

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the previous studies and the theoretical review. In the previous studies, the researcher presents some studies related to this research. Meanwhile theoretical review presents about Writing, Recount Text, Grammar, Error and Error Analysis.

2.1 Previous Study

In conducting the research, the researcher took some references from the previous study. The first previous study comes from Zahra et al, (2020) entitled “An Analysis on The Students’ Grammatical Errors In Writing Descriptive Texts And Narrative Texts”. In this research, the researcher took 60 students as the sample. The researcher concluded that there were four types of errors in descriptive texts and narrative texts written by the students: omission, addition, misformation and misordering. The first highest number of error was omission with six errors (66.67%). The second-highest number of errors was disordering with four errors or 100%, and then followed by addition with two errors or 100%, and misformation was the lowest quantity of total occurrences with two errors or 100%.

The second research is from Suwarni & Niati, (2016) entitled “An Analysis of Grammatical Error in Writing Skill of Recount Text at The Tenth Grade of SMA Muhammadiyah Rambah”. The research was a qualitative descriptive study. The population was class X in SMA Muhammadiyah Rambah. The Samples were 50 students. The researcher used total sampling

to take the samples. The Instrument was writing test. In conclusion, the result showed there was every student made error in each indicator. And the most error that students made was error in tense.

The third research is from Fitriah et al, (2019) entitled “An Analysis of Grammatical Errors In Writing Recount Text Made by The First Year Students of English Study Program FKIP Universitas Riau”. This research was a descriptive research. The participants of this research were 17 students of class A. The students were selected to be the sample using cluster sampling technique. The writer collected the data by using writing test which the topic given is “Unforgettable Experience”. The result of this research showed that the students committed error into four types: error of omission, error of addition, error of formation, and error of ordering. From the frequency of each error types, error of formation was the error which most frequently produced by the students. It took 71.90% of the total errors. Moreover, 19.53% errors fell into error of omission and 5.10% errors fell into error of ordering; whereas, for error of addition, it only took 3.47%.

The fourth is from Cholipah, (2014) entitled “An Analysis of Students’ Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)”. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors. The lowest-three errors are 3

or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors. Based on the total result types of errors, the writer found that the number of total source of errors are communication strategy has 428 or 51.14% source of errors, interlingual transfer has 295 or 35.24% source of errors, intralingual transfer has 94 or 11.23% source of errors, and context of learning has 20 or 2.39% source of errors.

The last previous study is from Alfayed, (2017) “An Analysis of Students’ Grammatical Errors in Writing Recount Texts”. In this research, the students’ recount texts were analyzed by referring to Betty S. Azar classification and Richard theory on sources of errors. The findings showed that the total number of error is 436 errors. The two frequent types of grammatical errors were Verb Tense which was shown through 117 errors or 27% out of 436 errors, followed by Word Choice which appeared in 48 times. Regarding the sources of errors, the three sources of errors that are suggested by Richard are revealed in students recount texts. The major source of error was Intralingual Error in which its number is 197 errors. Interference Error and Developmental Error emerged in 126 and 123 errors respectively. Furthermore, the findings suggested that the teachers apply appropriate techniques and strategies in teaching recount texts which focus on past tense and language features of the text in order to reduce the possible errors to be made by the students.

The studies mentioned above made the researcher interested and gave inspiration in analyzing grammatical error in students' writing, especially based on Betty S. Azar classification and Richard theory on sources of errors. Those studies also became the reference for this thesis. The differences between the previous and this study are the setting and the subject of the research.

2.2 Theoretical Review

2.2.1 Writing

A. Definition of Writing

One of skills that need to be mastered is writing skill. Writing is a skill that is required in written communication. It requires complex thinking and it is a way to produce language you do naturally when we speak. Saputra, Antoni, & Kasyulita, (2015:3) stated that writing is one of the language skills, which informs the writer's idea in a written form. It is considered as a process of communication which requires different set of competencies and uses rhetorical convention. While, Brown (2001:335) states writing is a written product of thinking, drafting, revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into written text, how to revise text for clearer meaning, how to edit text for

appropriate grammar, and how to produce a final product. It means writing is not an easy activity that can be simply done by the students, because writing is not an activity that only crash the pen or pencil on a piece of paper.

According to Tjalla, (2018:13) Writing is one way to develop our opinions, ideas, or thought. Many people can't develop their idea orally but they can express their idea through writing. In academic context, writing skill is one of important skills to learn for completing academic tasks. As like stated by Harmer (2001:255) that written text has a number of conventions that separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation. Those conventions are very important to differentiate between writing and speaking where both are productive skills.

From the explanation above, the researcher concluded that writing is a productive skill that expresses an idea in written form which involved the mastery of all elements in the target of language such as grammatical, content, organizations, vocabulary, punctuation, spelling and mechanism.

For further explanation of the three writing conventions by Harmer is below:

2.2.1.1 Handwriting

Handwriting here means students' handwriting. Students have different handwriting. Sometimes they are readable, sometimes not. If the handwriting is unreadable, it will decrease the score that given by teacher because sometimes it can create a misunderstanding between what is meant by the students in their writing with what is understood by the teacher. Encouraging students to have a better handwriting is needed for their own good.

2.2.1.2 Spelling

Spelling means how students write correct spelling when they write. Students often make mistakes in writing especially in the spelling. It sometimes can change the meaning, so it cannot convey students' message to the teachers. Wrong spelling is sometimes can create misunderstanding too even though it is not likely the case, but it can create judgment from the readers that perceived the wrong or bad spelling is from the lack of education or care.

2.2.1.3 Layout and Punctuation

Layout means form, how students write in correct format. For example when students asked to write a formal letter, then they have to write it according to the format. Then, punctuation includes as like comma, full stop, apostrophe, etc. It will make the writing is understandable and easier to read.

B. The Process of Writing

According to Harmer, in producing a writing matter, there is a process involved and process can be affected by the content (subject matter of the writing, type of writing, and the medium it is written in. There are four elements of the writing process (Harmer, 2004 : 3-5).

1) Planning

Before starting to write or type, student should try and decide what it is they are going to write. For some writes this may involve making detailed notes, for others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. When planning, students have to consider the purpose of their writing since this will influence (among other things) not only of the text they wish to produce, but also the language they use and information they choose to include. Secondly, they

should think about the audience they are writing for, since this will influence not only the shape of the writing (how it is laid out, how the paragraphs are structured, etc), but also choice of language-whether, for example, it is formal or informal in tone. Thirdly, students should have to consider the content structure of piece-that is, how best to sequence the facts, ideas or arguments which they have decided to include.

2) Drafting

Draft is the first version of a piece of writing. This, first “go” at the text is often done on the assumption that will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing

Once the students have produced a draft they then, usually, read through what they have written to see where it doesn't, perhaps the order the information is not clear. Perhaps the way is something written in ambiguous or confusing. They may then move paragraphs around or write a new introduction. They may use a different set of words for a particular sentence. More skilled students tend to look at issues of general meaning and overall structure

before constructing on detailed features such as individual words and grammatical accuracy. The latter two are, of course, important and are often dealt with later in that process. Reflecting and revising are often helped by other readers (or students) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4) Final Version

Once students have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

2.2.2 Recount Text

A. Definition of Recount Text

Hartono & Purwanto (2017: 15) state recount text is kind of text that tells about a true story or event(s) that happened in the past. In details it includes what happened, who was involved, where it took place, when it happened and why it occurred. The text types can be factual, such as a news story, can be procedural, such as telling someone how you build something, and personal, such as a family holiday or opinion on a subject. The social function or the purpose of this text is to

retell the past events in sequence for the purpose of informing and entertaining the readers. Recount text is a text which should be wrote in sequence events.

B. Generic Structure of Recount Text

Every genre has their structure to arrange the paragraph into a good paragraph. Recount text has four generic structure (Hartono & Purwanto, 2017: 15), those are:

1. Orientation : Information on the context of the recount
2. Events : The events in sequence
3. Reorientation: Closure of event

C. Language Features of Recount Text

Language features needed in every kinds of text to make a difference on them. Language features is called as the characteristics of grammar used in the text. There are some language features used in recount text (Hartono & Purwanto, 2017: 15), they are:

1. Focus on specific participant (s)
2. Use of past tense

Example: Went, visited, arrived, was, were, did

3. Use of action verbs

Example: Walked, jumped, rode

4. Use of temporal conjunctions

Example: Then, first

5. Use of circumstances of time

Example: last week, last Sunday, two months ago

6. Use of circumstances of place

Example: Semarang, Jakarta, New York

2.2.3 Grammar

Grammar is an important thing to apply in learning language. There are such definitions about grammar from the experts. As Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Fitiyah, et al., (2019 : 3) states grammar is a part of language and linguistic discipline. Language without grammar would be chaotic and cause the same communication problem, such as grammatical errors in writing and speaking. Herring (2016:11) states that grammar refers to the way words are used, classified, and structured together to form coherent written or spoken communication. Girani (2019: 15) defines grammar is a set of rules required in learning a language of how to use and combine correct words into sentence.

While based on Greenbaum and Nelson (2012 : 34), grammar refers to the set of rules that allow us to combine words in our language into larger units. Some combinations of words are possible and others are not. He added that grammar is the central component of a language. It mediates between the system of

sounds or of written symbols, on the other hand, and the system of meaning on the other. In the study of language, grammar occupies a central position. It is easy to learn and to use dictionaries by the learners to find the pronunciation, spelling, or meaning of words, but it is still difficult to consult grammar books without considerable knowledge of grammar.

In fact, every language has its own grammar rules. Grammar is a part of language which has to be learned by the learners of a language. Learners have to produce the sentences grammatically so that the sentences or utterances can be delivered well, as well as the writing can be easily understood by the readers. The learners have to apply the rules of grammar on the sentences that they produced. Implicitly, the learners who are good at grammar could probably produce a good writing. It is supported that writing as a productive skill requires the writers have the grammar knowledge when they would like to produce writing. Supported by the explanation above, grammar is such a crucial thing to be learned especially to produce a good writing.

2.2.4 Error Analysis

A. Definition of Error Analysis

An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-languages competence of the learner (Brown, 2000:170). As Suwarni &

Niati, (2016 : 3) state that error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It means that Error reveals the learner's knowledge of the target language.

Meanwhile, Error Analysis is such a tool that investigates student's learning process in acquiring second language by identifying, describing, analyzing, and explaining the learner's error. According to Ilmiah (2016: 10) defines error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. As a learner, making errors in language process is very common. It involves making mistakes and errors. Error helps the learners to establish the closer and closer approximations to the system of the target language.

Brown (2004: 163) stated by gradual process of trial and error and hypothesis testing, the learner slowly and tediously succeeds in establishing closer and closer approximation to the system used by native speakers of the language. The students get problems in learning English because there are many differences between Indonesian and English in terms of grammar, vocabulary, etc. The study of learner's errors has been a primary focus of foreign language research. It is called an error analysis.

According to Ellis (2008: 15-20) there are procedures to analyze data in error analysis that consist of:

a. Identification of errors

In identifying errors, the sentences that produced by students are compared with the normal and correct sentences in the target language.

b. Describing error

In this step, the errors are classified into language feature in the generic structure of recount text categories relating to the distribution of noun phrase in sentence or construction of sentence. Besides that, describing error is to identify the differences of disordering of word between students' utterances and there constructed of target language utterances.

c. Explanation of errors

Explaining is a step to analyze the kinds of errors. In other words, in this step the researcher tries to explain how and why a sentence called to be erroneous.

d. Evaluation of errors

Evaluation is a process to collect, clarify and verify relevant values and standard. It is designed to reduce, revise and devise remedial lessons in teaching learning process. However, in this research, the

researcher uses evaluating the errors as a step that involves drawing conclusion. The researcher will analyze the error based on the scope of the study namely: language features (verb, pronouns, articles, preposition, and conjunction of the generic structure in recount text.

B. Types of Error

Dulay, Burt, and Krashen in James (2013: 104) suggest that there are two kinds of descriptive taxonomy:

1. Error based on linguistic category

This category classifies error based on where the error is located in the overall system of the TL based on linguistic item which error affects. First, it indicates the level of error: in phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style). Then, the indication of the error type in level of error occurred (Ma'mum, 2016: 105).

Constituents include the elements that comprise each language component. For example, within morphology one may ask whether the error is on article, possessive case, tenses or adjective.

2. Error based on surface strategy taxonomy

One way to get an explanation of the error analysis is by using surface strategy taxonomy. Surface strategy taxonomy highlights the way surface structures are altered: 'Learners may omit necessary items or add unnecessary one; they may misform items or misorder them' (Dulay et al., 1982:150). It means that students may omit, add, misform and misorder items in their writing which lead to errors. Dulay et al. (1982:150) stated that analyzing errors from a surface strategy perspective means that researcher concerns with identifying cognitive processes that underlie the learner's reconstruction of the new language. It creates awareness that learner's errors are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.

This category classifies error based on forms modified by learners. Dulay, Burt and Krashen in James (2013: 106) suggest that there are four principal ways:

a) Omission

Omission errors are classified by the absence of an element that must be appeared in a well-formed

utterance. The potential candidate for omission is morpheme or a word in a sentence. Morpheme in the sentence has a meaning as a noun, adjective, or adverb. For example:

- Teddy the director of the new company
(incorrect)
- Teddy is the director of the new company
(correct)

b) Addition

Addition is the opposite of omission. It happens because of the presence of an item which must not appear in a well-formed utterance.

For example:

- He does not likes seafood (incorrect)
- He does not like seafood (correct)

c) Misformation

Misformation errors are classified by the use of the wrong form of the morpheme or the structure in English. In misformation errors the learner supplies something, although it is incorrect.

For example:

- My father have four geese at home (incorrect)
- My father has four geese at home (correct)

d) Misordering

Misordering errors are classified by the incorrect placement of a morpheme or group of morphemes in an utterance.

For example:

- I don't know what is that (incorrect)
- I don't know what that is (correct)

Meanwhile, Betty Schramper Azar (2016:26) explains the types of error into fourteen kinds. They are as follows:

a. Singular-Plural

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one pen. Plural number is a noun denotes more than one object e.g. I have two pens. In addition, singular can be identified by putting a or an before noun e.g. I has a bird. Generally, plural nouns can be added by -s (as in friends) or -es (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. child-children, foot-feet, man-men, wife-wives, etc.

The error for singular-plular in a sentence e.g :

- He have been here for six month (incorrect).

- He has been here for six months (correct)

b. Word Form

Word form is the phonological or orthographic sound or appearance of a word that can be used to describe or identify something; the inflected forms of a word can be represented by a stem and a list of inflections to be attached.

It means that word form is the change form of word based on the grammatical rules, for example, beautiful (adjective), beautifully (adverb). The error in word form in a sentence e.g.:

- I saw a beauty picture (incorrect)
- I saw a beautiful picture (correct)

c. Word Choice

Diction will be effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable.

Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence e.g :

- She got on the taxi (incorrect)
- She got into the taxi (correct)

d. Verb Tense

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all. In addition to denoting time relationship, the verbs tenses may indicate whether an activity has been completed, has extended over a period of time, or still in progress.

Verb tense indicates the relationship between an action or state of being and the passage of time. The present tense indicates that something is taking place now. The past indicates that something was completed in the past. The future indicates that something will take in the future.

It means that verb tense is the changing form of verb as symbol which expresses or tells about

activity or condition and statement happened in the past, present and future. The error in verb tense for example in the sentence e.g :

Example:

- He is here since June (incorrect)
- He has been here since June (correct)

e. Add a Word

Add a word has slight similar example with the term of Omission in Dulay, et al. According to Dulay et al, Omission is the absence of an item of morphemes that must appear in a sentence or utterance, e.g. *They want ^ go to the museum.* The absence preposition is to, the sentence called Omission Error of preposition according to Dulay et al, while according to Betty S. Azzar e.g. *They want ^ go to the museum* is categorized as error Add a word, because the preposition to must be added in the sentence. The error in add a word for example in the sentence e.g :

Example:

- I want _ go to the zoo (incorrect)
- I want to go to the zoo (correct)

f. Omit a Word

Omit a word is same as Addition in Dulay et al theory in the term of example. Betty S. Azzar gives example the error of Omit a word e.g. She entered to the university. The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word.

While according to Dulay et al e.g. She entered to the university is categorized as Addition Error which the preposition *to* considered as a morpheme that mustn't be added in the sentence. The error in omit a word for example in the sentence e.g :

Example:

- She entered to the university (incorrect)
- She entered the university (correct)

g. Word Order

In linguistic, word order typology refers to the study of the order of the syntactic constituents of a language, and how different language can employ different orders.

It means that word order is to place the word correctly based on the rules, the error in word order for e.g.:

Example:

- I saw five times that movie (incorrect)
- I saw that movie five times (correct)

h. Incomplete Sentences

Incomplete sentences are missing necessary words or phrases. The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance. The error in incomplete sentence for e.g.:

Example:

- I went to bed. Because I was tired.
(incorrect)
- I went to bed because I was tired. (correct)

i. Spelling

Spelling rules apply to a relatively small number of words, and unfortunately almost all rules have exceptions. Nevertheless, some of the rules may help you to spell common words especially those words form with suffixes. The error in spelling for e.g.:

Example:

- An accident occured (incorrect)
- An accident occurred (correct)

j. Punctuation

Punctuation can help a reader to follow the separations or links that you wish to make between sentences and parts of sentences are the same.

According to Stanley et al., there are 12 types of punctuations. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or –), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (—|), and the apostrophe (').

The error in Punctuation for e.g.:

Example:

- What did he say. (incorrect)
- What did he say? (correct)

k. Capitalization

Capitalization is to capitalize the first letter of a word. In English there are many rules for using capital letters. The error in Capitalization for e.g.:

Example:

- I am studying english (incorrect)

- I am studying English (correct)

1. Article

The articles are a, an and the. They modify noun. A and a are indefinite; a car could mean any car. The is indefinite: the car indicates a specific car. The article a precedes nouns that start with a consonant sound (a rocket). The article an precedes noun that start with a vowel sound (an astronaut). The error for article in a sentence e.g.:

Example:

- I had a accident (incorrect)
- I had an accident (correct)

m. Meaning Not Clear

Meaning not clear happens when a sentence or utterance is not interpretable. The error for meaning not clear in a sentence e.g.:

Example:

- He borrowed some smoke (the meaning is not clear)

n. Run-on sentence

A run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no

punctuation at all to mark the break between the thoughts. Such run-ons are known as fused sentences: they are fused, or joined together, as if they were only one thought.

It means that run-on sentence is two simple sentence joined together without a comma and without a connecting word. The error in run-out sentence for e.g.:

Example:

- My roommate was sleeping, we didn't want to wake her up (incorrect)
- My roommate was sleeping. We didn't want to wake her up (correct).

C. The Sources of Error

According to Brown, (2007:263), there are four sources of error which are interlingual error, intralingual error, context of learning and communication strategies.

1. Interlingual error

Brown (2007:263) said the beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. It means that the source of error is from the native language of the learner because the learner

has not been familiar with the target language. For example in sentence I sleep all day yesterday. In the example the learner uses the verb 'sleep' with adverb 'yesterday'. It may be concluded that the learner is still using the grammar from their native language, in this case is Indonesian language. To know the interlingual error, the researcher finds it by translating the grammatical form of the learner's first or native language.

Sari (2016:89) stated that interference, language transfer and cross-linguistic interference are also known as interlingual errors. Corder in Sari (2016:89) also stated that these kinds of error occur when the learner's habits (patterns, systems or rules) interfere or prevent him or her, to some extent, from acquiring the patterns and rules of the second language. Richard in Sari (2016:89) stated if the learners of a foreign language make mistakes in the target language by effect of his mother tongue that is called as interlingual. In conclusion, error that is caused by the interference of the first language is called interlingual error.

2. Intralingual error

Intralingual transfer contributes a large error compared to interlingual errors in a second language (Brown, 2007:264). The intralingual error is the student's error in learning a second language caused by the complexity of the second language system (Asni & Susanti, 2018:136). This error is made by learners who have begun to acquire parts of target language but still lack of competence (Alfiyani, 2013:34). For example in the sentence he must coming here. The learner uses modal 'must' and verb-ing 'coming' which are false because after modal should be followed by an infinitive verb.

Richards and Schmidt and Shekhzadeh and Gheichi, in Sukarno (2016:4) also distinguish between two sources of errors: interlingual transfer and intralingual transfer. Interlingual transfer explains that errors may result from the language transfer of similar rules from the learner's native language to the target language. In contrast, intralingual transfer describes that errors are caused by the mutual interference of items in the target language which is also known by overgeneralization or ignorance of rule restriction of the target language (Keshavarz, 2012:37).

3. Context of Learning

Brown (2007:266) mentioned that context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. It means that the error made by students in class is caused by misleading teaching by teacher and incorrect material provided. When teacher teaches incorrectly, it can cause students to have incorrect understanding that can lead to the occurrence of error by students. The material used in teaching also can become the cause of error when it is given incorrectly.

4. Communication Strategies

Communication strategy is related to the learning style. The learner's error is caused by the technique in learning second language. The technique used by the learner in learning new language can be one of the sources of error. It depends on how the technique is used so that the learner can learn well. Using wrong technique can lead students in creating error.