

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some important theoretical points: theory, review of related studies, and research model. The three points are discussed in details in the following.

2.1 Theory

Theory of this study defines, and explains four main terms based on the topic, such as: errors, grammar, writing and procedure text.

2.1.1 Errors

In this part, definitions of errors, error analysis, types of errors, source of errors, and causes of error will be explained.

2.1.1.1 Definitions of Errors

Making errors in speech and writing in English often happens to Indonesian students since English is not used in daily life communication and the lack of knowledge. Error in writing occurs accidentally starting from adding or subtracting letters, words or punctuation so that the error become easy to find finally resulting in various error definitions from experts.

Error refers to wrong forms that the people could not correct even if their wrongness were to be pointed out, but it is still evident what the learner wanted to say (James 1998 : 80). On the other hand, Corder (1971) distinguishes mistakes, lapse and error. Mistake and deviations due to performance factor such as memory limitation (e.g. mistake in sequence of tense and agreement in long sentences),

spelling, pronunciation, fatigue emotional strain, etc. They are typically random and are readily corrected by learner when his attention is drawn to them. Lapse are deviation of using language because of the lost concentration to the main topic spoken before. While error is deviation of using language because of the learners do not master well the rule or the principles of the language.

Richards (1974: 189) states that errors are potentially important for the understanding of process of the second language acquisition and consequently the planning of the course incorporating the psychology of the literature on modern language teaching.

Other linguist defines errors as the flawed side of learner speech or writing. It is called the term “goofs”, Dulay (1974). Basically the sense of error according to Dulay has the same meaning with the sense of error given by Corder (1971). Based on the term above, Dulay tried to classify “goofing” to be categorized as follows:

- a.** Interference – like goofs. It is deviation of using language caused by interference of structure of mother tongue.
- b.** L1 (first language) developmental goofs. It is deviation of using target language that is learnt by learners. For example: mother tongue. In learning English, native and second language learners often produce verb form such as *comeed*, *goed*, and *breaked*, instead of *came*, *went*, and *broke*. This can happen because they have learnt the rule of regular past tense formation and apply it to all verbs.
- c.** Ambiguous goofs. The deviation of using language that does not involve in whether interference or L1 development goofs.

2.1.1.2 Definitions of Error Analysis

Carl James (1998: 1) defines Error Analysis (EA) as “the process of determining the incidence of occurrence, nature, causes, and consequences of unsuccessful language learning”.

James (1998: 62-63) also refers to EA as the study of linguistic ignorance which investigates “what people do not know and how they attempt to cope with their ignorance.” The fact that learners find ways how to cope with their ignorance makes a connection between EA and learner strategies which we divide into learning strategies and communication strategies.

Corder (in James 1998: 3) suggests that EA can be distinguished from “performance analysis” in that sense that “performance analysis is the study of the whole performance data from individual learners, whereas the term EA is reserved for the study of erroneous utterances produced by groups of learners.”

2.1.1.3 Types of Errors

In error analysis there are four types of error proposed by experts. Such types are: Linguistic Category Taxonomy, Surface Strategy Taxonomy, Comparative Analysis and Communicative Effect Taxonomy. Among these types, the writer picks surface strategy taxonomy consisting of omission, addition, misformation and misordering which concentrates on the ways in which surface structures are altered to analyze data. Moreover, sentences that are not classified as parts of surface strategy taxonomy will be categorized as miscellaneous errors.

Here are the description of error elements in surface strategy and miscellaneous error :

1. 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, prepositions) are omitted more often than content morphemes which carry the meaning (Dulay, in Madar and Ataburan: 45).

Examples : *My father __ __plumber*, (in this sentence, the grammatical morphemes *is* and *a* are omitted.)

She speak Indonesian (-s is omitted)

They __from Bali, Jakarta, and Manggarai. (in this sentence, the student should add “are” between “They” and “from”)

2. Additions

Additions are the second category of surface strategy taxonomy and also the opposite of omission. The presence of an extra item which must not be present in a well formed utterance is the characteristic for additions (Dulay, in Madar and Ataburan: 46).

Dulay et al divide them into three categories :

a. Double Marking

Double Marking happens when two items rather than one are marked for the same feature.

For example: *He doesn't knows my address*

He didn't went there (tenses)

b. Regularization

Regularization 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, however, some members of a class are exceptions to the rule. For example: The verb “eat” doesn’t become “eated” but ate. The noun “sheep” is also “sheep” in the plural, not “sheeps”. Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules and to produce the regular ones to those that irregular resulting in errors of regularization.

c. Simple Addition

Simple Addition means, an addition error is not a double marking or regularization. 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:

The fishes doesn't live in the water (Third singular -s)

The rain is going to broke it (Past tense)

A this (Article *a*)

In over there (Preposition)

3. Misformation

Misformation refers to “the use of the wrong form of the morpheme or structure” (Dulay et al, in Madar and Ataburan: 47). There are three types of misformation errors.

a. Regularization Errors

Regularization errors 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

The selection of one member of a class of forms to represent in a class is a common characteristic of all stages of second language acquisition. We have called the form selected by learner an archi-forms.

For example: a learner may temporarily select just one of the English demonstrative adjectives: *This, that, these* and *those*, to work for several of them. (*That cat, that cats....*)

For the learner that is the archi-demonstrative adjective representing the entire class of demonstrative adjectives. Learners may also select one member of the class of personal pronouns to function for several others in the class.

For example : *Give me that..., Me hungry...etc*

In the production of certain examples sentences, the use of the infinitive as an archi-form for the other complement types (gerund and that clauses) has also been observed. (*I finish to watch TV*)

c. Alternating Forms

As the learners' vocabulary 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. Thus we see for demonstratives.

Those dog... this cats...etc

In the use of pronouns, we see Masculine for feminine (or vice versa) as in *her* for *him* in plural for singular (or vice versa) as in *they* for *it*. Accusative for nominative case (or vice versa) as in : *her* for *she*.

4. Misordering

We talk about misordering when we come across an utterance where a morpheme or a group of them is incorrectly placed, as in : *I get up at 6 o'clock always...* where *always* is misordered (Dulay et al in Madar and Ataburan: 49). Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. For example : *He is all the time late* (all the time is misordered) or *What daddy is doing?... I don't know what is that*

5. Miscellaneous

According to Oxford electronic dictionary, miscellaneous is “(of a collection or group) composed of members or elements of different kinds.” From this definition, it can be concluded that miscellaneous is “other type of errors” that are not classified to any types of error which have been proposed by experts. For example, “*ready glass after input sugar and tea*” “*after input water and stir until smooth*”

2.1.1.4 Sources of Error

Sources of error come from two sides, they are from inside and outside. As Corder (1971: 9) remarks errors may arise from materials, teaching, and students. The three are explained in the following.

1. Materials

The choice of materials, where from its teaching points being presented in certain order; in ordering of the example; as a result of work accompanying the examples or from the learner's processing of the material.

2. Teaching

Teacher and learner are part of the activities associated with the teaching process. In these activities, errors may arise. It can be from the teachers, that do not have experience or the use of wrong method in teaching or it can be from learners processing of materials.

3. Student

A group of factors influencing learning ability with which most teachers would be familiar are the personal ones, involving the student's state of mind.

The personal factors are (a) different learning strategies, (b) interference from first language, (c) accent, and (d) sociology.

2.1.1.5 Causes of Error

There are some causes of error : Mother tongue, overgeneralization, and teaching material.

1. Mother Tongue

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, older learners experience 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, occasionally, to the wrong choice of vocabulary (Hubbard, 1983: 140).

2. Overgeneralization

As Richard points out, this type of error can be regarded as a blend of two structures in the “standard version” of the language. The error might be made as a result of blending structures learnt early in the learning sequence.

3. Errors Encouraged by Teaching Material or Method

Errors have positive contribution to make learning in any skill, such as language. Error is evidence of failure or ineffective teaching or lack of control. If materials is well chosen, graded and presented with meticulous 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, conversation exercise of a mechanical nature and guided sentence patterns, but more difficult at later stages. However, it might be salutary for us to bear in mind the possibility of some of students’ error being due to teaching process, (Hubbard, 1983: 142).

2.1.2 Grammar

Grammar is like a government structure that plays basic and vital role to regulate a nation. It is useful in adjusting word order, and the use of clause or phrase in context in order to avoid confusion in speaking and writing.

According to Merriam Webster dictionary, grammar is the set of rules that explain how words are used in a language and speech or writing judged by how well it follows the rules of grammar. Harmer (2002) points out that, grammar of a language is the description of the way in which words can change their forms and it can be combined into sentences in that language. It is structure and meaning system of language.

Grammar may be roughly defined as the way a language manipulates and combines word (or bit of words) in order to form longer unit of meaning, for example: in English, the present form of the verb be in the third person has two distinct forms, one (*is*) being used with a singular subject, and the other (*are*) with a plural, and if the plural *are* is combined with a singular subject, the result is usually unacceptable or ungrammatical. Thus, a sentence like: *This is a book* is grammatical, whereas *This are a book* is not. Grammar as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. We may say that a learner who knows grammar is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms, (Ur, 1996: 4). While Lado (1961: 142), defines grammatical structure is the pattern of arrangement of words in sentences and the patterns of arrangement of parts into words.

2.1.3 Writing

Writing is not only a way to communicate non verbally, it also increases human's brain function in analysing problems and it can be used to produce money. Journalists, bloggers, editors, are examples of professions that require writing skill. The presence of those professions further clarified the importance of writing. In this part, the writer would like to present the theory of writing consisting of definitions of writing, purpose of writing, and characteristic of a good writing.

2.1.3.1 Definitions of Writing

According to Reynolds (1970), writing is a process when the students develop their own words into sentences to make good paragraph composition using brain, ideas based on experiences and facts.

Waldford (1984: 4) defines writing as a useful tool for discovering and thinking and Serrano (1971: 38) explains that writing is an art, and like any other art, it has to be learned.

2.1.3.2 Purposes of Writing

Imron Rosidi in his book “Menulis...Siapa Takut?” (2009: 4) emphasizes 5 purposes of writing in the following:

1. To inform or to explain

Writing that aims to inform or explain something is usually called an exposition essay. Exposition essays are essays that try to explain something to the reader by showing various concrete evidence in order to increase the reader's knowledge.

Examples of exposition essays are: *The process of making tempe, the role of students in the modern era, and the function of information technology for students.*

2. To convince or to compel

This second purpose aims to convince the reader that what the writer is saying is correct so that the writer hopes that the reader will follow the opinion of the writer. For example: *Be a successful student, Switch to quantum learning, and so on.*

3. To tell something

Writing that aims to tell something is called a narrative essay. Narrative essays can be divided into two, namely Expository Narrative and Suggestive Narrative. Examples of expository narratives are biography and autobiography, while short stories, novels and legends are parts of suggestive narratives.

4. To influence the reader

To influence the readers, writing often use sentence that affects people to do something or to make a brand or product, for example, *“Be an inspiring generation! Join Penuliscilik.com now, and we will make your writing change the world!”*

5. To describe something

The writer of the description essay is almost the same as a painter, only using different methods and media. Writers of description essay want readers to feel, see, and enjoy the object described by the writer. For example: *My bedroom is not really wide. The size is only 3 x 4 meters. The door to my room is in front of the family room. If you enter my bedroom, there is a study desk to the left of the door. Inside the bedroom, there is a bed with a mattress covered in pink sheets and a wardrobe on the right side of the bed.*

2.1.3.3 Characteristics of a Good Writing

Rosidi (2009: 10) states 4 characteristics of a good writing below :

1. A good writing does not falsify ideas because the writer lacks knowledge of what will be written.
2. A good writing does not create any confusion among the readers because the use of complex sentences and pleonastic explanation.

3. A good writing always contains of brief and clear explanation.

4. A good writing is not monotonous.

2.1.4 Procedure Text

Four important points are explained in this part namely, the meaning, the purpose, the language features and the generic structures of the procedure text. They are explained in the following.

2.1.4.1 The Meaning of Procedure Text

Procedure text is a text that generally tells people how to do or to make something by following some instructions. The other meaning of procedure text is a piece of text that tells a reader or listener how to do something (Anderson and Kathy, 1998:2)

2.1.4.2 The Purpose of Procedure Text

Communicative purpose of procedure text is giving instructions on how to do things through actions or steps are sequential. The purpose procedural text is to tell the reader how to do or make something. The information is presented in a logical sequence of events which is broken up into small sequence steps.

2.1.4.3 Language Features of Procedure Text

There are several features of the Procedure Text, such as:

1. Using pattern imperative sentences (commands), for example, *Cut, Do not mix, and so on.*
2. Using action verbs, such as *turn on or off, put, do not, mix, etc..*
3. Using the adverbials (adverb) to reveal details of time, place, manner accurate, for example, for *five minutes, 2 hours, etc..*
4. Using the simple present tense.

5. Using temporal conjunction : *then, after that, first, second, third, the last, finally, while, etc.*

2.1.4.4 The Generic Structure of Procedure Text

According to Sanggam Siahaan and Kisno Shinoda in “Generic Text Structure” (2008: 81) , there are four generic structures in a procedure text

1. Goal
2. Materials (not required for all Procedure texts)
3. Steps 1-2 (i.e Goal followed by a series of steps oriented to achieving the Goal)
4. Re-orientation: optional

2.2 Review of Related Studies

The studies of grammatical error in writing are interesting scientific writings that have been done repeatedly, in this part, the writer will review some previous studies which related to this study.

Ndoen (2013) conducted a study entitled “An analysis of the grammatical errors in the procedure text written by the ninth grade students of SMP Kristen Mercusuar Kupang in the school year 2012/2013”. The writer focused on the most grammar errors in writing. The writer chose the students randomly by taking 20 of 42 students from each class of the ninth grade. After choosing the subject of the study, the writer gave chance to students to compose a procedure text based on the given topics and collecting students’ composition. In line with the problem statement, the writer found that there were 56 numbers of errors made by students. There were 19 omission errors, 5 addition errors, 27 misformation errors, and 5

misordering errors. The most frequent grammatical error encountered by the students in writing procedure text was misformation, with 27 errors.

Dasilva (2014) conducted a study entitled “A study on grammatical error in writing narrative text of the eleventh grade students of SMAN 2 Kupang in the school year 2013/2014”. The subject of the study were 18 students from science class. The writer collected data by giving students chance to write narrative text based on their own topic. In the result of the writer’s data analysis, there were 117 misformation errors, 64 omission errors, 27 addition errors, and 18 misordering errors. The most frequent errors was misformation.

Werang (2018) conducted a study entitled “A study on the ability in writing descriptive text of SMPK Sancta Familia Kupang in the school year 2018/2019”. The writer took 24 students of eight grade as the sample of the study. The writer collected data by giving students chance to write a descriptive text in 30 until 60 words. Based on the data analysis, the writer concluded that; (1) The eight grade students of SMPK Sancta Familia Kupang in the school year 2018/2019 are able to write a descriptive text. (2) The ability level of the eight grade students of SMPK Sancta Familia Kupang in the school year 2018/2019 is good (88%). (3) Based on the students’ score above, it is shown that there were some difficulties faced by the eight grade students of SMPK Sancta Familia Kupang in writing descriptive text.

Kantur (2018) conducted a study entitled “An analysis of grammatical errors in writing recount text of the eleventh grade students of SMAN 5 Kupang in the school year 2018/2019”. The writer used surface strategy taxonomy to analyze students’ errors. Based on the result on data analysis, the writer found that, there

were 62 misformation errors, 23 omission errors, 10 addition errors, and 7 misordering errors. The most frequent errors was misformation.

Leing (2018) conducted a study entitled “An analysis of grammatical errors in writing procedure text of the eight grade students of SMPN 4 Kupang in the school year 2017/2018” The writer used surface strategy taxonomy to analyze students’ errors. Based on the result on data analysis, the writer found that, there were 41 omission errors, 16 addition errors, 8 misformation errors, and 2 misordering errors. The most frequent errors was omission.

2.3 Research Model

According to Eichelberger (1989: 76), the final product of the review of the related literature is the framework that is used to understand and conceptualize a problem or issue. This maybe a comprehensive model that includes all relevant variables in the situation.

The research model has various forms, depending on kind of research. This study belongs to language skills. Language skills consist of basic and sub basic skills. The basic skills are, listening, speaking, reading and writing and the sub basic skills are, vocabulary, grammar, pronunciation, and spelling.

This study takes grammatical error in writing procedure text as the main topic to be analyzed. In analysing the grammatical error, Dulay et al proposed four error taxonomies. One of the four taxonomies is surface strategy which consisting of omission, addition, misformation and misordering concentrates on surface structures that are altered. In addition, other ungrammatical sentences that cannot be classified into surface strategy will be put in miscellaneous error.

