

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Research on language is always an interesting thing to do since it has many aspects such as morphology, phonology, pragmatics, stylistics, psycholinguistics, etc. Moreover, the feature of language is progressing from time to time, so there are always something attractive to observe. In relation with her research, she uses Jack C. Richards classifications of errors as a theory to support her categorizations of errors in making questions by the children learners. She also uses the rule of tag questions by Thomas Lismore, to explain the error in the use of tag ending. To support her intention of focusing

on errors, she uses errors and error analysis in Rod Ellis' book. As an input for her research, she uses similar research from Rod Ellis.

## **2.1 Review of the underlying theories**

### **2.1.a JACK C. RICHARDS' CLASSIFICATION OF ERRORS**

Based on the classifications of errors in the use of questions in *Error Analysis: Perspective and Second Language Acquisition* by Richards, the writer made the same classification in grammatical errors. According to this book, errors in the use of questions is classified into six things:

1. Omission of inversions: The use of inversion is omitted in the question sentence, so the verb is not inversed or put before the subject. This error can be found in question words questions and yes/no questions.

The examples of the errors are in questions:

- How many brothers she has?
  - When she will be is?
  - Why this man is cold?
  - Why streets are as bright as day?
2. be- omitted: There are no to be, which usually come after the question words in the question words questions and in the initial position in the yes/no questions with to be. In the use of tag ending, if the statement

uses to be, then there are no to be in the tag ending, the tag question is said to omit the use of to be.

The examples of the errors are in questions:

- When Jane coming?
- What she doing?
- What he saying?
- Why Joan absent?
- She studying?
- You student?
- She is a teacher, doesn't she?
- Jack is handsome, don't he?

3. Omission of do: There are no do, which usually come after the question words in the question words questions and in the initial position in the yes/no questions with do/does. In the use of tag ending, if the statement uses do, then there are no do in the tag ending, the tag question is said to omit the use of do.

The examples of the errors are in questions:

- Where it happened?
- How it looks like?
- Why you went?
- How you say it in English?

- How much it costs?
- How long it takes?
- What he said?
- She usually go to school by bus?
- Lusy watches TV every afternoon, isn't she?

4. Wrong forms of auxiliary/verb or wrong form after auxiliary: The auxiliary or verb that is used in the question is not appropriate to the subject or the form of the verb following the auxiliary is incorrect. The wrong forms of auxiliary/verb or wrong form after auxiliary can be seen in the question words questions and yes/no questions with to be and do/does.

The examples of errors are in questions:

- Do he go there?
- Does he eats every morning?
- Are I a student?
- Do Joshua loves his brother?
- Do he comes from your village?
- Which road did you came by?
- When does they go to school every morning?
- Who are she?

5. Wrong form of Question Words: The incorrect use of the question words that can create different answer than the intention of the speaker.

The examples of errors are in questions:

- Who is she? (Answer: A teacher)
- What is that? (Answer: Julia)

6. Unnecessary Question Words: The question words that should not be in the questions because the questions do not need the question words to clarify the meaning of the questions. This kind of error is found in questions with question words.

The examples of the errors are in questions:

- What are you hungry?
- What you a teacher?
- What you work there?

The classification of errors in making questions will be used in her analysis on grammatical errors.

## **2.1.b THE RULES OF TAG QUESTIONS BY THOMAS LISMORE**

In his book *Welcome to English*, Thomas Lismore explains the correct usage for tag endings in page 15. The rules are:

1. Positive statement in the tag question should be followed with negative tag ending.

2. Negative statement in the tag question should be followed with positive tag ending.

So if the tag questions do not follow the rule of correct tag questions, the tag questions can be said to use incorrect tag endings.

The rule helps the writer to categorize tag questions with inappropriate tag endings to have errors of incorrect tag endings.

### **2.1.c. ERROR AND ERROR ANALYSIS**

In Rod Ellis *Second Language Acquisition* Chapter Two, he explained about errors. He said that there are good reasons for focusing on errors. The first reason is that errors are obvious feature of learner language. The second one is that by focusing on errors, teachers or other observers can recognize the errors that learners make. The last is that errors will help learners to learn when they make self-correction. So, by knowing the advantages of focusing on errors, the writer gets more knowledge about the importance of errors and what to find about learners when she arrived at errors of learners.

## **2.2 Review of related study**

### **RESEARCH BY Rod Ellis**

Rod Ellis investigated two children with different mother tongues, in learning English in classroom. The subjects were almost complete beginners

in English at the beginning of the study. Ellis wanted to find out how the two learners (Portuguese and Pakistanis children) acquired the ability to perform requests for services and goods over the period of study. The finding is that both learners made same development. He used several stages in describing this development. His stages were based on errors that learners made. First, the requests of learners were verb less, then use imperative verbs. After that, they use general extension.

From the case study above, the writer learned that there are differences and similarities in making error by both learners with different background. This case study is similar to the writer's research in excluding the background as she saw in this case study that both learners produced the same result. The writer can learn from the study that background is not important factor to be considered in doing here research. Whereas, the case study is different from the writer's research in its focus. The case study is focusing on the requests while the writer's research is focusing on the questions. The length of the case study is also different from her research because case study needs more time to observe and sees the development of the children, while her research is only explaining or describing the errors that the children made in making questions.

Those theories above are divided based on the needs for the writer's research. She will combine what she gets and learns from the theories and

related study to organize her research and eventually get significant findings for all the readers.