

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Error Analysis**

##### **2.1.1 Definition of Error Analysis**

According to Richards in Emmaryana (2010; 5), error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. Another concept of error analysis is given by Brown. He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learners. From the two definitions above, it can be concluded that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

##### **2.1.2 Types of Errors**

Dulay in Kuntjara (2013; 2-5) divides errors into 5 types. They are Omission, Addition, Misformation, Misordering, and Blends.

###### **a. Omission**

Omission is any deletion of certain necessary items in sentences. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example: “*My mother smart cooking.*” It should be, “*My mother is smart in cooking.*”

b. Addition.

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. For example: “*He does not to come.*” It should be, “*He does not come.*”

c. Misformation

Misformation is any wrong form of certain morphemes or structures.

Misformation is indicated by the usage of wrong forms of certain morphemes or structures. For example: “*Me don’t like.*” It should be, “*I don’t like.*”

d. Misordering

Misordering is any incorrect placement of certain morphemes in sentences.

For example: “*She fights all the time her brother.*” It should be “*She fights her brother all the time.*”

e. Blends

Blends occur when two or more morphemes that have the same function appear in a sentence. For example: “*The only one thing I want.*” It should be “*The only thing I want.*”

### 2.1.3 Steps in Conducting Error Analysis

Corder in Kuntjara (2013; 2) distinguishes five steps in conducting error analysis.

- a. Collect the sample of learner language. To provide data for the error analysis, the researcher needs to collect a sample of learner language. In

this step, the researcher may control the data by narrowly specifying the samples he/she intends to collect.

- b. Identify the errors. The identification of errors involves a comparison between learners' sentences and native speakers' sentences in the same context. Then, the researcher can identify which part of learners' sentences is different from the "reconstructed version."
- c. Describe the errors. The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learner's sentences and native speakers' sentences.
- d. Explain the errors. Explaining errors involves determining their sources in order to account for why they were made
- e. Evaluate the errors. Error evaluation is a supplementary stage in error analysis.

#### **2.1.4 Causes of Errors**

Norrish in Hasyim (2006; 6) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

- a. Carelessness. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.
- b. First language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of error is called first language interference.
- c. Translation. It is one of the causes of errors. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error.

### **2.1.5 Sources of Errors**

Selinker in Nzama (2010; 22) states that there are five sources of errors. They are as follows:

- a. Language transfer. There is positive transfer that helps the learning of second language. There is also negative transfer, which hinders the learning of second language. Language transfer involves pronunciation, word order and grammars, semantic transfer, transfer in writing, pragmatic transfer and culture transfer.
- b. Transfer of training. Transfer of training occurs whenever the effects of prior learning influence the performance of a later activity. Transfer of training is the influence of prior learning on performance in a new situation.
- c. Strategies of second language learning. This is an attempt to develop linguistic and sociolinguistic competence in the target language.
- d. Strategies of second language communication. This consists of attempts to deal with problems of communication that have arisen in interaction.
- e. Overgeneralization of the target language (TL). This happens when a second language learner applies a grammatical rule across all members of a grammatical class without making the appropriate exception.

In this final report, writer limits the scope of discussion. The writer would like to analyze the errors grammatically, such as verbs, conjunctions, passive voice, and gerund. However, if there are other kinds of grammatical errors found in the research, they will also be discussed too.

## **2.2 Grammatical Errors Most Commonly Found**

### **2.2.1 Verb in Tenses**

Tense is important because people use it to signal when the activities happen. Guntari (2011; 1) says that the proper use of tenses makes it possible for the speakers of English to recognize whether an action or an event occurs at the time at, during, or over the time denoted by a verb change. Nugroho (2011; 1)

says that there are 16 tenses in English, but generally divided into 12 kinds. English tenses can be interpreted simply as a sentence patterns change over the time; referring to the past (Past), present (Present) and future (Future). In this part, the writer will discuss four fundamental types of tenses; Simple Present Tense, Simple Past Tense, Simple Future Tense, and also Present Perfect Tense.

#### a. Simple Present

The simple present expresses daily habits or usual activities. It also expresses general statement of facts. The simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future. For example: *“Ann takes a shower every day.”*

Here is the form of the Simple Present: Verb

Table 1: Simple Present Tense

	Statement
Positive	I-You-We-They <b>work.</b> He-She-It <b>works.</b>
Negative	I-You-We-They <b>do not work.</b> He-She-It <b>does not work.</b>
Question	<b>Do</b> I-you-we-they work? <b>Does</b> he-she-it work?

Moreover, look at this form of the Simple Present: Be

Table 2: Simple Present Tense Using Be

	Subject	main verb		
+	I	<b>Am</b>		French
	You, We, They	<b>Are</b>		French
	He, She, It	<b>Is</b>		French
–	I	<b>Am</b>	<b>Not</b>	Old

	You, We, They	<b>Are</b>	<b>Not</b>	Old
	He, She, It	<b>Is</b>	<b>Not</b>	Old
?	<b>Am</b>	I		late?
	<b>Are</b>	You, We, They		late?
	<b>Is</b>	He, She, It		late?

### b. Simple Past

Azzar (1941; 25-26) says that the simple past is used to talk about activities or situations that began and ended in the past. Most simple past verbs are formed by adding *-ed* to a verb, and some verbs have irregular past forms. For example: “*Mary walked downtown yesterday.*”

Here is the form of the Simple Past: Regular verbs

Table 3: Simple Past Tense Using Regular verbs

	Statement
Positive	I-You-She-He-It-We-They <b>worked</b> yesterday.
Negative	I-You-She-He-It-We-They <b>did not work</b> yesterday.
Question	<b>Did</b> I-you-she-he-it-we-they <b>work</b> yesterday?
Short Answer	Yes, I-you-she-he-it-we-they <b>did</b> . No, I-you-she-he-it-we-they <b>did not</b> .

Here is the form of the Simple Past: be

Table 4: Simple Past Tense Using be

	Statement
Positive	I-She-He-It <b>was</b> in class yesterday. We-You-They <b>were</b> in class yesterday.

Negative	I-She-He-It <b>was not</b> in class yesterday. We-You-They <b>were not</b> in class yesterday.
Question	<b>Was</b> I-she-he-it in class yesterday? <b>Were</b> we-you-they in class yesterday?
Short Answer	Yes, I-she-he-it <b>was</b> .      Yes, we-you-they <b>were</b> . No, I-she-he-it <b>was not</b> .      No, we-you-they <b>were not</b> .

### c. Simple Future

Azzar (1941; 56) states that “be going to” and “will” are used to express future time. **Be going to** is used to express a prior plan. For example: *“I bought some wood because I am going to build a bookcase for my apartment.”* The speaker plans to build a bookcase. Meanwhile, **Will** is used to express a decision the speaker makes at the moment of speaking. For example: *“This chair is too heavy for you to carry alone. I’ll help you.”* The speaker decides to help at the immediate present moment; he did not have a prior plan to help.

Here is the form of the Simple Future with Be Going To.

Table 5: Simple Future with Be Going To.

a. We <b>are going to be</b> late. b. She’s <b>going to come</b> tomorrow.	Be going to is followed by the simple form of the verb.
c. I <b>am not going to be</b> late. He, she, it <b>is not going to be</b> late. They, we, you <b>are not going to be</b> late.	Negative: <b>be + not + going to</b>
d. <b>Am I going to be</b> late? <b>Is</b> he, she, it <b>going to be</b> late? <b>Are</b> they, we, you <b>going to be</b> late?	Question: <b>be + subject + going to</b>

Here is the form of the Simple Future with Will.

Table 6: Simple Future with Will

	Statement
Positive	I-You-She-He-It-We-They <b>will come</b> tomorrow.
Negative	I-You-She-He-It-We-They <b>will not come</b> tomorrow.
Question	<b>Will</b> I-you-she-he-it-we-they <b>come</b> tomorrow?
Short Answer	Yes, I-you-she-he-it-we-they <b>will</b> No, I-you-she-he-it-we-they <b>will not</b> .

#### d. Present Perfect

Azzar (1941; 86) declares that the present perfect expresses an activity or situations that occurred (or did not occur) before now, at some unspecified time in the past. For example:

***“Jim has already eaten lunch.”***

Jim’s lunch occurred before the present time. The time in activity is not important or unknown. For the speaker, the only important information is that Jim’s lunch occurred in the past, sometime before now.

Here the form of the present perfect tense.

Table 7: Present Perfect Tense

	Statement
Positive	I-You-We-They <b>have finished</b> that homework. She-He-It <b>has finished</b> that homework.



Negative	I-You-We-They <b>have not finished</b> that homework. She-He-It <b>has not finished</b> that homework.
Question	<b>Have</b> I-you-we-they <b>finished</b> that homework? <b>Has</b> she-he-it <b>finished</b> that homework?
Short Answer	Yes, I-you-we-they <b>have</b> .      Yes, she-he-it has No, I-you-we-they <b>have not</b> .      No, she-he-it <b>has not</b> .

### 2.2.2 Coordinating Conjunctions

Rahman (2012; 27) states that **coordinating conjunctions** are connectors of two or more elements that have the same syntactic interests. Ramsey (2014; 2) also says that coordinating conjunctions join two independent clauses to make a compound sentence.

There are seven kinds of coordinating conjunctions; For, And, Nor, But, Or, Yet, So. In this part, the writer would like to discuss only two kinds of coordinating conjunctions; And and But.

#### a. And

According to Azzargrammar (2002; 3), “and” connects parallel elements, i.e., elements having the same structure. These elements may be compound subjects, verbs, or objects or may be two independent clauses.

When “and” connects only two items within a sentence, no comma is used. When “and” connects three or more items in a series in a sentence, comma is used. For example:

- They saw a cat **and** a mouse.
- He saw a cat, a mouse, a man, **and** a woman. (And connects nouns)
- I opened the door, walked into the room, **and** sat down at my desk (And connect verbs).
- Their flag is red, yellow, **and** black. (And connects adjectives)

## b. But

Based on the grammarcommet (2013; 1) , there are some usages of “but”. They are:

- To suggest a contrast that is unexpected in light of the first clause: "Joey lost a fortune in the stock market, but he still seems able to live quite comfortably."
- To suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by *on the contrary*): "The club never invested foolishly, but used the services of a sage investment counselor."
- To connect two ideas with the meaning of "with the exception of" (and then the second word takes over as subject): "Everybody but Goldenbreath is trying out for the team."

### 2.2.3 Gerund

According to Azzar (1941; 368), gerund is the –ing form of a verb. It is used as a noun. Because their function is that of a noun, gerunds may be used as the subject of a sentence. For example:

- Running regularly will make you feel better.
- Studying requires most of my time during the day.

The -ing form can also be called a present participle; however, the function is that of a verb when used in the present or past progressive. For example: **The teacher is speaking to her students.**

If a gerund is combined with a preposition, it is called a Gerund phrase. For example: **Our daughter's life ambition is studying to be a doctor.**

According to Hallan and Nirron (1983; 99), there are common verbs always followed by gerund, without to infinitive.

- To mind
- To enjoy
- To finish
- To imagine
- To give up
- To consider
- To risk
- To avoid
- To deny
- To suggest
- To keep on
- To leave off
- To feel like.

**For example:** I don't mind watching this film

#### 2.2.4 Passive Voice

According to Silitonga (2012; 1), passive voice is a grammatical construction which the subject of the sentence or clause indicates the recipient of the action. In English, passive sentences are formed with an auxiliary verb and past participle form of verb. Meanwhile, Ardika (2011; 1) says that passive voice is the sentence which the subject of it has the main work given by the object. The object of active voice is more important information than the subject in passive voice. From the two definitions, passive voice can be concluded as a sentence which the subject of it changes as the object and given the work by the object.

Azzar (1950; 120), in the passive, the object of an active verb becomes the subject of the passive verb.

Active : (a) Mary **helped** the boy.

Passive : (b) The boy **was helped** by Mary.

“The boy” in (a) becomes the subject of the passive verb in (b). (a) and (b) have the same meaning.

According to Hallan and Nirron (1983; 20), to change an active sentence into passive, it can be done by placing an auxiliary verb (be) and the Past Participle form of verb into the active sentence.

For example: Active : They cook the food.

Passive : The food is cooked by them.

Active : Someone gave me a book.

Passive : I was given a book by someone.

Here is the form of the Passive Voice. Azzar (1941; 277)

Table 8: Passive Voice

<p><b>Be + Past Participle</b></p> <p>(a) Corn <b>is grown</b> by farmers.</p> <p>(b) Sara <b>was surprised</b> by the news.</p> <p>(c) The report <b>will be written</b> by Mary.</p>	<p>Form of all passive verbs:</p> <p><b>Be + Past Participle</b></p> <p><b>Be</b> can be in any of its forms: am, is, are, was, were, has been, have been, will be, etc.</p>
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Table 9: The Use of Passive Voice

	Active	Passive
Simple Present	Farmers <b>grow</b> corn.	Corn <b>is grown</b> by farmers.
Simple Past	The news <b>surprised</b> Sara.	Sara <b>was surprised</b> by the news.
Present Perfect	Jack <b>has mailed</b> the letter.	The letter <b>has been mailed</b> by Jack.
Future	Mr. Lee <b>will plan</b> the meeting.	The meeting <b>will be planned</b> by Mr. Lee.
	Sue <b>is going to write</b> the report.	The report <b>is going to be written</b> by Sue.

## **2.3 Guidebook**

### **2.3.1 Definition of Guidebook**

Fitroni and Primayudi (2013; 2) say that guidebook is one of the media that contains complete contents of tourism and information that exist in a city or tourist sites. Meanwhile, Oxford Learner's pocket dictionary on page 197 defines guidebook as a book with information about a place for travelers. Therefore, it can be concluded that guidebook is media that gives information about the tourism object in a certain area.

### **2.3.2 The Function and Role of Guidebook**

According to Muliowati (2013; 1), tourism development in Indonesia requires some factors that can support the development of tours in Indonesia, among other factors such as promotion, infrastructure and infrastructure adequate, natural resources, and human resources. One of the factors that supports the development of tourism in Indonesia is a guidebook. Although its existence is often regarded merely as a conduit of information, but this guide has also an important role, because through it, promotion can be done.

Guidebooks should be provided in almost all the tourism objects, so people can easily get the information in the guidebook. In order to achieve this, there are some factors that must be considered in making the guidebook. Do not let the guidebook seen as a conduit of information books, but the guidebook should be interesting in shape and use good language, in right grammar so the local or foreign tourists have the information they need.

Fitroni and Primayudi (2013; 4) say that the potential guidebook is very important, especially in times of special events such as "Visit Indonesia 2012", to introduce regional attractions in the areas which still has an unspoiled natural beauty. Potential travel guidebook is an instrumental in introducing a tourist attraction and providing information that is easily understood by the tourists both foreign and domestic. Therefore, travel guidebook should be designed in two languages to accommodate both needs at once into one complete package and easy to carry.