

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents some theories that are related to the study. It deals with the concepts, previous study and conceptual framework.

1.1 Concepts

There are some concepts dealing with study which are going to be presented here. They are the concept of error analysis, grammatical error, writing and recount text.

1.1.1 Error Analysis

In the course of learning and using a foreign language, one of the most inhibiting factors in appear is making mistake and errors. It is a sign that learners have not mastered well the language being learned. Error analysis is the process of determining the incidence or occurrence, nature, causes and consequences of unsuccessful language learning (James 1998:1)

Since language is a process that involves the making of mistake and errors, errors are consider as the product of learning. People now believe they had a principled means for accounting for errors namely that they were the result of interference in the learning of a second language learning from the habits of the first language. This would come an inventory of this case of difficulty which the learner would encounter and the value of this encounter would be the teacher's attention directly to this case so that they might devote special care and emphasis in their teaching to the overcoming. It is important for English teacher to realize the errors

made by learned need to analyze correctly in order to arrange learning strategy correctly. In other hand, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as foreign language that becomes the key for foreign language acquisition.

Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic and if possible explain what caused them. Such errors tell us something about the learner's interlanguage or underlying knowledge of the rules of the language being learned (Corder 1981, p.10). Native speakers of the target language who listen to learner language probably find learners' errors very noticeable although as we shall see accuracy is just one feature of learner language.

1.1.2 Error and Mistake

Brown (1980:165) insist that it is crucial to make a distinction between mistake and errors because they are technically two very different phenomena. There are two concept that need to be consider when differentiating between errors and mistake, the first is the concept on intentionally that plays an essential role when defining an error since an error arises only when there was no intension to commit one and the second is the correctibility that explain the basic distinction between a mistake and an error is also based on the concept of correctibility. If the learner is able to self-correct after using an incorrect expression at utterance, we are talking about a mistake. On the other hand, when the learner produce an intentionally deviant utterance and is not able to self-correct, he or she committed an error.

Corder (1967:197) and James (1998:78) associate the error and mistake distinction to the issue of competence vs performance. In this way, errors are seen as failure of competence and mistakes as failure of performance. Errors are breaking the rule, due to lack of competence such as knowledge of the language which may or may be conscious. As they are due to lack of competence they tend to be not correctable. The other hand, a learner makes a mistake when writing or speaking because lack of attention, fatigue, carelessness or some other aspect of performance.

To distinguish between an error and mistake, Ellis as mentioned by Erdogan (2005:263) suggest two ways. The first one is to check the consistency of learner's writing, if someone sometimes uses the correct form and sometimes the wrong one is a mistake. However, if someone always uses it incorrectly it is an error. The second way is to ask the learner to try to correct their own deviant utterance. When they are unable too, the deviations are errors, while they are successful, they are mistakes.

Indeed, learners often make mistake in the process of foreign language learning. Thus, it is not a big deal when the learners commit the mistake either in speaking or writing since they are capable to correct the mistake. However, learning another language become difficult since the target language has a different system of the native language. This difference sometimes makes the learners make errors, especially in applying grammar. This is why analyzing learner's errors in learning another language would be interesting instead of mistake analysis.

1.1.3 The Source of Errors

In order to be able deciding it is an error or not, it is needed to understand fully the source of error. Errors are stated by brown (1980:166), arise from several possible causes or sources. The sources of error could be interlingual error of the interference from the native language, intralingual errors within the target language, context of learning and communicative strategies.

1. Interlingual Transfer

This source of error can be called errors by negative transfer because interlingual errors is influenced by the effect of mother tongue. They are very frequent at the initial stages of second language learning since the first language is the only language systems the learner knows and can draw on and therefore negative transfer takes place (Brown, 1980:171).

2. Intralingual Errors

Interference from the student's own language is not the only reason for committing errors. Students may make mistake in the target language since they don't know the target language very well, so they have difficulties in using it. Richards (1974:6) writes, intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue but generalization based on partial exposure of the target language.

James (1998:185:187) refers intralingual errors as a learning strategy based errors and the types of them are false analogy arises when the learner incorrectly thinks new item behaves like another item already known to him or her, misanalysis means the learner has an unfounded hypothesis in the second language and is putting it in practice, incomplete rule application happens when the learner doesn't

apply all the rules necessary to apply in a particular situation, exploiting redundancy appears because there is a lot of redundancy in every language, overlooking concurrence restriction means that the learner doesn't know that certain words go together with certain complements or preposition, hypercorrection result from the learners over monitoring their second language output and overgeneralization means that the learners use one member of a set of forms also in situation when the other members must be used.

3. Context of Learning

Context of learning refers to the setting where a language is learnt, for example a classroom or a social situation and also to the teacher and materials used in the lesson. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.

4. Communication Strategy

Communication strategies are consciously used by the learners to get a message across to the hearer. They can involve both verbal and non-verbal communication mechanism.

1.1.4 Causes of Errors

The errors made by students are caused by some factor either from students itself or from the other person. There are some causes of errors:

a. Mother Tongue Interference

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

b. Overgeneralization

Richards says that overgeneralization covers instances where the learner creates a deviant structure on the basis of the experience of other structures in the target language. The error might be made as a result of blending structures learnt early in the learning sequence.

c. Translation

Translation is the one of the cause of errors. It happens because the students translate their first language sentence or idiomatic expression into the target language word by word. This probably the most common of error.

1.1.5 Error Taxonomies

According to Dulay et al (1982), the most commonly used taxonomies are based on linguistic category, surface strategy, comparative analysis and communicative effect taxonomy.

1. Errors Based on Linguistic Category

These taxonomies classify according to the language component or linguistic constituent (or both of them) which is affected by error. Among language

components we count phonology, syntax and morphology, semantic and lexicons and discourse (Dulay et al 1982:146).

2. Surface Strategy Taxonomy

Surface strategy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay et al (1982:150) divide error into the following: omission, addition, misformation, and misordering. Example: I bought five card last week (I bought five cards last week).

3. Comparative Taxonomy

These taxonomy classifies on the basis of comparing the structure of second language errors to the other types of construction, most commonly to errors made by children during their first language acquisition of the language in question. Example: cat eat it yesterday (the cat ate it yesterday).

4. Communicative Effect Taxonomy

These taxonomy focuses on the effect the errors have on the listener or reader. Dulay et al (1982:189) argue that errors that effect the overall organization of the sentences hinder successful communication, while errors that affect a single of the sentence usually don't hinder communication. Example: we not take this bus we late for school (if not take this bus, we late for school).

5. Miscellaneous

A miscellaneous group consists of many different kinds of things or people that are difficult to put into a particular category. There are seven types of miscellaneous errors in students writing namely: in the use of pronouns, in the use of adverbs, in the use of adjectives, in the use of *too* or *so*, the error in the position of words, in the use of plural and in the use of conjunctions.

1.1.6 Types of Error

In this discussion the writer focuses on her close attention to the surface strategy taxonomy. The writer considers that the surface strategy taxonomy has a close relationship with the topic. The numerous types of error that reveal systematic distortions of surface elements as follows.

a. Omission

Omission means that an item which must be present in a well formed utterance is absent. There is an evidence that grammatical morphemes (noun and verb inflections, articles, preposition) are omitted more often than content morpheme which carry the meaning (Dulay et al, 1982:154-155). For example ‘They from Manggarai, Ende and Bajawa. (In this sentence student should add “are” between they and from.

b. Additions

Additions are the second category of surface strategy taxonomy and also opposite of omission. The characteristic of additions is the presence of an extra item which mustn't be present in a well formed utterance (Dulay et al 1982:156). Dulay divided into three categories.

- a. Double marking is two item rather than one are marked for the same feature.

Eg. He doesn't knows my address (he doesn't know my address)

- b. Regulation is a rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, some members of a class are exceptions to the rule. Eg. The verb “eat” doesn't become *eated* but *ate*.

- c. Simple additions is not a double marking or regulation. 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. Eg. Past tense: the rain is going to *broke* it.

c. Misformation

Misformation refers to the use of wrong form of the morpheme or structure (Dulay 1982:158). There are 3 types of misformation

- a. Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run* or *gooses* for *geese*.
- b. Archi forms that the selection one member of a class of forms to represent in a class is a common characteristic of all stages of second language acquisition. For example: a learner may temporarily select just one of the English demonstrative adjectives: *this*, *that*, *these* and *those*, to the work for several of them (*that cat*, *that cats*...).
- c. Alternating form

As the learners' vocabulary's and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: *those dog*, *this cats*....etc.

d. Misordering

Misordering are characterize by the incorrect placement of a morpheme or group of morpheme in an utterance. For example in the utterance "He is all the time late (all the time is misordered).

1.1.7 Grammatical Error

Grammar is the system of language. People sometimes describe grammar as the rules of a language, but in fact no language has rules. If we use the word rules we suggest that somebody created the rules first and then spoken the language, like a new game. Languages don't start like that. Language started by people making sounds which evolved into words, phrases and sentences.

Very many people in the world speak their own native language without having studied its grammar. Children start to speak before they even know about the word grammar. But if we are serious about learning a foreign language, the answer is grammar can help us to learn a language more quickly and more efficiently. It is important to think of grammar as something that can help us like a friend. When we understand the grammar (or system) of a language, we can understand many things without having to ask teacher or look in a book. So think of grammar as something good, something positive, and something that we can use to find our way, like a signpost or a map.

1.1.8 Writing

Writing is an important element in our life. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and believes into convincing arguments and to convey meaning through well-constructed text. As children learn steps of writing and as they build new skills upon old, writing evolves from simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar and organization come together

and grow together to help the student demonstrate more advanced writing skills each year.

Writing skill for foreign learners is the most challenging activity because it is the complex skill that involves knowledge, concept and writing's rules. Moreover for second language (L2) or foreign language (FL) learners, the difficulty writing does not only lay in creating and organizing ideas but also translating the ideas into readable writing. Richards explain that: 'there is no doubt that writing is the most difficult skills for second language learners to master. The difficulty lay does not only in generating and organizing ideas but also in translating ideas into readable text.

English teacher can use writing as a means of learning or evidence of successful learning. A good writing reflect a plenty of practicing because it needs process of thinking and then evaluating and revising it. White highlights that writing can be viewed as involving a number of thinking process which is drawn upon in varied and complex ways as an individual composes, transcribes, evaluates and revises. Richards (1974) hints that writing is used either as evidence of successful learning or as a means of learning. It can be summed up that writing can be as a tool for learning feedback. Writing is a process. The writing process is the means by which we discover what we want to say and how we can best say it. The writing process follow three major stages such as:

1. Prewriting is the planning and preparation that we do before we write.

Prewriting includes all the preliminary things we do to get started writing. It is a stages of warming-up discovering what we need to know. Prewriting can

involves and discuss ideas and others. In addition, prewriting involves observing, using our sense, incorporation our experience into our writing.

2. Writing a first draft is related to the word draw, as in drawing water from a well. That is exactly what we are doing when we write a first draft. We are drawing from the well of our mind the words and ideas that we want to put on paper. The first draft also called a discovery draft because by taking ideas out of the realm of our imagination and transforming them into written words, we discover whether our ideas have the same meaning and power once they are put on paper.
3. Revising (post writing) is not simply one extra step tacked on at the end of the writing process. It is an essential part of that process. Revising is an essential process of asking question about a piece of writing. Revising means questioning our discovery draft to make sure it has full filled our purpose in writing. Part of the art of revising is being able to read our work as if we had never seen it before. We may find that our writing needs major revisions or minor revisions. A major revisions means taking out or adding a whole section. A minor revision is usually referred to as editing, which means making changes in sentences structure and wording. Before we are finished our writing, we should checked out writing for errors in grammar, usage, capitalization, punctuation or spelling. When we are satisfied with our work, we may need to prepare a final copy but remember to spend time proof reading the final copy, checking again for any mistakes.

1.1.9 Recount Text

Recount text is the reconstruction of something happened in the past. Recount is unfolding of a sequence of events over the time (Derewianka 1990:14). It is about recreating past experience in using language to keep the past alive and to interpret the experience. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words) and adverbs to describe or add more detail the verbs. The purpose of recount text is to tell and inform the readers about an event in past time chronologically.

Based on school-based curriculum or *kurikulum 2013* there are some kinds of text that students of senior high school need to learn, one of them is recount text. The writer believes that recount text is the text which is so close to the students' life. The students don't need to think hard to find the ideas in creating the story, because they went through with the events, so they can write story smoothly.

The generic structure of recount text are orientation, events, and reorientation. Orientation introduces the participant, place and time. This parts tell the reader the main idea of the story being discussed in the text. Events describe the series of events that happened in past chronologically. It begins from first event and followed by the second event to the last. In reorientation the writer draws a conclusion or gives a comments about the story.

There are some language features of recount text such as: introducing personal participants (I, my father, my mother), using chronological connection (then, first), using linking verb (was, were, saw, thought), using action verb (call, think, come), using simple past tense that the main characteristic is on the use of verb II.

1.2 Review of Previous Studies

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

Tuanahope (2014) conducted a study entitled “A study on grammatical errors in writing recount text of the eight grade students of SMP NEGERI 1 KUPANG in the school year 2014/2015”. The writer wanted to find out the types of grammatical errors that occur in writing recount text and find out the most grammatical errors committed by the eighth grade students of SMP Negeri 1 Kupang. The writer focused on 20 students as subject of the study. Based on his research, the number of errors in grammar was 198 and the most grammatical errors in writing recount text committed by students is misformation with 128 sentences.

Wajang (2014) conducted a study entitled “A study on grammatical errors in writing recount texts of the eight grade students of SMPK Sancta Familia Sikumana Kupang in the school year 2014/2015”. The writer wanted to know the kinds of grammatical errors that might be committed and to know the most frequent grammatical errors that might be committed by the eighth grade students of SMPK Sancta Familia Sikumana Kupang. The writer chooses the students from class VII A and VII B as the subject of his study. The result of the analysis showed the errors committed were misformation 78, omission 40, addition 26, and misordering 8. The total number of error was 150.

Based on two previous studies, the writer found that many errors in grammar encountered by students is misformation. The researchers can be a guide for the writer in predicting errors that will be made again by students when the writer

conduct research in SMAN 2 Kupang. It means that misinformation is the main point that must be considered.

1.3 Conceptual Framework

Eichelberger (1989:79) states that the final product of the review of related literature is the framework that is used to understand and conceptualize a problem or issue. This may be comprehensive model that includes all relevant variables in the situation.

This study belongs to language skills that covers basic skill and sub skill. Basic skills cover listening, speaking, reading and writing. Sub skills consist of vocabulary, grammar, pronunciation and spelling. This study focuses on the basic skills especially writing. There are kinds of writing such as descriptive writing, narrative writing, recount writing and report writing. This study concentrate on recount writing.

In recount writing, the writer wants to identify the errors in aspect of grammar encountered by students. There are four taxonomies applied in analyzing errors and the writer applies the surface taxonomy in analyzing the grammatical errors in writing recount text of the eleventh grade students of SMAN 2 KUPANG. This taxonomy classifies errors into omission, addition, misinformation and misordering.

Here, the writer would like to present the conceptual framework which guides the writer in conducting the study

