missing	- I bought in Japan
d. Subject pronoun missing	- My mother been the first wife of our father. Always lead the other wives wherever they are invited.
2. Misordered Part	
a. Verb before subject	- Escaped the professor from prison
b. Subject and object permuted	- English use many countries
B. The Auxiliary System	
1. Do	
a. Overuse in questions and negatives	- Never do you must spit like that
b. Underuse in questions	- Why we how to each other?
c. Overuse in affirmative sentences	- He does spend his holidays always at Benin - He writes not good books.
d. Underuse in negatives	
2. Have and Be	
a. Mis-formation of perfect and progressive aspect	- We are stayed here already there weeks
b. Passive auxiliary mis-formation	- I have impressed with Plato
c. Be missing	- My mind always worried
d. Do missed be	- Do they be happy?
3. Modals	
a. Misformation of the next verbal word	- We should studying tonight
b. Misunderstanding of tense with modals	- You have could do it if you wanted

4. Mismatching auxiliaries in tag questions	- She has been smoking less, isn't it?
C. Passive Sentences	
1. Problem with formation of passive sentences	
a. Misformation of passive verb	- Each cushion given by our priest
b. Active order but passive form	- The traffic jam was held up by my brother
c. Absent or wrong preposition before agent	- She is not allowed to her parents to go
d. Passive order but active form	- Everything covered insurance against fire.
2. Inappropriate use of passive	
a. Making intransitive verbs passive	- He was arrived early
b. Misusing passive in complex sentence	- Mark was hoped to become a football player
D. Temporal Conjunctions	
1. Limited and unlimited verbs	- Why don't you go and have a car?
2. Misplacement of conjunctions	
a. Misplacement of *after*	- I got up *after* I brushed my teeth
b. Misplacement of *since*	- He broke his leg *since* he has thrown away his skis
c. Misplacement of *while*	- *While* you cannot come in, I'm in here
3. Form of clauses after temporal conjunctions	
a. Non-finiteness of subordinate clauses	- After him goes, we will read a story
b. Superfluous that	- *After that* we walked, we felt very warm
4. Selection of predicate types	
a. Confusion in unlimited and limited verb selection	- I lost my wallet until Juan gave it back
b. Difficulties in changing limitedness of verb	- She kept her patience while the baby was repeatedly dropping

	his spoon
c. Misuse of negatives with temporal conjunctions	- We had to water the garden after it had not rained recently
d. Misuse of end-of-the-road predicates	- Life is complicated while you are old
5. Superficial tense agreement	
a. Failure to apply STAGR (Superficial Tense Agreement) with before, after, until and while.	- After our last pennies have been spent we wanted to continue on our way home.
b. Inconsistency in perfect use: while	- While you have worked, I make phone calls
c. STAGR misapplied: since	- They are studying in this school since they are studying
d. Superfluous will and other future constructions	- Before you will leave you will kiss Grandma
E. Sentential Complements	
1. Subordinate constructions	
a. Misordering in subordinate constructions	- Rufus hopes that is going to U.S.A soon.
2. Problem with extra position of fat subject	
a. Omission of surrogate subject	- Is very hard for me to learn English right
b. Wrong surrogate subject: it and there	- He is raining today It will be some club meetings on Tuesday.
3. Problems with infinitives and gerunds	
a. Leaving out the subject	-
b. Misformations with non-nominative subjects	- For me failing the exam would make Mother upset.
c. Misformations without subjects	- For to catch the bus, go the next corner
d. Special probability, with make, let, have and find	- Taxes make people to be the miserable. You must have Cielo to bake some delicious bread
e. Snatched subject as a subject	- Volkswagen buses are

for main clause	impossible to go too fast.
f. Snatched subject as an object of main clause	- A girl was decided to play the piano.
g. Misformation of gerunds after prepositions	- You must not discourage him from write what he must
4. Choosing complement types of main verb meaning	
a. Forms taken by propositions and actions	- Mark thinks the beans needing fertilizer
b. Difficulty with verbs which select infinitives	- We will often carrying the furniture
c. Difficulty with verbs which select gerunds	- Most of the pupils enjoy to have a holiday
d. Wrong complement form after auxiliaries	- I will enjoy to swim
F. Psychological Predicates	
1. Misordering of subject and object	
a. Misordering with reverse psychological verb	- The cat is on the dinner, but my father doesn't rother that
b. Misordering with straightforward psychological verb	- And physical geography prefers me more than anything else.
2. Embedded sentence with reverse verbs	
a. Using the experiencer as subject	- I delight that you are so thin
b. Wrong use of prepositions with –ed forms	- We were all bored about his teaching
c. Free alternation of –ed and –ing forms of reverse verbs	- Tell me what you are disgusting by
d. Leaving out stimulus or experiencer	- When Americans excite, they talk too fast for me.
e. Mismanaged extra position	- Sarah annoys that the ice cream is so soft
3. Straightforward adjectives	
a. Misordering with straightforward adjectives	- The broken vase was furius to the shopkeeper
b. Misuse of adjectives as verbs	- It sad me in my heart to leave you
4. Reverse adjectives	
a. Misordering with reverse adjectives	- He is easy learning mechanical things
b. Misordering in embedded sentences	- He think you important to hurry up
c. Difficulty with causation	- She finds easy to make delicious the food.

Based on the table above there are some examples of learner errors in linguistic category.

Here there are type of errors based on Dulay (1982, p. 150) grammatical errors are omission, addition, misformation and misordering, it can be research in speaking performance.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. For example, in the sentence

Mary is the president of the new company.

The words, *Mary, president, new and company* are the content morphemes that carry the burden of meaning. If one heard

Mary president new company.

One could deduce a meaningful sentence, while if one heard one couldn't even begin to guess what the speaker might have had in mind.

Language learners omit grammatical morphemes much more frequently than content words. Within the set of grammatical morphemes, however, some are likely to be omitted for a much longer time than others. For example, it has been observed for child L2 learners that the copula (is, are) and the –ing marker are used earlier in

the English acquisition process than are simple past tense and third person markers (looked, eats).

Omission errors are found in greater abundance and across a greater variety of morphemes during the early stage of L2 acquisition. In intermediate stages, when learners have been exposed to more of the language, misinformation, misordering, or overuse of grammatical morphemes is more likely to occur.

Omission of content words, although typical in the early stages of L1 acquisition, is not as common in sequential L2 acquisition where the learner is older and more cognitively mature. If content words are omitted in L2 speech, it is usually occasioned by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

b. **Addition**

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well formed utterance. Addition errors usually occur in the later stage of L2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all too faithful use of certain rules. Three types of addition errors have been observed in the speech of both L1 and L2 learners: double markings, regularizations, and simple additions. These errors are good indicators that some basic rules have been acquired, but that the refinements have not yet been made.

1) Regularization, which involves overlooking exceptions and spreading rules to domains where they do not apply, for example producing the incorrect "buyed" for "bought" or "eated" for "ate."

2) Double marking, defined as 'failure to delete certain items which are required in some linguistic constructions but not in others'. Here is an example: "He doesn't knows me." or "He didn't came."

3) Simple additions, i.e. additions not recognized as regularization or double marking, e.g. "I do see you," which could be a non-native error or a native speaker use of emphasis, depending on the context.

c. **Misformation**

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, in

The dog eated the chicken.

A past tense marker was supplied by the learner; it was just not the right one. As in the case of additions, misformations are usually not random. Thus far, three types of misformation have been frequently reported in the literature.

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Dulay et al. (1982) define misformation as use of the wrong form of a structure or morpheme, including the sub-categories of:

1) Regularization (e.g. "Do they be happy?")

2) Archi-forms (i.e. use of "me" as both subject and object pronouns)

3) Alternating forms (e.g. No + verb and Don't + verb)

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in a utterance. For example, in the utterance

- *He is all the time late.*

- What *Daddy* is doing?

- I don't know what *is* that.

The correct utterances are:

- He is late **all the time.**

- What **is Daddy** doing?

- I don't know what **that is.**

All the time is misordered. Misordering errors are occurring systematically for both L2 and L1 learners in constructions that have already been acquired.

5. The Nature of Speaking

Learning to speak a foreign language is facilitated when learners are active to communicate, Rudolph (1979) in Sopidiyana (2008) said that

communication is a process that involves stimulating meaning in the mind of another person. Therefore, speaking is a language skill for communication in which one can express his idea and information to others orally. Moreover, speaking ability needs a direct situation; it is very different from writing skill because writing is indirect situation. To develop the students' speaking performance, a teacher of language has to be able to motivate his students to practice their abilities and need to train the students to increase their speaking when performance.

Chistian (1975:333) says that speaking is a productive skill since it produces ideas, messages, or suggestions. It means that the goal of someone is to get or achieve what the speakers want to by giving and getting information.

Nowadays, speaking is not easy because speaking skills have much knowledge if the students have a lack of knowledge they can make an error. Speaking as a productive skill, the single most important aspect of learning language is mastering the art of speaking. Brown (2003:140) said that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker demonstrates certain spoken grammatical categories.

In the Merriam Webster Dictionary of English Language stated that speaking means the act or act of person who speaks and which is spoken

utterance and capable of speech. Speaking is the verbal use of language to communicate with other.

Meanwhile, Bygates in Nunan (1987) speaking can be categorized in the term of routines, which are conventional ways of presenting information which can either focus on information or interaction.

B. The Relevance of Research

There were many previous researches regarding with this research. One of them was conducted by Merlyn Simbolon (2015) conducted her research entitled "An Analysis of Grammatical Errors on Speaking Activities Using Simple Present and Present Progressive Tense at The Second-Year Students of English Education Department of University of Palangka Raya in academic year 2014/2015". In her research, she explored the findings which showed that the errors made by students were in 6 aspects; errors in production of verb groups, errors in the distribution of verb groups, errors in the use of article, errors in the use of preposition, errors in the use of questions and miscellaneous errors. In regard to resource and causes, it was found that intra-lingual interference was the major source of errors (82.55%) where overgeneralization took place as the major cause of the errors with total percentage of 44.71%.

Based on the research findings, she got the conclusion. First, the greatest type of error is in the production of verb groups as it is described in table, the second goes to miscellaneous errors; the third is in the use of questions; the fourth rank belongs to the use of article; the fifth goes to the use

preposition and the last rank goes to the distribution. Second, the sources of errors are divided into intralingual and interlingual interference where the intralingual errors or interference dominate the number of errors. Third, the cause of errors made by the students are basically derived from the source itself; intralingual and interlingual , where each source consist of some causes.

In other research, it was conducted by Dewi Puspitasari (2013) conducted her research entitled "Grammatical Errors Made By The Second Semester Students In Writing II Subject In The English Education Department of Yogyakarta State University In The Academic Year Of 2012/ 2013". In her research, she focussed on the students' writing composition. In the morphological area, there are 27 (14.06%) errors. Meanwhile, in syntax area, there are 165 (85.94%) errors. The result of the analysis shows that morphological and syntactic errors comprise big number of errors in this study and the occurrence of syntactic error is higher than the morphological one. There are two main causes of the students' errors. They are the influence of their mother tongue and the lack of grammatical competence of the target language. The two major causes of errors result in interlingual errors and intralingual errors.

Based on the research findings, he gave some suggestions to the teacher. First is the teachers should give encouragement to the students in order to make the students more motivated in learning English, second is the teachers give more knowledge about subject-verb agreement especially tenses course in depth, the last is the teacher should give exercise continually related to tenses and then do evaluation about their work.

Based on all titles above, it seems that the current research problem has never been investigated previously. Therefore, the writer investigates it in this research. The researcher focuses on An Analysis of Grammatical Error on Students' Speaking performance at the Second Semester of English Education Department UIN SUSKA Riau.

C. The Operational Concept

The concept uses in order to give explanation about theoretical framework to avoid misunderstanding of this research. This research is analysis research in which focus on "An Analysis of Grammatical Errors on Students' Speaking Performance at the Second Semester of English Education Department UIN SUSKA Riau".

The indicators of grammatical errors are as follows:

1. **Omission**

   a. Missing there and it,

   b. Simple predicate missing be,

   c. Object pronoun missing,

   d. Subject pronoun missing,

   e. Be missing, omission of surrogate subject,

   f. Underuse in negative,

   g. Do missed be,

   h. Underuse in affirmative sentence, and

   i. Leaving out the subject.

2. **Addition**

    a. Overuse in question and negative and

    b. Overuse in affirmative sentence.

3. **Misformation**

    a. Misformation of the perfect and progressive aspect,

    b. Passive auxiliary misformation,

    c. Misformation of the next verbal word,

    d. Passive verb,

    e. Active order but passive verb,

    f. Passive order but active form,

    g. Misformations with non-nominative subjects,

    h. Misformation without subjects, and

    i. Misformation of gerunds after prepositions.

4. **Misordering**

    a. Misordering are verb before subject,

    b. Subject and object permuted,

    c. Active order but passive form,

    d. Passive order but active form,

    e. Misplacement of after,

    f. Misplacement of since,

    g. Misplacement of while,

    h. Misordering in subordinate constructions,

    i. Misordering with reverse psychological verb,

j. Misordering with straightforward adjectives,

k. Misordering with reverse adjectives and

l. Misordering in embedded sentences.