

II. FRAME OF THEORIES

This chapter reviews the theories which support this research. It includes error analysis, classification of errors, guided writing, guided writing in the form of guiding questions, teaching writing in English as a foreign language, teaching writing through guided writing, advantages and disadvantages of guided writing in form of questions, the procedures of teaching writing through guided writing and theoretical assumption. The clear explanation of each term is as follows.

2.1 Error Analysis

Error means something done wrong or mistakes. Errors are flawed side of learner speech and writing. They are those parts of conversation or composition that deviate from one selected norm of mature language performance. People cannot learn language without first systematically committing errors (Dullay, at al, 1982: 138). But here, error and mistake will be differentiated. According to Brown (1980), error is noticeable deviation from the adult grammar or a native speaker reflecting the inter language competence of the learner, while mistake refers to a performance factor such as: memory, limitation, spelling, fatigue, and emotional strain. He also identifies that error is a result from lack of knowledge of the rules of the language.

Mistake occurs due to slip of tongue or pen and done even by a native speaker. For instance, the problem or errors that the students are bound to encounter when writing would be weak vocabulary and inappropriate use of grammar in sentence. But when a student writes, '*a apple is a fruit*' and use correctly in most of other sentences using article, for example, '*A apple is a fruit. The fruit is the most favorite fruit for many people. People in general prefer eating an apple to a banana. Though a kilogram of apple is not as cheap as a kilogram of banana, people still like to eat apple,*' the use of article in '*a apple*' is categorized as mistake not an error (Putra, 2010).

Error represent the product of learning that can also be hints about the underlying process of learning (Littlewood, 1989: 22). It is due to errors compromise a significant portion of a student's language performance such as transitional constructions, acquisition orders and other performance aspects that provides important insight into processes of second language acquisition and instruction (Dullay, et al, 1982: 198). Therefore, error analysis (EA) will deal with the errors that the students make as the products of learning from the process of learning. It consists of analysis of errors made in L2 interfered by the structure of L1 during the transitional period. This is seemingly to be a link between the theory of EA and the theory of contrastive analysis (CA). EA highlights the student's errors while CA underlies the prediction of how many errors will occur in EA by constructing the structure of L1 and L2. The more structures of L1 and L2 are different, the more errors will occur in the production of L2 (Putra, 2010).

However, there has been a shift in the approach to analyzing errors, especially in the attitudes towards errors. Errors need not to be seen as signs of failure any longer but as the clearest evidence for the learner's developing system and the insight into how students process the data of the language (Littlewood, 1989: 22). Errors are a clue to what is happening in the mind (Klassen, 1993: 134). Then, the use of EA and appropriate corrective techniques can aid effective learning and teaching of English as it is understood that learning a foreign language is gradual process, during which errors are to be expected in all stages of learning and should not be regarded as the student's failure to grasp the rules and structures.

There is the fact that errors made by the students can be observed, analyzed and classified to reveal something of the system operating within the mind of students in order to be able to give appropriate feedback (Brown, 1980: 171). When teacher analyzes carefully the student's errors in constructing the new language system and gives feedback on errors properly, this activity is called error analysis. Error analysis provides two kinds of information about interlanguage, such as linguistic type errors produced by L2 learners and psycholinguistic type of errors produced by learners, and also information about the process of acquisition (Elis, 1993: 52). In short, error analysis is important for language teacher to find out the level of language proficiency the students have reached, to obtain information about common difficulties in language learning, and to find out how students have learned a language that is later used to determine the appropriate feedback which can be given to the students.

2.2 Classification of Students Errors

Some linguists categorize students errors in different names. Dullay et. al., (1982) classify the students errors into four categories, which are commonly used for the descriptive classification of error. They are error types based on *Linguistic Category Taxonomy*, *Surface Strategy Taxonomy*, *Comparative Taxonomy*, *Communicative Effect Taxonomy*. But, the researcher uses only two categories in this research, Surface Strategy Taxonomy and Communicative Effect Taxonomy for the two taxonomies of errors deal mainly with the structure. Surface Strategy Taxonomy focuses on aspects of errors themselves and it emphasizes on analyzing the way surface structures are changed, while Communicative Effect Taxonomy focuses on the content of sentence whether these are understandable or not. Surface Strategy Taxonomy has four types of errors, they are omission, additions (double making, regularization and simple addition), misinformation (regularization errors, archi-forms and alternating forms) and misordering (Dullay et. al., 1982: 150). Communicative Effect Taxonomy has two types, they are global errors and local errors (Burt and Kiparsky, 1982: 191).

2.2.1 Surface Strategy

This category highlights the way surface structures are altered. Analyzing errors from surface strategy perspective holds much promise for the researcher concerns with identifying cognitive process that underlie the student's reconstruction of the new language. According to Dullay et. al. (1982: 150), surface strategy is a classification of language errors based on how the surface structure is altered. Students may *omit* necessary items, *add* unnecessary ones, *misform* items or

misorder items. It also makes us aware that the student's errors are based on some logic. They are not the result of laziness or sloppy thinking but the student's use of interim principle to produce a new language. Surface strategy taxonomy also explains how the surface structure of a sentence or expression is altered by the error. Such a classification would include omissions (This is book); additions such as regularizations (two deers) and double markings (I didn't ate it); misinformation errors subcategorized into regularization errors (two childs), archi-forms (this dog here, this dogs here, this dog there, this dogs there), and alternating forms (this dogs, those dog), and misordering errors (Always I go / Where you are going) (Burt and Kiparsky (1972).

Those types of errors which belong to surface strategy taxonomy are: (1) omission, (2) addition, (3) misinformation, and (4) misordering. They are completely explained below:

A. Omission

This type of error is characterized by the absence of an item, which must appear in a well-formed utterance. Certain linguistic forms may be omitted by the learner because of their complexity in production. This phenomenon is not restricted to foreign learners but is observed even with native speakers. The difference, however, is that native speaker tends to follow existing conventions while foreign language learners do not. Generally, there are two main kinds of omission; they are omission of content morphemes and omission of grammatical morphemes.

a. Omission of Content Morphemes

This type of omission is related to the major constituent of a sentence such as: nouns, verbs, adjectives, and adverbs. For example: *The woman ... the man nothing*. In this sentence, the learner omits a needed verb and the third singular marker –s. It should be ‘*The woman expects the man nothing*’.

b. Omission of Grammatical Morphemes

This type of omission does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It includes noun and verb inflections (e.g. the –s in birds, the –s in mother’s, the –ed in looked, the –ing in laughing, etc); preposition (in, on, at, under, etc); conjunction (and, or, but, because, if, although, etc); verb auxiliaries (is, will, can, etc); and article (a/an, the, those, these, etc). For example: *Kitty is her cat name*. In this sentence, the noun inflection –s is omitted. It should be ‘*Kitty is her cat’s name*’.

B. Addition

This type of error is characterized by the presence of an item, which must not appear in a well-formed utterance. It means that learners add redundant elements. In phonology, a frequent phenomenon is epenthesis, which consist of insertion of an additional vowel. In morphology learners often overuse the third person singular morpheme –s and the plural marker –s. as the examples are “*They plays*” and “*the kites is blue*” instead of “*They play*” and “*the kite is blue*”, respectively. At the syntactic level, the learner may produce a wrong combination, as for example, using the article with a place name: *the Lampung*

instead of *Lampung*. At the lexical level the learners may add as unnecessary word, e.g. *She has lived there during three years ago*; instead of *She has lived there for three years ago*.

This error type is divided into subcategories namely: double markings, regularization, and simple addition (Dulay, 1982).

a. Double Markings

This error is described as the failure to delete certain items which are required in some linguistic construction but in others. For example: *I didn't went home*. This sentence shows the failure of deleting third singular person marker –s where the auxiliary does is required. This sentence should be '*I didn't go home*'.

b. Regularizations (Overgeneralizations)

Regularizations errors that fall under the addition category are those in 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 in language, students sometimes get confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of errors is called errors of regularization (Dulay, 1982). For example: *I putted the book on the table*.

The word putted is the example of regularization in which the regular past tense –ed has been added to the items. It should be '*I put the book on the table*'.

c. Simple Addition

If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple addition other those that characterize all addition errors, the use of an item which should not appear in well-formed utterances. For example: *We stay in over there*.

The addition of preposition 'in' is not appropriate used before over. It should be '*we stay over there*'.

C. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme of the structure. While in addition error the item is not absolutely needed, in misformation error the learner supplies an item although it is still incorrect. This error has three subcategorized, namely: regularization, archi-forms, and alternating forms (Dulay, 1982).

a. Regularization Errors

A regular marker is used in place of an irregular one. For example:

She singed beautifully. The correct form of this sentence is '*she sang beautifully*'.

b. Archi-forms

The selection of one member of a class of forms to represent other in the class is common characterized of all stages of second language acquisition.

The form chosen by the learners is called as archi-forms. For example, a learner may temporarily select just one of the English demonstrative adjective this, that, these, and those. For example:

- *That hamster is mine.*
- *That pencils are cheap.*

For this learner ‘*that*’ is the archi-demonstrative adjective representing the entire members of demonstrative adjective. Learners may also select one member of the class personal pronouns to function for several others in the class. For example:

- *Give me that.*
- *Me happy.*

In the production of certain complex sentence, the use of the infinitive as an archi-form for the other complement types (e.g. gerunds and that-clauses) has also been observed. For example:

- *I finish to watch TV*
- *She suggested him to go*

c. Alternating Forms

As the learners’ vocabulary and grammar grow, they have known the various members of a class. Nevertheless, they still fail to select and use the members appropriately. For instance:

- *Those dog*
- *This cats*

In the case of pronouns, we see:

- 1) Masculine for feminine (or vice versa), as in: he for she
- 2) Plural for singular (or vice versa), as in: they for it
- 3) Accusative for nominative case (or vice versa), as in: her for she.

In the production of verbs, the participle form (-en, as in taken) is also

being acquired, it may be alternated with the past irregular, as in:

- *I seen her yesterday*

- *He would have saw them.*

Misformation usually occurred because the lack of learners' information or knowledge in the changing of past participle or in constructing sentences according to its tense form.

D. Misordering

Misordering errors are characterized as incorrect placement of a morpheme or group in an utterance. For example: *What daddy is doing?* That question is incorrect. It should be '*what is daddy doing?*' (Dulay, 1982).

The kind of grammatical error often occurred. It can be from the confuses of making an interrogative form in placing the auxiliary verbs.

2.2.2 Communicative Effect Taxonomy

Communicative Effect Taxonomy is one of descriptive taxonomies used to analyze errors in verbal performance. Its classification deals with errors from the perspective of the effect on the listener or reader. This taxonomy focuses on distinguishing between errors that seem to cause miscommunication (global error) and those that do not (local error) (Dulay, et. al. 1982), while Burt and Kiparsky (1974) are also distinguishing between global error and local error. A global error is one which involves "the overall structure of a sentence" and a local error is one

which affects "a particular constituent." Based on this taxonomy, errors are classified into global error and local error. They are explained further as follows:

A. Global errors

Global errors are errors that effect overall sentence organization that significantly hinder communication. The most systematic global errors include:

1) Wrong word order of major constituents

e.g. *English use many people.* (Incorrect)

Many people use English. (Correct)

2) Missing, wrong, or misplaced sentence connectors

e.g. *He started to go to school since he studied very hard.* (Incorrect)

Since he started to go to school, he studied very hard. (Correct)

3) Missing cues to signal obligatory exceptions to pervasive syntactic rules

e.g. *The student's proposal looked into the principal.* (Incorrect)

The student's proposal was looked into by the principal. (Correct)

4) Regularization of pervasive syntactic rules to exceptions

e.g. *We amused that movie very much.* (Incorrect)

That movie amused us very much. (Correct)

B. Local errors

Local errors are errors that affect single element (constituent) in a sentence which do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers. For example, compare: *why like we each other? And we like each other?*

Those two examples are absolutely ungrammatical however both of them can be understood without too much trouble. Other example given by Richards, et al. (1985):

* Since the harvest was good, was rain a lot last year.

* The harvest was good last year, because plenty of rain.

In spite of its ungrammaticality, the second sentence makes sense. However, the reader or listener is unable to tell whether the first sentence is a question or a statement. It looks like a question because of the inversion of subject and verb in the main clause, but at the same time, it looks like a statement because it ends in a period. If the sentence were spoken perhaps the intonation could solve this problem with a rising intonation suggesting it is a question, and a falling intonation indicating a statement.

2.3 Guided Writing

As we know that there are so many techniques which can be used in minimizing students' error in many aspects but here the researcher will use guided writing as the technique that will be applied. Guided writing is a component of a balanced writing curriculum. It provides an additional supported step towards independent writing. It contributes to the teaching sequence for writing; it should be carefully targeted towards groups of students with similar specific needs with the aim is to teach a specific skill to lead to independence in writing.

Paulston (1976: 205) states that guided writing means the using of certain control in pattern drills in which the students are helped to produce a correct composition.

At the stage of guided writing, the students will be given some freedom in selecting language items and structural pattern in their writing exercises.

Dealing with the statement above, in guided writing, students will not make a serious error as long as they follow the directions. They are helped to avoid of making mistakes in writing because the way of guided writing means the using of certain direction to the students before they start the writing process.

According to Reid (1993), there are three types of guided writing exercises in widely used textbook:

a. Guided writing in the form of model composition.

In this type, students are given a model text that has the same topic with students' writing task. Students can follow the model text but should change all the information that is not suitable with them. For example:

Model Text

Where Should Be after High School

The National examination result will be publicly announced in next short time. Euphoria will flood for those who get success. In the other hand, it will be sorry to hear that there are some of them do not succeed in their national final examination. For those who succeed soon will think to decide; where will they be after graduating high school? Actually it will be easy to decide for those has been arranged and thought earlier but for those have not planed yet, it will be quite confusing.

Continuing study or looking for work is the primary choice among them. When they think about continuing study, they will think hard about the time and cost. How long the higher study will last? And how high is about the cost. In the same way, when they think about straightly seeking job, what skill and competence they have got is a big matter of questioning. So, doing both choices in the same time is an alternative.

Continuing study as well as seeking job is possibly done but it will be hard for them. Conventionally studying in the university needs much time to spend especially in the first year. It is true because they have to do and adapt a lot of things in their new higher school. It will be very hard to looking for job. Therefore it should come to their mind of continuing studying at higher school from their own home. As result, the available time will be more flexible for them. Then it will be very possible to seek job and get the appropriate one. This type of studying is publicly known as distance learning.

As the alternative method of studying, besides the conventional studying which students and the lecturer have to meet in the fixed time and place regularly, distance learning provides possibility to grow better. Possibly working and studying surely will create high quality graduate. Distance learning should appear as a considerable choice for them.

Instruction

Please write your own writing task. You can follow the model text but you should change all information that is not suitable with you.

b. Guided writing in the form of guiding questions.

The type gives some opening comprehension question to the students to bridge them to the topic of their writing task. Students can make an outline based on their answer, and then they should create their writing task based on their outline. For example—guiding questions:

- (a) *What is National Examination?*
- (b) *How many subject that will be examined?*
- (c) *What are the subjects that will be examined in National Examination?*
- (d) *Although National Examination is a requirement for you to graduate, do you like to have it?*

- (e) *Where are you going to go after graduation? Continuing your study, getting work or both?*
- (f) *Which one is better?*
- (g) *Would you give some reasons for your choice?*
- (h) *If you choose continuing your study, where will you go? Study in Indonesia or study abroad?*
- (i) *If you choose to get work, what kind of job will you choose?*
- (j) *If you choose both continuing study and getting work, how can you divide your time? How many hours will you spend for each of them in a day? Or how many days will you spend for each of them?*
- (k) *After you choose where you are going to go after graduation, what will you do to make it happen? Will you work hard to get it?*
- (l) *What should you prepare? What kind of requirements you have to fulfill? How can you apply your self to get work or continue your study even both?*

Instructions

Answer the questions and make an outline based on your answer. And then, you can write your own writing based on your outline!

c. Guided writing in the form of guiding vocabulary

This type of guided writing pushes the students to write some vocabularies related to the topic of their writing task. Students can make a list of those vocabularies into sentence. For example:

List of vocabularies

- *National Examination*
- *Euphoria*

- *Graduation*
- *Continuing study*
- *Getting work*

Instruction

Please develop those vocabularies into sentences to support your writing!

From the three types of guided writing above, in this research, the researcher uses guided writing in the form of guiding questions since it requires to be a technique that the researcher intends to be applied in the experimental class.

2.4 Guided Writing in the Form of Guiding Questions

A guided writing is used for guiding a learner to write something. One of the possibilities for a guided writing is by giving the learners some questions as guideline before writing, so that by answering the questions the students can express their idea in writing. Robinson (1967: 2) defines guided writing as writing in which one cannot make a serious error as long as he follows directions. From this statement, if it is applied in the classroom context, it seems that the guide is used to avoid a serious error made by the students and the condition is that they should follow the direction.

Byrne (1988: 25) supports this idea by saying that the fundamental principle of guiding them in various ways toward a mastery of writing skills, and sometimes controlling what they write, is not one we can lightly dismiss. In addition, Byrne suggests that we should consider more carefully what kind of guidance we should give them, particularly in relation to the various problems they have when writing.

Based on this idea, the researcher assumes that one of the possibilities to be used as a guided writing is by giving questions so that by answering the questions, the students might be stimulated to write an idea easily. This is also added by Rivers (1964: 262) by stating that a series of questions may be constructed that the students writes a continue recounts as he answers them.

Based on the explanation above, the researcher concludes that guided writing in the form of guiding questions is an activity in which the students are guided to express their ideas into the written form by giving them questions related to the topic which is going to be written by the students, in order to minimize the mistakes made by the students and to help them organize their ideas coherently as long as they follow the questions given by the teacher.

2.5 Minimizing Students' Errors through Guided Writing

In relation to teaching writing, Harmer (1984: 40) in Juwita (2005: 13) points out that there is certain particular consideration that needs to be taken into account, such as sentence, organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing skills including grammar, sentence organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.

But here, the researcher did not teach the whole component of writing. The researcher only focused on minimizing students' errors in grammar since grammar considers as the basic component that the students have to master before

they develop their ideas. In minimizing students' errors, although there are several methods or techniques that can be used, the researcher was interested in using guided writing technique in the form of guiding questions to minimize those errors. Usually guided writing is used to improve students' writing organizationally. That became the reason why the researcher chose guided writing since there has been no research conducted by the researcher of Lampung University about the link or relation between the uses of this technique in minimizing the students' errors. The researcher wanted to know whether it can be used in minimizing the students' errors.

Guided writing technique in the form of guiding questions provides the students' preparation with the information, the facts, and the details about the subject before they begin to write. If the students follow the question well, they will make their story flow coherently. Of course, not all the questions are relevant to every topic. The students must be able to choose the most suitable questions to develop the topic from the questions that we have made. Guided writing also gives chances for the students to make group discussion and it can facilitate the students to have any correction related to grammar within that discussion, both when they make or answer their questions.

2.6 Advantages and Disadvantages of Guided Writing in Form of Questions

In using a technique, there must be the strength and the weakness. The advantages and disadvantages of using guided writing in the form of guiding questions are as follows:

a. The Advantages of Using Guiding Questions

1. It can minimize errors made by the students when they write since guided writing in form of guiding questions facilitates the students to have group discussion.
2. It allows the students to consider topic when they are planning their writing.
3. Students do not only learn by themselves but also they can share their knowledge to their friends during the writing process.
4. Allows the teacher to give immediate feedback on success and the opportunity to discuss further areas for improvement.

b. The Disadvantages of Using Guiding Questions

1. It needs relatively much time allocation to apply this technique.
2. In minimizing the students' errors to be much more effective, this technique needs further repetitive practice and repetitive revision or correction.

2.7 Procedures of Minimizing Students' Errors through Guided Writing

In teaching hortatory exposition through Guided Writing in the form of guiding questions, the researcher will follow the following procedures:

a. Pre-writing activity

5. The teacher explains what hortatory exposition is in brief and explains parts or generic structures that the students must write in a paragraph.
6. The teacher divides the students into groups, each group consists of 3-4 students.

7. The teacher chooses or has the students choose by themselves the topic to write about.
8. The teacher stimulates the students to make some questions related to the topic (guiding questions).
9. The teacher gives an example of hortatory exposition based on the questions as the model for the students.

b. Writing activity

10. The teacher asks the students to write their own hortatory exposition.
11. The students begin to write a hortatory exposition by answering the questions given.
12. While the students are writing, the teacher moves among them, gives assistance and guidance as required.

c. Re-writing activity

13. Collecting the students' work, monitoring and marking their work one by one right away; writing her comment and suggestion underneath.
14. The teacher asks the students to revise their writings and collect their work again.

2.8 Frame of Thinking

One factor that obstructs the students from knowing how to write appropriately and appropriately is the technique used by the teacher. Guided Writing in the form of guiding questions is a technique that might be used to minimize student's errors in writing. Through guiding questions, the students are helped to avoid serious errors when they follow the direction and answer the questions given in before

writing. By using guiding questions, the students also facilitate to have discussion with their friend to stimulate their thinking in writing hortatory exposition. While they are writing feedbacks from one to another student continuously move around and support them to be more active and the teaching learning process becomes communicative not only one way source given by the teacher.

From the explanation above, the researcher assumed that guided writing in the form of guiding questions can be used to minimize the students' grammatical errors in writing hortatory exposition as the students follow the rules and really discuss their writing in their own group.