

CHAPTER II

REVIEW OF LITERATURE

This chapter discusses the related study, definition of grammar, definition of direct and indirect speech, definitions errors, classification errors, error analysis, causes of error, and descriptive research.

A. Related Study

The first, related the study conducted by Siti Rondiyah entitled *Error Analysis in Writing Present Continuous and Past Continuous Tense achieved by the second year students MTsN-2 of Palangka Raya in 2008*. The result of this study showed types of error made by the second year students MTsN-2 of Palangka Raya in writing using continuous and past continuous tense classified into four categories. The highest categories of error that students' made is misformation, the percentage is 70.31 %. The lowest is in misordering, the percentage is 3.16%. the causes of error made by the second year students MTs N-2 of Palangka Raya in writing using present continuous and past continuous tense classified into four categories. The highest causes of error is on false concept of hypothesized and the lowest in failure to learn conditions under which rules apply.¹⁵

The second, Endang Sri Susanti studied about, *The Errors in Verbal Agreement Made by The Student of Islamic Studies Palangka Raya in 2006*. The

¹⁵Siti Rondiyah, *Error Analysis in writing present Continuous and past Continuous Tense achieved by the second year students MTsN-2 Palangka Raya*, STAIN Palangka Raya, 2008

result of her study showed that the highest percentage of error was omission and fewest were misordering.¹⁶

The third, Ermaya entitled *Errors on Writing Verbal and Nominal Sentence in Simple Past Tense Made by The Tenth Year Students of MA Hidayatul Insan of Palangka Raya*. The result of this study showed the types of errors made by the tenth year students of MA Hidayatul Insan of Palangka Raya on writing verbal sentence in simple past tense classified into four categories. The highest errors were misformation with percentage 53.85%. the second errors were omission with percentage 29.23%. the third errors were addition with percentage 15.39%. The lowest errors were misordering with percentage 1.54%.meanwhile, the result of the study for errors on writing Nominal Sentence in simple past tense classified into three categories. The highest errors were misformation with percentage 81,17%. The second errors were addition with percentage 11,04%. The lowest errors were omission with percentage 7,79%. Based on interview done, the cause of errors on writing verbal and nominal sentence in simple past tense classified into three causes. They are overgeneralization, mother tongue interference and translation.¹⁷

The last conducted by Haryanto entitled *Grammatical Error Analysis Students' in Recount Texts Made by the Student of English Department Faculty of Language and Arts, Semarang State University* .The result showed the students made 235 grammatical errors which were classified into 153 errors in producing verbal groups, 3 errors in subject-verb agreement, 10 errors in the use of article, 30

¹⁶ Endang Sri Susanti, *The Errors in Verbal Agreement made by the students of The State College of Islamic studies Palangka Raya*, Thesis: STAIN Palangka Raya, 2006. H.t.d

¹⁷ Ermaya, *Errors on Writing Verbal and Nominal Sentence in Simple Past Tense Made by The Tenth Year Students of MA Hidayatul Insan of Palangka Raya*. STAIN PalangkaRaya.2011

errors in the use of preposition, 12 errors in pluralization, 23 errors in the use of pronoun, 4 errors in the use of conjunction. He concluded the possible causes of errors are overgeneralization, and interference.¹⁸

Based on the reasons above, the writer conducted a study on direct indirect speech. This case intended to get information about the students' errors to used direct indirect speech especially in simple present tense and simple past tense. The consideration in took of this matter is based on the curriculum that is taught for the eleventh grade students of MA Darul Ulum Palangka Raya. Seeing the previous phenomena the writer was interested in conducting the present study.

There are some reasons why the writer is interested in conducting the research in this school. First, the eleventh grade of MA Darul Ulum Palangka Raya has studied direct indirect speech, in this study that change direct indirect speech in Indonesia Language to direct indirect speech in English Language. Second, the writer was interested in finding out the result of study of MA Darul Ulum Palangka Raya.

B. Definition of Grammar

Grammar is the set a formal patterns in which the words of a language are arranged in order to convey larger meaning. In other word, grammar can usefully be called syntax, meaning the actual speech behavior by when people arrange words into sentences and the resulting arrangement of words.¹⁹

¹⁸ Haryanto *Grammatical Error Analysis Students' in Recount Texts Made by the Student of English Department Faculty of Language and Arts, Semarang State University, Semarang.*

¹⁹ Virginia P. Clark, dkk, *Language (Introductory Reading)*, New york: ST. Martin's Press. 1981. P. 329

Grammar is the rules in a language for the changing the form of words and combining them into sentence, and then tenses is any of the form of a verb that may be used to indicate the time of the action or state expressed by the verb: the present/past/future tense.²⁰

Thornbury states that grammar is partly the study of what form (or structure) is possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. This grammar is a description of the rules that govern how language's sentences are formed. Furthermore, a learner of a certain language should understand the elements of grammar.²¹ Based on the discription above, by learning grammar students will be able to use the language precisely and accurately.

C. Grammatical Errors

The grammatical error is the term use in prescriptive grammar for an instance of faulty, unconventional, or controversial usage, such as a comma splice or misplaced.²² Levenston in James proposes that students' erroneous output –their composition errors in particular – are not one remove, but two removes from the NS's version. We are not only correcting the errors into what learners want say but also correcting the errors into what the native speakers would have said or write. He thus challenges Corder's claim that the data of EA are 'two sentences: the idiosyncratic sentence [produced by the learner] and a well-formed sentence [that

²⁰ A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*; Oxford University Press. 1995. P. 517

²¹ Scott Thornbury, *How to Teach Grammar*, England: Longman Group Limited, 2003. P. 1

²²

which the native would have produced]’. These two sentences would then be compared. This is not the case, however. The data of EA comprise not two but three sentences: 1) what learner said; 2) what they were attempting to say; and 3) what the NSs would have said (or written).²³

Moreover Fotos did an experiment involving noticing. She hypothesized that noticing would be induced to different degrees by two sorts of teaching: teacher-formed formal instruction, and doing grammar tasks in groups. So she gave two matched groups of learners grammar-noticing opportunities under these two conditions in order to find out which way is the more effective.²⁴ This is why analyzing learner’s grammatical errors in learning other language would be interesting. Learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners (in this case – the students) make errors especially in applying the grammar. Grouping the errors has found and stating the classes of the errors.

Perhaps the oldest error categories still in use are the ancient Greek concepts of *barbarism*, a word or form corrupted by foreign influence, and *solecism*, originally a faulty concord. These terms do not seem to be much in favour by English linguists nowadays, but such a coarse-grained classification is sometimes useful, as seen in FOSTER’s definition of grammatical error (*sc.* solecism) as an erroneous construction made up from individually correct words (2004), as opposed to misspellings (*sc.* barbarisms) detected by naive spelling checkers.

²³ James, C. *Errors in Language Learning and Use: Exploring error Analysis*. London and New York: Longman. 1998. P. 255

²⁴ *Ibid.* P. 257

Based on the definitions above, the writer concludes that errors are the deviations which occur in language learning because the learners make deviation rules of target language. The deviations were in speech and writing.

D. Definition of direct and indirect speech

a. Definition of direct-indirect speech

1. Direct speech refers to reproducing words exactly as they were originally spoken. When we use direct speech in writing, we place the words spoken between inverted commas ("...") and there is no change in these words.²⁵ We may be reporting something that's being said now (for example a telephone conversation), or telling someone later about a previous conversation.
2. Indirect or Reported speech refers to using a noun clause to report what someone has said. No quotation marks are used.²⁶
3. Indirect speech commonly occurs in continuous paragraphs of reported language, not in unrelated sentences.²⁷
4. Direct Speech, we use inverted commas to mark off the exact words of the speaker. In Indirect Speech we do not. It will be further noticed that in changing the above Direct Speech into Indirect certain changes have been made.²⁸ Thus:

²⁵ Betty Schramper Azar, *Understanding and Using English Grammar*, New Jersey: Prentice Hall Regents. 1989. P. 273

²⁶ Muntaha and Alimin, *Mastering English Grammar*,.....: Palanta. 2009. P. 350

²⁷ L.G.Alexander Longman *English Grammar practice* .1990.P.214

²⁸ Wren & Martin, *English Grammar & Composition*.2000. P.258

- We have used the conjunction that before the Indirect statement.(The that is often omitted especially in spoken English)
- The pronoun I is changed to he. (The Pronoun is changed in Person.)
- The verb am is changed to was. (Present Tense is changed to Past.)
- The adverb now is changed to then.

b. Changing of tenses

Changing or the using of tense always tense main verb changes when using the past tense. Conversely, if you're still using the verb form present there is no change.

Table 2.1

The Formula of Direct –Indirect Speech

No	Direct Speech	Indirect Speech
1	» Simple Present Tenses	» Simple Past Tenses
	+ S + V1(s,es) + o/c	+ S + V2 + o/c
	- S + Do/Does + V1 + o/cz	- S + Did + Not + V1 + o/c
	? Do/Does + S + V1 + o/c	? Did + S + V1 + o/c
	Mother said, "I go to the market today"	Mother said that she went to the market that day
2	» Present Continuous Tenses	» Past Continuous Tenses
	+ S + TOBE(Is, Am, Are) + V1 + Ing	+ S + TOBE(Was,Were) + V1 + Ing
	- S + TOBE(Is, Am, Are) + Not + V1 + Ing	- S + TOBE(Was,Were) + Not + V1 + Ing
	? TOBE(Is, Am, Are) + S + V1 + Ing	? TOBE(Was,Were) + S + V1 + Ing

	Andi says, "I am going to school"	Andi says that he was going to school
3	» Present Perfect Tenses	» Past Perfect Tenses
	+ S + Have/Has + V3	+ S + Had + V3
	- S + Have/Has + Not + V3	- S + Had + Not + V3
	? Have/Has + S + V3	? Had + S + V3
	The Teachers said, "We have some tests for you"	The Teachers said that they have some tests for you
4	» Present Perfect Continuous Tenses	» Past Perfect Continuous Tenses
	+ S + Have/Has + Been + V1 + ing	+ S + Had + Been + V1 + Ing
	- S + Have/Has + Been + Not + V1 + ing	- S + Had + Been + Not V1 + Ing
	? Have/Has + S + Been + V1 + ing	? Had + S + Been + V1 + Ing
	Sherry said, "I have been reading the book"	Sherry said that she had been reading the book
5	» Simple Past Tenses	» Past Pefect Tenses
	+ S + V2 + o/c	+ S + Had + V3
	- S + Did + Not + V1 + o/c	- S + Had + Not + V3
	? Did + S + V1 + o/c	? Had + S + V3
	Otoosan said, "I ate that food yesterday"	Otoosan said that he had eaten those food the previous day
6	» Past Continuous Tenses	» Past Perfect Continuous Tenses
	+ S + TOBE(Was,Were) + V1 + Ing	+ S + Had + Been + V1 + Ing
	- S + TOBE(Was,Were) + Not + V1 + Ing	- S + Had + Been + Not V1 + Ing
	? TOBE(Was,Were) + S + V1 + Ing	? Had + S + Been + V1 + Ing

	Kudo said, “My parents were goin to my grandma’s house last night”	Kudo said that his parents had been going to his grandma’s house the previous night
7	» Simple Future Tenses	» Past Future Tenses
	+ S + Will/Shall + V1	+ S + Would/Should + V1
	- S + Will/Shall + Not + V1	- S + Would/Should + Not + V1
	? Will /Shall + S + V1	? Would/Should + Not + V1
	Conan said, “My family will come from Japan”	Conan said that his family would go from Japan. ²⁹

c. Changing adverb of time

Direct :

Indirect :

Now	→	Then
Today	→	That day
This week	→	That week
Yesterday	→	The day before
The day before yesterday	→	Two days before
Last night	→	The night before
Last week/year	→	The previous week/year
A year ago	→	A year before/The previous year
Three years ago	→	Three years before
Tomorrow	→	The next day/The following day
The day after tomorrow	→	In two day’s time/The following day
Next week/year	→	The following week/year

²⁹ <http://herman-march.blogspot.com/2011/05/perubahan-tense-direct-dan-indirect.html>
(15.march,2014)

On Sunday	→	On Sunday
Here	→	There
This book	→	The book
This	→	That
These	→	Those
Over there	→	Over there

d. Changing of auxiliaries

Can	→	Could
May	→	Might
Might	→	Might
Must	→	Would have to

Example:

1. The man said, "I must mend the wall next week"

The man said that he would have to mend the wall the following week.

(Pria itu mengatakan bahwa dia harus memperbaiki dinding minggu berikutnya.)

2. The girl said, "I must wash my hands before eating"

The girl said that she had to wash her hands before eating.

(Gadis itu berkata bahwa dia harus mencuci tangannya sebelum makan.)³⁰

The exact words that someone says are called direct speech. Quotation marks are used to set off Direct-indirect speech.³¹

Direct-indirect speech

- Mom said, "Where are my keys?"
- "This ice cream is delicious," said Tom.

³⁰ <http://tricecsfabregas.blogspot.com/2012/03/direct-and-indirect-speech.html> (15.march,2014)

³¹ Howard Sargeant, *Basic English Grammar*. United States of America 2007. P.134

- “Have you boys washed your hands?” asked Dad.
- “Please get out of the car,” the police officer ordered.
- “What a beautiful dress!” said Sally.

Indirect Speech

You can report what someone says without using their exact words. To do this, use a verb like say, ask or tell, followed by that. This is called indirect speech. There are several differences between a sentence with direct speech and a sentence with indirect speech.³²

- You don’t use quotation marks with indirect speech.
- You change the tense of the verb.
- You change the pronouns and determiners.

Here are some examples. The verb tenses that change are printed in bold and the pronouns and determiners that change are printed in color. Remember that the past tense of can is could and the past tense of will is would.

Table 2.2
The Examples of Direct – Indirect Speech

Direct speech	Indirect speech
Maggie said, “I feel ill.”	Maggie said that she felt ill.
Sumiko said, “It’s time to leave.”	Sumiko said that it was time to leave.
“I can’t find my book,” said Alice.	Alice said that she couldn’t find her book.
“John is hitting me,” said Peter.	Peter said that John was hitting him.
Dad said “I haven’t had my breakfast yet.”	Dad said that he hadn’t had his breakfast yet.

³² Howard Sargeant.P.135

“My car won’t start,” said Mom.	Mom said that her car wouldn’t start.
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In indirect speech people often leave out the conjunction that.

- Maggie said that she felt ill.
- Sumiko said that it was time to leave.
- Alice said that she couldn’t find her book.
- Peter said that John was hitting him.
- Dad said that he hadn’t had his breakfast yet.

When you are using indirect speech to report a statement that is still true now, you don’t change the tense of the verb.

Table 2.3
The Example of using indirect speech to report a statement

Direct speech	Indirect speech
John said, “My mom doesn’t like fish”	John said that his mom doesn’t like fish.
“I live in a house by the sea,” said Anna	Anna said that she lives in a house by the sea.
Dad said, “Paris is a beautiful city.”	Dad said Paris is a beautiful city.

Indirect Commands

Use verbs like order, tell and warn to report orders and instructions.

The construction to + verb or not to + verb may also be used.

Table 2.4
Indirect Commands

Direct speech	Indirect speech
The teacher said, "Stop running in the corridor!"	The teacher ordered us to stop running in the corridor.
"Put your books away, children," said Mr. Park.	Mr. Park told the children to put their books away.
Dad said to David, "Please help me by washing the dishes."	Dad asked David to help him by washing the dishes.
Jack said to Maggie, "Please don't tell anyone my secret!"	Jack begged Maggie not to tell anyone his secret.
Miss Lee said to Alan, "Don't be late again tomorrow."	Miss Lee warned Alan not to be late again the next day.

Indirect Questions

The Verb asks is usually used to report questions.

Table 2.5
Indirect Questions

Direct speech	Indirect speech
Sally said, "Where is my backpack?"	Sally asked where her backpack was.
Peter said, "Have you finished your homework?"	Peter asked if I had finished my homework.

To report a question, put the subject before the verb or helping verb.

Remember that the subject comes after the helping verb when you ask a question. Here are some examples. The subjects are printed in bold and the verbs are printed in color.

Table 2.6
The Report a Question

Asking a question	Reporting a question
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“Where are they going?”	I asked where they were going.
“Can Jack ride his bike?”	I asked if Jack could ride his bike.
“Did Miss Lee sing a song?”	I asked whether Miss Lee sang a song.
“Has she finished her homework?”	I asked if she had finished her homework.

To report a question-word question, use the same question word in direct speech.

Table 2.7
The Report a Question word question

Direct speech	Indirect speech
Mom said, “Where are your shoes?”	Mom asked where my shoes were.
Maggie said, “Who has taken my pen”	Maggie asked who had taken her pen.
“What time does the show start?” asked Sue.	Sue asked what time the show started.
Peter said, “Why did you leave before the end of the movie?”	Peter asked why I left before the end of the movie.

When you are reporting yes or no questions, use if or whether after the verb.³³

Table 2.8
The use If in Reporting Questions

Direct speech	Indirect speech
“Is it raining?” asked Tom.	Tom asked if it was raining.
Alice said, “Can you help us?”	Alice asked whether I could help them.
Dad said, “Is the train on time?”	Dad asked if the train was on time.

³³ Howard Sargeant, *Basic English Grammar*. United States of America 2007. P.135-137

E. Definition of Error

Human learning is fundamentally a process that involves the making of error and mistake assumptions that form an important aspect of learning virtually any skill or acquiring information. Dulay says errors are flawed side of learner speech or writing, they are those parts of conversation or composition that deviate from some selected forms of mature language performance.³⁴

They are those parts of conversation or composition that delicate from some selected norm of mature language performance. Ellis states errors are the result of interference from the entrenched habits of the first language.³⁵

Corder defines error as language's mistake that arise because learner's break the language's rule (breaches of code).³⁶ Schuman and Stenson stated that errors are due to the rule deviance of target language in language learning.³⁷

Based on the definitions above, the writer concludes that errors were the deviations which occur in language learning because the learners make deviation rules of target language. The deviations were in speech and writing. In this study, it explained about the students' errors in using direct indirect speech.

F. Error Analysis

Error is systematic that is it likely to accure repeatedly and is not recognized by the learner as an error. Error are not only error from the teacher's

³⁴ Hedi Dulay, *Language Two*, New York: Oxford University Press, 1982, p. 277

³⁵ Rod Ellis, *Understanding Second Language Acquisition*, New York: Oxford University Press, 1986, p. 39.

³⁶ Nurhadi and Roekhan, *Dimensi-Dimensi dalam Belajar bahasa kedua*, Bandung: Sinar Baru, 1990, p. 56.

³⁷ John H. Schuman and Nancy Stenson, *New frontiers in second language learning*, Newbury: Newbury House publisher, 1974, p. 2.

or researcher's perspective not from the learner's. Errors are only errors with reference to some external norm. For example, if a learner produces the following negative forms :

- *No speak*
- *No understand*

Error analysis has yielded insights into the L₂ acquisition process that have stimulated major changes in teaching practices. Perhaps its most controversial contribution has been the discovery that the majority of the grammatical errors second language learners make do not reflect the learner's mother tongue but are very much like those young children make as they learn at first language. Researchers have found that like L₁ learners' errors, most of the errors L₂ learners make indicate they are gradually building an L₂ rule system. The norm used to identify errors may be any one of the dialects or other varieties of the language the speaker uses.³⁸

Human learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgements, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information.³⁹

Error analysis distinguishes between errors, which are systematic, and mistakes, which are not. They often seek to develop a typology of errors. Error can be classified according to basic type: omissive, additive, substitutive or related to word order. They can be classified by how apparent they are: *overt* errors such as "I angry" are obvious even out of context, whereas *covert* errors are evident

³⁸ Heidy Dulay, Marina Burt, Stephen Krashen. *Language Two*, p.139

³⁹ Brown. H. Douglas, *Principle of Language Learning and Teaching* 4th edition, 2000, p. 216

only in context. Closely related to this is the classification according to *domain*, the breadth of context which the analyst must examine, and *extent*, the breadth of the utterance which must be changed in order to fix the error.

Errors may also be classified according to the level of language: phonological errors, vocabulary or lexical errors, syntactic errors, and so on. They may be assessed according to the degree to which they interfere with communication. According to Dulay, Error analysis is an analytical tool, as are the specification of transitional construction, the computation of acquisition orders, and the delineation of special utterance types.⁴⁰

Based on definition above, it can be concluded that error analysis is an analysis of the error a person make in the process of constructing a new system language.

G. Classification of Error

When we talk about error, we may also think about mistake. Error and mistake are not the same, it is crucial to make distinction between error and mistake and most of people still misunderstand about the definition of both. In relation to the classification of error, Corder in Dulay classifies error in two terms. They are mistake and error. Mistake refers to performance and error refers to systematic competence inadequacies. The error of performance will characteristically be unsystematic and error competence systematic.⁴¹

Generally, mistake is caused by the students' weaknesses in remembering linguistic system of language being learnt. It usually can be corrected by them if

⁴⁰ Heidy Dulay, Marina Burt, Stephen Krashen. *Language Two*, p.145

⁴¹ Heidy Dulay, p. 136.

they are more aware of the target language system. In the table, we can see the differences between error and mistake based on Tarigan on Husnul Hitami thesis

Table 2.9
The Error and Mistake

Category	Error	Mistake
Source	Competence	Performance
Characteristi	Systematic	Non systematic
Duration	Long	Temporary
Linguistic system	Belum dikuasai	Sudah dikuasai
Result Remedial	Deviation	Deviation
	Corrected by the teacher through remedial	Corrected by the students' itself through concentration. ⁴²

On the contrary, errors are produced by the students who do not know yet the target language system. And of course, they do not master the rule of the target language. Actually these occur consistently, systematic and take a long time until corrected by the teacher through remedial teaching or additional practice.

H. The types of errors

Furthermore, Heidi Dulay et.al. classify the errors based on surface strategy taxonomy as Omission, Addition, Misformatting, and Misordering. They are explained in the following ways;

1. Omission

This error classification is usually occasioned by the lack of vocabulary, and learners usually indicate their awareness of missing constituent. Some use gesture to make their intended meaning clear.

For example : *the researcher asked " what do you do in cafeteria ?"*

⁴² Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*, Bandung: Angkasa Bandung, 1990, p.76.

Learned : answered “ *I want this (gesturing eating)* ”

From the example above, the learner gesture eating because he does not know what the vocabulary of eating is.

2. Addition

Addition errors are the opposite of omission. They are characterized by the presence of item which must not appear in a well – formed utterance. Addition errors usually occur in the later stages of L₂ acquisition, when the learner has already acquired some target language rules, in fact, addition errors result from the all too-faithful use of certain rules.

Two types of additions errors have been observed in the speech of both L₁ and L₂ learners: double markings, and simple additions. These errors are good indicators that some basic rules have been acquired, but that the refinements have not yet been made.⁴³

a) **Double Marking.**

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. For example, in most English sentences some semantic features such as tense may be marked syntactically only once. In this classification, there are two items that are marked for the same feature (tense). For example :

- He doesn't knows my name (incorrect)
- He doesn't know my name (correct)

Although go takes a past tense marker when there is no auxiliary (such as do) on which to mark to tense, as in

⁴³ Ibid

They went to lunch an hour ago.

The English rule for tense formation is : place the tense marker on the first verb. In a simple affirmative declarative sentence, the main verb is the only verb, and thus takes the tense, as in the sentence above.

In sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. Learners who have acquired the tense from both auxiliary and verb often place the marker on both, as in

He doesn't knows my name – he doesn't know my name

Or

We didn't went there – we didn't go there

Because there are two items rather than one are marked for the same feature (tenses). In (these example), this type of addition error has been called double marking.

b) **Simple Addition Errors.**

Simple addition errors are characterized by the use of an item which should not appear in a well-formed utterance. For example “*the fishes does not live in the water*”. The simple addition is on the helping verb. The word “does” is used for third person singular. The correct sentence is” the fishes do not live in the water.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Misformation is grouped into three classifications.

They are :

- (1) regulations.
- (2) archi-forms. and
- (3) alternating forms.⁴⁴

1. Regulations Errors

Is more narrowly defined than the more commonly used term” overgeneralization” which has been used to describe almost all developmental errors observed. A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, however, some members of a class are exception to the rule. For example the verb eat does not become eaten, but ate : the noun sheep is also sheep in the plural, not sheeps.

Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regulations.

Regulation errors that fall under the addition category are those in which a marker that is typically added to a Linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example : Sheeps and putted are both regularizations in which the regular plural and past tense markers-s and – ed, respectively, have been added to items which do not take markers. And statistics are taught by professor Li. (incorrect) it should be “ statistics is taught by professor LI”. Making cakes are my hobby. (incorrect) it should be “ making cakes is my hobby”.

2. Archi –form

⁴⁴ Ibid

Is form selected by the learners to represent the others in the class. The archi-
form can be found in the production of certain complex sentences as follow :
peter, one of the men recommended by the direction, are very capable. It
should be “peter, one of the men recommended by the directors, is very
capable”.⁴⁵

3. Alternating Form.

It occurs as the learner’s vocabulary and grammar grow that often gives way
to the apparently fairly free alternation of various members of a class with
each other. For examples:

- Those dog. (those dogs)
- This cats (this cats)

In this case, the verbs production occur when the participle form (-en, as in
taken) is being acquired, it may be alerted with the past irregular. For
example : my book is took my sister. (it should be “my book is taken by my
sister”).

4. Misordering

Misordering errors are characterised by the incorrect placement of a
morpheme or group of morphemes in an utterance. They include errors that are
word translations.

for example : I met there some Germans.

- He is all the time (incorrect)
- He is late all the time.

⁴⁵ Ibid

All the time is misordered. Misordered errors occur systematically for both L₂ and L₁ learners in constructions that have already been acquired, specially simple (direct) and embedded (indirect) questions. Learners, for example, have been observed to say

Example : what daddy is doing ? --- what is daddy doing⁴⁶

Use the declarative sentence order that had been acquired. During a later phase of acquisition, when they have acquired the simple question order, produce: I don't know what is that? --- I don't know what that is Others example :

- The book is gave by my friend. (incorrect)
It should be "the book is given by my friend.
- The problems are got by the new commitee. (incorrect)
It should be "the problems are gotten by the new commitee".

I. Sources and Causes of Errors

In learning the target language there are two common sources of error. It is in line Douglas' statment that there are two sources of errors; they are interlingual and intralingual Errors⁴⁷. It is necessary to find out the sources and causes of errors which are made by second or foreign language learners.

1. Interlingual Errors

Interlingual errors are caused by the students' mother tongue. According to Heidi Dulay, interlingual error, as defined here, simply refer to second language errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them. And interlingual errors

⁴⁶ Ibid

⁴⁷ Brown H Douglas, *Principle Of Language Learning And Teaching*, new jersey : prentice hall- Inc.1987 P. 244

are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. In this error, the learners make errors because they transfer the rule of first language into the second language. For examples :

Indonesia

English

Kemaren saya pergi ke pasar

yesterday I go toMarket (incorrect)

It should be : " I went to market Yesterday".

From example above, the students may make errors in forming the verb because in Indonesian sentences, all verbs do not change for each pronoun, then in Indonesia there are no tenses as in English.⁴⁸

2. Intralingual Errors

Intralingual error is an error that results as a consequence of the development of interlingual notably overgeneralizations of rules. This is a cognitive view of the sources of errors. Its focus is on the analysis of the structure of English as target language by visualizing the grammar, phoneme, morphosyntactic categories, structure of words, and word order of specific utterance. Lott's via Pateda defined intralingual errors as made by students due to grammatical differences between the first and the target language.

Errors of this nature are frequent regardless of the learner's language background. They are found within the structure of English itself and through reference to the strategy by which a second language is acquired and taught. Furthermore, Richards Pateda explains that the intralingual errors may be

⁴⁸ Heidi, Dulay

caused by the four categories such as; overgeneralization ; ignorance of rule restriction ; incomplete application of rule ; and false concepts hypothesized⁴⁹.

a. Over- Generalization

Over-generalization errors arise when the learner creates a deviant structure on the bases of the other structure in the target language.

For example: He can sings. (It should be” He can sing”)

b. Ignorance rule restrictions

It involves the application of rules to context where they do not apply. An example is *He made me to rest* through extension of the pattern found with the majority of verbs that take in finasial complements (For example, *He asked /wanted/ invited me to go*).

c. This category of error correspondent to what is often referred to as error of traditional competence. For example :

You like to sing? (It should be “Do you like singing?”)

The learners of target language use declarative word order in questions in place of interrogative word order.

d. False concept hypothesized

This category of error derives from faulty comprehension of distinctions in the target language. For example: It is happened. From the example, the learner made the sentence in passive form due to he wanted to express in passive meaning. But the learner is incorrect in using the verb form. It should

⁴⁹Pateda, *Analisis Kesalahan Bahasa* . Flores : Nusa 1989.

be It happens. Although the form of the verb is in active, but the meaning is Passive.⁵⁰

J. The Differences Between Errors and Mistake

Sometimes researchers distinguish between errors caused by factors such as fatigue and inattention and errors resulting from lack of knowledge of the rules of the language. Chomsky called that errors caused by the fatigue and inattention of the students as performance factors, and called competence factor for errors resulting from lack of knowledge in the rules of the language. Corder said that in some of the second language literature, performance errors have been called “mistake” while the term ”error” was reserved for the systematic deviations due to the learners still developing knowledge of the second language rule system. According to James brown, an error cannot be self corrected ; while mistake can be self corrected. The error is the systematic deviation made by learners who have not yet mastered the rule of the target language.

From the discussion above, it has been clear that errors are the fault parts of student’s works either in writing or speaking caused by their lack in language rules while mistakes are the fault parts of students result influenced by their physical condition. In order to be clear in analyzing learners’ errors and mistakes, whether they are errors or mistakes, the distinctions between them can be seen in the table below.

⁵⁰Ibid

Table 2.10
Mistake and Errors

Mistake	Errors
<p>The learners of second language make the mistakes influenced by the performance factors.</p> <p>Mistake is unsystematic deviation made by the learners who have mastered the grammar.</p> <p>The learners can correct their mistakes by self-concentration</p>	<p>The students make the errors influenced by the competence factor.</p> <p>Error is systematic deviation made by the students who have not mastered the grammar.</p> <p>The learners need guidelines from the teacher to correct their error.</p>

K. The Procedure of Errors Analysis

As mentioned previously in the definition of error analysis in analyzing the student errors there are some steps to be followed. There are some procedures proposed by some linguists. Meanwhile Corder as quoted by Ellis has other procedures to process the data in error analysis, consist of the following steps:

1. Collection of sample
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors.⁵¹

L. The Important of Error Analysis

Corder stated that errors are ‘the result of some failure of performance’. Norrish like Corder, defined ‘an error’ as a systematic deviation that happens when a learner has not learnt something and consistently ‘get(s) it wrong’. James also identified a language error as an unsuccessful bit of language. Moreover, he pointed out that error is likewise unique to humans, and error analysis is the

⁵¹ Corder , S. P., *Introducing Applied Linguistics*, Baltimore: Pinguin Publisher, 1973.

process of determining the incidence, nature, causes and consequences of unsuccessful language. Errors are significant in three different ways. First to the teacher, errors tell him how far the learner has progressed and, consequently, what remains for him to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly, errors are indispensable to the learner himself, because errors can be regarded as a device the learner uses in order to learn. The making of errors is a strategy employed both by children acquiring their mother tongue and by those learning a second language. Errors can be accepted as a kind of learning activity taking place in the learner.⁵²

Error analysis can help the English language teachers to identify the problematic areas of language learning by providing a deep insight into learner's L₂ acquisition process, by studying the changes that occur in the errors L₂ learners in their continuous process, the teacher can predict the likely errors and can prepare their instructional material accordingly.⁵³

M. Descriptive Research

Descriptive research is a research that asks questions about the nature, incidence, or distribution of variables. It involves describing but not manipulating variables. In descriptive research, investigators ask question about people belief,

⁵² Anchalee Sattayatham & Pongrat Ratanapinyowong, *Analysis of Errors in Paragraph Writing in English by First Year Medical Students from the Four Medical Schools at Mahidol University*, Silpakorn University International Journal, 2008. P. 22-23.

⁵³ Summaira Sarfraz, *Error Analysis of The written English Essay of Pakistani Undergraduate Students: A Case Study*, Pakistan: Department of Science and Humanities FAST-National Universities Computer and Emerging Science Lahore Campus, 2011. P. 38

opinion, characteristics, and behavior.⁵⁴ In this study described the students' errors in constructing direct-indirect speech at the eleventh grade of MA Darul Ulum Palangka Raya.

⁵⁴ Donald Ary, *Introduction to Research in Education 2nd Edition*, New York; Holt, Rinehart and Winston, 1979. P. 372