

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) concepts of error, (2) concepts of error analysis, (3) concepts of error and mistake, (5) concepts of adverb, and (6) previous related studies.

#### **2.1. Concepts of Error**

##### **2.1.1. Definition of Error**

The term error has been defined by various linguists and researchers. According to Brown (2001), Error is as a real deviation which reflects the learner competence. Moreover, Richards defines that error points the use of a linguistic item in the way of native speaker that assumes in faulty or incomplete learning (as cited in Awang, 2011, p. 2512). In addition, James states that error cannot be self-corrected because of the learner's lack knowledge in the target language (as cited in Awang, 2011, p. 2512). Futhermore, Norrish argues that error is a systematic deviation, when learners have not learned something and they get it wrong consistently (as cited in Hasyim, 2000, p. 45). In conclusion, an error is caused by the effect of learners' knowledge used deviant structure in using the rule of target language.

##### **2.1.2. Types of Error**

Errors are classified by some researchers in the literature. One of them is according to Dulay, Burt, and Krashen (1982), the classification of errors into four

categories based on surface structure taxonomies. They are omission, addition, misformation and misordering.

- 1) **Omission Error** is characterized by the absence of an item that must appear in a well-formed utterance.

For example:

<b>Error Words</b>	<b>Correct Words</b>
Beautifully	Beautifully
Exaclly	Exactly
Corectly	Correctly
Seriously	Seriously

- 2) **Addition Error** is the opposite of omission. It is characterized by presence of an item, which must not appear in a well-formed utterance.

For example:

<b>Error Words</b>	<b>Correct Words</b>
Easilly	Easily
Honestly	Honestly
Hardly	Hard
Happily	Happily

- 3) **Misformation Error** is characterized by the use of wrong form of morpheme or structure.

For example:

<b>Error Words</b>	<b>Correct Words</b>
Angryly	Angrily
Busily	Busily
Goodly	Well
Bravily	Bravely

- 4) **Misordering Error** is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance.

For example:

<b>Error Words</b>	<b>Correct Words</b>
Nervously	Nervously
Quietely	Quietly
Fraticanly	Frantically
Cerafully	Carefully

### **2.1.3. Sources of Error**

Errors emerge from several possible general causes or sources. Brown (2007), classifies that the sources of error into four categories. They are interlingual, intralingual, context of learning and communication strategies.

#### **1) Interlingual Transfer**

It is the beginning stage of learning second 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 languages, so they use a previous experience when they learn it.

For example:

In the sentence *Dia (pr) menari dengan indah*, when students change it into English *She dances with beautiful* instead of *She dances beautifully*. In this case, they add word *with* before adjective.

#### **2) Intralingual Transfer**

It is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply structure into a new form and develop it that does not correspond to target language or mother tongue.

For example:

In the sentence, *Saya mengerti materi ini dengan baik*, when students change it into English *I understand this material goodly* instead of *I understand this material well*. In this case, they add affixation *ly* in the end of adjective.

### 3) **Context of Learning**

It overlaps both types of transfer. In this stage, context refers to teacher or textbook. In classroom, teacher or textbook can lead students to make errors or can be known as false concept.

For example:

When a teacher is fail in giving explanation clearly to students about the related materials or unsuitable structures in a textbook.

### 4) **Communication Strategies**

It is related to learning style. In this stages, students have to use their production strategies for getting the message.

For example:

In the sentence *Mereka mengendarai mobil dengan cepat*. when students change it into English *They drive a car fastly* instead of *They drive a car fast*. In this case, they add affixation *ly* in the end of adjective. In fact, not all of adjectives are added affixation *ly*.

Based on the explanation above, it can be concluded that there are some sources of error. They are interlingual, intralingual, context of learning and communication strategies.

## **2.2. Concepts of Error Analysis**

### **2.2.1. Definition of Error Analysis**

Error analysis can be used in some fields. In the field of language acquisition, a category of linguistics, error analysis studies the types and causes of errors which are made by foreign language learners. According to Khasir (2012), Error analysis is a kind of linguistics analysis which focuses on the errors made by learners. In addition, Crystal (2008) asserts that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms that are produced by someone in learning a foreign language.

Besides, Error analysis is also used to find out some causes of unsuccessful of language. James states that error analysis is the process to determine the occurrence, nature, causes and consequences of unsuccessful language (as cited in Botley, 2015, p. 85). In brief, error analysis is a technique which for observing, analyzing, classifying the errors detected into a category. Then, those errors can be identified where they probably occur and what factors cause them.

### **2.3. Concepts of Error and Mistake**

Error and mistake are different words with different meanings. So, it is crucial to differentiate both of them. According to Jabeen (2015), errors are the results of the learner incomplete learning and error cannot be self-corrected. Brown (2007) adds that error is as a real deviation from the adult grammar of a native speaker which reflects the learner competence. Meanwhile, mistakes are result of poor performance of language due to many factors like exhaustion and

carelessness on the part of learners and they can be self-corrected by themselves on the basis of their linguistics knowledge (Jabeen, 2015, p. 53). In addition, Brown (2007) states that a mistake points a lost performance because of random guess or a slip in the failure of the use a known system correctly.

In short, an error is a deviation which is made by learners that don't know the rule and will make it repetitively. Meanwhile, mistake is just a slip which is caused by fatigue or carelessness. It is can be self-corrected.

## **2.4. Concepts of Adverb**

### **2.4.1. Definition of Adverb**

Adverb is a part of speech. Brown states that adverbs describe verbs and modify adjectives and other adverbs. It answers one of the following question: *When?*, *Where?*, *Why?*, *How?*, *Under what conditions?*, and *to What extent.* (as cited in Sherman, Slawson, Whitton & Wiemelt, 2010, p. 315), Moreover, Badawi (2008) adds that adverbs do not only add more information about verb or modify verb but also adverbs can modify adjectives, phrases, sentences, and can also be placed anywhere (initial, middle, final position). In short, adverb is a part of grammar which is used to describe verbs and modifies adjectives and it answers questions, *When?*, *Where?*, *Why?*, *How?*, *Under what conditions?*, and *to What extent?*.

### **2.4.2. Types of Adverbs**

Adverbs describe verbs and modify adjectives and other adverbs. According to Brown, there are seven types of adverbs (as cited in Sherman et al., 2010, p. 315).

### 1. Adverb of Time

An adverb of time answers the question When?. Adverb of time includes: *after, always, before, during, early, later, never, now, often, rarely, recently, sometimes, soon, then, today, tomorrow, usually, yesterday, etc*, for example: John will attend the soccer game *after* he finishes his homework (After answers the question: When will John attend the soccer game?).

### 2. Adverb of Place

An adverb of place answers the question Where?. Adverb of place includes: *above, away, below, down, here, inside, near, outside, there, up, etc*, for example: Susan placed the boxes *above* the file cabinet. (Above answers the question: Where did Susan place the boxes?).

### 3. Adverb of Degree

An adverb of degree answers the question How much? It describes the strength and intensity at which something happens. Adverb of degree includes: *almost, completely, enough, entirely, extremely, hardly, just, little, much, nearly, quite, rather, very, too, etc*, for example: John worked *very* hard to complete his part of the project. (Very answers the question: How hard did John work?)

### 4. Adverb of Frequency

An adverb of frequency answers the question How often?. Adverb of frequency includes: *always, never, usually, frequently, occasionally, rarely, seldom, sometimes, etc*, for example: Bob *always* forgets to check his email

before class begins. (Before answers the question: How often does Bob forget to check his email?)

#### 5. Adverb of Interrogative

An interrogative adverb introduces a question. Interrogative adverb is usually placed at the beginning of the sentence. Interrogative adverb includes: *how, when, why, who, what and where*, for example: *When* will John's plane arrive from Atlanta?

#### 6. Adverb of Conjunctive

Conjunctive adverbs serve as transitional words, joining and relating independent clauses. Conjunctive adverb includes: *accordingly, also, alternatively, certainly, consequently, finally, nevertheless, moreover, previously, therefore, etc.* For a list of more conjunctive adverbs, refer to the Writing Center's handout *Common Conjunctions*. For example: We plan to leave early in the morning *therefore* we will go to bed early.

#### 7. Adverb of Manner

An adverb of manner answers the question *How?* Adverb of manner includes: *badly, beautifully, better, bravely, cheerfully, fast, hard, quickly, slowly, inadequately, healthy, well, etc.* For example: Sarah walked *slowly* over the rocky beach. (*Slowly* answers the question: *How* did Sarah walk?).

#### **2.4.3. Adverb of Manner**

Adverb of manner answers question *How* and many adverb of manner words end in *ly*, such as *quietly, finally, certainly*. There are some of pairs of



adverbs like *hard* and *hardly* with different meanings (Eastwood, 2002, p. 260).

1. Adverb of manner without changing or same like adjective words

<b>Adjective</b>	<b>Adverb of Manner</b>
Good	Well
Fast	Fast
Daily	Daily
Early	Early
Hard	Hard
Late	Late
Straight	Straight

2. Adjective words are added “ly” become adverb of manner

<b>Adjective</b>	<b>Adverb of Manner</b>
Calm	Calmly
Honest	Honestly
Kind	Kindly
Serious	Seriously
Slow	Slowly

3. Adjective words by ending “y” change into “i” and added “ly”.

<b>Adjective</b>	<b>Adverb of Manner</b>
Busy	Busily
Easy	Easily
Happy	Happily
Lazy	Lazily
Noisy	Noisily

4. Adjective by ending “l” and added “ly”

<b>Adjective</b>	<b>Adverb of Manner</b>
Beautiful	Beautifully
Careful	Carefully
Peaceful	Peaceful
Useful	Usefully
Bashful	Bashfully

## 2.5. Previous Related Studies

Some researchers have done several researches in the past which were similar to my current research. The first was Hidayatulloh (2015) who had conducted a study on an analysis on students' grammatical error in using degree of comparison at the second grade of students MTs Al-Islamiyah, Kebon Jeruk. The result of this study showed that most of students had difficulties in using degrees of comparison. This study showed that 54.28% of the errors were misformation. Students did not understand in adding affixation *-er* and *-est* or *more* and *the most* in adjective words where those words could change to be comparative and superlative degree. The similarities between this study and my study were both of these studies used descriptive qualitative and classified the type of errors into four categories. They were omission error, addition error, misformation error and misordering error (Dulay, Burt, & Krashen 1982, p. 150). Meanwhile, the differences between this study and my study were, (1) title, (2) population and sample, (3) time and location.

Another study which was conducted by Badawi (2008) found that one of the types of adverbs which was the most dominant and difficult to translate into Arabic-English by English department Sophomore and junior students at the islamic university of Gaza was adverb of manner (38.76%). The similarities between this study and my study were both of these studies looked for the percentage and dominance of errors made by students. Meanwhile, the differences between this study and my study were, (1) title, (2) population and sample, (3) time and location.

The last study was conducted by Napitupulu (2008). In this study, the researcher found that adverb of manner was the most dominant types of adverb errors with the percentage (45.74%). The similarities between this study and my study were both of these studies looked for the percentage and dominance of errors made by students and classified the type of errors into four categories. They were omission error, addition error, misformation error and misordering error (Dulay, Burt, & Krashen 1982, p. 150). Meanwhile, the differences between this study and my study were, (1) title, (2) population and sample, (3) time and location.