

## CHAPTER II

### LITERATURE REVIEW

This chapter presents: (1) theoretical description, and (2) previous related studies

#### 2.1 Theoretical Description

##### 2.1.1 The Concept of Errors

To analyze the errors in the use of ending *s/es*, it is necessary to make distinction between errors and mistakes. According to Erdogan (2005), mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected. Brown (2000) states that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Meanwhile, error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. In addition, according to Zhang (1999), errors probably arise where there are great differences between the learner's mother tongue or any previously acquired language and the language he or she is trying to acquire. Furthermore, Brown (2000, p. 226) explains,

Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill but improperly contextualized. It means that the sources of errors in context of learning could be the teachers or the materials.

From the definitions above, it can be concluded that error is a systematic and noticeable deviation in learner language from the grammar of a native speaker which results from lack of knowledge of the correct rule. It reflects the interlanguage competence of a learner and consistently made by a learner who is unable to make correction. And mistake is

a deviation in learner language which results from the failure to perform learners' competence and to utilize a known system correctly but they are able to correct their fault.

### **2.1.2 The Concept of 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 yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Brown (2000) says that error analysis is the study of students' error which can be observed, analyzed, 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.

Furthermore, According to Sanal (2007), error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques provided by linguistics. It can be said that error analysis as a process based on analysis of the students' errors. Brown (2000) says that error analysis is the study of students' error which can be observed, analyzed, and classified to reveal something of the system operating within the learners.

Error analysis will show teachers some problems confronting the students. It is an advantage that error analysis may be tracked down to the importance of students' errors. An analysis of the learner's error gives the teacher evidence of the learner's competence in the foreign language.

Ellis (1997) provides four steps or procedures of analyzing the errors, they are:

a. **Identifying Errors**

In this step, the researchers have to compare the error sentences with what seem to be the normal or 'correct' sentences in the target language which correspond with them.

b. **Describing Errors**

This next step is the step where the errors are described and classified into some kinds.

c. Explaining Errors

After the errors are described and classified into some kinds, researchers try to explain how and why a sentence called to be erroneous.

4. Evaluating the errors

This is the last step in analyzing the errors. Where the purpose of error analysis is to help students in learning second language, the evaluation is need to see some errors which more serious than other, then the teacher can pay more attention in that errors.

In addition, it is necessary to discuss error analysis for teaching English as a foreign language. Jabeen (2015) asserts that error analysis plays an important role in second and foreign language teaching as well. It helps teachers in understanding the new ways of teaching by giving the feedback on the errors made by the learners. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition. They should know how the target language is learnt or acquired and what the best strategy the learners employ in order to master the target language. By conducting a systematic study of error, they may improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students.

From the definition above, it can be concluded that error analysis is a methodology for investigating learners' competence in acquiring a second language acquisition or a foreign language.

### **2.1.3 Sources of Error**

Errors, as Brown writes, arise from several possible general sources, namely interlingual errors of interference from the negative language, intralingual errors within the target language, context learning refers to the teacher or the textbook, and communication

strategies related to learning style. There are four classifications of source of errors according to Brown (2000), they are:

1. Interlingual error

Interlingual error is beginning stage of learning second and foreign language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it. For example: *He handsome* (the students omit the *to be* because in students' mother tongue the sentence *dia tampan* do not need *to be*).

2. Intralingual error

Intralingual error is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language. For example: *I buyed some fruits* (the students generalized all verbs into regular verb).

3. Context learning

In this stage, context refers to the teacher or the textbook. In classroom, the teacher or the textbook can lead the students to make errors. It can be called false concept. For example: The error occurs because of faulty presentation of a structure or a word in a textbook.

4. Communication strategies

Communication strategies are related to learning styles. In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error. For example: *He is not go to school today* (the students cannot interpret the structure well; the students did not understand that auxiliary verb "is" is used to the sentence in which uses adjective or noun not verb)

### 2.1.4 The Concept of Verb with Ending s/es in Simple Present Tense

With all other verbs, we make the present simple in the same way.

a. Positive form

The positive is really easy. It's just the verb, with an extra 's' if the subject is 'He, She, or It'. Let's take the verb 'play' as an example. Look at the table;

**Table 1. The Positive Form (of 'play')**

Subject	Verbs
I	Play
You	Play
They	Play
We	Play
He	Plays
She	Plays
It	Plays

For example:

- 1) I play tennis every week.
- 2) She likes chocolate.
- 3) They usually go to cinema on Fridays.
- 4) He often goes to library.

Don't forget the 's'! even really advanced students do this!

For few verbs, there is a spelling change with 'he, she, and it' before the 's'. for example 'study' becomes 'studies'. there are also few verbs which are irregular in the present simple:

1. 'Have' becomes 'has'
  2. 'Do' becomes 'does'
  3. 'Go' becomes 'goes'
- b. Negative form

To make negative form, language users need to use 'Do not' (Don't) or 'Does not' (Doesn't). Look at the table :

**Table 2. The Negative Form**

Negative form (of 'play')	Negative short form
I do not play	I don't play
You do not play	You don't play
They do not play	They don't play
We do not play	We don't play
He does not play	He doesn't play
She does not play	She doesn't play
It does not play	It doesn't play

- c. Interrogative form

To make interrogative form or yes/no question, we put 'Do' or 'Does' before the subject:

For example:

- 1) Do I play tennis every week ?
- 2) Do you play tennis every week ?

- 3) Do they play tennis every week ?
- 4) Do we play tennis every week ?
- 5) Does he play tennis every week ?
- 6) Does she play tennis every week ?
- 7) Does it play ?

### **2.1.5 The Concept of Writing**

Writing is one way to communicate with other people besides speaking, reading and listening. The word 'writing' seems to be very simple and easy to understand. However, it cannot be ignored. When a student writes a paragraph, he/she should write not only semantically correct but he/she should also use a correct grammar. Writing is not a spontaneous activity. It is learnt in a formal instruction. According to Harmer (2004), writing is a way to produce language and express idea, feeling and opinion. It must be taught formally and deliberately. In addition, it requires some conscious mental efforts; people think of sentences and consider various ways of combining and arranging them.

Moreover, this idea is supported by Nunan (2003) who also explains that writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly. The concept of writing has four main elements (Harmer, 2004):

1. **Planning:** Before starting to write, writer decides of what they are going to write. For instance, making detailed notes or jotting a few words. Still others may not actually write down any notes because they may do all their planning in their mind.
2. **Drafting:** A draft can be referred to the first version of a piece of writing. It is often done on the assumption that it will be amended later.

3. Editing: After writer has produced a draft, they usually read through what she/he has written to see where it works and where it does not. Perhaps the order of the information is not clear, or there is something ambiguity.
4. Final version: Final version is the changes writing that writers make after they have edited their draft. It can be different from both the original plan and the first draft because it has changed in the editing process.

Oshima and Hogue (2007) also state that there are four main stages in writing process: prewriting, planning, writing and revising draft, and writing the final copy to hand in. They also assert that writing is never complete, it always possible to review and revise, and review and revise again because writing is not simply as the other skill of English.

#### **2.1.6 The Concepts of Descriptive Writing**

Descriptive text is a text to describe a thing, phenomenon, place, or person in specific way. Gerot and Wignell (1994, p. 208) cited in Nitria (2007, p. 22-23) give the generic structure of descriptive text, they are:

- (1) Identification : Identifies phenomenon to be described. For example:

“I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time.”

- (2) Description: Describes parts, qualities, characteristics. Example:

“My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on. Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house.”

Then, the significant lexicogrammatical features of descriptive text are focus on specific Participants, use of attributive and identifying processes, frequent use of Epithets and



classifiers in nominal groups, and use of simple present tense. From the statement above, it is clear that descriptive text uses simple present tense to describe an object.

There are so many rules in simple present tense in arranging words into meaningful utterances or sentences. Therefore, people should pay more attention to the rules in identifying the object's parts, qualities, and characteristics to avoid the readers' confusion. In describing the object, the author may use imaginative language, interesting comparisons, and images that appeal to the senses to make the reader easily form the object being described.

Basically most of the words in descriptive writing are determiners, adjectives, and adverbials. In short, determining words, sentences, structure, and organization is very important to make the audience aware of descriptive writing purpose. Then, Guth (1961) based on Nitria (2007) gives these three elements below that should be aware of choosing the right words in a descriptive paragraph:

(1) Specific words

The words we use in descriptive writing should be specified because they will make the writer's idea definitely concern with their shape and function for the reader; therefore, it will be more accurate and economical. It will also be easier for the reader to communicate and understand the main point of the story.

(2) Technical terminology

People should use technical terminology when writing it. The first thing that should be considered is readers, because they can be from any level of social status, level of education, and so on. They might also have different way of thinking in perceiving something they do not know before nor even see it. The term should be understood by them correctly to get an obvious interpretation of our writing.

(3) Figurative language

Figurative expressions make use of the similarities or associations between different things or ideas. There are three kinds of figurative language that are frequently used in writing descriptively. First of all is a *simile* which is defined as a compressed but explicit comparison that commonly uses the word *as* or *like*. Another comparison is *metaphor* which is implicit or implied comparison that uses one thing or quality as the equivalent of another. The third one is *personification*, it gives human qualities to object and ideas; therefore, the object acts like human being. Figurative languages or figures of speech also make writing more concrete and colorful that the readers will be more interested in reading it. Moreover, a creative and skillful writer who is fresh enough in using figures of speech makes his/her reader more easily memorize his/her idea.

### **2.1.7 Surface Strategy Taxonomy**

Dulay, Burth and Krashen (1982) define the surface strategy taxonomy as the highlight the ways surface structure are altered. There are four classifications of errors according in surface strategy taxonomy, they are:

#### **1. Omission Error**

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. For example: *My mother a teacher.*

#### **2. Addition Error**

It is the opposite of omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

There are three types of addition of error:

##### **a. Double Marking**

Double marking is described as the failure to delete certain items which are required in some linguistic constructions, but not in other. In other word, double marking is an error where the learner put double marker of tense. For example: *She doesn't goes to school*

b. Regularization

Regularization that fall under the addition category are those in which the marker that is typically added to a linguistics item is erroneously added to exceptional item of the given class that do not take a marker. For example: *friends* for *friend*. *Playing* for *play*.

c. Simple Addition

Simple addition is where the error is not in double marking and regularization. It is usually occurred by adding an article, preposition, personal pronouns and many more. For example: *how do you do in over there?*

3. Misformation

Misformation error is characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

a. Regularization errors

Regularization occurred under misformation category are those in which regular marker is used on place of an irregular. For example: *The dog eated the chicken*.

b. Archi-forms

Archi-form is defined as the selection of one member of class of form to represent others in the class is a common characteristic of all stages of second language acquisition. For example: *He have 2 sons and 1 daughter*.

c. Alternating forms

Alternating from is an error where the students put the wrong class for the certain class. In case of tense, the students use past tense for a present tense sentence, or the students do not use the right verb for the sentence. For example: *I seen her yesterday.*

#### 4. Misordering error

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance. Example: *I don't know what is that.*

## 2.2 Previous Related Studies

Some researchers have done similar study to my current study in the past. The first was a study conducted by Rustiana (2014). The objectives of this study were to know the most dominant errors and the sources of errors. The result showed that the most dominant errors were 65.5% omission. The omission error consisted of various error in using ending s/es. Error of s/es omission as plural marker 35 times, error of ending s/es omission as possessive pronoun 27 times, and error of ending s/es omission in third singular verb 65 times. There are some similarity and difference found between this study and the my current study. The similarity is that both studies involve the terms s/es used in verb. Meanwhile, the differences are found in terms of population, sample, and the location. Rustiana's study was conducted to; (1) The population of Rustiana's study was the eighth grade of Mts Aswaja Tunggangri academic year 2013/2014, (2) sample of Rustiana's reaseach was the descriptive writing of eighth-D students of Mts Aswaja Tunggangri, which consist 25 pieces of writing works, (3) and the location of the research was in Mts Aswaja Tunggangri, Tulung Agung. Meanwhile, my study conducted to; (1) The population of this study is all of the eleventh grade students of MA Muhammadiyah 1 Palembang, (2) I use convenience sampling, the eleventh grade

students are chosen to be the sample. (3) The location of the research in MA Muhammadiyah 1 Palembang.

The second, related study is the study conducted by Nitria (2007). The objectives of this research were to know the most dominant errors and the sources of errors, the result showed that the dominant errors fell into the omission of suffix *-s/-es* from the verb of third person singular subjects in the students' descriptive texts whose proportions of the errors were 24,65%. There are some similarities and differences found between this study and the my current study. The similarity is found in term of error of *s/es*. Meanwhile, the differences are found in terms of population, sample, and the location. Nitria's study was conducted to; (1) The population of Nitria's research was the eighth grade of SMPN 2 Brebes in academic year 2006/2007, (2) sample of Nitria's reaseach was used cluster random sampling, (3) and the location of the research was in SMPN 2 Brebes Jawa Tengah Indonesia. Meanwhile, my study conducted to; (1) The population of this study is all of the eleventh grade students of MA Muhammadiyah 1 Palembang, (2) The researcher use convenience sampling, the eleventh grade students are chosen to be the sample. (3) The location of the research in MA Muhammadiyah 1 Palembang.

The third, a study conducted by Wijaya (2015). This study is aimed to describe the common errors and to describe the possible causes of ending *e/es* errors. The result showed that the percentage of errors were 23% errors were omission, 10% errors were addition, 55% errors were malformation, 12% errors were disordering. There are some similarities and differences found between this research and the researcher's current study. The similarity is found in term of error of *s/es*. Meanwhile, the differences are found in terms of population, sample, and the location. Wijaya's study was conducted to; (1) The population of Wijaya's research was the eighth grade of SMP 5 kediri

academic year 2014/2015, (2) sample of Wijaya's reaseach was the seventh grade of SMPN 5 Kediri, (3) and the location of the research was SMPN 5 Kediri Jawa Timur Indonesia. Meanwhile, my study conducted to; (1) The population of this study is all of the eleventh grade students of MA Muhammadiyah 1 Palembang, (2) I use convenience sampling, the eleventh grade students are chosen to be the sample. (3) The location of the research in MA Muhammadiyah 1 Palembang