CHAPTER TWO

REVIEW OF LITERATURE

The writer divides this chapter into two main parts. They are review of related theory and review of related study. Review of related theory consists of grammar, relative clauses and errors. On the other hand, review of related study contains review from previous study that has been done by Nunik Lestary about the syntactic errors which are produced by students of faculty of letters in their Journals.

2.1 Review Of Related Theory

The writer uses the underlying theories as her guideline to do the analysis. They are relative clauses and errors.

2.1.1 Relative Clauses

According to Nelson W. Francis in his book entitled 'The Structure of American English', relative clause is a clause that is part of a noun phrase and modifies the head noun of that phrase, for example, *(that) I want* in *Give me the book (that) I want*. A relative clause is a special type of included clause and introduced by one of the following relative pronouns:

Who / whose / whom	whoever / whosever, whosoever
Which	Whichever
What	Whatever, whatsoever
That	

When

Where

Included clauses are structures that have the form of statement sentences – basically a structure of predication with a finite verb – but are not set off sentence – final intonation contours, and have the function of modifier, subject and complement. (Francis, p. 392) This term is offered as a compromise between Fries's included sentence and the terms of traditional grammar, subordinate clause and dependent clause.

Relative clauses are distinguished from other included clauses because the relative pronoun not only acts as a function word introducing the clause but also has a structural function within the clause. It may be subject, complement, object of preposition, or modifier. For examples,

As subject

The man who presides

As direct object

The woman whom he saw

As object of preposition

The man to whom he told the story

As modifier

A friend whose house burned down

As a complement

The person <u>whom he saw</u>

Relative clauses are generally introduced by relative pronouns. According to Quirk et a.l in their book that entitled *A Student's Grammar of The English Language*, p. 118-119, relative pronouns that are used in relative clauses comprise two groups:

(1) wh-items : who, whom, whose, which, where, etc.

(2) *that* and *zero*, which is indicated as (0)

2.1.1.1 The different types of relative clauses

There are two different types of relative clauses:(*A Comprehensive Grammar of The English Language*, p. 376)

a.   Restrictive relative clauses

b.   Nonrestrictive relative clauses

A.   Restrictive relative clauses

Restrictive clauses identify the noun they describe. They give essential information about these nouns. They are also called essential relative clauses. No commas are used with restrictive clauses. The absence of commas shows that a restrictive clauses is essential to the meaning of the sentence. Restrictive clauses, which are also relative clauses, help us to tell *which one (s)*. Restrictive clauses explain which people,

places, things, or ideas; not every one or everything; only

what is described in the clause.

Example:

♦ I met a professor <u>who teaches a religious course at the</u>

<u>college.</u>

In restrictive clauses, frequent use is made of the wh –

pronouns and also that or 'zero' relative pronoun. The

functions of relative pronouns are:(Quirk et a.l, p. 1250-1254)

1. Relative pronoun as subject

When the head noun is personal and the pronoun is the subject

of the relative clause, *who* is favored.

Example:

♦ People <u>who live in new houses</u> come from Denmark.

That as subject is preferred to use rather than *which* when

the head noun is non personal such as 'all', 'anything',

'everything', 'nothing', 'little', or 'much'.

Example:

♦ All

   Anything   *that* strikes you as add…..

   Everything

♦ There was little <u>that interested him</u> at the motor show

♦ Much <u>that has been said tonight</u> will soon be forgotten.

When the antecedent is modified by a superlative or by one of the determiner 'first', 'last', 'next', 'only', the relative pronoun as subject is usually *that* rather than *which* or *who (m)*.

Example:

♦ She must be one of the most remarkable women <u>that ever lived</u>

2. Relative pronoun as prepositional complement and complement.

With the head noun is personal but with the relative pronoun combined with preposition as complement, there is a much stronger preference for *that* or *zero*, possibly to avoid the choice between *who* and *whom*

Example:

♦ People <u>(that) I speak to</u> are from London

♦ People <u>who(m) I speak to</u> are from Boston

When the relative pronoun functions as complement in the relative clause, the choice of relative pronoun is limited to *which* to both personal and nonpersonal antecedent.

Example:

This is not the type of modern house <u>which my own is</u>.

3. Relative pronoun as object

When the antecedent is non personal such as 'all', 'anything', 'everything', 'nothing', 'little', or 'much' *that* or *zero* as object are preferred to *which*.

Example:

All	
Everything	(that) you find add...
Anything	

When the antecedent is modified by a superlative or by one of the determiners 'first', 'last', 'next', 'only', the relative pronoun as object is usually *that* or *zero* rather than *which* or *who(m)*.

Example:

They eat the finest food (that) money can buy.

With the antecedent is still personal but with the pronoun as object of a verb, *that* or *zero* are preferred to use, perhaps to avoid the choice between *who* and *whom*.

Example:

People (that) I visit are my neighbors

4. Relative pronoun as adverbial

In adverbial expressions of place, time, and cause, there is a wide range of choice for the relative pronoun as adverbial. The preposition + pronoun can be replaced by special adverbs, eg.

♦ That's the place   *in which* / *where*   she was born

♦ That was the period   *during which* / *when*   she lived
here

♦ That's the <u>reason <i>why</i></u> she spoke

In expression of time, omission of the preposition is usual whether the pronoun is *that* or *zero*.

Example:

♦   What's the time   *(that)* she normally arrives (at)?

                                         When she normally arrives?

♦   What was the day *(that)* she left *(on)*?

B.   <u>Nonrestrictive relative clauses</u>

Nonrestrictive clauses do not define or identify the nouns they describe. Nonrestrictive clauses add further information; the information is not needed to identify the noun described. A relative clause is nonrestrictive if the noun or noun phrase to which it refers in the main clause has already been identified clearly, such as when the noun or noun phrase or noun substitute in the main clause is a proper noun or a first person pronoun like in the example above. Nonrestrictive relative clauses are called by nonessential relative clearly clauses.

♦ John, <u>who sits in the third row</u>, never sleeps in class

A comma is used at the beginning and at the end of a nonrestrictive clause but if the clause ends at the end of

the sentence a period is used. The use of commas to separate the nonrestrictive clauses suggests that they are parenthetical; they are not essential to convey the complement meaning of the sentence; they only give additional information.

In nonrestrictive relative clause, the forms of relative pronoun like *who, whom, which, whose, where, when* are typically used but *zero* and *that* are very rare. The functions of relative pronouns are: (Quirk et a.l. p.1258-1262)

1. Relative pronoun as subject

When the antecedent is personal *who* is usually used but *that* and *zero* are very rare.

Example:

I spoke to Dr. Spolsky, who was unwilling to give a further detail.

When the antecedent is nonpersonal *which* is used but *that* and *zero* are very rare in used.

Example:

This excellent book, which has only just been reviewed, was published a year ago.

2. Relative pronoun as object

When the relative pronoun functions as object for personal antecedent *whom* is usually used. *Whom* here as an object cannot be omitted.

Example:

I spoke to Dr. Dre, whom I met after the inquest.

When the antecedent is nonpersonal then relative pronoun *which* is used.

Example:

This excellent book, which Freda has only just received for review, was published a year ago.

3. Relative pronoun as complement

When the relative pronoun functions as complement for personal and nonpersonal antecedent, the choice of relative pronoun is limited to *which*.

Example:

Anna is a vegetarian, which no one else is in our family.

She wants a low calorie food, which this vegetable certainly curry is.

4. Relative pronoun as adverbial

When the relative pronoun function as adverbial *preposition* + *which* is usually used but to express of time or place *when* and *where* are used.

Example:

This is a new type of word processor, <u>about which there</u> <u>has been so much publicity</u>.

It should be ready by July, <u>when the holiday starts</u>.

We drove down to Valencia, <u>where some of the best</u> <u>oranges come from</u>.

5. Relative pronoun as explanation the whole clause

If the relative pronoun explains the whole clause then the relative is *which*, for example *They decided not to go, <u>which turned to be a mistake</u>.*

6. Relative pronoun as antecedent of nominal group

If the nominal group as antecedent then the relative pronouns are *who, whose, preposition + whom or which (rarely that)*, for examples:

She had been to the hairdresser, <u>who had done</u> <u>remarkable job</u>.

Glasses of champagne were poured by Mr. Blake, <u>whose birthday it was</u>.

And the captain, <u>for whom everyone had the greatest</u> <u>respect made a speech</u>.

She made a pot of very strong tea, <u>which revived them</u> <u>considerably</u>.

According to Quirk et a.l. in his book *A Comprehensive*

Of The English Language a nonrestrictive interpretation is

occasionally introduced by *that* when a premodifier or

determiner would make a restrictive clause absurd, for

example *I looked at Mary's sad face, that I had once so*

passionately loved. Usually the use of nonrestrictive *that*

shows that the writer has combined what he has wanted to

write down, as in the following example *One of the most*

important recent development in neutral hydrogen studies

of our Galaxy has been the discovery of high velocities in

the centre and in regions away from the planet, that I have

mentioned.

In order to help her to analyse the data on errors of relative clauses, she

decides to use errors classification proposed by Charas and Ubol (1981).

2.1.2 The Definition Of Errors

One of the claims made about errors as Littlewood said is that

they help us to see how learners process the second language and

develop underlying systems of rules. Even when we speak our

mother tongue, we sometimes make errors of performance. We may

produce 'slips of the tongue' lose track of a complex structure as we

utter it, begin an utterance and abandon it, and so on. The second

language learner, too, must inevitably make errors of this nature.

For example, the errors in producing relative clauses in using the

relative pronoun 'who'. The following errors deal with failure to use the relative pronoun 'who' only in reference to people.

Wrong: The dogs we always feed is the one <u>who wags</u> his tail furiously

Right: The dogs we always feed is the one <u>that wags</u> his tail furiously

According to Corder, errors are typically produced by apprentice language learners who do not yet have a full command of a language system they tend to be systematic and reveal the learner's underlying knowledge of the language to date. In other words, they should be viewed as an inevitable state of affairs and as our gain toward knowledge of learning and teaching processes. These errors are further classified by Richards (1973) as interlingual errors and intralingual errors. The first type is caused by the interference of learner's native or background language, while the latter is caused by the interference within the target language. He further classifies these errors into two categories: performance errors and competence errors. To him the former are occasional and haphazard and are related to such factors as fatigue, memory limitation, and so on. The other is systematic and may represent either a transitional stage in the learner's knowledge. Mistakes or lapses refer to performance errors which are those mistakes caused

by failure to utilize a known system correctly. In other words, they refer to the kinds of mistakes made by native speakers.

Yet, Dulay et a.l. stated," The distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis." It means that they have confessed that to determine between error and mistake is quite difficult.

Therefore, in this study which is also study on the types of grammatical errors in English relative clauses, the writer has decided that she regards any deviation from a selected norm of a language performance, no matter what the characteristics or causes of the deviation might be. (cited in Dulay et a.1., 1982, p. 139) This means that all incorrect grammatical structures in student's writing assignments are considered as errors.

2.1.2.1 Errors Classification

There are errors classification that is proposed by Charas and Ubol when they studied errors on English Composition by Thai students. They found the errors classification, which is related to the errors on English relative clauses as follows :

1. Tense sequence (tense shift)

   a. sequence of the tenses,e.g. past form present form

2. Agreement

    A. Subject-Verb Agreement

        a. Third person singular subject + plural tense verb

        b. Plural subject + third person singular verb

        c. Plural subject + singular past of 'be', 'was'

3. Infinitive

        a. Misuse of to- infinitive

4. Relative Pronoun

        a. Wrong use of relative pronoun

5. Verbs

        a. wrong selections of other parts of speech for verbs

        b. omission of verb to 'be' or linking verbs in sentences

        c. wrong form of verbs

6. Nouns

        a. wrong selections of other parts of speech for noun

7. Punctuation

        a. misuse of comma

        b. omission of comma

2.2 Review of related study

There is a study that has been done by Nunik Lestari. It is about a case study of syntactic errors in journals written by the first writing class students of Faculty of Letters. In conducting the analysis, she applied Richard's typical intralingual and developmental errors.

It was found that the highest is errors in term of verbs (47,1%) especially for three following types – errors in the use of auxiliary verb, misuse of be and errors in the agreement. Concerning with the errors in relative clause that deals with the writer's study, Nunik found some errors in relative pronouns. She found errors in relative pronoun with *who/that*, they are omission of 'that/who' in *Joining the Petra's choir is my dream ( ) come true*, *There is 'spike',the technician ( ) always criticizes everything I do* and *There was a group of people ( ) reached the food*.

As explained in the above, the writer uses Nunik's study which studied about syntactic errors in journal written by first writing class students of Faculty of Letters. This previous study really helps her in the usage of methods of the study to conduct her study. There are similarity and differences between the writer's study and the previous study. The similarity is on the detecting of the most common types of errors. The differences are in the theory and object. In this study, the writer uses Charas and Ubol's theory but Nunik uses Richard's typical intralingual

and developmental errors classification. As the object, the writer uses writing assignments done by the fourth writing class students of Faculty of Letters while Nunik uses journals written by the first writing class students of Faculty of Letters. Besides, the writer's basic study is on the different types of relative clauses also indicating the functions of relative pronouns and types of grammatical errors not on the error analysis, which mostly occur in the writing assignments.

This chapter has already discussed the underlying theories and related study. They really help the writer in collecting and analyzing the data and making conclusion on it.