CHAPTER II

THEORETICAL FRAMEWORK

A. Theory of Grammar

1. Definition of Grammar

Grammar is a description of the structure of a language and the way in which linguistic unit such as words and phrases are combined to produce sentences in the language.[1] In generative grammar, a grammar which describes the speaker's knowledge of the language.[2] Besides, Penny Ur notes that "Grammar is defined as word that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning".[3] In the other word, grammar is a structure in linguistics that has functions to organize the sentence well.

B. Error Analysis.

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[1] Richards C. Jack and Schmidt Richard, *Dictionary of Language Teaching and Applied Linguistics*, (Pearson Education Published, 2002), p. 251

[2] Richards C. Jack and Schmidt Richard, *Dictionary of Language Teaching and Applied Linguistics*, (Pearson Education Published, 2002), p. 252

[3] Penny Ur, *A Course in Language Teaching Practice and Theory,* (London: Cambridge University Press, 1996), p. 75

1. **The Definition of Error**

The study of learner's error called error analysis. It is a way to look the errors made by the learner of the target language. According to S.P. Corder "Error are the result of interference in the learning of a second language from the habits of the first language".[4] "Error may caused by lack of knowledge about the target language (English) or the incorrect hypothesis about it. And unfortunate mistakes are caused by temporary lapses of memory, confusion, slips of the tongue and so on,"[5] On the other hand, Brown states "An error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner.[6] It means that an error is something that can be seen: it shows the learner's ability.

Concluding about the definition above, it could be said error is something happen when the students unsuccessful in determining a new language or second language. The students

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[4] S.P. Corder, *Error Analysis and Interlanguage* (London: Oxford University Press, 1981), p. 45

[5] Petter Hubard, et al. *A Training Course for TEFL,* (Oxford University Press, 1993) p.134

[6] H. D. Brown, *Principle of Language Learning and Teaching,* 5th edition (New York: Oxford University Press, 1982), p. 138

have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it. They cannot correct that error by themselves.

2. **Types of Error**

Errors are still classified on a superficial basis as *errors of omission* where some element is omitted which should be present; *errors of addition* where some element is present which should not be there; *errors of selection* where the wrong item has been chosen in place of the right one; and *errors of ordering* where the elements presented are correct but wrongly sequenced.[7] In order to clearer, it can be explained below:

a. Error of Omission

Omission errors are characterized by the absent of an item that must appear in a well-formed utterance. [8] Although any morpheme or word in a sentence is a potential candidate for omission, some types of

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[7] Corder S.P, *Error Analysis and Interlanguage,* (Oxford University Press), p. 36

[8] Dulay C Heidi, Marina Burt, and Stephen Krashen, *Language two,* (New York: Oxford University Press, 1982); p. 150.

morphemes are omitted more than the others.[9] It is caused by the grammatical morphemes are more complex, for example in using tenses, the learner should be aware of the addition of the ending of the verb (-ed, -ing, -s) correctly.

b. Error of Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.[10] In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element. For example: *She didn't studied yesterday.* From the example above, the learner want to tell that *she didn't study yesterday. She knows that to tell the past event,* she has to use the past verb, but she puts two items for the same features: *didn't* and *studied*.

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[9] Dulay C Heidi, Marina Burt, and Stephen Krashen, *Language two,* (New York: Oxford University Press, 1982); p.150

[10] Dulay C Heidi, Marina Burt, and Stephen Krashen, *Language two,* (New York: Oxford University Press, 1982); p. 156

c. Error of Selection

This error is made by the learner where they choose the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, they supply something even though that is incorrect. For example; *I buyed a novel two days ago.* A past tense marker is put by the learner, but it is incorrect.

d. Error of ordering

Error of ordering is the error where the items presented are correct but wrongly sequences. For example, *I have pen blue.* From the example above, the items are correct, but the writer doesn't put the items in the appropriate order.

In the types of errors has four classification which the first is error of omission, where the students omit some pattern or grammatical unit in a structure. Omit content morphemes are typically made by the learner in the early stage. It happens because the learner still has limitation of the vocabulary which is used in the sentences. Second is

error of addition, where the students added some pattern or grammatical unit is not needed in a sentence, it happens because the learner is generalize when compose the sentence. Third, error in selection where the students are wrong in using some pattern or grammatical unit in a sentence. Fourth is error of ordering where the students are wrong in presenting a sentence. Yet, in this research used five kinds of errors. The last is error of selection and omission where the students omit and wrong in use some pattern which is elliptical connector, auxiliary, and conjunction in composing elliptical constructions.

C. The Source of Error

Explaining or analyzing why an error occurred is the most important step in the process of error analysis. Two of most likely cause of second language errors are interlingual sources and intralingual sources. As Gass and Selinker stated (2008; 103) there are two main kind of error within an error analysis framework; interlingual and intralingual.

a. Interlingual transfer is a significant source of error for all learners. The beginning stage of learning a second language are especially vulnerable to interlingual transfer from the native language or interference.[11]

For example:

We heard English learners say "sheep" for "ship"

b. Intralingual transfer or intralingual interference the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language is a major factor in second language learning. So that intralingual transfer is happen beause of partial learning. For example, *he is was born in Medan.* In this sentences the student only know to put the verb –is and –was at the same time.

Intralingual often subdivided into four groups, as follow:

1. Overgeneralization, which occur when learner creates a deviant structure on the basis of other structure in the target language. It generally implicates the making of the one

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[11] Brown Douglas H., *Principle of Language Learning and Teaching,* (Pearson Education, Fifth edition) p. 263

deviant structure in place of two language structure. For example; 'She can dances' where English allows 'She can dance' and She dances')

2. Ignorance of rule restrictions, prevail when learner does not apply the rules to contexts. For example; 'He made me to drink' through expansion of the pattern of the majority of verbs that use infinitival complements 'He asked/wanted/invited me to drink'.

3. Incomplete application of rule is a failure to fully develop structure. Some learners of second language English sometimes use declarative word order in questions. For examples; 'you like to sing?' in place of interrogative word order it should be 'Do you like to sings?'.

4. False concepts hypothesized arise when the learner does not fully comprehend a distinction in the target language. For example; the use of 'is' as a marker of present tense in 'One day it is happened'.

The researcher summarize what some experts have explained above. There are five sources of errors. First, error happen because the influence of the student's mother

language that is called interlingual. Second, error because target language itself is called intralingual which are overgeneralization, ignorance of rule restrictions, incomplete application of rule, false concepts hypothesized arise.

D. The Definition of Error Analysis

Many researchers have tried to identify the common error in writing, because this is one of difficult skill in the second language. The result of this research can help the teachers, students also the readers finds the solution. From this research, the teachers know the students' difficulties and find the appropriate method. One of way to identify students' error is using error analysis.

The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.[12] On the other hand, error analysis consists of a set of procedures for identifying, describing, nd explaining learner errors.[13] Based on the states above, error analysis as the method to know what is language learning process especially in writing skill.

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[12] Corder S. P., *Error analysis and interlanguage,* (Oxford: University Press, 1982), p. 45

[13] Ellis Rod, Gary Barkhuizen., *Analysing Learner Language,* (Oxford: University Press, 2005), p. 32

Error analysis was born as a response of Contrastive Analysis theory which claimed that L1 is the source of errors made by students. Contrastive Analysis is based on theory of behaviorism which assumes that language is a set of habit formation. On the other hand, error analysis believes that learner's error are not only caused by L1 but also deal with the learning process in the classroom. Therefore, making mistakes is unavoidable in learning process; it is natural. Errors indicate three important aspects of language learning: the first aspect is show what the learner has acquired and what remains to be learned, secondly, provide information on how language is learned and acquired, and what strategies and procedures a language learners is utilizing, the last aspect is serve as a guide to the language learners with aspect to hypothesis about the nature of the target language.

So the researcher tries to conclude that the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the teachers, which in turns helps them correct the students' errors, and improves the effectiveness of their teaching.

E. **Procedures in Error Analysis**

In analyzing students' error, there are some steps to be followed. There are four steps in analyzing students' error, they are: collection of sample of learner language, identification of errors, description of errors.

a. Collection of Sample of Learner Language

The first step of analyzing errors is decide the students which is being sample for the research. Then, they will be given regular examination in order to get data.

b. Identification of error and sources

In this step the researcher identification error and sources from data collection. This study means to find the kind of grammatical errors in making elliptical constructions made by the students.

In identification of error can be seen in the table as below:

Table 2.1

No	Correct sentences	Wrong sentences	Kind of errors	Source of Errors	Students who made error
	This column is filled by the correct answer from 25 questions.	This column filled by the wrong sentence made by students	This column is filled by the kinds of errors based on Corder's Theory there are omission, selection, addition, and ordering.	This column is filled by the source of errors based on As Gass and Selinker's Theory there are interlingual, Ignorance of rule restrictions, over-generalization, Incomplete application of rule, Incomplete concepts hypothesized	This column is filled by the students who made errors from 28 students.

c. Description of errors and sources

In this step the researcher must description error and sources from data collection. For description error, the researcher must compare the sentence that was composed by the

students to the correct sentence in the target language. For examples:

The cats likes staying in my house and too do the mice

The correct form in target language is

The cats like staying in my house and so does the mice

By comparing two sentence it can be seen that the student composed an error in use auxiliary "do" for subject it (the mice) and elliptical connector "too". After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they would be classified into the types of errors.

F. The Functions of Error Analysis

It is now generally recognized that branch of applied linguistic activity which is usually called error analysis has two functions.[14] The first is a theoretical one and the second a practical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. In

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[14] Corder S. P., *Error analysis and interlanguage,* (oxford: University Press, 1982), p. 27

order to find out the nature of these psychological processes, we have to have a means of describing the learners' knowledge of the target language at any particular moment in learning career in order to relate this knowledge to the teaching that has been receiving. The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

G. Elliptical Constructions

1. The Definition of Elliptical Constructions

Elliptical Constructions is a combination of two sentences, which are equal and contradictive. In speaking and writing we generally try to provide only as much information as is necessary to convey what we want to express, and this involves leaving out words and phrases that we form part of the complete grammatical unit. This 'leaving out' of words and phrases is 'ellipsis'. As we know that in grammatical error the students made error in textual ellipsis as below:[15]

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[15] Parrot Martin, *Grammar for English language teachers,* (Cambridge University Press 2000), p. 376

Textual ellipsis occurs in both speaking and writing. Words are missed out in grammatically predictable sentence positions. Textual ellipsis occurs most frequently after *and* and *but,* when we leave out subjects, verbs, articles and nouns if these are already specified in the previous clause.

2. Elliptical in English Lesson

In Indonesia, elliptical constructions is taught and learnt from junior high school. The discussion of elliptical constructions is hoped to help students to be better in writing, where it aids them to avoid unnecessary repetitions in arranging sentence.

The uses of elliptical constructions are frequently seen in conversation and text books. So, by learning elliptical constructions, it will also help students to comprehend English sentences easier. However, the explanation of elliptical in junior and senior high school only limited in the following forms;

The structures of English elliptical construction that are stated by Mas'ud (1998: 296) are as follows:

1. Two positive statements that same predicate

For example:

He is busy, I am busy. → He is busy, and I am too. Or He is busy, and so am I.

2. Two negative statements that same predicate

    For example:

    I don't like smoking. He doesn't like smoking. → I don't like smoking, and he doesn't either. Or I don't like smoking, and neither does he.

3. Two positive statements which contain compound verb (auxiliary/modal + verb)

    For example:

    Laila can play tennis, and I can play tennis. → Laila can play tennis, and I can too. Or Laila can play tennis, and so can I.

4. Two negatives statements which contain compound verb (auxiliary/modal + verb)

    For example:

Laila can't play tennis. You can't play tennis. → Laila can't play tennis, and you can't either. Or Laila can't play tennis and neither can you

5. The combination of negative statements and positive statements with the same tense by using conjunction "but"

For examples:

I don't like noodle. She likes noodle. → I don't like noodle, but she does.

6. The combination of two positive statements which contain verb, noun, adjective, etc; in the same tense by using the conjunction "Both…… and….".

for example:

Amir was fat. Udin was fat. → Both Amir and Udin were fat.

I study math. She studies math. → both I and she study math.

7. The pattern below is used to state "one of two actions" in two sentences with same tense. Either……….or….+ positive auxiliary (modal)

For example:

we can read a newspaper. We can play the guitar. → we can either read a newspaper or play the guitar.

From the explanation above, the researcher focuses on two types of elliptical constructions, which are:

a. The Equality Form

1. Positive form

In positive form of elliptical which express equality, *so* and *too* divided to two positive statements that same predicate and two negatives statements that same predicate using so, too, either and neither. applied after conjunction *and* using the formulation as below;

[Sentence 1] *and* [sentence 2*(so + auxiliary + subject)*]

or

[Sentence 1] *and* [sentence 2*(subject + auxiliary + too)*]

2. Negative Form

   In negative form of elliptical which express equality, *neither* and *either* are applied after conjunction *and* using the formulation as below;

   [Sentence 1] *and* [sentence 2*(neither + auxiliary + subject)*]

   [Sentence 1] *and* [sentence 2*(subject + auxiliary not + either)*]

3. The Contradictory Form

   The contradictory form of elliptical is quite different from the equality form. In contradictory, *but* and *while* is used as the conjunction without so, too, either nor neither and using the formulation as below;

   1. [(+) Sentence 1] *but/ while* [(-) Sentence 2 *(subject + auxiliary not)*] or

   2. [(-) Sentence 2] *but/ while* [(+) Sentence 2 *(subject + auxiliary)*]