II. LITERATURE REVIEW

This chapter discusses about some important concepts related to the key of terms. This will be started with writing, error analysis, type of errors, definition of grammar, and recount text.

2.1. Writing

Writing is a thinking process to share one's ideas in written form by arranging the words into structural order. It is quite difficult to learn because writing involves grammar. It needs knowledge and hard thinking when the students produce words, sentences, and paragraphs in a good grammatical order. The students get difficulties when they write. First, they feel confused to start their writing. Second, the students have low motivation and they seem to be uninterested in writing. Therefore, students are required to be well-prepared and teacher should guide them in learning process by providing an ample time to write and to express their ideas in written form.

Mary and Water (1995:90) as cited in Setiawan (2009) state that writing is complex process since it is made of a large number of skills, not only one element that is used but also all of language elements need to be considered such as: spelling, grammar, diction, punctuation, etc. Certainly without all of these elements, it is difficult to write in a good performance of this language skill. In addi-

tion, Heaton (1975:135) says that writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also conceptual and judgemental. Meanwhile, Berthoff in Emmaryana (2010) has defined writing as an act of the mind by which writers create meaning. It means that writing is creating meaning from one's own thought or activity.

According to Ramli (2013) writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. In addition, Richard (2002:592) states that writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language. Accordingly, Liu and Braine (2005:623-624) say that writing is more complex in that it tests a person's ability to use a language and the ability to express ideas. As a result, a person needs to write not only coherently but correctly, which requires more time and effort. In other words, when the students do writing, it needs hard working. The students should consider the ideas or opinion, which are relevant to their goal at learning.

From the explanations above, it can be concluded that writing is a process or way to express the result of complex processes of activity that is used for communicating in the written form.

Harris (1974) in Widiatmoko (2011) states that there are five general components of the writing, they are:

1. Form – the organization of contents or ideas, it is coherence and unity.
2. Grammar – the employment of grammatical pattern.
3. Content – the substance of writing ideas expressing the unity.

4. Vocabulary – the selection of word that suitable with content.

5. Mechanic – the use of graphic convention of the language.

2.2. Error and Error in Language Learning

Literally, error means something done wrong. Errors are the flawed side of learner's speech or writing. People cannot learn language without first systematically committing errors (Dulay, et al. 1982:138).

James (1998:129) defines error as being an instance of language that is intentionally deviant and it is not self corrigible by its author. Errors cannot be self-corrected until further relevant input. Foster (2005:87) states that an error is an individual language user's deviations from standard language norms in grammar, syntax, pronunciation, and punctuation. Moreover, Dulay, et al. (1982:5) say that error is something incorrectly done through ignorance or carelessness. Errors occur in every situation such as the grammatical errors.

According to Brown (2000:76) error is noticeable deviation from adult grammar or native speaker reflecting the inter language competence of 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.

Language learning and language error cannot be separated each other. Language errors frequently happen in the language learning process. Error is seen as something normal and natural in learning process. All language learners tend to make errors when they learn a language. According to Dulay, et al. (1982), error

is an inevitable part of learning and that making errors are common to them who learn a language. Moreover, Hornby (1987) states that errors are considered as something natural and play an important part in learning process. Nevertheless, people cannot learn language without first leaving out errors.

Errors in learning are significant. In addition, Hendrikson (1979) as cited in Widiatmoko (2011) states that students cannot learn in the class without knowing an error made. Therefore, it is crucial for every language teacher to know their students errors in order to minimize or to avoid those errors.

A research by Yuyun (2010) shows that the students of SMU Muhammadiyah Bandar Lampung made many errors in grammatical aspect especially on addition, omission, misordering, and misformation. In addition, Jamil (2005) who conducted "an analysis of students' proficiency in descriptive paragraph writing at the third semester of SMA Negeri 4 Bandar Lampung" also uncovered that the students committed numerous errors in grammatical aspects remarkably concerning part of speech.

Tarigan (1988) explains that students make errors when they produce sentence or arrange sentence ungrammatically due to their incompetence to arrange correctly and also due to their lack of knowledge. They haven't mastered the system of the language yet. This supported by Chomsky (1980:15) who states that the errors are the result from a lack of knowledge of the rule of language. It means that it is unconscious process because they do not know the correct form when they made errors. Ellis (2002:223-236) states that the second language learners may be confused to recognize the use the second language because of their first

language's influences. In addition, Setiadi (2006) says that language learners whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tenses. Since English is a foreign language for them and their L1 (bahasa Indonesia) does not imposes such rules of tenses.

From the explanation above, the term of error in this research refers to errors of students' competence in writing recount text.

2.3. Error Analysis

A number of different descriptions for error analysis have been identified. Firstly, Ristiyani (2011) concludes that error analysis is a type a linguistic analysis that focuses on the process of identifying, and describing the learner's error in target language learning. Dulay et al. (1982) "Error analysis is an analytical tool, as are the specification of transitional construction, the computation of acquisition orders, and the delineation of special utterances type." Meanwhile, McKeating (1981:212-213) states that error analysis involves collecting errors, studying them, classifying them in various ways and suggesting possible causes. Errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language. By studying samples of language produced by the foreign language learners the researcher can discover, or at least make informed guesses about, what he thinks the rules of the foreign language are.

According to Brown (1980:66), the fact that learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learner's errors, called "error analysis".

While Corder (1987) states that error analysis have two function, 1) to investigate the language learning process and 2) to show whether or not it is necessary for the teachers to have remedial teaching. Corder (1984) says that there is significance of learners' errors in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learners has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.

By analyzing the errors, the students will get the correct one and can master English well. Error analysis has advantages for both students and teachers. For students, error analysis is needed to show them in what aspect of grammar is difficult for them, to show the errors made by the students, to know the source or the cause of the error, and how the students can learn from their mistakes so that they will not make same errors repeatedly and what strategies to master the language. And for teachers, errors tell the teacher how far their students have progressed to reach the goal. Sattayatham and Ratanapinyowong (2008) say that errors can be accepted as a kind of learning activity taking place in the learner.

From the description above, it can be inferred that error analysis is the method to identify, classify, describe, and analyze learner's error in target language learning. Then, the purpose of error analysis is to find the feedback, used as reference in language learning in order to prevent or minimize the errors made by the students.

2.3.1. Steps in Error Analysis

Most writers on error analysis divide the process into 5 stages: 1) recognition, 2) interpretation, 3) reconstruction, 4) classification, and 5) explanation.

1. Recognition

a) What is an error? Problems of acceptability. In many cases what is regarded as an error depends on what standard of performance is considered to be acceptable. This will obviously vary according to circumstances, and will take into account factors such as the standard being aimed at; the stage in the course; the age; ability, motivation, etc. of the students; the amount of time available; and a realistic assessment of the possibilities of improving performance in that time.

b) Other problems of recognition. Apart from questions of acceptability, recognizing errors is not particularly difficult, and most teachers have a highly developed sense of error detection. There are, however, cases like the one discussed at the beginning of this section, where the error is only apparent to someone who knows what the students 'really means' it is in the detection of these 'covert' error that the teacher of a particular group of students often has a considerable advantage over the research worker working from samples collected from students he does not know.

2. Interpretation

Interpretation is central to the whole process, because ones interpretation of what he/she thinks the students meant may determine whether he/she recognize an error at all, and will certainly determine the reconstruction. Clues to interpretation may be available from a combination of any of the following: a) the general

context, b) a knowledge of similar errors made by similar students, c) a knowledge of the students' mother tongue and the possible result of phonological interference or of direct translation into English, d) direct questioning, perhaps in the mother tongue, as to what the students meant.

For example: *My teacher used to were sot pens.*

a) Knowing the general context. The students is describing his teacher, in particular his appearance and clothing.

b) Knowing that this group of students has difficulties with 'used to', 'usually', and 'always'

c) Knowing that the spelling of 'were' or 'where' is often confused, and guess that perhaps 'wear' can be added to the list.

d) Knowledge of the phonology of the mother tongue, of its actual effects on some words and of its likely effects on other tells that there may be problems with the following pairs of sounds.

The sentence can be interpreted and reconstruction as:

My teacher usually (or always) wears short pants.

3. Reconstruction

Many of the problems of reconstruction have already been discussed but the two points below will be highlighted:

a) It is sometimes necessary to differentiate between (a) what a native speaker would have produced in the same context and (b) what the learner was trying to produce, i.e. the English forms he was aiming at but getting wrong.

    b) The most obvious reconstruction to the teacher, especially the native-English-speaking teacher, is not necessarily the version at which the student was aiming. We are often tempted to assume that the best reconstruction is the one which involves the least alteration.

4. Classification

Classification of an error will depend largely on how the stretch of language in which it occurs has already been interpreted and reconstructed. Some people seem to omit the stage of linguistic classification altogether and classify errors immediately in terms of their assumed causes, e.g. errors of hypercorrection, cross-association false analogy and so on. Yet in any analysis an explanation of causes of error is the most highly speculative part of whole process and for most practical purposes, e.g. remedial teaching or syllabus planning, certainly it needs a linguistic classification.

5. Explanation

In this stage, the errors will explain in detail using strategies which have been chosen, in this case surface strategy taxonomy and communicative effect taxonomy. The surface strategy taxonomy covers omission, addition, misordering, and misformation. While communicative effect taxonomy covers global and local errors. The explanation will focus on the rank of the most to the less common errors frequently found in students' writing. The result also will compare to the result of other research.

2.4. Types of Error

Dulay (1982:146) says that there are four descriptive taxonomies to analyze errors, namely:

1. **Linguistic Category Taxonomy**

   Linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

2. **Surface Strategy Taxonomy**

   It is emphasized on the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. Surface strategy taxonomy highlights the way surface are altered: students may *omit* necessary items or *add* unnecessary ones: they may *misform* items or *misorder* ones.

3. **Comparative Taxonomy**

   Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of con-

struction. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors.

4. **Communicative Effect Taxonomy**

   It deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.

In this research, the researcher did not use comparative taxonomy because it is quite difficult for researcher to compare the structure of language learner and certain other types of construction. The researcher used only three of four types of error that is linguistics category taxonomy, surface strategy taxonomy, and communicative effect taxonomy.

Firstly, the data were analyzed and classified using linguistic category taxonomy following Politzer and Romirez's classification as a guideline. In this research, language components of linguistic category taxonomy were limited to morphology and syntax. Politzer and Romirez, who studied 120 Mexican-American children learning English in the United States, classified the errors into the following types:

Linguistic Category and Error Type	Example of Error

A. Morphology
  1. Indefinite article incorrect
    • *a* used for *an* before vowels
    • *an* used for *a*
	a ant
	an little ant

2. Possessive case incorrect • Omisssion of *'s*	The man feet.

3. Third person singular verb incorrect • Failure to attach –*s* • Wrong attachment of –*s*	The bird help man. The apple fall downs.

4. Simple past tense incorrect
  a. regular past tense
    • Omission of –*ed*
    • Adding –*ed* to past already formed
  b. irregular past tense
    • Regularization by adding –*ed*
    • Substitution of simple non-past
    • Substitution of past participle
	
	The bird he save him.
	He calleded.
	
	He putted the cookie there.
	He fall in the water.
	I been near to him.

5. Past participle incorrect • Omission of –*ed*	 He was call.
6. Comparative incorrect • Use of *more + er*	 He got up more higher.

B. Syntax
  1. Noun Phrase
    a. Determiners
      • Omission of the article
      • Substitution of definite article for possessive pronoun
      • Use of possessive with the article
      • Use of wrong possessive
    b. Nominalization
      • Simple verb use instead of –*ing*
      • Preposition *by* omitted
 	
    c. Number
      • Substitution singulars for plurals
      • Substitution plurals for singulars
    d. Use of pronouns
      • Omission of the subject pronoun
      • Omission of the 'dummy' pronoun *it*
      • Omission of object pronoun
      • Subject pronoun as a redundant element
      • Alternating use pronouns by number as well as gender
      • Use *me* as subject
    e. Use of prepositions
      • Omission of preposition
      • Misuse of prepositions
	
	He go in hole.
	He fall down on the head
	
	He put it in the his room
	The little boy hurt its leg
	
	by to cook it
	The dove helped him putting leaf on the water.
	
	He got some leaf.
	He stab him in the feet.
	
	(He) pinch the man.
	Is nice to help people.
	I don't know (it) in English
	My brother he go to Mexico.
	
	So he can eat it (referring to apples).
	Me forget it.
	
	He came (to) the water.
	He fell down from (for on, into?) the water.

2. Verb Phrase
  a. Omission of verb
    • Omission of main verb
	
	He (fell) in the water.

• Omission of *to be* b. Use of progressive tense	He in the water.
• Omission of *be* • Replacement of *–ing* by the simple verb form	He going. The bird was shake his head.
• Substitution of progressive for the simple past c. Agreement of subject and verb	Then the man shooting with a gun.
• Disagreement of subject and verb person	You be friends
• Disagreement of subject and number	
• Disagreement of subject and tenses	The apples was coming down. I didn't know what it is.
3. Verb and verb construction • Embedding of a noun-and-verb construction in another noun-and-verb construction	I go to play.
• Omission of *to* in identical subject construction	I go play.
• Omission of *to* in the verb-and-verb construction	I see a bird got the leaf.
• Attachment of the past marker to dependent verb	He was going to fell.
4. Word order • Repetition of object	The bird (object) he was gonna shoot it.
• Adjectival modifier place after noun	He put it inside his house a little around
5. Some transformations a. Negative transformation	
• Formation of *no* or *not* without auxiliary *do*	He not play anymore.
• Multiple negation b. Question transformation	They won't have no fun.
• Omission of auxiliary c. *There* transformation	How the story helps?
• Use of *is* instead of *are*	There is these hole.
• Omission of *there*	Is one bird.
• Use of *it was* instead of *there was* d. Subordinate clause transformation	It was round thing.
• Use of *for* for *so that*	For the ant could get out.
• Use of indicative for conditional	So he don't kill the bird.

Secondly, the data were classified based on surface strategy taxonomy. Surface strategy taxonomy highlights the way surface structures are altered whether necessary elements are omitted, unnecessary elements are added; whether elements are misformed or misordered. Analyzing errors from surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language.

Dulay (1982) states that there are four types of errors based on the surface taxonomy:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. For example: *Susilo president of new company**. The sentence is grammatically incorrect because it doesn't have verb, it needs to be *is*. The correct sentence is *Susilo is president of new company.*

b. Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are:

1. Double marking: the failure to delete certain items which are required in some linguistic construction. For example: *She doesn't <u>knows</u> his name**. The sentence is grammatically incorrect. When there is auxiliary verb in the negative sentence, the main verb should be at the first form of verb. The verb *know* should not added with *s*. If it is using *knows,* the auxiliary verb omitted. The sentence should be *She doesn't know his name* or *She knows his name.*

2. Regularization: applying the rule used to produce the regular ones to those that are irregular. For example: *Nina eated three mangos yesterday**. The sentence is grammatically incorrect because there is wrong verb. The error in the sentence may be caused by the students who do not know the verbs change when they pose to irregular verb. The irregular form of *eat* is *ate*. The correct sentence is *Nina ate three mangos yesterday.*

3. Simple addition: the presence of an item which should not appear in a well-formed utterance. For example: *The fishes doesn't live in the water**. The verb *doesn't* should have not been added. The sentence should be *The fishes live in the water.*

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

1. Regularization errors; a regular marker is used as a place of an irregular one.

    For example: *my cousin has four gooses.* This sentence is incorrect because Engish has different rule for the form of irregular noun. Other example is word "child". It will be replaced by "children", when it is plural. The form of irregular noun of word *goose* is *geese.* So, the sentence above should be *my cousin has four geese.*

2. Archi-forms; the selection of one member of a class of forms to represent other in the class.

For example: *I see her yesterday. <u>Her</u> dance with my uncle.* This sentence is incorrect, because wrong selection of a pronoun. It should be *I see her yesterday. She dances with my uncle.*

3. Alternating forms; this error is caused by the use of archi-form that often given way to the apparently fairly free alternation of various members of class with each other.

For example: *I <u>seen</u> her yesterday.* This sentence is incorrect. The form of the irregular verb at the sentence is past participle, while the sentence is past tense. It should not *seen* but *saw*. The correct sentence is *I saw her yesterday.*

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example: *He is all the time late*.* This sentence is incorrect because the adjective *late* is misplaced. The sentence should be *He is late all the time.*

Thirdly, the researcher used communicative effect taxonomy for analyze the errors because it deals with errors from the perspective of their effect on the reader and listener. This taxonomy focused on distinguishing between errors that seem to cause miscommunication and those that don't.

Dulay et al. (1982: 189) argues, "Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication". They call the former a) global errors and the latter b) local errors.

a. Global errors: errors that affect overall sentence organization that significantly hinder communication. Global errors include:

- Wrong order of major constituents

  e.g. English language use many people.

- Missing, wrong, or misplaced sentence connectors

  e.g. (If) not take this bus, we late for school.

  > He will be rich <u>until</u> he marry.
  >   (when)
  > He started to go to school since he studied very hard.

- Missing cues to signal obligatory exceptions to pervasive syntactic rules

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

- Regularization of pervasive syntactic rules to exceptions

  e.g. We amused that movie very much
  (That movie amused us very much)

b. Local errors: errors that affect single element in a sentence, and usually the errors do not disturb communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, formation of quantifiers.

2.5. Grammar

According to Hornby (1995:517) grammar is rules in a language for changing the form of words and combining them into sentences. In this study, grammar means the rules in a language for changing the form of words and combining them into sentences in English. In addition, Coghill and Magendaz (2003:16) define that the grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. While Swan (2005:19) says that grammar are the rules that show how words are combined,

arranged or changed to show certain kinds of meaning. Referring to the description, it is clear that tenses play an important role in term of constructing correct sentences.

Purpura (2004:6) states "Grammar is defined as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language." Ur (1996) says that grammar is sometimes defined as the way words are put together to make correct sentences. This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English "I am a student" is grammatical; "I a student" and "I are a student" are not.

a. Grammatical structures

A specific instance of grammar is usually called a "structure". Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all languages, of course, have the same structures: the English verb has "aspects" for example in progressive: *she is going*, which many other languages do not.

b. Grammatical Meaning

Grammar does not only affect how units of language are combined in order to look right; it also affects their meaning. The meaning of a grammatical structure may be quite difficult to teach. It is fairly simple to explain that the addition of a plural *–s* to the noun in English indicates that you are talking about more than one item, and there are parallels in other language.

2.6. Recount Text

In this research, researcher used recount text. Recount text is a text that tells the reader about one story, action, or activity. The characteristics of recount text are: 1) using past tense 2) using conjunction and time connectives 3) using adverbs and adverbial phrase 4) using action verbs. Recount text also has generic structure. It consists of:

1. Orientation; tells who involved, what happened, where the events took place, and when it happened.

2. Events; tell what happened and in what sequences.

3. Re-orientation; consists of optional-closure of events/ending.

Recount has language features, such as: proper nouns to identify those involved in the text, descriptive words to give detail who, what, when, where, and how, the use of the past tense to retell the events, words that show the order of events (for example: *first, next, then*). Recount also focuses on individual participants, use of past tense; use a temporal sequence of events, use of material (or action) clauses.

There are five types of recount suggested by Derewianka (1990) in Komaria (2011:17)

- *Personal recount* – retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.

- *Factual recount* – reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical, and autobiographical recounts.

- *Imaginative recount* – applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium

- *Procedural recount* – recording the steps in an investigation or experiment and thereby providing the basis for reported results or findings

- *Biographical recount* – tell the story of person's life using a third person narrator (*he, she,* and *they*). In an autobiography, first person narration (*I, we*) is used. It is usually factually and records specific names, times, places, and events.

In this research, the researcher used personal recount as the focus of this study, it is based on consideration that personal recount is the simplest, because it was easier for the students to tell their own story.