

CHAPTER II

THEORETICAL REVIEW

A. Error and Error Analysis

To get clear understanding about the error, it is better for the writer to consider several opinions. According to Jeremy Harmer (1987, p.170), “ Error are part of the students’ Interlingua that is the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims toward full mastery.

Dulay et al (1982, p. 189) said that “error was any deviation from a selcted norm of language performance, no matter what the characteristics of causes the deviation might be. Errors deal with producing or making innapropriate words, phrases, or sentences of the learners speech or writing”. Wayne O’neil (1990, p. 445) defines that “error is in doing something a mistake, especially on that cause problem or affect the result of something”.

The writer can summarize that error is wrong side of learner when doing something caused by the factor of competence. That is why students will make an error in their process of acquiring new language because students find many different characteristics of language which is different in their own mother tongue. However, it is important for the teacher to recognize the errors. Thus, the students will not do the same errors.

The study of learners’ error is called by the linguist as Error Analysis. It is away of looking at errors made by the learners of the target language. Error

analysis is an independent source of valid data. It provides information on students' error. Apparently, error gives the sign to the teacher and researcher how target learning is successfully achieved. Hubbard, et al (1983, p. 43) stated that “ error caused by lack of knowledge about the target language or by incorrect hypotheses about it”. According to Corder as quoted by Brown (1981, p.88), “ A learner's errors are significant and that they provide to researcher and the learner employing in the discovery of the language”.

From definition above, the writer conclude that error analysis is a way of looking at errors made by the students because inevitably the students will make errors in the process of acquiring new language system. It can be clarified that error analysis is an activity to identify, classify and describe the error made by learners in speaking or writing and it is carried out to obtain information on common difficulties faced by someone is writing English sentences. Corder also divided errors into four categories: omission of some required element, addition of some necessary or incorrect element, selection of an incorrect element, and mis-ordering of element. Here are the explanations:

a. Omission

Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology. Learners often leave out the third person singular morpheme –s, the plural marker –s and the past tense inflection –ed. A learner could say, for example: “I watch the movie last night”. Instead of: “I watched the movie last night”.

b. Addition

Learners not only omit elements which they regard as redundant but they also add redundant element. For example: - I swims-The books is here Instead of: “I swim” and “The book is here”.

c. Selection

Learners commit errors in pronunciation, morphology, syntax and vocabulary due to the selection of the wrong, phoneme, morpheme, structure or vocabulary item. For example: “Fika is smartest than Femy”. Instead of “Fika is smarter than Femy”.

d. Miss-ordering

Miss-ordering can occur in morphological level. Miss-ordering of bound morpheme in English is perhaps less frequent, given their limited number, but in the example “He is got upping now”, the learners attaches the inflection –ing to the particle of the two words verb “get up”

B. Grammatical Structure

All languages have its own grammar. People who speak the same language are able to communicate because they know the grammar system of that language. Because the use of the language is to communicate all speaker and writers of a language must have a knowledge of its grammar. Harmer (2012, p.12) states that grammar of a language is the description of the ways in which words can change their form and can be combined into sentences in that language. It is the structure and the meaning system of language. In addition, grammar tells how the rules of language actually works, they arrange and shape words.

From the statement above, we know that grammar are explicit. It does not only explain how the utterance are formed, but also provides a tool to generate some possible structures that have never been used before, which might be useful for people who prefer to use language in a creative way so that they can communicate easily. It helps us to write new kind of sentences that are more effective and more persuasive.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should mastered grammar. Swan in Harmer, (2002, p.15) states that good rule include ‘simplicity’ (it may cause problem), ‘truth’ (because clearly some rules are more ‘true’ than other), ‘clarity’ (because there are some things which a teacher or student probably does not really need to know).

For the identification of grammar errors, the writer uses basic grammar terminology theory according to Azar (1999, p. A1). Basic grammar terminology is a terminology that explain the classification of basic grammar. They are about sentence pattern (subject, verb, object,adverb and adjective), tenses (verb form), singular plural noun, personal pronoun.

1. Sentence Pattern

a. Subject + Verb.

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain (S+V). Example:

The baby cried

Subject: The Baby

Verb: Cries

b. Subject + Verb+ Object

In this form use transitive verb that need direct object

Example:

My Father bought a car

Subject: My father

Verb: bought

Object: a car

c. Subject + Verb+ Adverb

Example:

My sister study seriously

Subject: My sister

Verb: study

Object: seriously

d. Subject + linking Verb+ Noun/Adjective

Example:

She is smart

I am a writer

Subject: she

Subject: I

Linking Verb: is

Linking Verb: am

Adjective: smart

Nour: A writer

Verb is a word or phrase that describes an action, condition or experience. (Cambridge 3rd edition). Verbs that are not followed by an object are called “intransitive verbs.” Common intransitive verbs: agree, arrive,

come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called “transitive verb.” Common transitive verbs: build, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; *A student studied*. Intransitive; *A student studied books*. Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asian information, appearance). Azar (1999, p. A1).

2. Tenses

Tense in English identifies when an event happens or describes a state.

The description of verb form is in the following table:

Table 2.1 The difference of verb form in tenses

Tenses		Progressive
Present	offer, offers	am/is/are + offering
Past	offered	was/were/+ offering
Future	will+offer	will+be+offering
Present perfect	has/have+offered	has/have+been+offering
Past perfect	had offered	had been offering
Future perfect	will+have offered	will+have been+ offering

Source: Understanding and using English Grammar by Betty Scramper Azar

3. Noun

Noun is a word used to name the thing, person, animal, plant, place, food or something that’s considered as a thing. Noun is consist of two kinds. They are countable noun and uncountable noun.

a. Countable Noun

Countable noun has the singular and plural form. The plural form of noun are regularly formed by adding /s/ or /es/ to the singular nouns.

For examples:

<u>Singular</u>	<u>Plural</u>
Day	Days
Student	Students
Box	Boxes

Table 2.2 Determiner of countable noun

Determiner	Singular	Plural
Article	a/an/the	The
Quantifier	-	Many, few, a few, a lot of, several, some, any, and etc
Demonstrative	this, that	these, those

b. Uncountable Noun

Uncountable noun has not got the plural form. The way to counting them in the plural form is normally made by using the container, balance, measuring, etc.

For examples:

A glass of coffee	Two glasses of coffee
A bottle of water	Three bottles of water

Table 2.3 Determiner of uncountable noun

Article	The
Quantifier	some, any, little, a little, much, more, most, a lot of,
Demonstrative	this, that

4. Pronoun

Pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. Personal pronouns are words such as:

- a. First person pronouns, example words that represent or include the speaker or writer.

Singular : I, me, my, mine

Plural : we, us, our, ours

- b. Second person pronouns, example words that represent the person or people who is/are being addressed : you, your, yours

- c. Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular : he, him, his, she, her, it, its

Plural : they, them, their, theirs

C. Definition of Writing

Writing is an important skill in English language learning. Writing is one of the writing skills that should be mastered in learning English. Writing skill is useful for human to make good and smooth communication. By writing, a writer can tell the message and information to readers. There are several definitions of writing stated by some experts. According to Harmer (2001, p. 31):

Writing encourages students to focus on accurate language use. When the students write, the writing process provokes language development as the students resolve problems which the writing pushes into their minds. The students can go through what the students know in their minds, and even consult dictionaries, grammar books or ,other reference material to help them.

Nunan (2003, p. 88) defines that writing “ is the proces of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Besides, Brown (2001, p. 335) also mentioned that “written products as the result of thinking, drafting, and revising, procedures, specialized is required in written language , and that not every speaker develops naturally”.

Myles (2002, p. 12) states that writing is an English skill which needs an effort and much practice in composing, developing and analyzing ideas. Brown (2001, p. 335) also mentioned that “written products as the result of thinking, drafting, and revising, and that not every speaker develops naturally”. According to Jacob (1981, p. 90). Hyland (2003, p. 20) states that “ the important reason for teaching writing for the students is because writing helps students to learn”.

Based on the statement above, it can be concluded that writing is the act that we can use to express the idea, feeling and facts. It needs the teacher who is able to motivate the students to develop their writing. In writing, the aspects include content, organization, vocabulary, language use and mechanics. These aspects are important to master in order to be able to product writing.

D. Definition of Paraphrasing

Paraphrasing is rewriting a text for the purpose of including it in your own writing can be done in several ways (Jordan 2013, p.93). Paraphrasing means changing the words of a text so it is significantly different from the original source without changing the meaning. Effective paraphrasing is a key academic skill needed to avoid the risk of plagiarism, it demonstrates your understanding of a source (Bailey 2004, p.21).

1. Techniques for Paraphrasing

Bailey (2004, p.21) explains the techniques of paraphrasing:

a. Changing vocabulary by using synonyms:

argue > claim

society > civilisation

economise > saving

NB. Do not attempt to paraphrase every word since some has no true synonym, e.g. demand, economy, energy.

b. Changing word class:

Egypt (n.) > Egyptian (adj.)

explanation (n.) > explain (v.)

mechanical (adj.) > mechanise (v.)

profitable (adj.) > profitability (n.)

mountains regions (adj.+ n.) > in the mountain (n.)

c. Changing word order:

The best explanation for the British location of the industrial revolution is found by studying demand factors.

> A focus on demand may help explain the UK origin of the industrial revolution.

Ancient Egypt collapsed > the collapse of Egyptian society began

2. Strategies to Create a Good Paraphrase

In teaching reading and writing, paraphrasing plays an important role as the teaching strategy. According to Schumaker, Denton, and Deshler (1984), paraphrasing is able to be used as the teaching strategy. Importantly, paraphrasing plays important role in enhancing students' reading comprehension skill.

Correspondently, paraphrasing strategy is very important in increasing students' writing skill. According to Pears and Shields (1998, p.16),

Paraphrasing strategy has the added benefit of fitting more neatly into students' style of writing and allows them to demonstrate that they really do understand what the author is saying". It means that paraphrasing is considered as an appropriate strategy to increase students' reading comprehension and writing achievement.

According to Oshima and Hogue (2000), there are four steps to write a good paraphrase:

- 1) Read the original passage several times until you understand it fully. Look up unfamiliar words, and find synonyms for them. If you need to take notes, write down only one or two words for each idea - not complete sentences.
- 2) Write your paraphrase from memory. Include as much of the information as you remember. Do not look at the original while you are writing.
- 3) Check your paraphrase against the original for accuracy and completeness. If necessary, add points you have missed.
- 4) Name the source of the original passage in parentheses at the end of your paraphrase.

3. The Way to Paraphrase in Changing Grammar or Structure

Using different grammar is the third method most students try to use. It sounds very difficult to use different grammar, but actually it is easier than changing vocabulary. If you change the grammar and make an error, usually the reader will understand what you mean. However, if you change the vocabulary and make an error, often the reader will not understand what you mean.

Original: “Somewhere on every good map, there is a legend.”

Paraphrase:

- 1) *If a map was made well, there was a legend on it.*
- 2) *If a map is made well, you can find a legend on it.*

Although the sentence 1) has mistake with the tense (*passive in simple past*), but we still understand what the author means. Meanwhile, the sentence 2) is a good one, in both grammar and vocabulary. So, although changing the grammar has some advantages, it is still not easy and you should practice it as often as possible. Here are two suggestions for how to change the grammar without making errors:

- a. Use of active to passive sentences or vice versa

Arnaudet and Barret (1984) explained that using active or passive sentence is very usefull in technique of paraphrase. Here is the formula of using active to passive sentences or vice versa.

The form is :

Be + V3 (past participle)

Example of passive sentences in statement:

(AV) She must open the door

(PV) The door must be opened by her

If the original sentence is in the active voice, should change it to passive.

Original text:

“ To improve English, you should learn new vocabulary on a daily basis.”

Paraphrasing Text:

“To Improve English, new vocabulary should be learned on a daily basis.”

b. Change part of speech/word forms

As Arnaudet and Barret (1984) stat that the way to write someone’s ideas with our word was changing the word form, for example from noun to verb or adjective to adverb. Here is the example of changing word form.

Noun : A variety of *definitions* of leadership have been proposed over the years.

Verb : Leadership has been *defined* in a variety of ways over the years.

Change some of the words in the original into different part of speech (you will often need to change the word order and some other words, too)

Original text :

“ The most effective way to build your English skill is to study regularly.”

Paraphrasing text:

“ The most effective way of building your English skill is to do studying on a regular basis”.