CHAPTER II

LITERATURE REVIEW

2.1 Brochure

Cutlip, Center, and Broom in Effective Public Relations (1994: 263-273), stated that a brochure is a short publication consisting of several pages containing a brief description containing about an organization or company for the public to know. On the other hand, Effendy in his Communication Dictionary (1989: 130) said that brochures are small, thin books that contain information about a thing or activity. Meanwhile, Hampton (2013:1), Stated the definition brochure based on its physical form, which is a small piece of paper that is printed, generally using one sheet of paper measuring 8.5 inches x 11 inches or 8.5 inches x 14 inches with three folds or it can be other sizes. with many different folds or without folds. Based on these definitions, it can be concluded that brochures are short publications containing a brief description of a company or organization or information about a thing or activity; mostly in a form of small pieces of printed paper of various sizes.

2.2 Grammar

Linguistic use is around words, Booij (2012) in his book "The Grammar of Words" linked language structure to a more particular consideration of Etymological morphology in which language structure is broken down into exceptionally particular things such as word arrangement; derivational, compounding words and intonation with the littler unit inside the words. Then, Canie (2013) states that grammar is "the set of rules that generate a language"

Grammar according to Hirai (2010), grammar is a way to organize sentences and create good language. Moreover, Gerot and Wignell (1994) defined grammar as the theory of language which shows the process of language happened. Hartwell (1987:349) Categorized grammar into five definitions, derived from the likes of W. Nelson Francis and Matha Kolln, summarized as follows:

Grammar 1: a set of formal patterns in which the words of a language are arranged in order to convey a larger meaning.

Grammar 2: the branch of linguistic science which is concerned with the description, analysis, and formulation of formal language patterns.

Grammar 3: linguistic etiquette.

Grammar 4: school grammar.

Grammar 5: grammatical terms used in the interest of teaching prose (1987: 352-353).

Moreover, Jackson (2005: 4) states that grammar is an essential component of both spoken and written language and that language would not be language without grammar.

2.3 Error

There are several definitions for error. Ellis (1994:5) defined error as a lack of competence and mistake as performance deviant. (James, 1998:78) defined error as being an instance of language that is unintentionally deviant and is not self-corrigible by its author, and a mistake that is either intentionally or unintentionally deviant and self-corrigible. Therefore, it can be concluded that an error is a systematic deviation as a result of a lack of competence by the writer that occurs intentionally or unintentionally. Another meaning of grammaticalerrorissimplyan error in which the grammar rules are used incorrectlyor when there is a deviationof language grammatical rules(Amara,2015). Concerning writing, the grammatical error the faulty which might cause the meaning delivered in written discourse unclear, make the readers difficult to understand the messages or affect writing results.

2.3.1 Types of Errors

Dulay et, al (1982 as cited in Tizazu 2014, p.72) mentioned that "The most useful and commonly used taxonomies for error descriptions are linguistic taxonomy, surface structure taxonomy, communicative effect taxonomy, and comparative analysis taxonomy." The following are the explanations for the error description:

A. Linguistic Taxonomy

This taxonomy classifies errors according to the language component or linguistic constituent (or both of them) which is affected by the error among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse (Dulay et.al. 1982 as cited in Sitorus and Sianipar 2015, p.5).

Moreover, Ho (in Putri, 2015) categorized the taxonomyof grammatical errors that contain parts of speech into four taxonomies of errors; errors regarding noun and noun groups, errors regarding verbs and verbs groups, errors regarding prepositions, and errors regarding sentence structure. Errors regarding noun-noun groups consist of four categories. They are:

1. Unnecessary insertion/overregularization of the plural maker –s

2. Omission of the plural maker –s (under-marking of plural),

3. Inappropriate selection/usage of quantifier/article determiner, and

4. Inappropriate combination of subject and verb.

The errors in verb-verb groups consist of nine categories, they are:

1. Omission of suffix, -s/ -es/ -ed/-ing,

2. Omission of –ed participle after a form of the verb

3. Inappropriate formafter the modal verb (unnecessary insertion/overgeneralization of suffix –s, -ed, -ing)

4. Inappropriate form after the modal verb(omission of suffix –ed,passive form),

5. Omission of direct object

6. Omission of infinitives to

7. Omission of –ing participle

8. Omission of auxiliary verbs, and

9. Inversion of verb-subject in indirect question format.

Thepreposition errors consist of three categories.Theyare:

1. Omission of a preposition.

2. Unnecessary insertion of prepositions,

3. Inappropriate selectionof usage prepositions.

Besides, the errors regarding sentence structure consist of eight categories. They are:

1. Dangling modifier.

2. Squinting modifier.

3. Jumbled-upor illogical sentences.

4. Incompleteor fragmented sentences.

5. Run-on sentence.

6. Inappropriate coordinating conjunction.

7. Inappropriate subordinating conjunction.

8. Inappropriate combination of conjunction.

B. Surface Strategy Taxonomy

This taxonomy concentrates on how surface structures are altered. Using this taxonomy, Dulay et.al. (1982 in Sitorus and Sianipar 2015, p.7) divides errors into the following categories: omission, additions, misinformation, and disordering.

1. Omission

This type of error is characterized by the absence of an item, which must appear ina well-performed utterance. For instance, in the sentence *My father teacher* the grammatical morphemes is and a are omitted. Other examples are:

1. *That player good*
2. *This car fast*
3. *This game good game*
4. *Those people scary*
5. *My lecturer good lecturer*

2. Addition

This type of error is characterized by the presence of an item, which must not appear in a well-performed utterance. The characteristics of additions are divided into three categories: double markings, regularization, and simple addition, which contains the rest of the additions.

a. Double markings, as in:

1. *Did you went there?*
2. *I'm don't have any pen*
3. *He doesn't likes playing sports*
4. *Why didn't Mark don't go to school?*
5. *I'm can do it*

b. Overregularization, such as:

1. *Sheeps*
2. *Cutted*
3. *Shotted*
4. *Goed*
5. *Tooths*
6. *Mices*
7. *Deers*

c. Simple addition, which contains the rest of the additions. They are:

  1. Everybodies love football

  2. I'm feel sad

  3. I like the gendre Hip-hop

  4. My favorite songs are like Hip-hop or Rap genre

3. Misinformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. There are three types as well: regularizations, Archi-forms, and alternating forms.

In regularizations, an irregular marker is replaced by a regular one, as in sheeps for sheep.

Archi-forms refer to the use of one member of a class of forms instead of using all the members, e.g. using this in the situations when either this or these should be used.

Alternating forms are presented by the free alternation of various members of a class with each other, as in those dog and this dog used by the same learner.

4. Disordering

This type of error is characterized by the incorrect placement of a morpheme in an utterance. As in *I get up at6 o'clock always*, where always is disordered. Whereas the correct order is *I always get up at 6 o'clock*.

C. Communicative Effect Taxonomy

This taxonomy focuses on the effect the errors have on the listener or reader.

D. Comparative Taxonomy

The comparative taxonomy classifies errors based on comparing the structure of second language errors to other types of constructions, the most common errors made by children during their first language acquisition of the language in question.

2.4 Differences Between Errors and Mistakes

Before categorizing the content of the brochures from Arista Hotel, The Novotel Hotel Palembang, Aston Hotel & Favehotel Palembang, The Zuri Hotel, And Santika Premiere Hotel Palembang that are false in terms of grammar, The writer first had to know the differences between errors and mistakes. So, the writer could differentiate them when doing the research to get the result of the research that the writer did. This also helped the writer not to judge quickly when some texts in the brochures are not grammatically correct.

First, according to Donn Byrne (2006) broadly, people make errors when theytry to do something with the language which they are not yet able to do. For example, they often makefalse generalizations (they use a regular instead of an irregular form, such as throwed instead ofthrew) or they transfer from the mother tongue (they write; the people is angry instead of the peopleare angry) these are two major sources of error. Mistakes, on the other hand, are slips of some kind.The people have learned something, but perhaps they have temporarily forgotten it or are tired. Then, Corder (1983) in his book made a distinction between mistakes and errors. He stated that mistakes were caused by memory lapses, and psychological conditions, such as tiredness or strong emotion. Mistakes are not systematic, they were incidental. On the other hand, errors were failure to apply the language system correctly, because the students had not yet mastered a full command of the language system. The people lack knowledge about the rules, etc. Errors in a language tell us something about someone's mastery of the language.

So, according to these definitions, the differences between errors and mistakes are that errors occur because people might have learned about a language and they try to do something about the language but they fail to apply the language system correctly. While mistakes occur when people try to do something with a language but they have forgotten it or they are tired. Mistakes are made incidental, they could also be caused by memory lapses, and psychological conditions, such as tiredness or strong emotion. Mistakes are slips of some kind.