

## **Chapter Two**

### **Literature Review**

The purpose of this study is to investigate students' grammatical error in their English speaking skill. To get framework of the issue, this literature review explains about the important aspect related to the research. First, this chapter will discuss error, second it will discuss error analysis, then categories of errors, after that grammar error and finally it will discuss speaking skill.

#### **Error**

In teaching and learning proses, learners often meet mistakes or error. The students cannot get something with perfect understanding to the first time. For some people mistake or error can give good feedback because they can know what they had done.

In learning English, there are often found term error and mistakes. According to Mustikareni (2013), mistakes and errors are two different words with different meaning. Mistakes refer to something that is based on guess false or fail to use knowledge that have been known or learned. This means that learners have known the pattern but because of some factors, the message is not appropriate the structure of the language. Mistakes can be distinguished into two categories. They are systematic and non-systematic. According to Corder (1967) in Hsu (2013), mistakes are categorized as non-systematic errors out of chance circumstances, such as slips of the tongue, while errors refer to systematic errors which often occur in second language learning.

According to Dulay in Danurwindo (2014) errors are flawed side of learners' speech or writing. They are those parts of conversation or composition that deviates from some selected forms of mature language performance. In process of evolving of goal mastery language, the

learner cannot learn without getting their first error learning process.

Corder as cited in Puspitasari (2013) explained errors as branches of the code as a learner gets errors because they just have a little understanding about establishments of language rules. Puspitasari (2013) believed that a learner makes errors because of lack of knowledge of the formation rules of the language being learned and therefore the meaning of phrase or sentences produced is unacceptable.

Error is one of the issues that must be prevented. Therefore, research on error analysis is important to be investigated. According to Ciesielkiewicz and Márquez (2015), the importance of Error Analysis has to be taken into account since it has been proven to be a very useful tool in that helps both teachers and students to be aware of the origin of errors, as well as the most difficult aspects of the target language.

Here, the learner has explained the definition of error and mistake. Based on the definition, we can conclude that error and mistake have different meaning. In error the learners do not have knowledge about the pattern, so they cannot correct it while in mistake the learners have known the pattern, so they can correct it. In this research, the researcher focused on the learners' error

### **Sources of error**

In second language learning and foreign language, error is something that cannot be separated from learners. To reduce the error, teacher also has to know source of error. Brown in Wicaksono (2014) classified sources of error into interlingual transfer and intralingual transfer.

**Interlingual transfer.** One of sources of error is interlingual error. It is caused by mother tongue that influences second language or foreign language. Danurwindo (2014) argued that interlingual error is the error happened because of the interference of the mother tongue. As an example, “the mobile phone of Erwin” It can be expressed “Erwin’s mobile phone. When there are differences between first language and second language, the learners will be difficult in using second language. Although it is something that is not obvious, many learners and teachers admit the truth.

**Intralingual transfer.** Intralingual transfer is obstacles that occur because learners don’t have knowledge about second language. It will have effect on preparing sentence patterns in second language. Example: “do he study in UMY”, “I will can speak English”. These sentences patterns should be “does he study in UMY?”, “I will be able to speak English”. According to Brown in Wicaksono (2014), intralingual is the negative transfer of items within the target language; context of learning, which overlaps both types of transfer; and communication strategies, that is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons.

### **Error analysis**

Error analysis is a precious basis of material to the teacher. It gives information for the students about students’ error which in trying helps the teachers to correct students’ error and increases their teaching process. According to Rustipa (2011), error analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied linguistics. These errors can be divided into three sub-categories: overgeneralization, incomplete rule application, and the hypothesizing of false concepts, reflected a learner's competence at a certain stage and thereby differed from learner to learner (Ruspita: 2011).

Brown in Mustikareni (2013) stated that error analysis is the fact that learner do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners. It means that errors made by learners can be analyzed or classified to reveal students' problems. From the definition, the aim of error analysis is to know problems handled by the learners. It is a way to know process of learning language.

Wu and Garza (2014) indicated that error analysis is a type of approach to analyze a second/foreign language learners' speech or written performance. It means that error analysis is approach to analyze students' second language and writing implementation.

In learning English, making errors is one of prevalent problem for the learner, and it is not separated from them. In Indonesia, the learners sometimes make error when they are speaking English. Base on the definition of grammatical error in the above, the purpose of grammatical error is to know students problems that related to foreign language.

### **Benefit of analyzing error**

Error analysis is one of method to know students' errors. Wibowo (2011) stated that error analysis is part of methodology of the linguistics investigation of language learning. The purpose of itself is to analyze error that made by the second language learner. Based on the purpose, this error analysis has benefit to lecturers or teacher. One of benefit of analyzing errors is to reduce error that learner made. According to Danurwindo (2014), analyzing the error will have benefits that can be taken, such as make students aware what should they do after their error in speaking has been known how to overcome them and how to make better their speaking.

### **Category of errors**

Dulay, Burt and Krashen in Tamakova (2013) claimed that there are two basic ways of categorizing learners' errors and that is into either linguistics categories (morphology, phonology,

etc.) or surface structure taxonomies (errors of addition, omission, etc.). Dulay, Burt, Krashen (1982: 150) divided that error into the following categories: (1) omission, (2) additions, (3) misformation, and (4) misordering.

**a. Omission**

Omission is an error in omitting an important part in a sentence, so it is not appropriate with correct grammar.

Omission are often found such as error in omitting (-s), ed or suffix-ing in verb, ('s), suffix-ly and using (to be).

An example	The correction
- He look for his cat	- He looks for his cat
- We student in UMY	- we are students in UMY

**b. Addition**

The learners not only forget features that they are of the opinion as an exaggeration but they also add excessive feature.

An example	The correction
- I plays football	- I play football
- There is factors	- there is factor

**c. Misformation**

Misformation refers to “the practice of the incorrect form of the morpheme or structure”.

For nexample, He eaten cake. Here, there are three types of misformations. First is

regularization. In regularizations, an irregular marker is changed by a regular one, as foot for foot. The second is archi-forms. It refers to the use of one member of a class of forms instead of using all the members, example; using that in the conditions when either that or those would be used. The third is alternating forms; Alternating forms are characterized by “free alternation of several participants of a class with each other” as in those book and this books used by the same learner.

**d. Misordering**

Misordering comes across an utterance where a morpheme or a group of them is incorrectly placed.

An example	The correction
<ul style="list-style-type: none"> <li>- I come on time always. Where always is misodering.</li> <li>- Process learning. It is incorrect placement in a phrase</li> </ul>	<ul style="list-style-type: none"> <li>- I always come on time</li> <li>- Learning process.</li> </ul>

**Grammar errors**

Grammar error is error that made by students in grammar. According to Hsu (2013), Grammatical errors thus mean inaccurate forms, semantics meanings, and use. In learning language, mastery of grammar is very needed because it gives knowladge for learner how to convey information clearly and how to use correct sentence patterns. As explained by Hariris in Danurwindo (2013), Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate

utterance. In this research, the researcher used reference from Betty's book to identify the error.

### **English grammar**

To reduce the grammar error, knowledge about English grammar is very needed. In this era, books about English grammar has been widespread as fundamentals of english grammar second adition and Basic English Grammar that created by Azhar. In these books, there are many materials that will make the learners in understanding English grammar. In learning language, grammar has important role especially in speaking. Grammar is the regular of important rules that direct the structure of phrases, clauses and sentence, because it is a system of the language. Hsu (2013) stated that grammar is regarded as a whole system and structure of a language. It consists of syntax, morphology, and sometimes also phonology and semantics (Hsu: 2013).

### **Speaking skill**

Speaking is a skill to pronounce sounds or words to express and convey thinking, ideas and feeling. The definition explains clearly that speaking relates to pronounce words that aim to convey what will be delivered thinking, feeling and ideas. According to Kusmaryati (2008) speaking is an activity involving 2 or more people in whom the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed.

Nurhayati (2011) argued the definition of speaking as essential skill of language is naturally the way human communicate to express ideas, feelings, as well as opinion to achieve particular goal while to maintain social relation between people. It clearly explains that the purpose of the speaking is to express ideas, feelings and opinion that can be useful to make relation with other people. It also explains that speaking is a method to interact with people.

When people communicate, they can express their ideas, sensation and believe.

Through speaking activities, learners can interact with community of world wide. In speaking, indirectly their brain will be made to think twice. It can be described when learners are given a question, then they prepare in advance in the stage of preparation in the form of Indonesian is good and right, whereat they move it or translate into English correct pattern.

### **Grammar in Speaking**

Shen (2012) argued that grammar is its basic structure, without which we cannot learn a language well. It means that grammar is important part a language which cannot be separated in learning of foreign language. When learners speak by using good grammar, it will be able to help them to give or receive the information. As explained by Shen that grammar is important to learn for language accuracy and helps learners to build comprehensible sentences in speaking.

### **Previous Research**

This research is also made based on the previous study of thesis made by Qowinul Adib student of Tarbiyah Faculty of IAIN Walisongo Semarang). The tittle of thesis is *Grammatical Error Analysis of Speaking of English Department Students (A Study at 2010 Speaking Class of ELT Department of IAIN Walisongo)*. The research is almost same. In this research, the error will be analyzed by using categories of error as cited by Dulay at al (1982). The categories are: omission, additions, misformation, and misordering. It is also has same purpose that is analyzing students' grammatical errors in speaking. The different of this research is on technique of collecting data. In this research uses observation, interview, and documentation to collect the data. Moreover, it also has different place and time in conducting the date.

### **Conceptual Framework**

Many problems are faced by learner in English learning process like pronunciation error



or grammar error. Those are several problems often encountered by the learner in learning English especially in grammar error. In this research, the researcher wants to investigate students' grammatical error in their English speaking skill.

The technique of this research uses test to get valid data toward principal issue of this study. The test is speaking test. In this research, test by using interview is used as data collection technique. The participants of this research refer to students of PBI UMY.

Figure. 1.1 *Conceptual Framework*

