CHAPTER I

INTRODUCTION

1.1 Background and Problems

English language is not our first language but it's important to know and to learn about an English languange. English as a global language and being one of favorite language in the whole world. Strengthened that an English language being the main choice which dominates the movement of education, culture, and the dynamics of sociality in various countries around the world. To learn English, we can adding a concept also others benefit we will get if weseriously to study English.

Language is a means of communication. English language is the first foreign language that learned since in schools. It is the language used by almost every people in the world. Learning English, has become a great necessity to everyone who realized the importance of the language. Because of it is importance, many people are willing to spend their time and efforts to attend the English course. Today most people speak English when they meet foreigners. It has become the international language. There are more people who speak English as a second language than people who speak English as a first language.

There are many reasons why English has become so popular. One of them is that English has become the language of business. Another important reason is that popular American culture (like movies, music) has quickly spread throughout

the world. It has brought its language with it. It's important to have a language that the people of the earth have in common. Our world has become very global and we need to communicate with one another. On the other hand, English is a fairly complicated language to learn and it brings its culture with it.

In order to get a good construction and well arrangement in communication, the staff have to produce good and right sentences. If they can't do that, of course, errors will arise. They should know a set of rules that must be followed which is called grammar. Grammar is the description of the ways in which words can change their forms and can combine into sentences in that language. It can be sure that grammar is the essential part as a communication guidance for staff to make the sentences correctly and to convey the meaning properly in particular written form.

In speaking, the staff still have hesitancy about grammar. Since, grammar is the basic elements of an area of knowledge or skill, or it is a set of prescriptive notions about correct use of a language.

There's one thing must be considered to study an English language, it's composition and structure of the sentences. An English languange be related with communication and interaction with others people then a level relevance among the factors semantic sentence with the language of culture must be sustainable in a way to learn composition or structure well and understand the common mistakes that often occur while learning English.

Error is a part of the systematic study of the learner's language which itself necessary to an understanding process of second language acquisition. Errors were therefore predicted to be the result of the persistence of existing mother tongue habits in the new language (S.P. Corder: 1981). Error can be found in many aspects in communication as written or spoken. For instance, Indonesian people who trying to use English, because English is not out mother tongue language, so that many errors or mistakes commited. Gapura Angkasa is one of ground handling services who provides about airlines service. Of course they are using English to communicate, especially for communication when hanlding guest. There are a lot of English errors are found made by the staff.

Here I'm interested to discuss the topic about error analysis that use in communication which often occured in daily activity at Ngurah Rai International Airport. Error analysis is showed that contrastive analysis was unable to predict a great majority of errors, although it's more valuable aspects have been incorporated into the study of English. I often saw and heard a mistakes we have done without realizing by the speaker. Because English as a global languange we should understanding ''what is English ?'' we should to know how can we speak English well with a good grammar and all rule in English.

1.2 Scope of Discussion

Based on the background, there are many problems related to Grammar in communication. There's some problems are found, not only grammar. Sentences, remarks, use of the word, are being the probems when they speak English .

Knowing that aspect of grammar in communication is very wide, so it is necessary to make the limitation to discuss the items of grammatical error made by the staff of Gapura Angkasa. Meanwhile, the dominate factor was the staff lack understanding of english grammar.

In line with the identification of the problem and limitation of my ability, it's very important doing a discussion on my research. The focus of the research was on the error analysis that found in English. The limitation can be seen in the following questions :

1. What kinds of grammatical errors are found in the English Communication made by the staff of Gapura Angkasa when handling guest?

2. What causes the errors ?

1.3 Aims

In every scientific written, there are some aims that are going to be achieved, as well as in writing this paper. There are three aims that I want to get from this paper. They are general, specific and academic aims.

The general aim of this writing is to practice myself in conducting a research. I also would like to apply the theories that I have got during my study at

English Department Faculty of Letters Warmadewa University. Besides, I would like to know the ability of the staff of Gapura Angkasa in English mastery.

I also have specific aim. The specific aim of my research is to know the type of errors made by the staff of Gapura Angkasa. And also to explain about grammatical error and the factors that cause the error.

And the last, is academic aim. The academic aim of writing this paper is to fulfill of the academic requirements to get my S1 degree at Warmadewa University. The requirement is needed for every student who wants to finishing her study. That's why every student should conduct a reseach.

1.4 Theoretical Basis

In scientific writing, we should always have a pattern, which refers to the theory or opinion of an expert in order to support tthe truth or validity of our writing. Because this paper is a scientific writing, I used some theories to support the validity of this paper.

I will use the theory of error analysis by Corder (1973:257). In the book entitled *Error analysis and Inter language.*

According to Corder (1973: 257), errors are breaking the rule, due to a lack of competence such as knowledge of the language, which may or may not be conscious. As they are due to a lack of competence they tend to be not self correctable. Errors in this study refer to the errors on students' paper assignment.

It also used other theory by Jack C. Richards. In the book entitled *Error Analysis*

perspective on Second Language Acquisition.

According to Richard (1985;95), error is the use of linguistics items in the speech or writing of a second or foreign language learners in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

The writer also combine with two books and other theory to get more knowledge.

1.5 Method of Research

According to Kothari, method is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Researchers not only need to know how to develop certain indices or tests, how to calculate the mean, the mode, the median or the standard deviation or chisquare, how to apply particular research techniques, but they also need to know which of these methods or techniques are relevant and which are not, and what would they mean and indicate and why. Researchers also need to understand the assumptions underlying various techniques and they need to know the criteria by which they can decide that certain techniques and procedures will be applicable to certain problems and others will not.

In conducting this scientific paper, there are three things that must be determined, such as data source, data collection and data analysis. Each of them used method of research.

Data source of this scientific writing were taken from the English conversation at the airport especially at check in counter. I choose this place because I've worked and there is a complex use of English especially when handling guest.I also meet a foreigner where I can learn and heard the language and grammar that used by the staff everyday.

Data collecting of this writing were taken after the writer doing observation in the field. The data were collected by technique of recording the conversations between the staff and the guests, and between staff and staff and also by taking a note after doing a recording. Furthermore I shared a quisionare to the staff.

After the data were collected and classified, the data were analyzed based on the problems. The data will be read and checked carefully and intensively one by one, to know if they are grammatically correct or not in their English communication, so it can be found were underlined or marked and it analyzed based on the theoretical basis.

CHAPTER II

RELATED STUDIES

In the previous chapter, it has been introduced about the background, aims, the problems, and the some relevant theories conducted in this paper which is focused on Error analysis. In this chapter the writer would like to discuss about grammar, the definition of error, types and the causes and about tenses. In this chapter, it also gives a description about source of error, mistakes and lapses. It is because these points are important and helpful to analyze the main problem in chapter III.

2.1 Grammar

In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. The term refers also to the study of such rules, and this field includes morphology, syntax, and phonology, often complemented by phonetics, semantics and pragmatics.

Language is a means of communication. By using a language people can communicate with each other. Using a language is not as simply as we thought because there is a set of rules that must be followed, which is called Grammar. Actually grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language.

The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

Having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

According to Lyons' book, these several propositions underlie the traditional view of language reflected in most grammars and dictionaries : the grammar gives rules for the construction of sentences out of words, and the dictionary tell us what the individual words mean. However, for the purpose of the present preliminary discussion of the structure of language, we may leave these terms undefined. Certain distinctions will be indicated in the course of this chapter and will be made explicit later.

Modern grammatical theory is frequently said to be 'formal', in contrast with traditional grammar, which was 'notional'. According to Jespersen, a distinguished representative of an older school of grammarians standing between the traditional and the modern approach to grammatical analysis, notional

grammar start from the assumption that there exist extralingual categories which are independent of the more or less accidental facts of existing languages and are universal in so far as they are applicable to all languages, though rarely expressed in them in a clear and unmistakable way. Whether there are any universal categories of grammar which hold for all languages (the part of speech, tense, mood, etc.) .

The formal approach to grammatical description has frequently been understood to carry the further implication that semantic considerations are irrelevant both in the determination of the units of grammatical analysis and in the establishment of rules for their permissible combination in sentences of the language. The proposal to make the theory and practice of grammar independent of questions of meaning has been responsible for the most interesting and the most fertile developments in modern grammatical theory. But it has often been mistakenly assumed that linguistic who refuse to admit considerations of meaning in grammar take up this position because they have no interest in semantic. This is not so. Nor it is because they believe that semantic analysis is necessarily more subjective than phonological or grammatical analysis. The reason is simply that the grammatical structure of a language and it's semantic structure tend to be highly, but not totally, congruent with one another. As soon as the linguist becomes seriously interested in semantics, he must see that nothing but advantage can come from the methodological separatin of semantic and grammar. As long as it is maintained that every identity or difference of grammatical structure must be matched with some corresponding identity or difference of meaning (however

subtle and difficult to determine) there is a danger that either the grammatical description or the semantic, or both, will be distorted.

Furthermore, it should be noted at this point that the methodological separation of grammar and semantic refers only to the way in which the description of the language is presented. It does not mean that the linguist will deliberately refuse to take advantage of his knowledge of the meaning of sentences when he is investigating their grammatical structure.

2.2 The Definition Of Error

Error are the flamed side of learner speech or writing. They are those parts ofconversation or composition that deviate from some selected norm of mature language performance.(Dulay, 1982:138). However, making error is fundamentally human in process. Therefore, it is possible for staff to make errorsunconsciously when they were speaking.

Error analysis was established in the 1960s by Corder. Error analysis was an alternative to contrastive analysis, an approach influenced by behaviorism through which applied linguists sought to use the formal distinctions between the learners' first and second languages to predict errors. Error analysis showed that contrastive analysis was unable to predict a great majority of errors, although it's more valuable aspects have been incorporated into the study of language transfer. A key finding of error analysis has been that many learner errors are produced by learners making faulty inferences about the rules of the new language.

Error is part of the systematic study of learners' language which is itself necessary to an understanding of the process of second language acquisition. Errors were ascribed to interference and consequently a major part of applied linguistic research was devoted to comparing the mother tongue and the target language in order to predict or explain the errors made by learners of any particular language background.

In the process of second language acquisition, making errors is common, especially grammatical errors as it is regarded as a part of learning a second language or a foreign language. Corder (1967) explains that errors made by second or foreign language learners refer to systematic incorrect utterances occurring in the process of acquiring the language reflecting their underlying knowledge of the language to date, namely, transitional competence. Therefore, learners' errors provide evidence of the system of the language that they are using, or have learned, indicating the state of their linguistic development at a particular point of time. Errors could be found in spoken or written forms. They may contain grammatical errors or communication errors, that is, incorrect and unacceptable utterances, including speaking and writing
that is not suitable to the situations.

The utility of generative linguictic theories in second language research is not especially obvious at the present time. This apparent lack of a linguistic paradigm for second language research, however, may be a propitious occurence. Lacking an obviously relevant linguistic theory, researchers in second language learning may be compelled to develop new theories relevant to the particular

domain under investigation. Such theories might be specific to second language

acquisition. At the same time tha data gathered could perhaps provide corrective

feedback to general linguistic theory and to language teaching practice. While

lack of linguistic research paradigm is frustrating for the researcher, it may yet

lead to interesting and original findings.

Richard states that :

> The situation of the learners of the second language is clearly different
> from that of the first language. The most obvious difference is that the task of the
> foreign learners are not to learn language, which he already possesses and the
> knowledge of which must affect their acquisition of a second language. The
> process of learning the second language might therefore conceivably be
> qualitatively different. Nor they are very often exposed to primary linguistic data
> in the sense of the learner's first language, but rather to carefully graded language
> items presented in small doses for a new hour week (1972:132).

Dealing with the discussion of error analysis, particularly as it is applied to

the analysis of the adult learner's syntax in a second language. Corder Presents a

model based on a distinction between an idiosyncratic dialect (the learner's

personal, unstable, developing grammar) and a social dialect (the target language

which is the dialect of a social group). He illustrates the possible relationships

between the learner's idiosyncratic dialect and the target social dialect and

compares these with number of others X dialect/social dialect relationship, such as

the evidenced in a piece of poetry, in the speech of a young child, or in the speech

of an aphasic. Corder attributes greater importance to the relationship mother

tongue/learner's than others might; he does however acknowledge that there are

other variables involved (Richard, 1972:157).

Corder also states that :

The other difficulty the linguistic experiences is that of placing an interpretation on some of the sentences of dialect. Without interpretation, of course , analysis cannot begin. (Corder 1981)

Error analysis is not applicable only to the language of second language learners. One class of idiosyncratic dialects is the language of poems, where this cannot be accounted for wholly in the terms of the rules of some social dialect. The idiosyncratic sentences of a poetic text can perhaps with justice be called deliberately deviant, since the author presumably knows the conventions of the standard dialect but chooses not to obey them. This means that the ability of interpret the text is dependent upon the knowledge of the semnatic structure of the related standard dialect. in this sense poetic dialects are parasitic upon standard dialects.

Another idiosyncratic dialect one might consider is the speech of an aphasic. This, too, in the happiest circumstances, is an unstable dialect, but presents the same problem of interpretation to the linguist. Whether it would be just to call the idiosyncratic sentences of an aphasic deviant is, however, less certain. We must assume that he was, before his disease, a native speaker of some social dialect, but he cannot be said to be deviating deliberately, it is difficult to know in what sense he can be said to know the rules of that dialect.

2.3 Error, Mistake and Lapses

According to Dulay (1982), there are three types of fault, thoes are : error, mistake and lapses. In this discussion, i would like to describe what they are.

2.3.1 Error

In the other meaning, error is a termused in psycholinguistic referring to mistakes in spontaneous speaking or writing attributable to a malfunctioning of the neuromuscular commands from the brain.

Error is incorrect grammatical form this case the learner has not mastered or known perfectly the rule of the grammar of the language well.

Based on Richard, (1985:95) in dictionary of applied linguistic stated that error is the use of linguistic item in the speech or writing of a second or a foreign language learners in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

2.3.2 Mistake

Mistake is error, but mistake is the socially in appropriate form. Mistake is the error made by the learner, which is the result from incomplete knowledge on writing or speaking and which is caused by lack of attention (Richard, 19885:95) mistake is also caused by the larner, because they are less careful.

2.3.3 Lapses

Lapses is still error, lapses is the slip of the tongue or slip the pen which is caused by the condition of the learner or may be caused by bad feeling, sick or

tired. In this case teh learner knows what they must be written or spoken, but it is caused by the condition of them, so they made errors.

According Corder, lapses is frequently make slips or false starts or confusions of structure by the native speakers which much more rarely commit branches of teh code, or error (Corder, 1973:259).

2.4 The Types of Error

The types of error that are observed are omission, addition (double marking, regularization and simple addition), misformation (regularization/overgeneralization, archi-forms and alternating form) and misordering. In addition, the reason of errors can be categorized into four factors they are overgeneralization, ignorance of rule restriction, incomplete application of rules and false concepts of hypothesized. Teh rest of the errors, which were not included into their classification, will be analyzed using the theory of intralingual and developmental error by Jack C. Richard in his book entitled Error Analysis : Perspective on Second Language Acquisition (1974).

The description of errors can be made, than, at various degrees of depth, generality or abstraction. The first and most superficial level merely describes errors in terms of the physical difference between the learner's utterance and the reconstructed version.

The error that is found, it is classified according kinds of error based on surface strategy taxonomy by Burt and Dulay (1982) the kind of errors that

observed are omission, addition, misformation and misordering. Each of these parts will be described and explained below.

2.4.1 Omission

Omission errors are characterized by the absence of an item must appear in well-formed utterance (Dulay, et.al, 1982:154).

Omission is the lack of form or grammar that is supposed to have in the sentence but the staff omit it. For example, no article, no main verb, no helping verb, no preposition, no punctuation, no possessive case, no subject, and no object.

Example :

1. She drink a glass of milk

The third person singular of verbs in the present tense takes –s, -es, or –ies, but in the sentence above the –s , -es or –ies of the third singular form omitted and the correct sentence should be :

She drinks a glass of milk

2. International school is well-known as the type which requires a lot of money.

As explained in misformation example 2 , generalization requires the noun to be either singular or plural. The predicate in the sentence is "is" which is for singular nouns. Therefore, there are supposed to be the article "a" before the noun phrase "international school". The best correction is:

An international school is well-known as a type which requires a lot of money.

2.4.2   Addition

Addition errors are the opposite of omission. Addition is the presence of an item that must not appear in a well-formed utterance. They usually occur in the later second language acquisition when the learner has studied some target language rules.

They are three types of addition errors : double marking, regularization and a simple addition.

a.   Double Marking

There are many addition errors that more accurately described as the failure to delete certain items, which are required in some linguistic construction, but not the other. For example, in sentence :

She doesn't knows his name.

Their sentence called double marking, because of two items rather than one marked for the same features. The right sentence is :

She doesnt't know his name.

The other example of two items of two items rather than one are marked for the same feature _double marking)

Example : Did you went to airport yesterday?

I did not went to airport yesterday

The sentences above are ungrammatical. The correct form shoul be, (1) Did you go to airport yesterday? ; (2) I did not go to airport yesterday, the used of the

present infinitive without to, not the past tense after auxiliary <u>did,</u> aux + S + V1 + O.

b. Regularization

A type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of given class that do not take a marker(Dulay, 1981:157).

Regularization errors that fall under the addition category those which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

Whenever there are both regular and irregular form and construction in a language, learners apply the rules used to produce the regular once to those that are irregular, resulting in errors of regularization.

For example :

- Writed (wrote)

- Falled (fell)

- Mouses (mice)

c. Simple Addition Error

Simple addition error is not a double marking or regularization. It is not particular features characterize simple addition other than those that characterized all addition errors or the used of an item which should not appear in well-formed utterance.

Example : The Nita will go to the Europe

To make the sentence grammatical we must omit ''the'' article, because putting ''the'' article before names of the people is ommission and the sentence becomes :' Nita will go to Europe'. The rule is that we must not use the definite article with proper noun.

2.4.3 Misformation

Misformation errors are those characterized by the use of the wrong form of the morpheme or structure(Dulay, 1981:157).

Misformation errors are characterized by the used of the wrong from the morpheme or structure, while in omission errors the items are not supplied at something although is incurred misformation errors can be typicallized into archi-form and alternating-form.

A. Archi-form

Archi-forms errors are those of selection of one member of a class of forms to represent others in the class. (Dulay, 1982:160).

Archi-form is the selection of one member of a class of form to represent others in the class is a common characteristic of all stages in second language acquisition. For example, a learner may temporally select just one of the English demonstrative adjectives this, that, these and those to do the work for several of them.

Example :

Correct : That dogs are naughty

Incorrect : those are naughty dogs

B. Alternating form

As the used of vocabulary and grammar increase, the use of the archiforms often given away to the apparently fairly free alternation of various members of a class with each other see for demonstratives. In the production of verb, when the particle of form (as in taken) is being acquired, they may be alternated with teh past irregular as in :

1. He come back last week

2. He write the book in 1936

Like addition errors, misformations indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on his or her way to target language proficiency.

2.4.4 Misordering

As the label suggest, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. (Dulay, 1982: 162).

2.5 The Source Of Error

Richard (1971) realize that interference from mother tongue is clearly a major source of difficulty insecond language learning and constrative analysis has proved valuable in locating areas of inter language interference. Teachers have not

always been very impressed by this contribution from the linguist for the reason that their practical experience has usually already shown them where these difficulties lie and they have not felt that the contributon of the linguist has provided them with any significantly new information.

Richards (1974) classified sources of competence errors into two categories: (1) interlingual errors caused by the mother tongue interference, and (2) intralingual and developmental errors occurring during the learning process of the second language at a stage when they haven't really acquired the knowledge. Almost 90% of errors are said to be intralingual errors (Dulay and Burt, 1974).

2.5.1 Interlingual errors (Mother-tongue influence).

These kinds of errors are influenced by the native languages which interfere with target language learning. It is seen as a process in which learners use their knowledge of the first language in learning a second language. Learners translate word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners' first language into the second language. In contrastive analysis, it is believed that the type of errors made by the learners of the target language can be predicted and their causes can be determined. In order to prevent and eliminate these errors, Richards (1974) has given the following figures: Between 3-25 per cent of all errors are errors of mother tongue influence and 75 per cent of errors are 'non-contrastive' errors.

2.5.2 Intralingual errors

These types of error are caused by the target language (TL) itself. The learners in ignorance of a target language form on any level and any class can do

either of two things: either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies. Learning strategies are used for code breaking while communication strategies are encoding and decoding strategies. Both types of strategy can be the source of error.

According to Burt and Dulay (1975: 25) the major source of errors is supposed to be due to the difference between the first and second language as specified by contrastive analysis of both languages. Thus, when learning the syntax of a second langauge when they are trying to speak the second language. This is also called langauge transfer.

2.5.3   Communication Strategies

Brown defines: a communication strategy as the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistics forms are some reasons not readily available to the learner at the point in communication.

2.5.4   Context of Learning

Context of learning refers to the classroom with its teacher and its material in the case of school learning. Here the students make errors caused by misleading

explanation if the teacher. The faulty of presentation in a text book either structure or word or misconception of the students.

2.6 Cause of Error

Error always occur in our daily life, they occur either consciously or unconsciously. There are two causes or error observed in the acquisition in English as second language, which doesn't derive from transfer another language, they are Interlingual and Intralingual interference (Richard, 1974: 173).

In communication, learners easily make errors because information has to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing: communication (Norrish, 1983, p. 65).

Richard suggest seven features that characterizing intralingual and developmental error made by second language learner (1974: 174).

2.6.1 Over Generalization Of Rules

When the learners create a deviant structure on the basis of their experience of another structure in the target language is called over generalization. For example :

He can sings, He is walks, it is Occurs, we are hope, etc.

Over generalization is associated with redundancy reduction, it may occur. For instance, with item which are contrasted in the grammar of the language but

which do not carry significant and obvious contrast for the learners. The –ed marker, in narrative or in the past context, often appears to carry no meaning since past is usually lexically theories and expressed equally in the present.

For example :

Yesterday i go to university and i meet my new professor (Richard, 1974: 175)

2.6.2 Ignorance Of Rule Restriction

This related to the generalization of deviant structure that is refers to the failure to deserve the restriction of existing structures, that is the application of rules to the contexts, where they do not apply (Richard, 1974: 74).

For example :

1. The man who i saw him, violets the limitation on subjects in structure with ''who'' (Richard, 1974: 175)

2. I made him to do it, ignores restriction on the distribution of ''make''. (Richard, 1974: 175)

2.6.3   Incomplete Application Of Rules

The statement form may be use as a question one of the transformations in series may be omitted, or a question word may be added to the statement form (Richard, 1974 : 177). The learner primarily in communication doesn't need for mastering more that elementary rules of question usage. Motiivation to receive better communication may exceed motivation itself to create correct grammatical sentences. The use of question is a common teaching device typically they are use

not to find out something but as means of electing question trough a transform exercise. Based on classroom observation suggest that of use of question may be unrelated of skill, it is meant to establish.

In this category we may note the occurrence of structure whose deviancy represents the degree of development of the rules required to produce acceptable utterances. For example, across background languages, systematic difficulty in the use of questions can be observed. The use of questions is a common teaching device. Classroom observation suggest that the use of questions may be unrelated to the skills it is meant to establish.

Here are some examples :

Teacher : *Do you read much?*

Student : *Yes, i read much*

Teacher : *will they soon be ready ?*

Student ; *yes, they soon be ready*

As the above sample illustrates, when the question is use to elicit sentences, the answer often has to be corrected by the teacher to counteract the influence of his question. Some course books proceed almost entirely through the use of questions ; others avoid exxcessive use of questions by utilizing signal to indicate the type of sentence required. These may reduce the total number of deviant sentences produced. (Richard, 1974: 178)

2.6.4 False Concepts Hypothesized

False concepts hypothesized are the faulty comprehension of distinction in the target language can make errors.

For examples : the form of ''was'' may be interpreted as a marker of past tense, ''one day it was happened'' and ''is'' may be interpreted as a marker present tense; he is speak French (Richard, 1974 : 178)

2.6.5 Carelessness

Carelessness is often close related to the lack of motivation. There are many teachers will admit that it is not always the student's fault if the loses interest, perhaps the material and the style of presentation do not suit them. (Richard, 1974 : 17)

2.6.6 First Language Interference

It was commonly believed until fairly recently that learning a language (mother tongue or foreign language) was a matter or habit formation. Skinners definitive statement of the behaviorist theory of language learning held that it language is essentially asset of habit then when we try to earn new habits, the old ones will interference with the new ones. This is what is called ''mother tongue interference'' (Richard, 1974: 7)

2.6.7 Translation

The most typical situations for the possible reasons why a learner may try to translate a familiar expression in his first language into the language he is learning, is when he has been asked to communicate something. He may even be unaware than an appropriate one exists. Naturally as he wishes to communicate

his ideas he will fall back on the langauge system with which he is familiar, namely that of his mother tongue. (Richard, 1974: 6)

2.6.8 Social Factors

The social factors which give these features significance can also affect the learners producing errors. Richards in this book considers that age and motivation are involved in social factor. Let's see the two parts of those.

1. **Age**

Age of the learner is one of the most important factors influencing their success or failure in learning capacities change as he grows older and this may affectt learning.

In Richards, it is described :

''aspect of children's language to limitation of the length of utterances imposed by the child's inability to plan a head more a few words (Richard, 1974:9).

In some ways adults are better prepared for language learning than children. The adult's memory is better and has a greater ability to for new concept. However, the children are better imitator of a speech sounds.

2. **Motivation**

Consideration of social factors also leads inclusion of the general motivation verbal which influences language learning. That is instrumental motivation which is describe as that motivating a learner to study a language for largely utilitarian

purpose, and not as means for integration with members of other cultural

linguistic group (Richards, 1974: 7).