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 Studies

In this research, the researcher took some review of related literatures from other studies as principle or comparative study. First, the researcher took the study done by Muhsin (2016) entitled "Analysing the Students Errors in Using Simple Present (A case study at Junior High School in Makassar)". In the study, the researcher collected data from 17 students of junior high school and then analyzed the errors in it. The total of error he found was 137 errors. The errors were categorized into four which included 16.79% errors of omission, 5.11% errors in addition, 75.18% errors in missed formation, and 2.92% errors in improper ordering. The researcher also concluded that missed formation was the most dominant error made by the students.

The second study was done by Belo (2017) entitled "An Analysis of Grammatical Errors in Written Descriptive text by the First Year

Students of Vocational School of Economics and Commerce Becora, Dili East Timor in School Year 2016/2017". This study was conducted to analyze the grammatical errors in the first year students of vocational school's writing of descriptive text. In analyzing the error, he used surface strategy taxonomy and the result showed that the errors committed by the students were omission (41.06%), misformation (20.22%), addition (19.10%), and misordering (14.60%). The total error found was 89 errors with the most frequent error was omission.

The third was a study entitled "An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi" conducted by Asni & Susanti (2018). This study aimed to analyze and classify the types or mistakes of students using simple past tense in writing recount text. The result showed that the type of error most often done by the students was omission error with 166 errors or 38.97%. The second position was a selection error with 162 errors or 38.03%. The third position was the addition error with 67 errors or 15.73%. Then the last error was misordering error with 31 errors or 7.28%. The cause of the errors was the complexity of the English system itself (intralingual transfer) and not because of the influence of the Indonesian system (interlingual transfer).

The last was study conducted by Kumala et al. (2018) entitled "An Analysis of Grammatical Errors on Students' Writing". The purpose of the research was to identify and describe the dominant types of grammatical

errors on students' writing and to know to what extent the factors cause grammatical errors on students' writing. The result of this research showed that the number of errors occurred was 810 errors. Omission errors had the biggest percentage with the percentage of 37%, followed by addition errors (32%). Misformation error was in the third position (30%) while misordering errors became the lowest errors (1%). The factors causing errors were carelessness (73%), first language interference (61%), translation (67%), teacher's explanation and students' incomprehension about grammar.

The studies mentioned above made the researcher interested and gave inspiration in analyzing grammatical error in students' writing, especially based on the surface strategy taxonomy by Dulay. Those studies also became the reference for this thesis. The difference between the studies above and this thesis was the setting and the subject of the research.

2.2 Theoretical Review

2.2.1 Writing

One of the skills that need to be mastered in learning a language is writing. Writing is a productive skill alongside speaking skill and one the four skills that need to be learned in learning a language. By productive skill means that writing is a skill which requires a result of written product in the end. Writing is the ability to

express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement (Celce-Murcia, 2001:205). It means that writing is a skill where people express their idea into understandable written form. People or writers not only have to be able to express their idea into written form, but they also have to make their writing is comprehendible.

Brown (2004:218) stated that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. Writing has its own features and conventions. 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 definition above, the researcher concludes that writing is an ability to express idea into understandable written form by being able to organize the information and maximize the conventions well.

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

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) 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 teacher. 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.

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.

2.2.2 Recount Text

Recount text is a text that tells about 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 (Hartono & Purwanto, 2017:15). It is to retell events for the purpose of informing or entertaining. It means that recount text is a text that retells events in the past with purpose of informing and entertaining the readers.

Derewianka in Asni & Susanti (2018:133) mentioned that recount text consists of three types. They are Personal Text Recount which consists of information or a story that is a personal experience of the author of the text, for example the diary of a person, or a biography, etc. Then, Factual Recount Text that contains a report about real events that really had happened. For example, a police report, a science experiments report, record historical events report and cultural report. Lastly, Imaginative Recount which contains a story of imagination which recounts the results of the author's imagination. For example, a fiction in short stories, novels etc.

The generic structures of recount text are:

1) Orientation (information on the context of the recount; tells the reader who, what happened, when, where)

2) Events (a record of events in a temporal sequence)

3) Reorientation (closure of events)

Meanwhile the lexicogrammatical features are:

1) Focus on specific participant(s)

2) Use of past tense

3) Verbs of action

4) Use of temporal conjunctions to indicate sequence

5) Circumstances of time and place

(Hartono & Purwanto, 2017:15)

2.2.3 Grammar

Grammar is one part of language that is really important in building the language itself. Purpura (2004:6) stated that grammar is a systematic way of accounting for and 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. Grammar is sometimes defined as the way words are put together to make correct sentences

(Ur, 1991:75). Each language has its own grammar. The structure used to build a sentence is ruled by grammar.

Harmer (2001:12) stated that grammar is the description of the ways in which words can change their forms and can be combined into sentences. As for example in English language, there will be words change depends on the time used. There is past, present and future tense and all of them require word change or word combination to make a correct sentence. It is ruled in grammar.

From the definitions above, the researcher then conclude that grammar is a set of rules required in learning a language of how to use and combine correct words into sentence.

2.2.4 Error

a. Definition of Error

Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance (Dulay, Burt, & Krashen, 1982:138). Error in writing is hard to be avoided. It is often found in students' composition when they are asked to make dialogue, story and other. The occurrence of error is natural because students need to create sentences or production of some words combined in a language that is not their native or first language.

Sometimes it is difficult to distinguish between error and mistake. Ellis (1997:17) stated that error reflect gaps in learner's knowledge. They occur because the learner does not know what is correct. Mistake on the other hand reflects occasional lapses in performance. They occur because, in a particular instance, the learner is unable to perform what he or she knows.

Although mistake and error are almost the same, it can still be distinguished. Keshavarz (2012:61) stated that a general criterion adopted by most error analysts for distinguishing between errors and mistakes is the 'frequency of occurrence'. It means that the errors that have low frequency are considered mistake, and those with high frequency are called errors. Other than that, the way to distinguish whether the learner makes mistake or error is by checking the consistency of learner's performance. If they can correct what is wrong, it means they make a mistake. Meanwhile if they cannot correct it, it means they make an error.

b. Types of 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.

The types of error based on surface strategy taxonomy are omission, addition, misformation and misordering.

1) Omission

Omission is the absence of an item that must appear in a well-formed utterance (Dulay et al., 1982:154). It is an error where learner omits an item or more in their composition. For example in the sentence *she beautiful*. In the example the learner omits 'to be', in this case the 'to be' omitted is 'was' because recount text use simple past tense. The correct form is *she was beautiful.*

2) Addition

Addition is the presence of an item which must not appear in a well-formed utterance (Dulay et al., 1982:156). It is an error when learner adds unnecessary item in their

composition. Addition errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules. For example in the sentence *she was went to Jogja*. In the example, the learner adds 'was' as an unnecessary item. What she meant is a verbal sentence, thus the learner does not need to add 'was'. The correct sentence is *she went to Jogja.*

3) Misformation

   Misformation is the wrong form of the morpheme or structure (Dulay et al., 1982:158). It is an error where the learner is failed in choosing the right words. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example in the sentence *the dog eated the bone.* In the example, the learner uses 'eated' as the past form of the word 'eat' which is wrong. The past form of 'eat' is 'ate'. The correct sentence is *the dog ate the bone.*

4) Misordering

   Misordering is incorrect placement of a morpheme or group of morphemes in an utterance (Dulay et al., 1982:162). It is an error where learner places the wrong sequence in a

sentence. For example in the sentence *she wrote in a book blue.* In the example, the learner writes 'book blue' which is wrong because it is an adjective clause where the adjective word should be placed before the noun. The correct sentence is *she wrote in a blue book.*

c. **Sources of Error**

In analyzing error, the researcher must know why the errors are occurred. There are sources of error. Based on Brown (2007:263), there are four sources of error. Those are interlingual transfer, intralingual transfer, context of learning and communication strategies.

1) Interlingual transfer

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 transfer

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 is 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.

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.

2.2.5 Error Analysis

a. Definition of Error Analysis

Making errors are difficult to be avoided, thus error analysis is needed. Error analysis is a type of linguistic analysis that focuses on the errors learners make (Gass & Selinker, 2008:102). It is to analyze the errors made by learners in learning a language other than their first language. Ellis & Barkhuizen (2005:51) stated that error analysis consists of a set of procedures for identifying, describing and explaining learner errors. It means that in analyzing learner errors needs some steps or procedures called error analysis. Doing an error analysis is needed to know the error that learners make in their writing and speaking.

Error analysis henceforth is a branch of Applied Linguistics and has two functions. The first function is theoretical which has its place in methodology and describes the learner's knowledge of the target language. It also helps the researcher find out the relation between the knowledge and teaching the learner has been receiving (Abushihab, 2014:214).

James in Brown (2007:257) stated that researchers and teachers of second languages came to realize that the mistakes a person made in this process of constructing a new system of language needed to be analyzed carefully, for they possibly held in them some of the keys to the understanding of the process of second language acquisition. It means that errors need to be analyzed so that researchers or teachers know in what aspect learners often make error and thus it can help them to know how to improve or change their teaching to help the learners so that they will not make errors in the future through error analysis. It is very important to know the errors made by students because it can be one thing that can help them improving their learning. But not only by knowing the errors occurred, giving correction is also needed thus students can learn from it.

b. Procedure of Error Analysis

The procedure or steps of error analysis according to Corder (1974) in Ellis & Barkhuizen (2005:57) are: 1) Collection of a sample of learner language, 2) Identification of errors, 3) Description of errors, 4) Explanation of errors, and 5) Error evaluation.

1) Collection of a sample of learner language

The first step is to collect the sample. The researcher needs to decide the group of students as the sample, then the students are asked to write a text based on the topic given by the researcher. The result then becomes the data that will be analyzed.

2) Identification of error

In this step, the researcher reads the result of students' writing as the data thoroughly to find or to identify the error made by the students. Here, the researcher compares the sentences made the students that have error in it to the correct form of sentence to identify what kind of error is made. By comparing the sentence that has error in it to the right form of the sentence, the type of error occurred can be identified.

3) Description of error

   After all the errors have been identified, the next step is to describe them. Here, the errors would be classified into types of errors based on surface strategy taxonomy. It consists of omission error, addition error, misordering error and misformation error.

4) Explanation of errors

   In this step, the researcher explains why errors are occurred. The explanation is by classifying the errors based on the sources of errors. The sources of error is only whether it came from the interference of the native language (interlingual transfer) or because of the complexity of the target language (intralingual transfer).

5) Error evaluation

   In this step, the researcher decides which error made by students should be corrected because some of them might be more serious than the others. Error evaluation can be done in some steps. Those are by selecting the errors to be evaluated as like stated before, deciding the criterion on which the errors are to be judged, preparing the error evaluation instrument and

choosing the judges. Making recapitulation of all error occurred

is also done in error evaluation.