CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to present some theories that are related to the study. It deals with the concepts about Error Analysis, Descriptive Text, Writing and Grammar, Previous study and analytical framework.

2.1 Theory/Concept

There are some concepts dealing with this study which are going to be presented here. They are error analysis concepts, writing concept, grammar concept and descriptive text concept.

2.1.1 Error Analysis

The important points that are explained dealing with error are definition of error analysis, sources of errors and the types of errors.

2.1.1.1 Definition of Error Analysis

James (1998:1) defines Error Analysis as "the process of determining the incidence or occurrence, nature, causes, and concequences of unsuccessful language learning". James (1998:62-63) also refers to error analysis as the study of linguistic ignorance which investigates "what people do not know and how they attempt to cope with their ignorance".

Richard etal. (1985) state that, Error Analysis is an activity to reveal errors find 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 (a) find out how well someone knows a language, (b) find out how a person learnsa

language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the fungtions of error analysis.

From these definition, it can be conduct that error analysis is the process of finding someone's fault in writing or talking and overcoming the mistake itself. This analysis aims to measure a person's ability to know a language, how a person learns a language, and one's difficulties in learning languages.

2.1.1.2 Causes of Errors

Corder in Hubbard(1983:140-142) said that "there are three major causes of error. Those are mother tongue interference, overgeneralizations and errors encouraged by teaching material or method".

1. Mother-tongue Interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, most older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a foreign pronunciation, faulty grammatical patterns and occasionaly to the wrong choice of vocabulary**.**

2. Overgeneralization

The mentalist theory claims that the learner processes new language data in his mind and produces rules for its production, based on the evidence. Where the data are inadequate or the evidence only partial, such rules may well produce the following patterns: "*where you went yesterday?*", and "*where you did go yesterday*?"

3. Error Encouraged by Teaching Material or Method

Errors appear to be induced by the teaching process itself. Error is evidence of failure of ineffective teaching or lack of control. If material is well chosen, graded and presented with menticulous care, there should never be any error. It is fairly easy to accept this in the early stages of language learning when controls are applied in the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but more difficult at later stages. However, it might be salutary for as to bear in mind the possibility of some of our students' errors being due to our own teaching.

2.1.1.3Types of Errors

In classifying linguistic errors, Tarigan (1988: 276) states that there are four taxonomies, those are as follows:

2.1.1.3.1   Errors Based on Linguistic Category

This taxonomy classifies errors according to the language component or linguistic constituent. Among language components we count phonology (pronunciation), semantic (grammar), semantic and lexicon (meaning and vocabulary), and discourse (Dulay et al. 1982:146).

The example of errors in syntax:

1. Noun phrase

    a. Determiners

    Omission of the article (*she no go in the hole*)

Used of possessive with the article (*she put it in the his room*)

    b. Nominalization

    Simple verb used instead of-ing (*by to cook it*)

Proposition by omitted (*the dove helped him by putting leaf on the water*)

c. Number

Substitution of singulars of plurals (*he got some leaf*)

Substitution of plurals for singulars (*he stab him in the feet*)

d. Uses of pronouns

Omission of the subject pronoun (*he pinch the man*)

Use of me as subject (*me forget it*)

2. Verb phrase

a. Omission of verb

Omission of main verb (*he (fell) in the water*)

Omission of to be (*he in the water*)

b. Uses of progressive tenses

Omission of be (*He going*)

Replacement of - ing by the simple verb form (*the bird was shake his head)*

3. Verb and verb construction

a. Embedding of a noun and verb construction in another noun and verb construction (*I go to play (I go and play)*)

b. Omission of *to* identical subject construction (*I go play*)

c. Attachment of the past marker to the dependent verb (*he was going to tell*)

4. Some transformation

    a. Negative transformation : formation of *no* or *not* without the auxiliary *do* (*she <u>not</u> playanymore*)

    b. Question transformation : omission of auxiliary (*how the story helps*)

    c. There transformation : omission of there (*is one bird*)

    d. Subordinate clause of transformation : uses of *for* or *so that* (*for the dog could get out*)

2.1.1.3.2Errors Based on Surface Strategy Taxonomy

The numerous types of errors that reveal systematic distortions of surface elements are omission, addition, misinformation, misordering, and miscellaneous (Dulay, etal,1982:150).

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

For example: *Ashandy my sister* ("is" is omitted).

2. Addition

Addition errors are the opposite of omission. They are opposite of omission. They are characterized by the presence of an item which must not appear in a well formed utterance. There are three types of addition errors, as shown below.

a) Double making

Two item rather than one are marked for the same feature.

For example :

- *Shelvy CS didn't go to the hotel*

The sentence should be :*Shelvy CS didn't went to the hotel*

b) Regularization

A rule typically applies to a class of linguistic item such as the class of main verbs of the class of nouns. In most languages, however, some member of a class are exceptions to the rule.

For example, the verb "eat" doesn't become "eated" but "ate".

The noun "dog" in the plural is not "dogs" but "dog".

c) Simple addition

If an addition error is not a double marking or regularization, is called a simple addition. No particular features characterize simple addition other than those that characterize all addition errors the use of an item which should not appear in a well formed utterance.

For example:

- Third singular-s : the fishes does not live in the water

- Past tense   : the rain is going to broke it

- Article   : an university

- Preposition   : in over here

3. Misinformation

Misinformation refers to "the use of the wrong form of the morpheme or structure" (Dulay et.al,1982:158). There are there types of misinformation errors :

a) Archi-forms

The election of one member of class or forms to represent others in the clas is a common characteristic of all stages of second language acquisition. Therefore,

something selected by the learners is called Archi form. For example, a learner may temporarily select just one of the English demonstrative adjectives, *this,these,that,those,*to do the work for several of them. The selection of one member of them is shown the following.

For example :

That dog

That dogs

b) Regularization Errors

Regularization errors fall under the misinformation category are those in which a regular marker is used in place of an irregular one, as in runnes for run or goose for geese.

c) Altering-forms

As the learner's vocabulary and grammar grow, the use of archi-form often gives way to the apparently fairly free alternation of various members of class with each other. Thus, we see for the following demonstratives: *those dog,this cats.*

In the case of pronouns, we see masculine for feminine (or vice versa). As in her for him plural for singular (or vice versa) as in *they* for *it.* Accusative for nominate case (or vice versa) as in *her* for *she*.

4. Misordering

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

For examples:

- *He is all the time late. (All the time is misordered*)

- *What mother is doing. (is doing is misordered)*

5. Miscellaneous

Miscellaneous error is the error that does not fit to any other types of error. In other words, it can not be clasified to addition, omission, misformation, or misordering. Example *That is make me becomed him my idol, her eyebrow is so meny much that not count.*

2.1.1.3.3 Error Based on Comparative Taxonomy

The comparative taxonomy classifies errors on the basis of comparing the structure of L2 errors to other types of constructions, most commonly to errors made by children during their L1 acquisition of the language in question. In the taxonomy, we work with two main error categories: developmental errors, Interlingua errors, ambiguous errors, and the 'grab bag category' of other errors (Dulay et al. 1982: 163-164).

1. Development Errors

Refer to errors which are similar to those made by children who are acquiring the target language in question as their mother tongue. They are the opposite of the interlingua errors, i.e. those caused by L1 interference. The research has shown that most of errors committed by L2 learners are developmental. They are called developmental because they are characteristic for both L1 and development (Dulay et al. 1982: 164-165). Developmental errors are errors made by children learning the target language as their first language.

For example, the following utterance made by a Spanish child learning

English :*Cat eat it*

The omission of the article and the past tense marker may be classified as developmental because they are also found in the speech of children learning English as their first language.

2. Interlingual Errors

Interlingual errors are, as Dulay et al (1982:171) argue, "similar in structure to a semantically equivalent phrase or sentence in the learner's native language". E.g. *the man skinny* said by an Indonesian speaker of English reflects the word order of the Indonesian equivalent phrase laki-lakikurus. Interlingual errors define simply refer to second language errors that reflect native language structure regardless of the internal processes of external condition spawned them. To identify an interlingual of error, researchers usually translate the grammatical form of the learner's phrase or sentences into the learner's first language to see if similarities exist.

For example:

She goes to Bali this morning (Diapergike Bali pagiini). She gone this morning.

When did she go? She go last night (diapergitadimalam. She went last night.

3. Ambiguous Errors

Ambiguous errors are those that could be classified equally well as developmental or interlingual. That is because these errors reflect the learner's native language structure, and the same time they are of the type found in speech of children acquiring a first language.

For example, in the utterance: *I no have car*

The negative construction reflects the learner's native (Spanish) and is also characteristic of the speech of children learning heir first language.

4.   Other Errors

Other errors are those which simply do not fit in any of the above mentioned categories of this taxonomy (Dulay et al. 1982:172). Other errors are classifiable as neither developmental nor interlingual or errors that do not fit into any other category.

2.1.1.3.4   Errors Based on Communicative

This taxonomy focuses on the effect the errors have on the listener or reader. Dulayet al. (1982:189) argue that "errors that effect the overall organization of the sentence hider successful communication, while errors that effect a single element of the sentence usually do not hinder communication". They call former global errors and the later, local errors.

1. Global errors include:

- Wrong order of major constituents

  e.g. English language use many people

- Missing, wrong or misplaced sentences connectors

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

  He will be rich until 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) loocked into (by) the principal

- Regularization of pervasive syntactic rules to exceptions (in transformation terms, not observing selection restrictions on certain lexical items).

e.g. We amused that movie very much

(That movie amused us very hard)

2. Local errors include:

Errors that affect single elements (constituents) in a sentences do not usually hinder communication significantly. (Dulay et al. 1982:191-192).

For example: *Why like we each other?*

And

Why we like each other?

2.1.2. Writing

Dealing with writing, we will discusses the definition of writing, the nature of writing, writing process. The detail explanation I shown below :

2.1.2.1 Definition of Writing

There are many definitions of writing according to many experts. Writing is to make letters or other symbols (ideograph) on a surface(Hornby 1987:996)It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio (Wikipedia. Org)

Berthoff has defined writing as an act of the mind by whichwriterscreate meaning. It is means that writing is the creating of meaning from one's own intellectual and

linguistic resources and activity, rather than the copying of someone else's text, or the use of prepared lists of words to create sentence or stories (Huddesdon 1989:5)

From the definitions above, it can conclude that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

2.1.2.2 The Nature of Writing

It is realized that writing I one of basic language skills in teaching and learning language. Writing is very important tool to facilitate and reinforce other language competence such as grammar.

In writing the student must keep in mind their purpose about what they should write, and they will carefully pay attention to grammar which they have to use in it.

Writing helps the students to learn many ways, first, writing reinforces grammatical structure, idioms and vocabulary that have been studied by the students. Second, when the students write, they necessary become involved with the new language. The efforts of express ideas to constant use of eyes, hand and brain is unique way to reinforce.

2.1.2.2 Process of Writing

Harmer (2004: 4-5) states that there are four main stages of the process of writing that, planning, drafting, editing, (reflecting and revising) and final version. It might decide to represent these stages in the following way:

Planning-drafting-editing-final draft.

1. Planning

This is first stage in a process. When planning,the students have to think ab out three main issues.In the first place they have consider thepurposeoftheir writingsincethiswillinfluencenotonlythe

typeoftexttheywishtoproduce,butalsothelanguagethey use,andthe information theychoose to include. Secondly, thestudents have to think abouttheaudiencetheyarewritingfor,thiswillinfluencenotonlytheshape ofthewriting (howitislaidout,howtheparagraphsarestructured),butalso the choice of language,itisformalor informalintone.Thirdly,the students have toconsider the contentstructure of the piece, how the bestsequence the facts, ideas, or argumentswhich theyhavedecidedto include.

2. Drafting

Theresultofthefirstversionofapieceofwritingiscalleddraft.Asthe writingprocessproceedsintoediting,anumberofdraftsmay beproducedon the wayto the final version.

3. Editing(ReflectingandRevising)

Oncethestudentshaveproducedadraft,thentheyreadthroughwhatthey have writtentosee where itworksandwhereitdoesn't.Perhapstheorderof theinformationisnotclearortheway somethingiswrittenisambiguousor confusingReflectingandrevisingareoftenhelpedby otherstudentswho commentand makesuggestions.

4. Final Version

Thestudentshaveeditedtheirdraft,makingthechangestheyconsidertobe necessary, theyproducetheir final version

Harmer (2004: 6) represent all the aspect above in a different way, thereforetheprocesswheelbelowclearly showsthemanydirectionsthatthe studentscantake,eithertravellingbackwardsandforwardsaroundtherimor goingup and down thewheel's spokes.

2.1.3 Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering words at the sentences level. Richard et al (1985:125) define it is a description of the structure of a language and the way in which linguistic units such as words and phrase are combined to produce sentences in the language. Sentences are acceptable if they follow the rules set out by grammar of language recognize the basic structure of language.

Grammar has great role in transferring meaning from one language into another language, when someone translates a sentence from language such as English into another language he or she should know the English sentence patterns. It is important to point out that there are similarities and also differences between the Indonesian language patterns and English patterns. When similarities exist translation would be easy. On the other hand, when differentnces occur translation could be difficult.

One reason for this is that English has lost most of its originally Germany system of inflection. This was system suffix on noun and adjectives that reflected that gender.

a) Phrase structure rules

b) The noun phrase

c) The internal structure of adverbials

d) Ordering of sentences final adverbials

2.1.4 Kinds of Text

As cited on *Media BelajarBahasaInggris* (2014), there are thirteen kinds of text in English. Though all of these kinds of text can be easily found in English literature and other writings but not all are used in the classroom setting.

1. Narrative Text

    Narrative text is a text that aims to amuse the reader with a past story about one's experience, imagination, or events that lead to a crisis and end with a resolution. Its generic structure covers three main parts and a coda, i.d.orientation, complication, and resolution with a coda.

2. Recount Text

    Recount text is a text that aims to provide information or to amuse the readers by retelling events or past experiences. Its generic structure covers orientation, events, andreorientation.

3. Descriptive Text

    Descriptive text is a text that aims to represent, in words, a particular person, place, or thing. Its generic structure covers two main parts, i.d.identification(identifies objects to be described) and description (describes parts, qualities, and characteristics).

4. Report Text

    Report text is a text that describes objects, living things, or a particular phenomenon. The aim of this kind of text is to provide information as a result of a systematical or analytical observation which includes natural phenomena,

environment, human product, or social phenomena. Its generic structure coversgeneral classification and description.

5. Explanatory Text

   Explanatory text is a text that consists of a process that relates to natural and social phenomena, science, culture, etc.

   Its generic structure consists of a general statement, asequenced of explanation, and closing.

6. Discussion Text

   Discussion text is a text that contains a problem which usually has two sides, pro and contra. The aim of this kind of text is to bring an issue or problem to be seen from both sides equally before making a conclusion or recommendation. Its generic structure covers two main parts, i.d.issue, supporting points, contrasting points, and a conclusion or recommendation.

7. Review Text

   Review text is a text that contains a review and critics of a work such asshow, movie, book, etc. to find out its quality, strength, and weakness to be read by public. Its generic structure covers four parts, i.d.introduction, evaluation, interpretation, and summary.

8. Spoof Text

   Spoof text is a text that similar to the narrative text in which offers a story with unexpected ending that makes the story funny. The aim of spoof text is to amuse the reader. Its generic structure covers orientation, events, and twist.

9. Anecdote

Anecdote is a text that tells unusual events either fact or imaginative to amuse the reader. Its generic structure consists of abstract, orientation, crisis, and reaction/ incident.

10. Analytical Exposition Text

Analytical exposition text is a text that contains the writer thoughts in detail about an event. The aim of this kind of text is to convince the reader that the presented topic is very important by providing arguments or opinions that support the main idea of the topic. Its generic structure covers thesis, argument, and reiteration.

11. News Item

News item is a text that provides information for the reader about daily events that are considered to be important and factual to be news. Its generic structure covers newsworthy event, background event, and source.

12. Hortatory Exposition Text

Hortatory exposition text is a text that presents the writer's effort to influence the readers to do something. It includes opinion and argument to support the main idea of the text. Its generic structure consistsofthesis, arguments, and recommendation.

13. Procedural Text

Procedural text is a text that that describe a process to operate or make something in a set of procedure or sequentially. Its generic structure covers aim/goal, materials, and steps.

2.1.5   Descriptive Text

Many things dealing with descriptive text are presented here in this part.

2.1.5.1. The Definition of DescriptiveText

Descriptive text is a text which describing the people, places, or specific objects (Bima and Arini,2012:22). It includes the details that appeal to the five senses: sight, taste, touch, smell, and hearing, in order to give the best possible description to the reader. Tompkins (1994) and Stanley (1988) defined descriptive text as painting pictures with words. By reading a descriptive text, reader feel that they see the description just like they see pictures.

2.1.5.2 The Purposes of DescriptiveText

The purpose of descriptive text is to describe the characteristic for person, place or thing in detail that the reader can easily from a precise mental picture of what is being written about, or can feel that they are part of the experience (kangGuru in the classroom: Teacher's guide SMA Package, 2005). Stanley (1998) assert that the aim of description is to convey to the reader what something looks like. Furthermore, Jonston& Morrow (1981) states that the purpose of descriptive text is to describe objects or persons in which the writer is interested. Therefore, the writer should know well what he wants to describe, starts by observing the objects carefully to take the significant details and brings clear picture to the readers and avoid ambiguities.

2.1.5.3 Kinds of Descriptive Text

Samsinar (2014) identified descriptive text into three kinds; they are describing place, person, and thing.

a. Describing place, it means that describe text place looks, such as the condition, the situation, etc.

b. Describing person, it means that describe the person looks, such as the face, body, behavior, etc.

c. Describing thing, it means that describe the thing looks, such as the condition, the function, etc.

2.1.5.4 The Structure of Descriptive Text

1. The generic structure of descriptive text

Wadirman,etal. (2008) specify the generic structure of descriptive text covers two main parts,i.d. identification (identifies objects to be described) and description (describe parts, qualities, and characteristics).

➢ Identification

In this part, it introduces to the subject of the description, or introduces a particular person or thing or place.

➢ Description

In this part, it gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical, appearance, behavior, ability, habit, daily live, etc.

2. The generic Features of descriptive text

In the descriptive text, we use:

➢ Simple present tense, if things/person described are still alive.

➢ Simple past tense, if things/person described do not exist anymore

➢ Use noun

➢ Use kinds of adjective

➢ Use active verb

➢ The use of have and has

2.2 Review of Previous Studies

Previous studies are the studies that are related to the present study in terms of being the same topic, the same language investigated, and the some theory applied. Some previous studies that are reviewed include are as follows:

Apriliani (2014) conducted a research entitled A study on the Grammatical Errors in the composition Written by Eight Grade Students of SMPK St. YosephKupang in academic year 2014/2015. She found that errors committed by the students in writing the total frequency of misinformation was 37.21%, followed by omission was 34.30%, misordering was 7.56%, addition was 2.91 and miscellaneous was 18.2%.

Maria (2016) conducted a research entitled an analysis on grammatical errors in writing descriptive text of the tenth grade students of SMA Sint. CarolusKupang in the school year 2015/2016. She found that errors committed by students in writing the total frequency in misinformation was 44.63%, followed by omission was 26.44%Miscellaneous 13.22%, misordering 8.27%, and addition 7.43%.

Erna (2013) conducted a research entitled An Analysison Grammatical Errors in the Translation from Bahasa Indonesia into English of the Eleventh Grade Students of SMA Swasta diakui PGRI Kupang in the School Year 2012/2013.She found that errors commited by students in writing the total frequency in Omission 40, Addition 27, Misformation 79, and Misordering 10.

Donatrix (2013) conducted a research entitled"Grammatical Error in Translation of Descriptive Texts From Indonesian into EnglishoftheEighth Grade Students of SMPN 9 KUPANG". She found that errors commited by students in writing the total frequency in misformation (11.75%), misordering (6.62%), omission (39.16%), and addition (42.47%).

Adeodata (2015)conducted a research entitled A study on Errors in writing Diary committed by the Eleventh Grade Students of SMAK Sint CarolusKupang in the school year 2014/2015. She found that errors committed by the students in writing the total frequency of misinformation was 76%, followed by omission was 17%, misordering was 2%, addition was 5%.

From the five previous studies above the writer though that they build up the appropriate inspiration in doing errors in writing descriptive text. The writer will continue this study to measure the student's errors in writing a descriptive text.

2.3 Conceptual Framework

This study is about error analysis in English grammar in writing descriptive text. The error analysis is highlight from the surface strategy taxonomy covers errors in addition, omission, misformation, misordering and miscellaneous of English grammar. To summarize the model the following diagram is presented.

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                          ┌──────────────┐
                          │    Error     │
                          └──────┬───────┘
                                 │
                                 ▼
                        ┌──────────────────┐
                        │ Grammatical Error │
                        └────────┬─────────┘
                                 │
                                 ▼
                      ┌──────────────────────┐
                      │ Types of error Taxonomies │
                      └──────────┬───────────┘
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- Linguistic Category Taxonomy
- Surface Strategy Taxonomy
- Comparative Taxonomy
- Communicative Effect Taxonomy

Surface Strategy Taxonomy:
- Omission
- Addition
- misordering
- misformation

Students' error in writing Descriptive text