CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Errors

Learning target language is not easy to learn our own language, because each language has its own system from other. For example, English has its own system; tenses make it different with Indonesian language. Therefore, it is possible for students to make errors during learning process. Dulay (1982:138) stated "error is flawed side of learners' speech or writing" .Errors is that part of conversation or composition that is derived from selected norm of mature language performance". Another term of errors is pointed out by Corder (1983:259)" errors are branches of code meaning, they against the grammatical rule of the language and the result in unacceptable utterance". Errors occur because the learners do not know the system of the target language learned. According to Ellis (1997:17) error reflect gaps in learners' knowledge, they occur because the learners do not know what is correct. It means that error is part of learning process in which the target language learners do not know the grammatical rule of sentences construction. In the other hand, error in target language learning process shows that the learners try to improve their capability to reach the goal of language learning. So, errors become the common problem of students in target language learning as complex process. As stated by Mc. Keating (1981:212) that leaning a new language is such as a complex process involves errors, errors are systematically made; it is due to the learners still developing the

knowledge of the target language rule system. It shows that learning target language, students may face many problems or difficulties during learning process. It is in line with Brown (1980:41) that in language learning process, learners will get more problems and face great difficulties when they learn foreign language. It is seen that errors made by students is natural process during target language learning. Meanwhile, Ellis (1997) argued that student make errors because of the teacher's fault in presentation of structure of word. It means that these errors occur not only because of the students' lack of knowledge of target language system or grammatical rule, but also misleading explanation of lecturer. So, in this case, the errors made by students should be accepted as natural process of target language learning. As supported by Hendrickson (1983:3) to support this statement by saying that foreign language teacher should accept that these natural process as a natural phenomenon integral to the process of second language or foreign language learning. The differences between mistake and errors are important to be recognized since there are many people who are still considering that mistake and error are the same things. Corder (1977:24-25) describes that mistake is deviation due to performance factors such as memory of limitation (mistake in sequence of tenses and agreement in along sentence), spelling, pronunciation, fatigue, emotional strains, physical sates such as tiredness and physical condition such as strong emotion. It is called error performance. While, an error is noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner (Brown, 1980:P165). It is called error competence.

2.1.1 Error Analysis

Error analysis is part of investigation of the process of target language learning. It may tell something about learners; acquisition of the target language while finding their problems or difficulties that causes them makes errors. Corder (1983:58) defined error analysis is a systematic process to analyze both spoken and written errors made by language learners to measure errors caused by assigning error based on interference of foreign language that has already or has not been known well and perfectly. According to Ellis (1997:7) error analysis is procedure, which deals with collecting samples of learners' language, identifying the error according to their hypothesized causes and evaluating seriousness of error. While according to Mc. Keating (1981:213) error analysis is studied in order to find something about learning process and about the strategies employed by human being learning another language. It is in line with Corder in Hendricson (1983:3) he argued that if error studied systematically, it can provide significant insight into how language is actually learned. By knowing the learning process of foreign language while finding the problems or difficulties of students, lecturer can help them to overcome their problems or difficulties by reducing the error they made. Corder (1983:25) explained that study of errors, teacher not only can detect the students' difficulties in learning the target language, but also he/she can determine the effectiveness of his/her teaching method. Further, Corder in Hendricson (1983:3) he argued that errors provide feedback, they tell the teacher should create the effectiveness of his/her teaching materials and teaching technique. It means that study in analysis of errors is used to find the students'

problem, so that lecturer can determine the appropriate and effective teaching technique that is focused on students problem of errors that is expected can be problem solving of students in language learning. Dulay (1982:138) explained thet studying learners' errors does not mean have purpose, it has two major purposes. First, it provides data from which interference about the nature of the language learning process can be made. Second, it indicates to teacher and curriculum developers, which errors detract most a learner's ability to communicate effectively. As stated by Corder as Sited by Brown (1980:164) also noted that:

> *"Learnes' errors…are significant in (that) they provide to the researcher evidence of how languge is learned or acquired, what strategies or procedures of the learners is employing in the discovery of the language".*

It means that the study of errors is important to be conducted to know the process of acquiring the target language while knowing the strategy used by learners to reach the goal of language learning.

According to Mc. Keating (1981:214) there are two main purposes in studying students' errors, those are; in order to give the most relevant help for teacher to his present group of students; and in order to plan program for future groups.

"Error analysis is significant in three different ways. First, to the teacher, by analyzing the learners' errors the teacher know how far the goals of the learners have progressed and what should to do to eliminate the learners' errors'. Second, the learners' errors are very significant as an evidence of how language is learned and acquired and what strategies or procedures the learners used in studying the target language. And the third, the learners errors are very significant for the learners' themselves because by making errors they know what they have to do next and how to overcome the errors by learning, more the target language that they learned (Corder, 1981:25)"

The explanation above proves that the study of students' errors is needed to be conducted to know the process of language learning and it can be evaluation of teaching and learning process for both lecturer and students. So, the study of students' error gives positive contribution for the successful of learning.

2.2. Part of Speech

Part of speech is basic type word that English has. It consists of eight kinds of part of speech. Those are; noun, verb, adjective, adverb, pronoun, conjunction, interjection and preposition (Heather McFadyen:2001). In grammar, there are eight kinds of part of speech. Those are;

2.2.1 Noun

A Noun is one of the important parts of speech. It has function as the sentence core to construct complete sentence. A noun is a word that is used to name of person, animal, place, thing and abstract idea.

Kind s of noun:

1. Proper noun and Common noun

Proper noun is a noun that is used to indicate a specific name of person, place, or thing. Proper noun is begun with capital letter in writing, as follows;

1. Personal name: Mr. John Smith

2. Name of geographic units such as country, cities, and river: Holland, Paris

3. Name of nationalities and religion: Dutch man, Christianity

4. Name of holiday: Easter, Thanksgiving Day

5. Name of time units: Saturday, June

6. Word used personification: Nature

Common noun is a noun indicating the person, place and thing in general, in which it is written in capital letter only when it begins in the sentence.

e.g Many children care workers are underpaid.

2. Concrete noun and Absract noun

Concrete noun is a word that is used to indicate to physical object, which can be perceived by the sense.

e.g flower, girl

Abstract noun is a word that is used to indicate to the physical object which cannot be perceived by sense or it is an idea that exist in our mind only.

e.g Beauty, justice

3. Countable noun and Uncountable noun

Countable noun is a noun that is used for name of something or someone that can be account both of singular and plural.

e.g Miriam found six dollars in the toe of the sock.

Uncountable noun is a noun that is used for something or someone cannot be account or undivided quantity.

e.g Coffee, sugar

4. Collective noun

Collective noun is a word that is used to indicate a group of people, animals or objects considered as single units.

e.g   Family, committee and crowd

2.2.2 Pronoun

Pronoun is part of speech that is used to take place noun in the sentence; it refers to person or thing.

Kinds of pronoun:

1. Personal pronoun

Personal pronoun is pronoun that is used to indicate specific person and thing in sentence construction. It refers to person, member, gender and case.

e.g I, you, they, we, she, he, it

2. Relative pronoun

Relative pronoun is pronoun that is used to introduce an adjective clause. It serves as subject or object.

e.g Who, which, that

3. Demonstrative pronoun

Demonstrative pronoun is a pronoun that is used to point out someone or something in sentence construction.

e.g That/those, this/these

4. Reflexive pronoun

Reflexive pronoun is a pronoun that is used to indicate the position of person reflex back to the object in sentence construction. It is combination of impersonal and personal pronoun.

e.g me, you, them, him, her, us

5. Reciprocal pronoun

Reciprocal pronoun is a pronoun that is used to individual member of a plural subject in sentence construction. It shows the reaction of one on the other.

e.g Each other, an another

They shake hand each other.

6. Indefinite pronoun

Indefinite pronoun is a pronoun that is used to indefinite (unknown) person and thing or to indefinite quantity.

e.g Some, any, every

Every body gets the ticket to watch the movie.

2.2.3 Verb

Verb is the most important part of speech. It has function to express an action and event in the sentence. Verb is placed after subject, before object or complement.

e.g Dracula bites his victim on the neck.

The verb bites describe the action Dracula does.

There are 2 types of verb:

1. Transitive verb

Transitive verb is a sentence that requires direct object.

e.g He is reading a book.

2. Intransitive verb

Intransitive verb is a sentence does not require an object.

e.g He is walking in the park.

2.2.4 Adjective

An adjective is part of speech that is used to describe or qualify a noun or pronoun in the sentence.

Kinds of adjective:

1. Demonstrative: this, that, these, those.

2. Distribute: each, every, either, and neither.

3. Quantitative: some, any, many, much, little/few.

4. Interrogative: which, what, whose.

5. Possessive: my, your, his, her, its, their, our.

6. Quality: clever, dry, fat.

2.2.5 Adverb

An adverb is part of speech that has function to modify verb, adjective, another verb, a phrase or a clause. There are several kinds of adverb, those are; manner, cause, and place. It can answer the question such as how, when, where, and how much.

e.g The seamstress quickly made the morning clothes.

The adverb quickly modifies the verb made that indicating in what manner (how fast) clothing was constructed.

2.2.6 Interjection

An interjection is a word that is added to sentence to express or convey emotion of person. Such as happiness, sadness, etc. An interjection is usually followed by exclamation mark.

e.g Oh, no! I forgot that examination was today.

I heard one guy say to another guy.

2.2.7 Conjunction

A conjunction is part of speech that has function to link word, phrase, and clause in the sentence.

Kinds of conjunction:

a. Coordinate conjunction

Coordinate conjunction is conjunction that is used to join individual word, phrase, and independent clause (and, but, or, nor, for, so, yet).

e.g The movie is particularly interesting to feminist film theorist, for screenplay was written by Mac west.

b. Subordinate conjunction

Subordinate conjunction is conjunction that is used to introduce a dependent clause and relationship between independent clause(s) and dependent clause(s).

e.g After he had learned to drive, Alice felt more independent.

Subordinate conjunction after introduces the dependent clause 'after' she had learned to drive.

2.2.8 Preposition

Preposition is one of the important parts of speech to make up sentence. Carmer in Elive (1989:7) defined that Preposition is a word used with object to form a prepositional phrase. It shows the noun and pronoun that follows to another word in the sentence. Added by Wishon and Burk (1968:216) Prepositions are connective words. Sometimes as a group of two or tree words that relates a noun or pronoun to one or another of the basic elements of the sentence (subject, verb, object or complement). It means proposition has role to connect the elements of the sentence to have the correct utterance. So, in this case the role of preposition cannot be avoided in the sentence structure. Therefore, in expressing the idea either in spoken or written, people certainly deals with preposition, because preposition has important role in sentence construction. The importance of preposition is expressed by House and Harman (1950:180);

> *"Our prepositions have contributed more to the richness and flexibility than any other single part of speech. All of our complex thought and most of our simplest communications are conveyed with that aid of prepositions. One needs only to attempt to write a short letter or a theme or even a telegram without using prepositions in the communication ideas. The exactness of the expression of thought may depend entirely upon the choice of the preposition and upon the positions they are given in the sentence. No one speaks or writes accurately who is indifferent to the meanings of preposition and the various relationships the express. Prepositions must not be tossed about carelessly".*

It shows that preposition has an important role in the sentence construction, so it is used by people in communication idea. Therefore, the choice of preposition should be appropriated to the sentence construction to have the correct utterance, further the errors in using preposition come up to miss understanding meaning of utterance.

Even thought people already know the important of preposition, commonly they are still confused to use appropriate preposition to the sentence they made, and it become their problems or difficulties in using prepositions. As stated by Morsberger (1975:181) that difficulties of students in using preposition came in the choice and function of prepositions and in the fact that many of these are idiomatic and illogical.

Because of the students commonly still have difficulties of how to use preposition; they prefer to use single word of prepositions to construct the sentence. Single word of prepositions such as at, in, on and etc, while preposition phrase such as for fear of, because of and etc. As argued by Frank (1972:204) "Some phrasal prepositions have those same meanings as single word preposition. When there is a choice of prepositional forms the shorter prepositions are generally preferred".

In conclusion, preposition is the most important part of speech in the sentence construction, because it conveys the meaning of utterance the people meant in communication idea. Therefore, the use of preposition should be correct to have correct meaning of utterance either in spoken or written.

Classification of Preposition

According to Quirk (1989), preposition is part of speech that shows relationship between its object and other words in the sentence. She classified preposition into several types, those are;

2.2.8.1. Preposition of Place or Position

Preposition of place or position is a preposition that is used to describe the place or position of noun or show the position of people, place and thing.

Kind of preposition of place and position:

1. At

2. On

3. In

4. Above

5. Over

6. Below

7. Under

8. Underneath/beneath

9. Near

10. By

11. Beside

12. Behind

13. Between

14. Among

15. At the top of

16. At the bottom of

17. Inside

18. Outside

2.2.8.2 Preposition of Time

Preposition of time is preposition that is used to show the time of the event, activity and situation. It means that preposition of time shows when the activity or event done.

Kinds of preposition of time:

1. Time When: At, on, in

2. Duration: Since, from-to/from-until, for, during, until/till, in

3. Sequence of time: Before and after

2.2.8.3 Preposition of Direction

Preposition of direction is preposition that is used to describe activity refers to the motion of action that is done by the subject.

Kind of preposition of direction:

1. Into/in	7. (A) round
2. Onto	8. Up
3. Toward	9. Down
4. Through	10. From
5. Across	11. To
6. Along	12. Past

2.2.8.4 Preposition of Manner

Preposition of manner is preposition that is used to describe the way of how something happen or done.

Kind of preposition of manner:

1. By	4. With
2. On	5. Like
3. In	

2.2.8.5 Preposition of Agent (Instrument): By and with

2.2.8.6 Preposition of Accompaniment: With

2.2.8.7 Preposition of Purpose: For and to

2.2.8.8 Preposition of Association: Of

2.2.8.9 Preposition of Measure: Of and by

2.2.8.10 Preposition of Similarity: Like

2.2.8.11 Preposition of In the Capacity: As

The use of those prepositions is different because each preposition has its function based on the types and sentence that is meant. Therefore, in a sentence construction, people need to be careful to choose the appropriate preposition to convey the meaning of an utterance to avoid the errors that come up to misunderstanding of meaning.