

CHAPTER II

LITERATURE REVIEW

In this chapter the writer presents the concept of error and mistake, types of error, source of errors, the definition of present tense, the definitions of sentence, pronoun, transitive verb, intransitive verb, linking verb and descriptive text.

2.1 Concept of Error and Mistake

Vasquez (2008) states that an error is made when the deviation arise as a result of lack of knowledge. While Richard and Schmidt in Mungungu (2010) define an error as the use of language in a way which a fluent or native speaker of the language regarded as a faulty or incomplete learning. Then, Cunningswort in Mungungu (2010) defines an error are systematic deviations from the norm of language being learned.

Norrish in Mungungu (2010) defines a mistake as inconsistent deviation , which meant sometimes the learner “ get it right” but sometimes “ get it wrong”. While, Vasquez (2008) adds that mistake occurs when the learner fails to perform his/her competence in the target language. Normally, a mistake is immediately corrected by the learner.

Therefore, from those theories above the writer concludes that an error occurs when there is the deviation in a lack of knowledge from the learner while mistake is the learner’s fault in presenting his/her competence in the target language.

2.2 TYPES OF ERROR

Dulay et.al in Elfina (2013) state that there are four types of errors, the descriptions are bellow:

2.2.1 Omission

Omission errors are classified by the absence of an item that have to be there in a well-formed utterance or sentence. Dulay et al in Putri (2014)

add omission errors are found in the greater abundance and across a greater variety of morphemes during the early stages learners.

Example: He cooking

She there

2.2.2 Addition

In this part of error, the learner usually adds an item that should not appear in a well-formed utterance or sentence.

Example: She doesn't likes cooking

Alice doesn't wants a cup of coffee

2.2.3 Misinformation

Misinformation is identified by the use of wrong morpheme or structure.

Example: The books is messy

There are also a doll in the chair

This cars are expensive

2.2.4 Misoreder

Misorder errors are classified by the incorrect placement of a morpheme or a group of morphemes in an utterance.

Example: He is all the time working

Therefore, the writer concludes that there are four types of errors. They are omission, addition, misinformation and MISORDER.

2.3 SOURCE OF ERROR

Efendy (2014) proposes that there are two main positions on the source of errors in foreign language learning. First is interlingual transfer, it happens when the learners usually transfer the system of mother tongue into second language that they learn. Then, the second error source comes to intralingual transfer produced by the learners who do not reflect the structure of mother tongue but a generation based on the partial exposure to the target language. Richard & Schmidt in Mungungu (2010) adds that Interlingual errors can be identified as transfer errors which result from a learner's first language on the other hand

intralingual errors are overgeneralization in the target language , ignorance of rule restriction and incomplete application of rules.

While according to Halliday (2007) as cited in Ramdhani (2015) states that distinguishes three sources of errors:

1. Interference errors occur as a result of the use element from one language while speaking another. An example, when a German learner of L2 english says, “ I go not” because the equivalent sentence in German is “Ichgehe nicht”
2. Intralingual errors reflect the general characteristic of rule learning such as faulty generalization, incomplete application of rules, failure to learn conditions under which rules apply.
3. Development errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience. It is classified errors into three categories :
 - a. Overgeneralization, it occurs when the learner creates a deviant structure on the basis of other structure in the target language. It generally involves the creation of one deviant structure in place of two target language structure (example: He can sings when English allows He can sing and He sings)
 - b. Ignorance of the rule restriction. It involves the application of the rules to context where they do not apply. An example, ‘He made me to rest’ through extension of the pattern found in the majority of verbs that take infinitival complements (for example, ‘ He asked/wanted/invited me to go)
 - c. Incomplete application of result. It is typically related to analogy. It involves a failure to fully develop structure. Thus learners of L2 English have been observed to use declarative word order in question (for example : you like to sing?) in place of interrogative word order (for example; Do you like to sing?)

In addition, the writer concludes that the source of errors may come from many aspects such as mother tongue, inherent difficulties in the target language, and overgeneralization.

2.4 PRESENT TENSE

There are many kinds of tenses in English, one of them is present tense. Ansell(2000) states that present tense is tense which is used to express an action which is occurring at regular intervals, to express an general truth, or to express a situation existing for period time. An example of present tense showing a general truth is the sun sets in the west.

Another definition of present tense comes to Azzar (2009) states that present tense is the tense of a verb expresses an action or activity that exist always, usually, habitually, and the activity or the action is exist now, have existed in the past and probably will exist in the future.

While, Sargeant (2007) states that present tense has a form that tells you the action happens regularly, sometimes or never. Then, Swick (2005) states that present tense is used to express an activity which is habitually happened. The present always indicate the most verbs end with “s/es” for third person singular form.

Formula:

PLURAL SUBJECT

(+) Plural subject (I, you, we, they, Plural) + V1

Example : I go to school every morning

(-) Plural subject (I, you, we, they, plural) + do not+ V1

Example: They do not come to the class today

(?) Do + Plural subject + V1 ?

Example: Do you know his brother's name?

(-?) Do + Plural subject + not + V1 ?

Example: Do they not see you today?

SINGULAR SUBJECT

(+) singular subject (she, he, it, singular) + V1 (s/es)

Example: The sun sets on the west

(-) Singular subject (she, he, it, singular) + does not+ V1

Example: She does not visit me today

(?) Does + singular subject + V1?

Example: Does Andi pick you up from school?

(-?) Does + singular subject + not + V1?

Example: Do the children not play at the park?

From those definitions above, it can be concluded that present tense is one of tenses which is used to express an activity that is regularly happen, or we can use present tense to show the general truth.

2.5 SENTENCE

Ehrlich (2000) says that a sentence is a group of word which has subject and predicate. It can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion.

Then, Halliday (2004) states that a sentence is a set of words that in principle tells a complete thoughts, thus it may be a simple phrase, but in conveys enough meaning to imply a clause, even if it is not explicit. Typically a sentence contains a subject and predicate. A sentence can also be defined purely in orthographic terms, as a group of words starting with a capital letter and ending in full stop.

A complete sentence has at least a subject and main verb to state (declare) a complete thought. Short example : Walker walks. A subject is the noun that is doing the main verb. The main verb is the subject is doing. In English and many other languages, the first word of a written sentence has a capital letter. At the end of the sentence there is a full stop or full point.

There are five parts of a good sentence:

1. Subject
2. Verb
3. Capital letter at the beginning
4. End Punctuation
5. Complete thought.

Therefore, the writer concludes that a sentence is a linguistic unit that consists of subject and predicate has a complete thought, it begins with capital letter and ends with full stop.

2.6 PRONOUN

According Ansell (2000) a pronoun is a word that takes the place of a common noun or a proper noun. A pronoun is divided into some parts, they are personal pronoun, reflexive pronoun and demonstrative pronoun. Personal pronoun is indicated by the word “ me, you him, her, us, it, them” these pronouns are used as the object in the verb in a sentence. The object of the sentence can be person, animal or place. Reflexive pronoun is indicated by the word “ himself, myself, herself, itself etc”, these words refer to the person or animal that is the subject of the verb. Then, demonstrative pronoun is indicated by the word “this, these, that, those”. The demonstrative pronoun is used to point something or things.

Furthermore, Sargeant (2007) states that a pronoun is a word that takes place of a noun, and it has some different kinds, they are personal pronoun, reflexive pronoun, demonstrative pronoun and indefinite pronoun. Personal pronoun, reflexive pronoun and demonstrative pronoun has a same opinion to the explanation before, while the explanation of indefinite pronoun itself is used to refer word indirectly, most of indefinite pronoun express the idea of quantity.

Here are the structures of pronoun according to Sargeant (2007)

1. Personal Pronoun

(Subject)		(Object)
I	→	Me
You	→	You
She	→	Her
He	→	Him
It	→	It
We	→	Us
They	→	Them

2. Reflexive Pronoun

Singular Personal Pronoun		Reflexive Pronoun
Me (object pronoun)	→	myself
You (subject,object pronoun)	→	yourself

He (subject pronoun)	→	himself
Him (object pronoun)	→	himself
She (object pronoun)	→	herself
It	→	itself

Plural Personal Pronoun		Reflexive Pronoun
We (subject pronoun)	→	ourselves
Us (object pronoun)	→	ourselves
You (subject,object pronoun)	→	yourselves
They (subject pronoun)	→	themselves
Them (object pronoun)	→	themselves

3. Demonstrative Pronoun

Demonstrative pronouns are used for pointing out things. The word this that, these and those are demonstrative pronoun.

Examples:

- This is my desk
- These are my pets
- That is my friend's house.
- Those are horses.

4. Indefinite Pronoun

An indefinite pronoun does not refer directly to any word. Most indefinite pronoun does not refer directly to any word. Most indefinite pronouns express the idea of quantity.

Examples:

- Everybody is welcome at the meeting.
- Many prefer their coffee with sugar.
- Does anybody care for a cheese sandwich?

Indefinite pronouns :

- All another nobody both
- Each either some many

- Most several everyone such
- Other any none few
- Another everybody somebody

2.7 TRANSITIVE VERB

Some verbs have an object. The object of a verb is the person or thing that is affected by the action of the verb. Sargeant (2007) states that transitive verb is a verb which have objects. It is also supported by Ehrilch (2000) states that transitive verb has a direct object.

Pay attention to an example below:

Alice eats a banana for breakfast.

The subject of the verb is Alice. She is the person who does the action that is “eats”. The object of the verb is banana. A banana is affected by the action of the verb. So on this sentence, the object of the verb “eat” is “a banana”. Verbs that have object are called transitive verb

Here are some sentences with transitive verbs:

John likes apples

Sam knows the answer to the questions.

My sister cooks our meals.

Therefore, the writer concludes that, transitive verb is a verb that has objects on the sentence.

2.8 INTRANSITIVE VERB

Swick (2005) states that Intransitive verbs are not followed by a direct object. They often show a movement to a place and are sometimes followed by a prepositional phrase. While Sargeant (2007) states that some verbs do not have an object. A verb that does not have an object is called intransitive verb. It is also supported by Ehilrch (2000) states that intransitive verb is the verb that does not have direct objects.

Here are some sentences with intransitive verbs:

In China, lots of people walk to work

The boys play in the yard after school.

Mr. Carter always drives very carefully.

Doris is a very successful businesswoman.

Therefore, the writer concludes that intransitive verb is the contradiction of transitive verbs. In intransitive verbs, the verbs do not have direct object in the sentence.

2.9 LINKING VERB

Swick (2005) states that linking verb introduces or states of someone or something, it does not take direct object and most often followed by an adjective. Linking verb also do not show any action but it links the subject with the rest of the sentence. Then Ansell (2000) says that linking verb or to be is used to conjugate subject with the predicate and the predicate is commonly non verb. Furthermore, Stobbe (2008) states that linking verbs convey a states of being. They link the subject of a sentence with a word that renames or describes the subjects. Therefore, the writer concludes that linking verb is used to connect the subject and the predicate which is the predicate is commonly non verb.

Here are the examples of linking verbs:

1. Marry is a smart girl
2. The coat looks nice.
3. I am so tired today.
4. The old man feels lonely.

2.10 DESCRIPTIVE TEXT

Langan (2008) states that descriptive text has a function that is to make the readers see, hear, taste, smell, or feel on what you are writing about. While Aryanto (2009) states that descriptive text is one of a text which is used to describe a particular person, thing place or event.

Here are the generic structure and language feature of descriptive text according to Aryanto (2009)

Generic Structure :

Identification (Identifies the phenomenon to describe)

Description (Describes parts, qualities, characteristic etc)

Language Features :

- Focus on specific participant (examples : My teacher, My pet, Andin's house)
- Use Present tense form
- Use descriptive adjectives (examples: strong legs, sharp teeth)
- Use of detail noun phrase to give information (example : a very beautiful scenery)
- Use of action verb (example: It eats grass)
- Use of relating verb to give information about the subject (example: it has a beautiful voice)
- Use of figurative language (example: John is as white as chalk)
- Use thinking verb or feeling verb (example: I think she is the best teacher in my school).

Therefore, from the theories above the writer concludes that descriptive text is a text which is used to describe a particular thing, place, person or event and this should make the readers taste, feel, smell or even imagine the thing, place, person or event that we are describing about.