CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, the research provides some theories related to the subject matter of this study and also previous relevant studies.

2.1   Notion of Grammar in EFL Context

In the context of education especially in the learning and teaching of a foreign language, grammar is usually considered one of the language components beside the vocabulary and sound system which students should acquire. Knowing grammar means understanding what the text means correctly. The experts Stewart and Vailette point out that "The word grammar means the sort of thing they learned in English class or in other language classes, when they were taught about subjects and predicates and part of speech,."The statement indicates that the students were taught about the rules of target language in their school. Learn about it because the teacher aware that as foreign language learners, students should know about the language rules that native speaker use as a communication tool. Students commonly don't realize that when express themselves through writing or speaking, what they write or speak have its patterns and they keep subconsciously applying the patterns in their communication.

Grammar gives language users the control of expression and communication in everyday life. "Grammar deals with the form of sentences and smaller units such as clauses, phrases and words" (Huddleston, 2010 and Pullum, 2010) Mastery over words helps speakers to communicate their emotions and purpose more effectively. Otherwise, communication can sound like a toddler getting frustrated because he or she does not have many words to express his or

her thoughts well. Moreover, grammar also gives effect in written communication. Written communication skills with grammatical precision evince professionalism. Employing inappropriate grammar in a written communication in a letter or email - such as using "LOL" or flawedsubjectverb agreement like "we was" makes the message less effective because the errors will distract from the intent. Understanding basic principle of word, sentence and paragraph structures bestows writers with the flexibility to plan how they communicate a message, from a simple text to a presentation.

In Scientific Writing; "Easy When You Know How", Peat (2002) states that "Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well without using words correctly.It means that, when people want to write something, they should know about grammar because it shows the meaning and relation with every single word that becomes a sentence. On the other hand, Harmer on his book says (Harmer, p.23, 1991)

> "Real language use is often very untidy and cannot be automatically reduced to simple grammar patterns. Students need to be aware of this, just as they need to be aware of all language possibilities. Such awareness does not mean that they have to be taught each variation and linguistic twist, however. It just means they have to be aware of language and how it is used."

From Harmer's statement means that the students should aware about these rules that they learn as a target language, however, these enable them to communicate each other without creating misunderstanding and misinterpretation. They should not learn it deeply because when they communicate to other people especially in spoken, they just need to know how people understand about what they say.

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According to Radford (2009) grammar is traditionally subdivided into two different but interrelated areas of study morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes). And syntax is the study of the way in which phrases and sentences are structured out of words.In learning grammar means learning of morphology and syntax because both of them are the components of language.

In addition, Kolln and Funk (2010) point out three definitions of grammar. First, grammar is the system of rules in our heads. Second, Grammar is the formal description of the rules. And the third, grammar is the social implications of usage, sometimes called linguistic etiquette.

Grammar is the system of rules in our heads. It means that the study of grammar a lifetime of knowing how to produce sentences. This subconscious system of rules is your language competence. It is important to recognize that these internalized rules vary from one language community to another. Grammar is the formal description of the rules. This definition refers to the branch of linguistic science concerned with the formal description of language, the subject matter of books like this one, which identify in an objective way the form and structure, the syntax of sentences. Grammar is the social implications of usage, sometimes called linguistic etiquette. This definition could be called do's and don't's of usage, rather than grammar.

Considering those definitions and explanation, the researcher shows that grammar is a set of rules derived from a language that enable people to understand what they read or what they construct in sentences or expressions when they communicate. Grammar is the way of the spoken and written language to be

organized. It is concerned with the order of word groups, clauses and sentences and morphemes in words. It is closely related to generic structure and cohesion.

2.1.1 Importance of Grammar

In teaching English, teachers actually have two purposesinsure fluency and accuracy in all language skills. Fluency, is the ability to speak fluently whereas accuracy is ability to speak with correct grammar structuressuch as the using of verb forms correctly, phrasal verbs, prepositions, etc. To intelligibly, to make sense with each sentence, a learner should know the grammar of the target language.

According to Ur (1991), grammar does not only affect how units of language are combined in order to look right it also affects their meaning".Supporting his opinion, Knapp and Watkins state that "Grammar is a name for the resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text.From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning. A knowledge of grammar in this sense is not just concerned with rules for what can and cannot be done with the organization and use of words in English sentences, but also with the way written English function.Therefore, to write or speak in a clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish

to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

2.1.2 Types of Grammar

Some linguists have their own perspective about different varieties of grammar that is, different ways of describing and analyzing the structures and functions of language.

According to George Yule (2010), there are three types of grammar. Those are:

1. Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill).

2. Linguistic Ettiquette Linguistic etiquette is the identification of the proper or best structures to be used in a language.

3. Traditional grammar Traditional grammar involves the analysis study of the structures found in a language.

On the other hand, Kolln and Funk (2010) divided the types of grammar into two, namely; Structural and Transformational Grammar.

In terms of structural grammar, the structuralists recognize the importance of describing language on its own terms. Instead of assuming that English words could fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called new grammar, is its emphasis on the systematic nature of English. In addition,

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transformational grammar, the transformationalists wanted to unlock the secrets of language; to build a model of our internal rules, a model that would produce all of the grammatical - and no ungrammatical - sentences. It might be useful to think of our built-in language system as a computer program. The transformationalists are trying to describe that program.

The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentences. Major adoption from transformational grammar is the description of our system for expanding the verb. Grammar is still an important component in English no matter how many experts classified it into several types.

2.1.3 Grammar Test

The testing of grammar is one of the mainstays of language testing. A basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests have an important part in language program. This is in line with Madsen's opinion (1983) that grammar tests are designed to measure student proficiency in matters ranging from inflections in syntax. Syntax involves the relationship of words in a sentence, including matters such a word order, use of the negative, question forms and connectives.

Madsen (1983) presents two basic ways to measure the grammar skills of the beginninglevel students includes of individual testing and group testing. Individual testing is a test that designed for testing students individually by using oral test. These requests can ask for easy spoken replies or simply for nonverbal

actions. This tests should use the familiar vocabulary in the test question as well as structures those students have been taught.

Meanwhile, group testing, in group testing, the teacher gives the students test by using directed physical responses. First, the teacher explains and illustrates any new vocabulary words. Then, he or she asks the students to make a drawing according to teacher's spoken instruction. Moreover, in testing grammar, there are also some types that could be used by the teacher to measure students' achievement in grammar subject. In addition, according to Heaton (1988), there are some of the most common types that used to test of the grammatical features of the language. The types of the test such as multiple choice, error correction, completion items, transformation items, items involving the change of the word, broken sentence items, pairing and matching items, combination items, and addition items (Heaton, 1988).

First, multiple-choice. Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly. Then, Error correction. Error correction items are also useful for testing grammar. An error correction item is one in which the student is given a sentence with an error. Four words or phrase in the sentence marked by letters, and the students need to decide which of the words or phrases has the error.

Next, completion items. Completion items are items in which the testees are asked to fill in blanks in sentences. The advantage of completion items is that they test production, not just recognition. The disadvantage is that they need to be marked by hand and there will be some cases where the marker needs to make

judgments about whether a response is correct. Then, transformation items. The transformation type of item is extremely useful for testing ability to produce structures in the target language and helps to provide a balance when included in tests containing multiple-choice items.

Other is, items involving the changing of words. Another type of item is one in which testees are given a sentence and a word which they need to fit into the sentence by changing the form of the word. This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences. Then, broken sentence item. This type of item tests the student's ability to write full sentence from series of words and phrases, and thus does not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just been practiced in class. When setting this item, make sure that the instructions are very clear indeed and provide one or two examples.

Pairing and matching items. This type of item usually consists of a short conversation; a stimulus in the form of a statement or question followed by a response often in the form of statement. The item is more useful for testing students' sensitivity and their awareness of the functions of language rather than their knowledge of grammar. Students are simply required to write the letter of the correct response in the space provided. And the last, combination items and addition items. These objective-type items have long been used in past tests. They should used, sparingly, however, as they involve largely mechanical responses on the part of students. Note that although the separate sentences are linked to one another by theme, the items can hardly be described as being contextualized in any real way.

2.2   Notion of Error in Writing

To understand clearly about error, it is better for researcher to consider several opinions given by some scholars. Brown (1994, p. 170) stated that, "Error are part of students" interlingua that is the version of the language which a learner has at any stage of development, and which is constantly reshaped as it aims to gain full mastery.

Error and mistake are totally different. According to Brown (1994) an error is the wrong deviation made by native speaker because they don't know the correct form. A mistake is a performance error because the native speaker forget the correct form. According to Dulay and Burt (1982, as cited in Brown, 1994, p. 205), mistakes are considered "goofs". The error is a deviation from the parent's grammar from native speakers who reflect the learner's language competence. It is called a competence error when learners make errors because they are less aware of the target language rules. They will not be able to fix the error quickly. They need guidance to fix errors. They may also make the same error at the time. In conclusion, they define the error as the flawed side of the speech or the writing of the learner. It means that learners cannot learn language without systematically committing errors first. 8 From definitions above, it can be concluded the mistakes are different from errors. People make mistakes both in native and second language. mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help. To correct error it is   necessary   to   figure   out   cause   and   soures   of   error.

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2.2.1   Error Analysis in EFL Context

The main focus of Contrastive analysis (CA) was on comparing the mother tongue (MT) and the target language (TL) to predict or explain the errors made by learners. According to Crystal (1999) is the study of language learners' language forms which deviate from those of the target language. Therefore, errors were considered as resulting persistence of existing mother tongue habits in the new language. Vecide Erdogan (2005) states in his journal that Error Analysis (EA) appeared in the sixties to show that learned errors were not only because of the learners' native language but also reflected some universallearning strategies. Therefore, a primary focus of EA is on the evidence that learners' errors provide an understanding of the underlying process of second language acquisition.

Error is the systematic deviations done by learners who do not understand the rules of the target language. It happens repeatedly as an unconscious process. Error reflects a lack of underlying competence in the language they learn (Novita, 2014). Brown (2007) claimed an error as foura deviation which can be noticed from the adult grammar of a native speaker.

Error analysis is needed to show what aspect which is difficult for learners, whereas for teachers, it is required to evaluate whether the learning method or cause that makes the error. In other word, it is possible for the students making errors because they do not know the English grammar well.

Some researches give their opinin about error analysis. Error analysis examines what kinds of errors students make in second language learning (Hinkel, 2018). It enables teachers to identify, categorize, and describe learners' grammatical errors in a second language learning (Batu & Barasa & Sitepu 2018).

It always applies linguistics theories and procedures in examining students' errors (Oktaviana, 2018). Error analysis informs what students know and how they apply the knowledge of the target language (Manuel, 2019). Error analysis can also indicate the effectiveness of teaching materials and strategies, and teachers can modify the materials in the syllabus (Khansir, 2012). It helps teachers to detect students' difficulties in the target language learning and helps them to choose the effective method in teaching the target language (Heydari & Bagheri, 2012).

While Ellis and Barkhuizen (2008) further explain that error Analysis (EA) consits of a set of procedures for identifying, describing, and explaining learner's errors. Gorbet (1979) also explains that, The basic task of error analysis is to describe how learning occurs by examining the learner's output (Gorbet, 1979, p. 24). James furthermore argues that, error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language (James, 1998, p.1). It seems that the use EA is such a tool that investigates student's learning process in acquiring second language by identifying, describing, analyzing, and explaining the learner's error

Meanwhile, James (1998) states that, error analysis is the process of determining the incidence, nature, causes and sequences of unsuccessful language. In addition, According to Corder (1981), errors could be significant in three ways: they provide the teacher with information about how much the learner had learned, they provide the researcher with evidence of how language was learned, they serve as devices by which the learner discovered the rules of the Target Language.

Then, the opinion of some researches about error analysis explains almost the same. Researchers conclude that from one opinion to another error analysis is a procedure to identify and describe errors in student writing results.

2.2.2 Error and Mistake

When we talk about errors, since errors and mistakes are not the same, it is crucial to make the distinction between errors and mistakes and most people still misunderstand the difference between them.Then, further dealing with rrrors and mistake, they becomes inappropriate treated and then it gives a negative impact on the students to know and to measure their competence in the language learning process. Therefore, systematic elaboration of the distinction between error and mistake is necessary to have a sound explanation.

In other hand, error and mistake are not the same, it is crucial to make a distinction between them. Most people still misunderstand about the definition of both. Istibsyaroh (2014) said that mistakeis less serious since it is the retrieval that is faulty not the knowledge. In other words, the students know the rules, but they make a slip when producing it. Meanwhile Douglas Brown gave different meanings, A mistake refers to a performance error that is either a random guess or a slip. Evayani, (2013). In that meaning, it is a failure to utilize a known system correctly. Because all people make mistakes in both native and L2 situations. From those points of view, it can be said that mistakes are the failure to use language because of the slip of the tongue or spelling and the learner can easily correct this failure. On the other hand, errors are mistakes that the students make due to lack of competence. They are not able to do self-correction because they do not know the concept. Brown (2007) that says, "The difference between an

error and a mistake is that an error can not be corrected itself while mistake can be corrected by someone or themselves."

Mistake is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness, and some other factors but it can be self-corrected because actually, the students know the language's rule when they focus on Error. Student's deficiency competence means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected. The explanation above can be summarized in the table below.

Table 2.1 The Distinction between Error and Mistake

Mistake	Error
Related to the students'quality performance	Related to the students' deficiency competence.
Can be self-corrected when the students payattention.	Cannot be self-corrected because the students do not know the correct of the TL rules.
Inconsistent deviation	Consistent deviation
Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc	Caused by learners who have not mastered yet the TL rules
Reflected the students' temporary impediment or imperfection when utilizing the TL	Reflected the students' understanding or competency in the target language
	Ma'mun (2016)

Grammar error analysis is aimed to make the students' writing more intelligible and the ideas of the writing clearer. According to James (1980) adds that error analysis gives progress towards the mastery of the foreign language. Human learning is fundamentally a process that involves making error and mistake assumptions that forman important aspect of learning virtually any skill

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or acquiring information. Those parts of conversation or composition that delicate from some selected norm of mature language performance.

This explanation says that there is something wrong in the norms of language performance; making of errors is unavoidable in the learning process. Besides, making of error is one of part of learning and no one can learn without making errors. Corder (1981, pp.10-11) says that errors can give suggestions to the teachers because errors can be the sign of the successful of learningprocess. In other hand, error also can be the fact of the researcher about the research which is done by her. The errors also can be benchmarks to the students how well they know about languages.

Meanwhile, Brown (2000, p.170) states that errors as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence the interlanguage competence of the learner. Every learner has different competence of level in learning English and it conduct that they have different type of error. For example if learner asks: do you can drink coffee? they are probably reflecting a competence in which all verbs require a pre-posed do auxiliary for question formation. So he has committed an error.

On other hand, Harmer (1983, p. 35) says that errors are the result of incorrect rule learning; language has been stored in the brain incorrectly. The errors may happen in the teaching learning process, may be it is caused by teacher, they have the lack of grammar competences in English teaching or by the students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

According to Corder (1967, p. 55), learner errors are significant in the ways: (1) they serve a learning purpose by showing teachers what learner have learned and what they have not yet mastered. (2) They serve a research purpose by providing evidence how languages are learned. (3) They serve a learning purpose by acting as devices by what learner discover the rule of target languages (Ellis. 2008, p. 51).

Following Corder (1974, p. 55) for error analysis, it can be discerned by following steps, they are: collecting of a sample of leaning language, identification of errors, describing of errors, explaining of errors and error evaluation. Everyone may also think about mistake if talking about error. It is because error and mistake are not the same; it is crucial to make distinction about definition of both. Harmer (1983:35) states that mistake is less serious since it is the retrieval that is faulty not the knowledge. Brown (2000:170) also states that a mistake refers to a performance error that is either a random guess or a slip. People make mistake in both native and second language situation.

Hubbard (1983, p. 134) states that errors caused by lack of knowledge about the target language or by incorrect hypotheses about it; and mistakes caused by temporary lapses of memory, confusion, slips of tongue and so on. In conclusion, if the learners can correct by themselves, it is probably mistake, but if they cannot, it is an error. The fact that learners do make errors and these errors can be observed, analyzed, and classified to reveal something or the system operating with in the learners, led to surge of study of learners' errors called error analysis.

2.2.3 The Sources of Error

To analyzing the grammatical error using strategy taxonomy, it will also be discussed about the source of the errors. Bytrying to identify the source of the errors, then the teacher will solve the problem of grammatical errors in students. According to Brown (2007), there are three sources of errors; interlingua transfer, intra-lingual transfer.

2.2.3.1 Inter-lingual Transfer

The inter-lingual transfer is an error caused by the student's first language. It is caused by the change of the first language elements into a second language. Brown (2007), says that The beginning stages of learning a secondlanguage are especially vulnerable to inter-lingual transfer fromthe native language, or interference. This is because the mother tongue is the only language used by the students before the second language. For example, I study and then I cooke yesterday. To know the inter-lingual error, the writer finds it by translating the grammatical form of the student's first language. From the example above, it can be seen that students are still using grammatical in the first language. The students do not change study to studiedand cook to cooked. It is because the students do not use a grammatical second language. So the correct sentence is: I studied and then I cooked yesterday.

2.2.3.2 Intra-lingual transfer

Contributes a large error compared to intra-lingual errors in a second language (Brown, 2007). The Intra-lingual error is the student's error in learning a second language caused by the complexity of the second language system. For example, She bought vegetables From the example above; the students do intra-

lingual transfers. Students know the rules in the simple past tense. The students know that simple past tense use past form, by adding "ed".

The students make errors. Not all verbs in simple past tense should be added by "ed". That is because in English there are two types of verbs. They are regular verbs and irregular verbs. For regular verbs, it is correct if added by "ed". For irregular verbs, it will be wrong if added by "ed". In the above example, the word buy should be bought. So the correct sentence is: She bought vegetables.

2.2.4   The Causes of Error

Error in writing caused by some terms which result the errors that simultiously occur in students' writing. John Norrish (1983) exposes three causes of errors:

a.   Carelessness: It is often closely related to a lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

b.   First language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped' towards those of the language he was learning.

c.   Translation: Probably the most students make errors in translation.

This happens because a student translates his first language sentence of idiomatic expression into the target language word by word John Norrish (1983).

It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference, and Translation which those are from the learners themselves or the teacher, and the method.

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2.2.5 The Types of Error

Amara (2015) 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 leaner applies a grammatical rule across all members of a grammatical cl ass without making the appropriate exception

Table 2.2. Types of Error in Writing

Expert	Types of Error	Example of Error
Dulay, Burt, and Kashen's	Omission	My sisters very pretty
	Addition	Regulation: eated for ate Doublemarking: He didn't came
	Misinformation	Regularization: do they be happy?

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Expert	Types of Error	Example of Error
		Archi-forms: me speak to me Alternating forms
	Disordering	she fights all the time her brother

2.2.5.1 Linguistic Category

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the effects of the error. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

Table 2.3 Sample of Linguistic Category Taxonomy

Linguistic category and error types	Example of learner error	Explanation
1. ▪ Morpholoy ▪ Indefinitearticle incorret ▪ Possesive case incorret ▪ Third person ▪ Singular verb incorret ▪ Simplepast tense incorret ▪ Past participle incorret ▪ Comperetive adjective/adverb incorret	▪ A ant ▪ The man fat ▪ The bird help man ▪ He putted the cokie there ▪ He was all ▪ He got up more higher	▪ a used for an before vowels ▪ Omission of 's ▪ Failure to attach -s ▪ Regularization by adding –ed ▪ Omission of –ed ▪ Use of more + er

Linguistic category and error types	Example of learner error	Explanation
2. ▪ Syntax 　▪ Noun phrase 　▪ Verb phrase 　▪ Verb-and verbcontructions 　▪ Word order 　▪ Some transformations	▪ He put in the his room ▪ He in water ▪ I go play ▪ The bird (subject) he was gonne shot it ▪ He not play anymore	▪ Use of possesive and the article ▪ Ommision of to be ▪ Ommision of to in identical subject contsruction ▪ Repitition of the object ▪ Formation of no or not without the axualary

Dulayet.al (1983)

2.2.5.2 Surface Strategy Taxonomy

The learner may omit necessary morphemes or words, add unnecessary ones, misinformation items, or Disordering them. Therefore, Dulay (1983). divide the error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Disordering.

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words (Dulay, 154). For example, a. Mary is the president of the new company. (1). Mary, president, new, company. (Content Morpheme) (2). Is, the, of, the. (Grammatical Morpheme) c. Marry the president of the new company. (Omission of Grammatical Morpheme 'is') d. Marry is the president of the new. (Omission of Content Morpheme 'Company').

Addition errors are the presence of an item that must not appear in a well-formed utterance. There are three types of addition errors, namely: double marking, regularization, and simple addition.

Double Marking. Many addition errors are more accurately described as failing to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in; *He doesn'tknows my name , *We didn't went there. Which the correction of the sentence above is; * He doesn't know my name & We didn't go there.

Regularization. Regularization 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 class that does not take a marker. It means that regularization error occurs when learners add morpheme to the exceptional words, for example:

Table 2.4 Example of Regularization Errors

No	Regularization errors	Correction
1.	Sheeps	Sheep
2.	Putted	Put
3.	Deers	Deer
4.	Hitted	Hit
5.	Beated	Beat

Ma'mun (2016)

Simple Addition. No particular features characterize simple additions other than those that characterize all addition errorsthe use of an item that should not appear in a well-formed utterance.

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Table 2.5 Sample of Addition Errors

Linguistic item added	Example
Third person singular_s	The fishes does not live in the water
Past tanse	The train is gonna broke it
Article a	a this
Preposition	In over there

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors, the learned supplies something, although it is incorrect. For example, The dog eated the chicken. There are three types of misformation errors, they are regularization errors, arch-forms, and alternating forms. The explanation is elaborated as follows.

1. Regularization Errors: Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runned for ran or gooses for geese.

2. Archi-forms: The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example;

   ✓ Give me that

   ✓ Me hungry

3. Alternating Forms: As the learner's vocabulary and grammar grow, the use of arch-forms often gives way to the fairly free alternation of various members of a class with each other. For example; Those dog. – I seen her yesterday.

4. Disordering

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As the label suggests, Disordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance:

He is all the time late.   He is late all the time

What Daddy is doing?   What is Daddy doing?

<div align="right">Ma'mun (2016)</div>

2.2.5.3 Comparative Taxonomy

Dulay (1983), the classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or interlingual; and of course, the grab bag category, other, which are neither:

a   Developmental Errors. Developmental errors are errors similar to those made by children learning that target language as their first language, take for example: Dog eat it.

b   Inter-lingual Errors

Inter-lingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. Inter-lingual errors simply refer to L2 errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them.

c   Ambiguous Errors

   Ambiguous errors are those that could be classified equally well as developmental or inter-lingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language. For example, in the utterance: I no have a car.

d   Other Errors

   Few taxonomies are complete without a grab bag for items that donot fit into any other category. For example, in the utterance; She do hungry.

   Meanwhile, Azar (2002) explains the type of errors into fourteen kinds. The explanation is elaborated as follows:

a.   A singular-Plural Number is a word to show whether it is singular or plural. A singular number is when a noun denotes one object e.g. I have one pen. A plural number is a noun that denotes over one object e.g. I have two pens. In addition, singular can be identified by putting a or a before noun e.g. I has a bird. Generally, plural nouns can be added by–s (as in friends) or–es (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. child-children, ox-oxen, foot-feet, man-men, wife-wives, etc.

b.   Word Form Word form is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something; the inflected forms of a word can be represented by a stem and a list of inflections   to   be   attached.

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It means that word form is the change form of the word based on the grammatical rules, for example, beautiful (adjective), beautifully (adverb). The error word form in a sentence e.g. I saw a beauty picture.

c   Word choice (Diction) Diction will be effective only when the words you choose are appropriate for the audience and purpose when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact, words can sometimes cause the reader to feel uncomfortable. Word choice is to use the word that suits the context of utterance, the error in word choice for example in the sentence; I am looking at you.

d   Verb tense Tense means time. However, it should be pointed out that time to action is a concept that exists in the speaker's mind, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. Besides, denoting time relationship, the verb tenses may show whether an activity has been completed, has extended over time, or still in progress.

Verb tense shows the relationship between an action or state of being and passaging time. The present tense shows that something is taking place now. The past shows that something was completed in the past. The future shows that something will take in the future.

e   Add a word has a slightly similar example with the term of Omission in Dulay, et al. According to Dulay et al. (1983) Omission is the absence of an item of morphemes that must appear in a sentence or utterance, e.g. They want go to the museum. The absence proposition is to, the sentence

called Omission Error of the preposition to according to Dulay et al. while according to Azar (2002) e.g. They want go to the museum is categorized as error Add a word because the preposition to must be added in the sentence.

f   Omit a word Omit a word is same as Addition in Dulay et al theory in the term of example. Azar gives example of the error of Omit a word e.g. She entered to the university. The preposition to is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called an error of Omit a Word. While according to Dulay et al. She entered to the university is categorized as Addition Error which the preposition to considered as a morpheme that mustn't be added in the sentence.

g   Word Order In linguistic, word order typology refers to the study of the order of the syntactic constituents of a language, and how different languages can employ different orders. The error in word order e.g. I saw five times that movie.

h   Incomplete Sentence. Incomplete sentences are missing necessary words or phrases. The incomplete sentence happens when necessary morphemes of words or phrases are missing in a sentence or utterance. (Azar, 2002) There are causes and examples of incomplete sentences:

    a. In a compound construction, a word that functions as but differs grammatically from a preceding word should not be omitted (Azar, 2002) For example; The car was given an oil change, and its wheels (?) aligned.

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b. An incomplete sentence also results when a comparison is made completely or illogically. For example; My car is faster (?)

i   Spelling rules apply to a relatively small number of words, and unfortunately, almost all rules have exceptions. Nevertheless, some of the rules may help you to spell common words especially those words form with suffixes.

1) Final Silent–e

Drop a final silent–e before suffixes beginning with a vowel (ing, age, able). Keep a final silent –e before suffixes beginning with a consonant (ful, ly, ness).

✓ Hope + ing = Hoping   Hope + ful = Hopeful

✓ Dot + age = Dotage   Late + ly = Lately

There are some exceptions, such as: dyeing, hoeing, gluey, awful, ninth, truly, duly, wholly. The-e is retained in such words as the following to keep them the soft sound of c and g: noticeable, peaceable, courageous, and outrageous.

2) Doubling Final Consonant

When adding a suffix beginning with a vowel to words ending in one consonant proceed by one vowel (Red, Redder), notice where the word is accented. If it is accented on the last syllable or if it is a monosyllable, double the final consonant.

✓ Prefer + ed = Preferred   Benefit + ed = Benefited

✓ Omit + ing = Omitting   Profit + ing = Profiting

Note that in some words the accent shifts when the suffix is added.

✓ Referred   Reference

✓ Preferring   Preference

There are a few exceptions to this rule, like transferable and excellent; and many words that should follow the rule have alternate spellings: either worshiped or worshipped; traveling or traveling. traveler or traveler.

3) Ending in–y

If the–y is preceded by a consonant, change the–y to–I before any suffix excepting.

✓ Lady + es = Ladies Lonely + ness = Loneliness
✓ Try + ed = Tried Accompany + es = Accompanies

j   Punctuation

Punctuation can help a reader to follow the separations or links that you wish to make between sentences and parts of sentences are the same.61 According to Stanley et al., there are 12 types of punctuations. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or–), the parenthesis (( )), the brackets ([ ]), the ellipsis (…), the quotation mark (—), and the apostrophe (_).

k   Capitalization

Capitalization is to capitalize the first letter of the word. In English, there are   many   rules   for   using   capital   letters.

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The following table shows the capitalization rules, based on Duley, (1983) as cited in Oshima and Hogue (2007, p.7).

Table 2.6 Capitalization Rules

No	Rule	Example
1.	The first word in a sentence	**M**y best friend is my dog
2.	The pronoun I	He and I never argue
3.	Abbreviations and acronyms formed from the first letters of words	USA, IBM, AIDS
4.	All proper nouns	**G**od, **N**ew **Y**ork **C**ity, **A**sian, etc.

Dulay et. Al. (1983)

l   Article

The articles are; a, an, and the. They change the noun. A and a are indefinite; a car could mean any car. The is indefinite: the car shows a specific car. The article precedes nouns that start with a consonant sound (a rocket). The article precedes a noun that starts with a vowel sound (an astronaut).

m   Meaning

Not Clear Meaning not clear happens when a sentence or utterance is not interpretable, for example, He borrowed some smoke.

n   Run-On Sentence

A run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons has no punctuation at all to mark the break between the thoughts. Such run-ons are known as fused sentences: they are fused or joined as if they were only one thought. It means that run-on sentence is two simple sentences joined without a comma and a connecting word.

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2.2.6 The procedure Error Analysis

It needs some steps or stages of procedure in conducting ErrorAnalysis. Theo Van Els, et al (1983) states that there are some procedures in Error Analysis, namely:

a. Identification of errors. The first step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers.

b. Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the students.

c. Explanation of errors. The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' errors occur.

d. Evaluation of errors. In this step, the teacher gives evaluation from the task done by the students depends on the task that the teacher will be giving to the students.

e. Preventing/Correcting of errors. The last step is correction of errors, the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students make the same errors later (Theo Van Els, et al., Hodder & Stoughton, 1983. 74).

James (1998) explains that there are five procedures in identification of errors, as the following explanation.

a. Error detection. It is a stage which the errors are detected, so the researcher becomes   aware   of   its   presence   Writings.

b. Locating error. The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

c. Describing error. The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum delicacy' of descriptive detail.

d. Classifying error. The errors are classified based on the errors classification.

e. Counting error. The last stage is counting error that the researcher counts the errors made by learner. Gass and Selinker state that the great deal of the work on Error Analysis was carried out within the context of classroom.

Therefore, there are a number of steps taken to conduct error analysis. (a) Collect data. Although this typically done with written data, oral data can also serve as a base. (b) Identify errors. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)? (c) Classify errors. Is it an error of agreement? Or is it an error in irregular verbs? (d) Quantify errors. How many errors of agreement occur? How many irregular verb forms of errors occur? (e) Analyze source. See later discussion. (f) Remediate.

Based on the kind and frequency of an error type, pedagogical intervention carried out. Corder (in Ellis 1995, pp. 51-52) explains the procedure of error analysis: (1) A corpus of language is selected, (2) The errors in the corpus are identified, (3) The errors are classified, (4) The errors are explained, and (5)

The errors are evaluated. Error evaluation is necessary only if the purpose of the error analysis is pedagogic. According to Corder in Ellis and Barkhuizen the procedure of Error Analysis includes the following steps: a. Collecting a sample of learner language. learner language provides the data for the EA. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed. b. Identification of Errors.

The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic produce is as follow: (3). Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart. (4). Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be wellformed. Those utterances/sentences remaining contain errors. (5). Identify which parts of each learner utterance/sentence differs from the reconstructed version. f. Description of Errors.

The Description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts. g. Explanation of Errors. Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA research this is the most important stage in an EA. h. Error Evaluation. It involves determining the gravity of different errors with a view to deciding which ones should   receive   instruction.

2.3 Previous Studies

There are many things that EFL students could do through writing. Suwarni (2020) argue that students should know the reason why they write and find the worth of their own writing and be aware how writing skills are acquired as well as how important these skills are in the world. Moreover. People now highly appreciate kinds of written form. Therefore, it is vitally important for EFL students to build their selfawareness that writing is a must. As what people do in spoken language, the written form of language must also have well arranged structure in terms of the grammatical aspect and the word' choice in order to get readers understanding upon what is going to be conveyed (Tracey, 2019).

The essence of the latest studies done in this specific area within the last few years include aresearch done in 2012 by Priya Sasidharan in India. She examined the English language needs ofengineering students studying in Orissa engineering colleges, which was done by examining the syllabus already being used there to probe whether the syllabus met the needs of these studentswho were supposed to use English for real life situations. The result of her study was that"engineering students need not only linguistic competence in English but also certain life skillsand technical skills related to language learning that needs to be included in the syllabus to handlereal-life situations on completion of their engineering course" (p.100).

Sawalmeh (2013) investigated the common errors in the 32 essays written by the same numberof male students and the errors extracted and classified by the researcher included 10 categoriesas the following: verb tense, word order,

singular/plural form, subject-verb agreement, doublenegatives, spellings, capitalization, articles, sentence fragments and prepositions.

In a study done by Atique and Khan (2015) the needs of business students of a private businessuniversity were extracted and analyzed by in-depth interviewing three of the English language teachersteaching in this university. The results categorized error patterns of the students as the following:grammar, subject–verb agreement, vocabulary, sentence structure and organization of ideas.

In a research conducted by Zafar (2016), the researcher extracted the common errors among the writings of business undergraduate students as the following: verb tense errors (the past and present were the most common errors), the interference of first language, the transfer of structure errors and the overextension of analogy errors. After evaluating students' performance before and after instruction according to the error analysis and extracting the needs of the students she concluded that if error analysis is done and instructions follow a syllabus which fulfils the gaps within the students and instruct them in a way that their errors are treated, teachers will save time and also the teaching process will have a positive outcome.

Khan and Khan (2016) investigated writing paragraphs of 120 students (60 males and 60 females). The students were Arab and were supposed to write paragraphs in English. The results of the investigation categorized the common errors within the paragraph writings as the following: verb tense and form, subject–verb agreement, word order, prepositions, articles, auxiliaries, and spellings. Further, the researchers interviewed four of the coordinators and

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suggested that the errors in the writings of the Arab students were related to intra-interlingual transfers.

Although many studies have so far been conducted on grammatical error all over the world including Indonesia contexts, many studies have focused on comparing spelling errors between different classes, majors, levels of proficiency, and different learning methodologies, but nothing many researchers have studied identifiying common mistake especially in the Kendari context. Researcher can only find two studies conducted in Kendari recently (Kartika, 2019; Sarikah, 2019) but, both of these studies have different methods and focus from ongoing research. In addition, the results of this study can be used as a medium to improve students' writing skills. Given that researcher experience learning with students in the field who still often make mistakes in grammar, this is the rationale for this research.