

# CHAPTER I

## INTRODUCTION

### 1.1 Background and Problems

Language is very important part of our life. It is used by human to communicate with each other. We can also use the language to express our feeling or opinion. Language will also allow us to adapt in society. Language is a part of human culture that cannot be separated from human life. Estimates number of languages in the world various, and English is one of them.

English is an international language and it is used as an international communication in term of business, politics, culture, technology, and other social activities. Because of the importance of English, in many countries, English is used as a second language. Because of this importance, in Indonesia, English is taught at some levels of school. English is taught from pre-elementary school until university level. It means English is offered at any level of schools as one of the subjects they study. In Senior High School, English is even offered for many hours a week.

The fact shows that even though they have studied English since they were in pre-elementary school, most of them cannot speak English. The problem in learning English is perhaps caused by the complexity of the English grammar. Perhaps, they do not learn the English seriously. They need a lot of practice if they want to be able to speak English well. In my observation, many students of SMKN 2 Tegallalang were not confident with their English. They did not know much of English grammars.

Based on that condition, I am very interested in conducting a research about the errors in compositions of the students of SMKN 2 Tegallalang. This is important thing to do to know the ability of students in practicing English.

## **1.2 Scope of Discussion**

According to the problems that I have mentioned above, in this opportunity I will focus the discussion on the errors in composition made by the students of SMKN 2 Tegallalang. Based on this condition, I would like to limit my discussion. The problems that will be discussed in this paper are:

1. What Kinds of errors are found in compositions made by the students of SMKN 2 Tegallalang?
2. Why do they make errors?

## **1.3 Aims**

In writing this scientific paper, there are three aims that have to be achieved. The three aims are general aim, specific aim, and academic aim.

In general, the aim of writing this paper is to build up my knowledge of English and also to practice the theory that I have learned at the English Faculty of Letters, Warmadewa University. I hope this research can give a good contribution to SMKN 2 Tegallalang about the mastery English of the students.

In addition to the general aim, this writing also has specific aim. The specific aim is to find out the errors in the students' compositions. It would give the overview about the student's ability in practicing their English, especially

about errors in students' composition. Other ways, this research would give a contribution to the English teacher of SMKN 2 Tegallalang to evaluate the teaching method to improve the student's ability in practice their English.

The academic aim of this writing is to fulfill, one of the requirements needed by the institution in studying at the English Department Faculty of Letters, Warmadewa University. I hope that this research can run well so that I can finish my study at proper time.

#### **1.4 Theoretical Basis**

As we know that an academic paper must be written on theoretical basis as guidance in making research. There are two theories that are used in this research.

First, the theory of error analysis from the book entitled *Errors Analysis, Perspectives on Second Language Acquisition* (1974) edited by Jack C Richards.

One of the statements in his book states:

“Error is the use of a linguistic items in the speech of writing of a second or foreign language learner in a way which a fluent or native speaker of the language regards as showing faulty or in complete learning”. (Richard, 1985; 95)

Second, the theory of grammar written by Randolph Quirk entitled *A Grammar of Contemporary English* (1972). In that book he states:

“In order to state general rules about the construction of sentences, it is constantly necessary to refer to smaller unit than the sentence itself.” (Quirk, 1972; 35)

Other theories are also used to support the main theories. Those theories can be seen in the page of bibliography.

### **1.5 Method of Research**

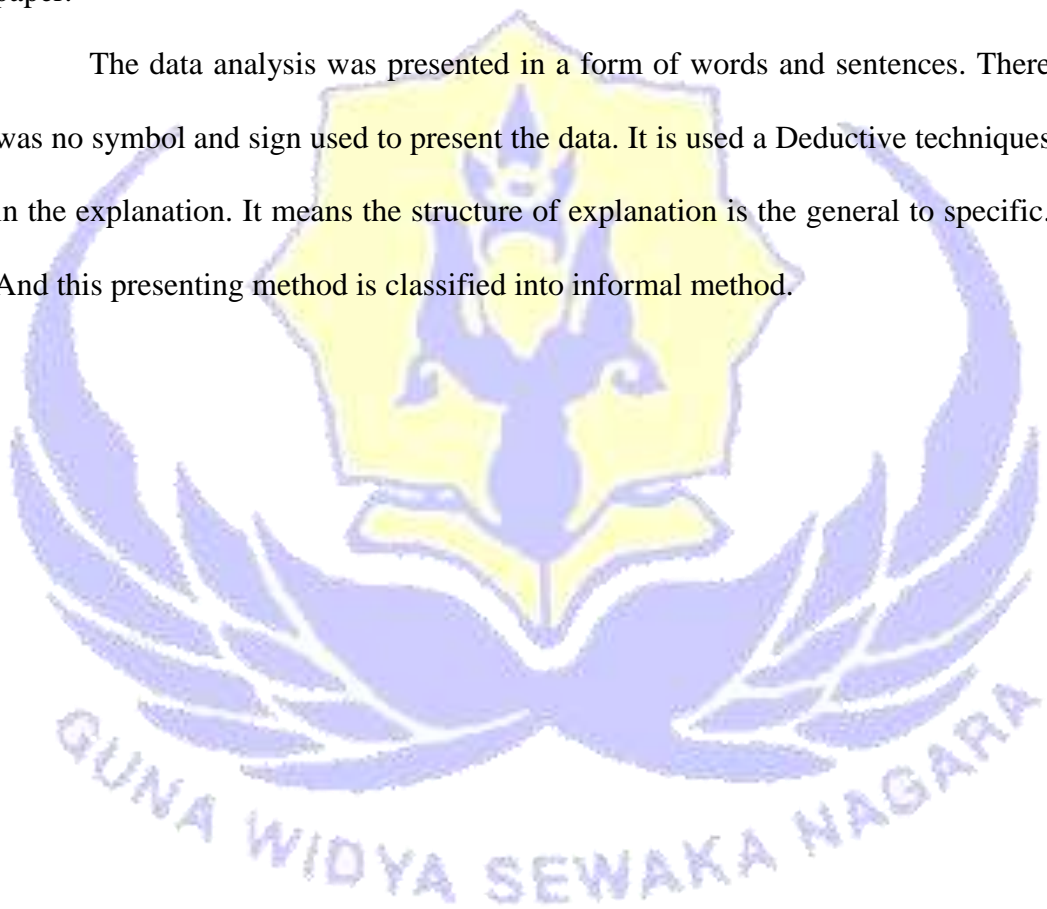
Method is a regular steps thought very well to reach a purpose. A successful research will be started with a great method. The method and technique such as; method of collecting data, method of analyzing, and method of presenting the analysis. It needs a regular step to get a good analyzing. A step is always ended with a transcription and a systematic arrangement.

Every scientific work has method in analyzing data. In this research, the method that is applied is descriptive analysis method, that is by describing and analyzing the data descriptively. It means the research is done base on the reality. The methods used in this research are as follows:

The data of this research is taken from the students' compositions of SMKN 2 Tegallalang. There is one class in that school which become object of the research. They are the class or group belonging 10<sup>th</sup> grade. In this case the data is collected through giving a writing exercise to practice their English. Firstly I asked to the head of SMKN 2 Tegallalang, I Wayan Semadi, S.Pd., for a time to meet the students in the school. After I meet the students, I gave the students introduction about kind of texts. After I finished explaining the theory, I asked them to practice their English in Writing a paragraphs. All of their works are collected and used as a data and then analyzed their errors

In this research, a qualitative method was applied. After collecting the data and studying the theories book related to the topic which is about errors, the paragraphs were classified and analyzed descriptively. It means the research applied as a real fact. Analyzing the data, it concludes the discussion of data into the conclusion. The data are analyzed base on theory that used in this scientific paper.

The data analysis was presented in a form of words and sentences. There was no symbol and sign used to present the data. It is used a Deductive techniques in the explanation. It means the structure of explanation is the general to specific. And this presenting method is classified into informal method.



## **CHAPTER II**

### **RELATED STUDIES**

In the previous chapter, it has been explained about the background, aims, problems, theory used, and the method of research. In this chapter I would like to describe the aspect of related studies about error analysis, definition of errors, mistakes, lapses, types of error, and factor causing error. The discussion of these points will help analyzing the main problem in the next chapter.

## **2.1 Definition of Error**

Error is a technique for identifying, classifying and systematically interpreting the unacceptable forms produce by someone learning foreign language, using principles and procedures provided by linguistics. Errors are assumed to reflect in a systematic way. Error analysis provides a validation of the findings of contrastive linguistic studies. Bilingual comparison is based on the theory that is the differences between the mother tongue and the second language which the learner has to learn. (Corder, 1981: 35)

## **2.2 Error**

In Dictionary of Applied Linguistics, states that Error is the use of a linguistics items in the speech of writing of a second or foreign language learner in a way which a fluent or native speaker of the language regards as showing faulty. For instance, in a word: a grammatical item; a speech act etc. Errors are sometimes classified according to vocabulary, pronunciation, grammar, misunderstanding of speaker's intention or meaning, production of the wrong

communicative effect e.g. through a faulty use of a speech act or one of the rules of speaking (pragmatic error). Description of error is a linguistic operation. Error is described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. (Corder, 1981: 36)

### 2.3 Mistakes

Mistakes refers to a distinction made by learner between an error, which result from incomplete knowledge on writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance (Richards, 1985: 95). There is a class of mistakes which we call “slips of the tongue” or “slips of the pen”. These are the subjects of investigation at the present time by linguists interested in language performance. Typical of such slips are the substitution, transposition or omission of some segment of an utterance, such as a speech sound, a morpheme, a word or even a phrase. (Corder, 1973: 257)

### 2.4 Lapses

Lapses are frequently made slips of false starts or confusions of structure by the native speakers which much more rarely commit breaches of the code, or errors (Corder, 1973 : 259). He also describes that typical of slips are the substitution, or omission of some segment of an utterance, such a speech sound, a morpheme, a word or even a phrase. Here is the example of lapses:

It didn't bother me in the *sleat*...slightest

(The sentence above explains the clearly meaning about slips. It is about the error in speech sound that the native speaker surely knows the word. *Sleas* is a slip error and it must be slightest.)

But those *frunds*...funds have been frozen

(On the second sentence explains clearly meaning about slips. The native speaker that surely knows about the word funds, but he did wrong in the speech sound that he said *frunds*.)

The object of this investigation is to discover the patterns of regularity in this slip, what the roles for making slips are.

## 2.5 Types of Errors

According to Jack C. Richards (1985: 186), there are 14 errors in English that commonly found, they are.

### 2.5.1 Error of Singular-Plural

A singular-plural is a form of nouns. The plural of a noun is usually made by adding *s* or *es* to the singular. Nouns ending in **o**, **ch**, **sh**, **ss**, or **x** form their plural by adding *es*. Twelve nouns ending in **f** or **fe** drop the **f** or **fe** and add **ves**. These nouns are calf, half, knife, leaf, life, loaf, self, sheaf, shelf, thief, wife, wolf. A few nouns form their plural by a vowel change. One of them is *foot* become *feet*. (Thomson & Martinet, 1985: 25)

For example:



Wrong : He (have) been here for six (month).

Right : *He has been here for six months.*

(Richards, 1985: 186)

On the sentence above, *He* is the subject of the sentence and it is a third singular person. So *he* must be followed by *has*, because *have* is used for the plural subject.

### 2.5.2 Error of Word Form

Many words in English need to change their form when they are used as verbs, adjectives, adverbs, or nouns. The word form changing could be applied by adding affixation. They are prefixes and suffixes. (Quirk, 1973: 431)

This is a kind of error that the form of the word is incorrect. For example:

Wrong : I saw a (beauty) picture.

Right : *I saw a beautiful picture.*

(Richards, 1985: 186)

On the sentence above, word *beauty* is not on the right place. The word *beauty* is a kind of nouns and on that sentence they cannot make a correct word phrase. So the word *picture* needs kind of adjectives to make a correct word phrase.

### 2.5.3 Error of Verb Tense

Verbs error is the most essential one. There are many errors that people do when writing a sentence, especially Verb Tense Errors. Like all verb forms,

infinitive has both an active and a passive voice. The active is more common used when the subject of the verb is doing the action (to do, to write). The passive is used when the subject of the verbs is receiving the action, or being acted on (to be done, to be written).

There are two classes of verbs in English, they are the auxiliary verbs (to be, to have, to do; can, could, may, etc.) and all other verbs (to work, to sing, to pray). In regular verbs the simple past and past participle are both formed by adding **d** or **ed** to the infinitive. The present participle and gerund always regular and are formed by adding **ing** to the infinitive. (Thomson & Martinet, 1985: 105)

For example:

Poor : He (is) here since June.

Better : *He has been here since June.*

(Richards, 1985: 186)

On the sentence above, word *is* is the error of verb tense. Word *is* is not suitable with the adverbial of time. Word *since* explains that what the subject did was starting in the pass. And the subject still do the same thing until present.

#### **2.5.4 Error of Word Choice**

Many times, writers make a word choice error when choosing a word that sounds exactly like another word with a different meaning (homonym). Other times, word choice errors are made because the spoken word or phrase is

mispronounced and sounds similar to another word or phrase with a different meaning (ex: “might of” instead of “might have”). Make sure you are not making a wrong word choice by checking this list of commonly misused words.

For example:

Poor : She got (on) the taxi.

Better : She got into the taxi.

(Richards, 1985: 186)

Word *on* cannot describe that the subject has entered the taxi. And *on* could mean above of the taxi. The better sentence is using word *into* that means enter the taxi.

### 2.5.5 Error of Add Word

Error of add word is an error in the sentence that is consist of useless or meaningless words in a sentence. And would be better that the word is omitted.

Wrong : She entered (to) the university.

Right : *She entered the university.*

(Richards, 1985: 186)

Word *to* is omitted from the sentence because it is useless on the sentence.

It is because verb *entered* describes that the subject went in the university.

### 2.5.6 Error of Omit Word

Wordless is the most persistent disease afflicting modern writing. Omit word is one thing which often occurs in writing sentence. One of the most annoying things about writing add-ins for Office is that it tends to swallow any and all errors that occur. This meant that we often had to add message boxes for debugging, or Debugger. This error commonly happens in conjunction that is not applied in the sentence. So it makes the sentence is not complete. And we need to add a word needed. This is for examples:

Wrong : I want (...) go to the zoo.

Right : *I want to go to the zoo.*

(Richards, 1985: 186)

The sentence is added by conjunction *to* between the verbs. It is just because the verbs cannot stand respectively on the sentence. They must be separated by conjunction *to* or by adding the suffix *ing* on the second verb.

### 2.5.7 Error of Word Order

Word order is the rule of the English sentence structure. Most English sentences conform to the Subject, Verb, and Object. Many English sentences also contain adverbials. And the adverbial can be located in different places within the sentence. The error of word order is when the sentence did not follow that rule.

For example:

Wrong : I saw five times that movies.

Right : *I saw that movies five times.*

(Richards, 1985: 186)

The word *that movies* is the object in the sentence. And the object must be written after the verb. And the word *five minutes* is kind of adverbials. It must be written on the beginning or the ending of the sentence.

### 2.5.8 Error of Incomplete Sentence

A long sentence does not mean that the sentence is complete sentence. That is much aspects to conducting the sentence become a complete sentence. Incomplete sentence is a sentence without both an object (noun) and a verb.

For example:

Wrong : I went to bed. (Because) I was tired.

Right : I went to bed because I was tired.

(Richards, 1985: 187)

*Because I was tired* is incomplete sentence. Word *because* describes that the sentence is related with other sentence. And needs other sentence related.

### 2.5.9 Error of Spelling

Many spelling mistakes result from similarities in the pronunciation of words with very different meanings. Whereas, spelling errors are among the most common surface errors as well as the most easily corrected.

For example:

Wrong : An accident (occured).

Right : *An accident occurred*

(Richards, 1985: 187)

Word *occured* is error word spelling. The correct spelling is *occurred*.

### 2.5.10 Error of Punctuation

Punctuation errors are often considered important in a context of compositions.

Here are some kinds of punctuation and how to use it.

#### *a. Commas*

i. Use a comma to signal a pause between the *introductory element* of a sentence and the main part of the sentence.

1). However, the new law was largely ignored by the public. (Word)

2). After long vacation, he return to work. (Phrase)

3). Because he had missed so many classes, he had to drop the course.  
(Clause)

ii. A comma is used when you join two independent sentences with a coordinating conjunctions (*and, but, yet, or, for, nor, so*).

1). The exam was quite easy, and most students passed.

Note: a simple sentence can also have two verbs, but it has only one subject (she asked the question and answered it in the same breath).

2). The exam was quite easy, but most students failed.

3). The experiment was considered successful, yet the results were disappointing.

4). Will you write your thesis this semester, or will you wait until next semester?

5). Your decision is important, for our future plans depend on it.

6). He did not come to class during the last three weeks, nor did he take the final exam.

7). He did not study, so he did not pass the course.

iii. Use a comma to signal the presence of a nonrestrictive element, that is, a word, phrase, or clause that gives additional information about the preceding part of the sentence, but which can be deleted without changing the basic meaning of the sentence. If the element is in the middle of the sentence, use a comma before and after the element.

1). The students, on the other hand, felt that the test was unfair.

2). My grandmother, an old man, can barely walk.

3). My husband, who used to smoke three packs of cigarettes a day, has stopped smoking.

iv. A comma is used when adding words and phrases at the end of a sentence and when linking items in a series.

- 1). The new law was largely ignored by the public, however.
- 2). The students felt that the test was unfair, of course.
- 3). Cholera, smallpox, yellow fever, and diphtheria are some of the diseases that have been conquered in this century. (Items in a series)

### ***b. Semicolons***

i. Using semicolons is not difficult if you remember that a semicolon (;) is more like a period (.) than a comma. It is a very strong punctuation mark. Semicolons are used in three places:

- 1). Between two sentences that are closely connected in idea.
- 2). Before sentence connectors and some transitional phrases.
- 3). Between items in a series.

Use a semicolon at the end of sentence when the following sentence is closely connected in meaning. you could also use a period, but when the sentences are connected in meaning. it is better to use a semicolon.

“Alice is going to Harvard; she is not going to New York.”

(Both are independent clause)

Use a semicolon before connectors such as however, therefore, nevertheless, more over, and furthermore. You may also a semicolon before some transitional phrases such as for example, as a result, that is, in fact, etc.

“Skiing is dangerous; nevertheless, hundreds of people ski.”



(Independent Clause; Connector Transition Phrase, Independent Clause)

Semicolons may be used as well to separate items in a series, as long as some of the items already contain commas.

“I cannot decide which car I like best; the Ferrari, with its quick acceleration and ease of handling; the small, conventional Datsun, with its reclining bucket seats; or the uncomfortable Volkswagen, with its economical fuel consumption.”

### *c. Colons*

A colon (: ) can be used in five ways:

1). Use a colon to introduce a list.

I need the following groceries: eggs, milk, and coffee.

2). Use a colon to introduce a long quotation, that is, a quotation longer than three lines. This type of quote is indented on both sides, and no quotation marks are used.

3). Use a colon between the main title and the subtitle of a book article or play.

The name of an article from The New York Times is “Space Stations: Dream or Reality?”

4). Use colon between the numbers for hours and minutes when indicating the time of day.

Helen left the class at 12:30.

5). Use a colon after the salutation of a formal letter.

Dear Sir:

#### **d. Quotation Marks/Apostrophes**

Quotation marks [“ . . . ”] have three basic functions:

1). Use quotation marks to enclose a direct quotation that is shorter than three lines. A direct quotation states the exact words of speaker.

“I thought he was responsible,” he said, “ but he is not.”

2). Use quotation marks to enclose foreign words or words that are used in a special or uncommon way.

The “banquet” turned out to be no more that hot dogs and soft drinks.

3). Use quotation marks to enclose the titles of articles from magazines and news papers; chapters of books; short stories; poems; and songs.

In the article “The Future of Space,” published in the July 19 1974 issue of Scientific American, the authors explore the flexibility of manned space stations.

#### **e. Full Stop**

In punctuation, the full stop or period is a punctuation mark placed at the end of a sentence. The full stop is also used for other purpose. It is often placed after an initial letter used to stand for a name, and sometimes placed after each individual letter in an initialism. (for example, “U.S.A”)

(Oshima, 1983: 229)

Here is the example of error in punctuation.

Wrong :       What did he say.

Right  :       *What did he say?*

(Richards, 1985: 187)

The sentence is a question sentence. It is recognized as a question sentence because the sentence contains word *what*. The question sentence must be followed by question mark (?). so the correct sentence is "*What did he say?*".

#### **2.5.11 Error of Capitalization**

Capitalization is used to begin to write a sentence or its use for a special order, like name of place, name of product, etc.

Wrong :       I am studying english.

Right  :       *I am studying English.*

(Richards, 1985: 187)

Word *English* is a kind of special terms. So every time we write the word *English*, it must be using the capitalization.

#### **2.5.12 Error of Article**

Article error is a mistake in using an article (*a* or *an*) when write a sentence. Article *a* is used before a word beginning with a consonant, or a vowel with a consonant sound (a man, a hat, a university). The form *an* is used before

words beginning with a vowel (a, i, u, e, o) or words beginning with a mute *h*.  
(Thomson and Martinet, 1985: 15)

For example:

Wrong : I had (a) accident.

Right : *I had an accident.*

(Richards, 1985: 187)

Because the article is written before word *accident* that begins with a vowel, the article used must be *an*.

### 2.5.13 Error of Meaning not Clear

Sentence is a group of words that must be having a clear meaning. In some cases, there are sentences that have unclear meaning. Usually, unclear meaning sentence happens caused by there is not connection among the words in a sentence.

For Example: He (borrowed) some smoke

(Richards, 1985: 187)

The sentence shows the error of meaning not clear. The word *borrowed* has not relation with the word *some smoke*. Perhaps it could be “He borrowed some cigarette.” Or “He smokes every day.”

### 2.5.14 Error of Run on Sentence

Run on sentence error is the sentence that should be written in two sentences but the writer makes it in a sentence.

For example:

Wrong : My roommate was sleeping, (we) didn't want to wake her up.

Right : *My roommate was sleeping. We didn't want to make her up.*

(Richards, 1985: 187)

On the sentence, comma separates the two sentences. But coma does not make the sentence become two sentences. The sentence is categorized the run on sentence. The only way how to separate the run on sentence is by using the periods in the end of the sentence. And make the one sentence become two sentences.

## **2.6 Factor Causing Error**

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

### **2.6.1 The Infinitive Error**

The infinitive is the starting point for building knowledge of verb tenses; the infinitive is the most basic form of the verb. Some examples of infinitives are "to go, to be, to do, to begin, to come, to investigate.

The most commonly made mistakes involving infinitives undoubtedly the slang substitution of *and* for *to*, especially in the expression *and* do it *for* try to do it.

Like all verb forms, infinitives have both an active and a passive voice. The active that is more common, is used when the subject of the verb is doing the

action (to do, to hit, to write), whereas the passive is used when the subject of the verb is receiving the action, or being acted on (to be done, to be hit, to be written).

### **2.6.2 Interferences from Native Language (Interlingual Interferences)**

In this factor, error may occur depending on the attitude of learner in for sighting the differences and similarities between foreign languages with mother tongue. While the learner would like to learn a second language, the learner tends to use the habitual of the mother tongue (Richards, 1974). If the structure their mother tongue different from the structure of the second language, which's being learn, of course will make them to commit an error.

The example of the Interlingual could be given when Spanish language is omitted and there is no suffix- as for the third person singular. When Spanish children learn English, they tend to express their English in Spanish structure.

For example: Is the book of my friend?

The omission of the subject pronoun and the use “*of*” the possessive appear to be due to Spanish interference.

### **2.6.3 Interference from Target Language (Intralingual interferences)**

Errors or this nature are frequent regardless or the learner's language background. They may called intralingual and development errors (Richard,1974 : 173). In order explanation of this error caused by the interference of the learner's mother tongue. And not derive from transfer from another language. Intralingual interference refer to item produce by the learner which not reflect the structure of

the mother tongue, but over-generalization, ignorance of rule restriction, incomplete application of rules, and false concept hypnotized.

**i. Ignorance of rule restriction**

This theory is related to the generalization of define structure, which is referring to the failure to observe. The restrictions of existing structures are the application of rules to the context where they do not apply. (Richards, 1974: 175)

Some rule restriction errors could be counted for in term of analogy. Failure to observe restriction in article usage may also derive from analogy.

Here are some examples:

- 1) The man I saw who saw him, violates the limitation on subject in structure with who. (Richards, 1974: 175)
- 2) I made him to do it, ignores restrictions on the distributions on the distribution of make. (Richards, 1974: 175)

**2.6.4 Incomplete Application**

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

transform exercise. Based on classroom observation suggest that of use of question may be unrelated of skill, it is meant to establish.

Some examples are:

- 1) Teacher : What's he doing  
Student : he opening the door.
- 2) Teacher : do you read much?  
Student : yes, I read much

As the above sample illustrate, when a question is use to elicit sentences, the answer often has to be corrected. By the teacher to counteract influence of his question: some course – book precede almost entirely through the use of question, other avoid excessive use question by utilizing signal to indicate the type of sentences required. These may reduce the total number of define sentences produce. (Richards, 1974: 178)

#### **2.6.5 False Concepts Hypothesized**

False concept hypothesized is the type of development error, which's deriving from faulty comprehension of distinction of the target language. (Richards, 1974: 178)

Some examples are:

- 1) He is cooks a cake.
- 2) Tari was made her homework yesterday.



The form is the sentence 1 (one), may be interpreted as a marker of present tense and the form was in sentence 2(two) may be understood to the corresponding marker of the past tense. In the simple sentences above, the learners has the false concept in making hypothesis of the target language, it produces incorrect sentences above should be omitted, and verb should be added by the suffix 's'/'es'.

### **2.6.6 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.

#### **a. Age**

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

In Richards, it is described:

“Aspect of children's language to limitation on the length of utterances imposed by the child's inability to plan a head more a few words” (Richards, 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.

#### **b. 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)

**c. Immigrant varieties of English**

The huge member of immigrants settled in the English speaking world in the last century, relatively little is known about the learning of English by immigrants. The linguistic dimensions of immigrant assimilation have tended to arouse interest only in instances of unsuccessful adaptation. (Richards, 1974: 65)

**d. Indigenous-minority Varieties of English**

The social and linguistic dimensions of immigrant English, we have that the size of the immigrant group and their characteristics on dimensions of status, power, mobility, prestige and wealth, can influence the variety of English acquired. The conditions under which such non-standard interlanguages are the outcome of culture or language contact are present to a greater or lesser extent in a number of related situations. (Richards, 1974: 72)

**e. Pidginization and Creolization**

Hymes suggest that the extremes to which social factors can go in shaping the transmission and use of language is seen in the processes of pidginization and creolezation. The concept of pidgin and creole languages owes much to Hall's distinction between a pidgin as a *lingua franca* spoken as a second language, and

a creole as a first language which has developed out of an original pidgin and expanded its resources and functions through becoming the mother tongue of speech community. (Richards, 1974: 77)

**f. English as a Foreign Language**

The final context I wish to consider for the study of interlanguage phenomena is the learning of English in countries where English is studied as a foreign language in formal setting (such as the school), and where English is not normally a language of instruction but simply a branch of study. (Richards, 1974: 87)

