

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Research

The research by Ayatiningsih (2008), in her theses entitled “*An Error Analysis on Students’ Writing (A study at MAN 4 Pondok Pinang Jakarta Selatan)*” concluded that the students made some errors such as; lexical error, grammatical error, and other type errors in English writing. The grammatical error often occurred than other type error. It was because Indonesian students’ English grammar was regarded difficult since most of English grammar different in many things from Indonesia language grammar. After grammatical error, the students also made lexical error even though the level occurred low than grammatical error. This happened because English words have different structure from the Indonesian word. While the students also found difficulties in choosing the English correct word, especially contextual meaning word. The other type of error also happened such as redundancy and Indonesian expression. Redundancy error occurred because the students say something which was not necessary to be mention twice or redundant. The Indonesian expression could happen when the students failed to find the English expression in the time of writing English sentences.

The theses by Emmaryana, Fajariani. (2010), the result of the study is that grammatical errors made by the first year students of SMA Negeri 1 Cigudeg-Bogor in writing recount text. The error was done in Tense for the highest errors by 19 students or 95%, the second was errors in spelling and

punctuation by 18 students or 90%, the third was errors in sentence pattern by 17 students or 85%, the fourth was error in preposition by 7 students or 35%, and the last error was in pronoun with 6 errors or 30%.

An article by Afifuddin (2016), Entitled of *An Analysis of Students' Errors in Descriptive Texts*, he had revealed that there were some types of grammatical errors made by 25 college students who were taking the course of writing III on descriptive writings. Furthermore, it attempted to identify and describe the error types and then to find out the grammatical error type made the most of the students. To get the data from the field, the researcher asked the students to write about "STAIN Malikussaleh Lhokseumawe". To analyze the data, the researcher used the model by Miles and Huberman (1994) of qualitative analysis. The data were analyzed through analyzing the grammatical incorrect form of the sentences by marking the errors, reconstructing the correct sentences, classifying the types of errors and counting the errors in order to know the most common type of grammatical error. As the result, the researcher found that the students made 288 errors in their descriptive writings. The errors occurred in all types of errors investigated. They are verb-tense, verb form, subject-verb agreement, plural, possessive inflection, definite article, indefinite article, word order, run-on, and fragment. And, the students made the most errors (77 occurrences or 26%) in fragment. The source of errors was also mostly due to inter-language transfer. Therefore, English teachers should be aware of these findings as an input in their teaching of writing. Teachers can teach students to avoid these common errors in their future writing.

From those previous studies above, the most similar study belongs to Afifuddin who also observe error writing in descriptive texts. However, in that study, he chose the object on some college student who supposed to choose writing descriptive text class in a university. But, in this study, the writer takes the object of the eleventh grade student at MA Manbaul Ulum Jepara. In addition, the novelty of this study is the writer focuses on the grammatical error that the student will give the test by the writer. The similarities among these studies and other previous studies are they have the same purpose to analyze the error-ness of writing skill in English.

2.2 Theoretical Review

This part discusses about the theories which are relevant for this study. They are general errors, general writing skill, and descriptive text.

2.2.1 Errors and Error Analysis

Errors in foreign language teaching especially in English are difficult enough to avoid. Richards (1973: 96) state that Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learns a language, obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

Ellis (1997) gave some errors example in writing, “A man and a little boy *was* watching him”. It is not difficult to see that the correct sentence should be: “A man and a little boy *were* watching him”. Compare from two sentences we can see that using ‘was’ instead of ‘were’- an error in subject-verb agreement. Sometimes, learners produce sentences that are possible target-language sentences but not preferred ones.

2.2.2 Differences Between Error and Mistake

The learners need to distinguish errors and mistakes. Mistake and error mean something that is done incorrectly or wrong. Thus, they are synonyms. But the difference between these two words is in the context that they are used in. However, there are appropriate ways to use the words, and this will often depend on the context. According to Ellis (1997), errors reflect gaps in a learners’ knowledge. It occurs because the learner does not know what is correct. Mistakes reflect occasional lapses in performance. It occurs because in a particular instance, the learner is unable to perform what he or she knows.

Although error and mistake can sometimes be used interchangeably, they cannot be interchanged in some expressions such as error of judgment and human error. There is an example of an mistake, for example, you use the word mistake to refer to a decision which brought unsuccessful results. “Her decision to sell the house

was a big mistake”. “I realized that meeting him was a mistake”. Mistake can also be used to refer something (a word, figure, fact, etc.) that is not correct. “You make too much spelling mistakes”. “There is a mistake in this page”. The word mistake may sometimes also imply that the person who made the mistake have knowledge, even though did it inaccurately. It may be carelessness that resulted in a mistake. The person who made the mistake may be able to identify his own mistake.

2.2.3 Cause of Error

Norrish (1983) in Hasyim (2002: 47) classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers will admit that it is not always the student’s fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2. First language interference

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone

tries to learn new habits the old ones will interfere the new ones. This causes of error is called first language interference”.

3. Translation

Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

2.2.4 The Classification of Error

Difference of categories for description of error to identificate by made on learner language there are four categories following standard, such as might be added, a definite article omitted, an item substituted, or a word order confused. It is categories clearly very generalized.

According to Corder (1981) in Mun'im (2016: 36), the classification of error they are :

a. Errors of omission

Where some element is omitted which should be present

b. Errors of addition

Where some element is present which should not be there

c. Errors of selection

Where the wrong item has been chosen in place of the right one

d. Errors of ordering

Where the elements presented are correct but wrongly sequenced.

2.2.5 Writing

Javed, Juan and Nazli (2013:130) mentioned that writing is one of the four basic skills. The students start learning to communicate through written form as they begin to interact with others as school level. The writing is more complicated than that of other language skills.

Raymod in Cholipah (2014: 32) points out that, “ writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

Writing consider as a productive skill. Beside that, writing is the one of the basic skills of the English language which is generally it is considered as one of the most difficult skill that other skills for foreign language students. Indonesian education government put writing in the syllabus because this is an essential element for students' academic success. Based on Kellog in Javed, Juan and Nazli (2013 : 130) in his statement about writing in syllabus, it is because writing helps to reinforce the grammatical structure, enhance the students' vocabulary, and assist other language skills such as reading, listening and speaking.

2.2.6 Purpose of writing

Writing develops human's lives by informing the knowledge and the idea. The purpose of writing is for make a permanent information in a words by write down the words to avoid the consequences if someone forget spoken information.

2.2.7 Stage of writing proces

According to White and Arndt in Harmer (2007: 258), process writing is an interrelated set of recursive stage which include:

- drafting
- structuring, that is ordering information, experimenting with arrangements, etc.
- reviewing. Here, the process of writing is checking the context, connections, assesing impact, editing.
- focusing, that is making sure you are getting the message across you want to get across.
- generating ideas and evaluation, that is doing assesing the draft and/ or subsequent drafts.

In write a text, students or the writer at least must know about micro-skills of writing which is based on Henry in Javed, Juan and Nazli (130:131). In he process of micro-skills the witer needs to:

- a. Using the script, spelling and puctuations correctly.

- b. Applying the accurate words to state the right tense, case and gender.
- c. Making use of major components such as subject, verb and object etc. Appropriately which can convey the thought of writer clearly to the reader.
- d. Making the next coherent to make the reader understand easily.
- e. Placing all parts of speech properly.
- f. Applying the word vocabulary and terminologies appropriately.
- g. Using the several styles of writing suitably to the requirements of the audience.
- h. Clarifying the central ideas from the sustaining information.
- i. Avoiding from jargon, slang, taboos and keep in mind the standard of language according to the mental level of the reader.
- j. Judging about the prior knowledge of the audience about the subject.

2.2.8 Descriptive Text

Descriptive Text is a text which is written out to say what a person, place or a thing is like. It's purpose is to describe and reveal a particular person, place, or thing. (Wignell, 1994: 208).

Based on Kane in Harmenita (2013: 31), “Descriptive text is description about sensory experience how something looks, sounds, taste. Mostly is is about visual experience”.

Based on the definition of descriptive text above, it can be concluded that descriptive text as a text that use to say what person looks, sounds. Beside that it can be used to describe person, place, or thing.

2.2.9 Generic Structure of Descriptive Text

Every text, no matter how simple, has its own structure include descriptive text. Wignell (1994: 208), defined generic structure of descriptive text as follow :

- a. Identification : Identifying the phenomenon to be described
- b. Description : Describing parts, qualities, and characteristics

2.2.10 Significant Lexicogrammatical Features

Wignell (1994: 208) said that the common grammatical features or characteristics of descriptive text are:

- a. Focus on specific participants
- b. Use of attributive and identifying process.
- c. Frequent uses epithets and clasifiers in nominal group
- d. Use of simple present tense

2.2.11 Simple Present Tense

According to Azar (2002 : 13). She states that simple present tense. The simple present says that something was true in the past, is true in the present, and will be true in the future. It expresses general statements of fact and timeless truths. It is used to express habitual or everyday activities.

How to make simple present tenses:

a. Verbal

Statements

If the subject is *I, you, we, or they*, use the simple form of the verb.

Examples:

You **go** to bed at 11:00.

We **go** to bed at 11:00.

I usually **walk** to the store.

If the subject is *he, she, or it*, add *-s* or *-es* to the simple form of the verb.

Examples:

Ralph (he) **goes** to bed at 11:00.

Alice (she) **goes** to bed at 11:00.

Negative Statements

do/does + **not** + simple form.

Examples:

Americans usually **do not** eat soup for breakfast.

I usually **don't** buy lunch on Thursdays.

John **does not** play tennis.

Ralph often **doesn't** drive to work.

Questions

(Question word) + *do* + subject + simple form

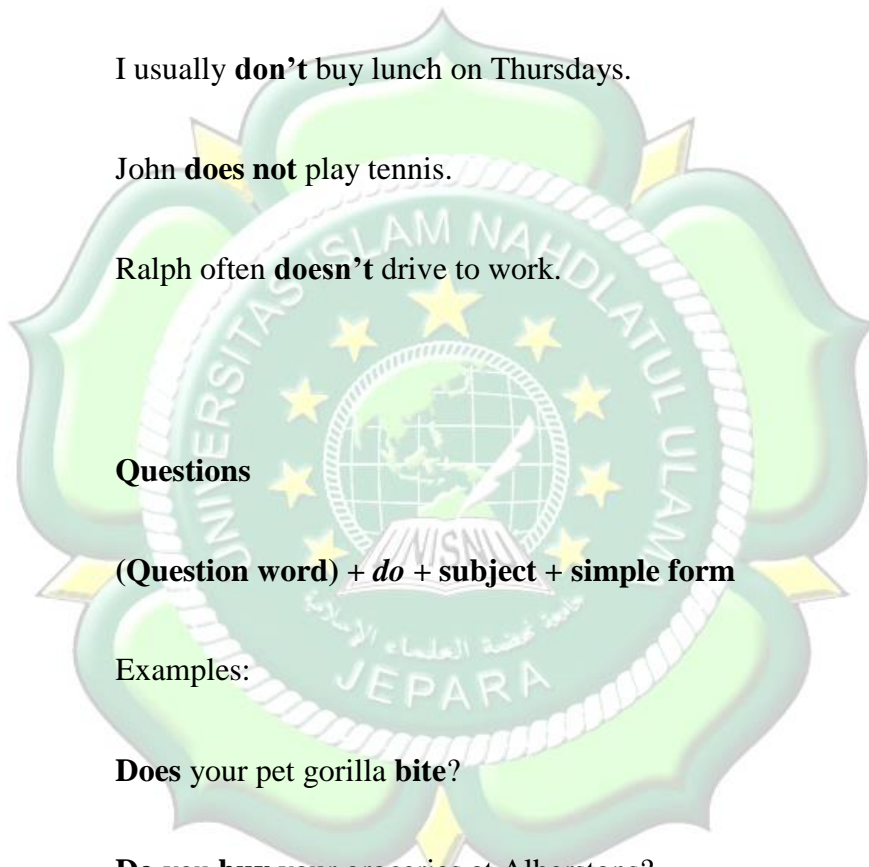
Examples:

Does your pet gorilla **bite**?

Do you **buy** your groceries at Alberstons?

What do Norton and Trixie usually **do** on weekends?

Where does Alice **buy** her groceries?



b. The verb *be* (it's contain the complement: adjective, noun, adverb)

Simple Present Statements with *Be*

If the subject is I, use *am*.

Examples:

I **am** a teacher.

I **am** in class every Wednesday at 10:00.

If the subject is you, we, or they, use *are*

Examples:

We **are** so happy that you didn't eat our cat!

Fred and Ethyl **are** in the kitchen with Lucy and Ricky.

If the subject is a he, she, or it, use *is*.

Examples:

Paris Hilton (she) **is** rich. She isn't an English teacher.

My car (it) **is** in the parking lot at beautiful Chabot College.

Simple Present Negative Statements with *Be*

Add *not* after *be*.

Examples:

I am **not** a millionaire or a rock star.

I'm **not** rich or famous.

I'm probably **not** in Paris Hilton's address book.

You are **not** my boss, so stop telling me what to do.

It is *not* cold

Simple present questions with *Be*

Put *be* (*is, am, are*) in front of the subject

Examples:

Am I taller than your cousin in Utah?

Are George and Gracie married?

Where *are* my car keys?

Why *is* the sky blue?

Time signal that be used in simple present tense are every day, every month, always, usually, often, sometimes, rarely, seldom, never, once a week, now and then, etc

2.2.12 The Example of Descriptive Text

Based on Wardani (2014: 3) in his article she give the example of descriptive text is as follow :

My Toy

I have a toy. It is a doll, a bear doll, and I call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

The doll is small, fluffy, and cute. It has thick brown fur. When I cuddle it, the fur feels soft. Because my Teddy bear is a doll, I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When I am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

