

## CHAPTER II

### REVIEW OF RELATED LITERATURE

In order to answer the questions in the statement of the problem, the writer needs to base her analysis on appropriate theories and studies. This chapter is divided into two parts. The first part is the review of related theories, and the second part is the review of related studies.

#### **2.1. Review of Related Theories**

The following is the presentation of some theories in second language acquisition, errors analysis and English grammar rules.

### 2.1.1. Theories in Second Language Acquisition

The concept of acquisition was first introduced by Krashen and he made a clear distinction between acquisition and learning. According to him, acquisition was related to natural context and a subconscious process which was similar to the way children developed ability in their first language; whereas, learning was related to classroom context which referred to conscious knowledge of a second language. (Krashen, 1982:10)

However, some linguists questioned about that idea. Stevick was one who argued that acquisition and learning showed a single process which was called "the ends of a continuum". It means that learning and acquisition could follow one after another with perhaps a few years' overlap, so they were not really separate (Stevick, 1982). Furthermore, he also mentioned in his book (1982), that most of the time, teachers' effort was to concentrate on trying to teach so that their students would learn, and when acquisition occurred, it did because of good teaching and good learning. It can be concluded that the rules which are learned can become the acquired ones after a certain time of learning.

Since the writer's subjects were pure classroom learners, she employed Stevick's idea about acquisition that a language can be acquired by learning it formally. In addition, the writer needs to present the criteria of acquisition in order to know when the learned rules have already been acquired. A learner can be said to have acquired a rule already if he/she fulfilled the criteria of acquisition mentioned by Ellis,

“Acquisition” might mean either of the following:

1. The first time a particular form appears in the output of a learner. This definition is proposed by Bickerton (1981).
2. The ability to use a particular form to a criterion level of accuracy. This is the definition that Brown (1973) used in L1 acquisition research and that the bulk of empirical SLA research has followed. The criterion level generally accepted is 80% or 90% (Ellis, 1994:152).

The writer used the second notion in which acquisition was linked to accuracy. The more correct a structure is performed, the better it has been acquired. The process of a learned structure to be an acquired one can only be traced by conducting a series of observations. In addition, a learner has already acquired a particular form if he/she finally produces the form 80% or 90% correctly from the total number of his/her production using that form.

### **2.1.2. Formal Learning**

Since the subjects in this thesis learned English in a formal situation or classroom, they were only offered a description of the material by the teachers. Klein called this situation “guided learning” which meant learning in a classroom and being taught by a teacher (Klein, 1986). While Klein used the term “guided learning”, Spolsky used the term “formal or classroom learning”. Spolsky described some conditions of formal learning. In formal learning, the language is used only to teach and it is simple and carefully controlled, the learner is not surrounded by fluent speakers of the target language, only the teacher is fluent and they learn in the closed four walls of the classroom (Spolsky, 1989). In addition, Dulay, Burt and Krashen (1982) stated that “A formal language environment focuses on the conscious acquisition of rules and forms” (p.17). It means that in formal situation, the

students learn the rules explained by the teachers so that they are able to use the rules to communicate, for example, to answer the teachers' questions.

As this thesis is dealing with beginners, the teaching techniques mostly used in the beginning level needs to be discussed. Brown (1994) stated that teaching beginning level was challenging since the students knew nothing or little about English. Therefore, the teachers should use the simple techniques. Some of them were repetition and drilling on the grammar, also dividing students in groups or pairs to do some activities. Furthermore, in this level, the teacher should initiate the questions and keep the class going by giving feedback, continuing to ask students, motivating them to participate in the class' activities.

Crookes and Chaudron (1991), as cited in Brown (1994), divided the teaching techniques into three categories, i.e., *controlled*, *semi-controlled* and *free*. Some techniques that are included in *controlled techniques* are *content explanation*, *question-answer display*, *drill* and *review*. The second category, *semi-controlled techniques* consists of several techniques like *brainstorming*, *story-telling*, *question-answer referential*, *information exchange*. The last category is *free techniques* which contained some techniques such as *role play*, *games*, *drama*, *discussion*. According to Brown, the teaching techniques which will be used depend a lot on the students' level.

### **2.1.3. Errors Analysis**

Errors are flawed side of learner speech or writing. Until the late 1960s, errors were considered as a sign of learning failure that could not be

tolerated. However, this notion has changed. Errors do not need to be seen as signs of failure. Making errors is a part of learning that cannot be avoided. People cannot learn language without first systematically committing errors (Dulay, Burt and Krashen, 1982). Littlewood also stated that "second language learners could be viewed as actively constructing rules from the data they encounter and gradually adapting these rules in the direction of the target language system" (Littlewood, 1984:22). This means errors that the second language learners commit are the clearest evidence for their developing systems. Errors also serve the function as indicators of learning and guide to teaching.

In addition, Corder differentiated the term "mistakes" from "errors". According to him, "mistakes" refer to performance errors or non-systematic errors which are caused by tiredness and inattention. Whereas, the term "errors" refers to competence errors or systematic errors which are caused by the learner's still developing the second language knowledge (Corder, 1974). Brown (1980) also stated that error was deviation from the adult grammar of a native speaker which indicated the interlanguage competence of the learner. The interlanguage competence was neither based on the learners' first language nor based on the target language. According to Dulay, Burt and Krashen, performance and competence errors were often difficult to differentiate. As a result, these linguists did not limit the term "errors" only to deviation which was based on competence. They defined errors as any differences from the rules of the language regardless of what the causes of the differences might be (Dulay, Burt and Krashen, 1982).

The writer tends to employ Corder's definition of errors. Corder (1967) said that "errors refer to the systematic deviation due to the learner's still developing knowledge of the second language rule system" (as mentioned in Dulay, Burt and Krashen, 1982:139). The writer would say that all errors the subjects committed referred to competence or systematic errors due to the fact that the subjects were beginners. The systematic errors are evidence that the learners make progress. They are likely to be committed by a beginner for he/she is still learning to master the language. On the other hand, the non-systematic or performance errors can only be committed by an advance learner since mistakes are only incidentally performed by a person who has already mastered the rules well.

In order to determine the errors types committed by the subjects, the writer used Linguistic Category. Dulay, Burt and Krashen (1982) defined Linguistic Category Taxonomy as classification of errors according to their language components which included pronunciation, grammar, meaning and vocabulary, and style. The classification of errors in this thesis was based on grammar (syntax and morphology) that was included in the language components. She followed the Linguistic Category Taxonomy proposed by Politzer and Ramirez (1973) and Burt and Kiparsky (1972) as mentioned in Dulay, Burt and Krashen, (1982:148-151). These Taxonomy can be found in the appendix. In analysing modal, the writer used one part of Linguistic Category Taxonomy proposed by Burt and Kiparsky (1972):

- ...
- B. The Auxiliary System
  - 1. ...
  - 2. ...
  - 3. Modals

- a. Misformation of the next verbal word
- b. Misunderstanding of tense with modals

(The complete taxonomy is included in the appendix 1).

#### 2.1.4. English Grammar Rules

Grammar can be defined as “the branch of Linguistics which deals with the organisation of morphemic units into meaningful combinations larger than word” (Francis, 1958:223). It means that grammar covers both morpheme and syntax. As the subjects of this study are beginners, they are taught basic grammar. The basic grammar taught by the teachers during the writer’s observations are as followed:

##### A. Indefinite article “a/an”

The article “a” is used before consonant or consonant-sounding vowel, for example: a banana, a farmer, a university. Whereas, the article “an” is used before vowels (a, e, i, o, u) or vowel sounds, for instance: an apple, an umbrella, an hour. In the case of a university and an hour, the problem is not on the letter (u) and (h) but on their pronunciation. (u) in university is pronounced [ju:nɪvɜ:sɪtɪ]. In contrast, (h) in hour is pronounced [aʊə]. Therefore, university is preceded by “a” while hour follows “an”. These articles are used only with a singular noun. For example:

- I am a student.
- It is an aeroplane.

## B. Plural form

There are two kinds of plural forms, those are, regular and irregular forms. The regular plural is formed by adding inflection to nouns. Inflection “-s” is added to most nouns (e.g. books, bookstores, boys) while inflection “-es” is added to nouns ending in -ss, -sh, -ch, and -x nouns (e.g. classes, dishes, watches, boxes). In addition, nouns ending in -y should be changed to “-ies” if -y follows a consonant (e.g. universities, cities), and some -fe or -f ending nouns should be changed to “-ves” (e.g. knives). The inflection “-s” is also added to nouns ending in -o if -o follows a vowel (e.g. radios ), whereas the inflection “-es” is added to nouns ending in -o if -o follows a consonant (e.g. potatoes, tomatoes).

The second kind is the irregular plural. There are several ways of forming the irregular plural. The first way is by changing the vowel. For example, tooth - teeth, foot - feet. The second way is by adding “-en” inflection, such as, child - children, ox - oxen. The third is others, like fish - fish, person - people. In addition, the plural nouns are used in plural sentences. For instance:

- They are students.
- These are two books.

## C. Subject and Possessive Pronouns

Subject pronouns are used before verbs. On the other hand, possessive pronouns are used before nouns.

**Table 2.1.4.1. Subject & Possessive Pronoun**

SP	Verb	PP	Noun
I	am	my	name
You	are	your	name
He	is	his	family
She	is	her	job
It	is	its	name
We	are	our	mother
They	are	their	friend

**D. Present Progressive Tense**

Present progressive tense consists of "Subject + be (is, am, are) + Ving ( present participle)". The changes of "be" (is, am, are) depends on the subjects and number. Present progressive tense is used to express an action that is happening now. The examples are as followed,

**Table 2.1.4.2. Present Progressive Tense**

Subject	Be	Verb-ing
I	am	sleeping
He	is	laughing
She	is	dancing
It	is	sleeping
We	are	singing
You	are	eating
They	are	talking

### E. Modal Auxiliary “Can”

Modal auxiliary “can” is used to express ability. It is followed by the V1. The examples are in the table below,

**Table 2.1.4.3. Modal “Can”**

Subject	Modal	Verb
I	can	play the piano
He	can	speak two languages
She	can	float
You	can	fix a flat tire
My cat	can	climb a tree
We	can	play chess
They	can	ski

### F. Co-ordination of teacher’s questions and students’ answers

Proper answers must have co-ordination with the questions. For example, subject-verb in the answer must agree with subject-verb in the question. The verbs in the answers depend on the subjects and number in the questions. If the subject in the question is a third person singular, it must be reflected in the verb of the answer. In addition, the subjects in the answers should correlate the ones in the questions. For instance, when the question uses “you” as the subject, the answer should use “I” as the subject, and the other way around. Some examples are as followed,

Table 2.1.4.4.

## Co-ordination of TQ-SA

<ul style="list-style-type: none"> <li>• What <u>is this</u>? It's a pencil</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Is there</u> a lion? Yes, <u>there is</u> No, <u>there isn't</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>Is it</u> an ice-cream? Yes, <u>it is</u> No, <u>it isn't</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Are there</u> any lions? Yes, <u>there are</u> No, <u>there aren't</u></li> </ul>
<ul style="list-style-type: none"> <li>• What <u>are these</u>? <u>They are</u> pens</li> </ul>	<ul style="list-style-type: none"> <li>• How many lions <u>are there</u>? <u>There are</u> three lions <u>There is</u> one lion <u>There aren't</u> any lions</li> </ul>
<ul style="list-style-type: none"> <li>• <u>Are these</u> pictures? Yes, <u>they are</u> No, <u>they aren't</u></li> </ul>	<ul style="list-style-type: none"> <li>• Whose ruler <u>is it</u>? <u>It's</u> his ruler</li> </ul>

Table 2.1.4.5

<ul style="list-style-type: none"> <li>• What <u>has she</u> got? She <u>has got</u> a bicycle</li> </ul>	<ul style="list-style-type: none"> <li>• How many pencils <u>have you</u> got? I <u>have got</u> four pencils</li> </ul>
<ul style="list-style-type: none"> <li>• <u>Have you</u> got a car? Yes, <u>I have</u> No, <u>I haven't</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Are you</u> happy? Yes, <u>I am</u> No, <u>I'm not</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>Has he</u> got a mouse? Yes, <u>he has</u> No, <u>he hasn't</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Is he</u> tall? Yes, <u>he is</u> No, <u>he isn't</u></li> </ul>

Table 2.1.4.6

<ul style="list-style-type: none"> <li>• What <u>is she doing</u>? She <u>is brushing</u> her hair</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Are they</u> crying? Yes, <u>they are</u> No, <u>they aren't</u></li> </ul>
<ul style="list-style-type: none"> <li>• What <u>are you doing</u>? I <u>am reading</u> a comic</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Is he</u> sleeping? Yes, <u>he is</u> No, <u>he isn't</u></li> </ul>

**Table 2.1.4.7**

<ul style="list-style-type: none"> <li>• <u>Can Bob swim?</u> Yes, <u>he can</u> No, <u>he can't</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>What can you do?</u> <u>I can swim</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>Can Joan sing?</u> Yes, <u>she can</u> No, <u>she can't</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>What can't he do?</u> <u>He can't fly</u></li> </ul>

**Table 2.1.4.8**

<ul style="list-style-type: none"> <li>• <u>What does she like?</u> <u>She likes apples</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Does he like cats?</u> Yes, <u>he does</u> No, <u>he doesn't</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>What do you like?</u> <u>I like pizza</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Do Laura and Alice like cats?</u> Yes, <u>they do</u> No, <u>they don't</u></li> </ul>

(Source: Filippo, 1987 and Teachers' explanation )

## 2.2. Review Of Related Studies

There were a lot of studies on Second Language Acquisition done by the researchers. However, most of them observed the development of second language learners aiming to find the order or acquisition hierarchy of the English grammar. The following part presents two related studies conducted by Felix and Ellis. These two studies were related to this thesis in a way that the subjects received formal instructions.

### 2.2.1. The Study conducted by Felix

Felix (1981), as cited in Ellis (1986), studied the grammatical structures: negation, interrogation, sentence types, and pronouns. Felix's subjects were pure classroom learners (they were entirely dependent on formal instruction for L2 input). They were thirty-four German students aged

ten to eleven years, studying first-year English in a German high school. The general teaching method was a traditional audio-lingual one. The students received one forty-five minute period of English teaching for five days a week. The study lasted eight months.

Felix found that learning process in tutored SLA was similar to naturalistic SLA. For example, although, the students were drilled daily in negative elliptical sentences (e.g. 'It isn't') during the first few weeks, the students were not able to produce correct sentences using 'not' or 'n't', while the few spontaneous negative utterances during this period contained the 'no' operator (e.g. 'It's no my comb'). When main verb negation was introduced (e.g. using 'don't/doesn't'), many of the children produced the negative auxiliary in the beginning of the sentence (e.g. 'Doesn't she eat apples' = She doesn't eat apples). In other words, the way the children used 'don't/doesn't' was similar to the way a naturalistic learner used 'no' (Ellis, 1986).

### **2.2.2. The Study Conducted by Ellis**

Ellis (1986) studied the negatives, interrogatives and some verb phrase morphemes of three children aged ten to thirteen years learning English as a second language. These three children learned English in classroom where there were no native-speaking children at all. The study was conducted in nine months. Ellis found that the development of these structures was similar to that observed in naturalistic SLA. For example, in the first negative utterances, the children used "no" by itself or "no" followed by statement. Then, they used negative auxiliary in front of sentences containing a verb.

The studies mentioned above were closely related with the writer's thesis since they were dealing with the development of children in learning English grammar. The differences were on the subjects' first language, and the context where English was learned.

The studies above may prove that the development of children learning grammatical structures in classrooms is similar to those who learn the grammatical structures in naturalistic context. They also show that the language learners make progress gradually. These findings may support the writer's findings of this study.