CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer discusses three theoretical related ideas. They are grand theory of grammatical error in writing English composition, review of related studies, and research framework. The first deals with the theory as a guide in analyzing the data of the study, while the second deals with the research which has been done previously (Eichelberger, 1989). The third deals with some concepts of important points dealing with the topic.

2.1 Theory or Concept

A theory is used as a guide in analyzing the data of the study. The theory in this study is a set of ideas itended to explain the grammatical errors in writing English composition. Going in line with this, the points discussed in the following are everything adjacent to the grammatical errors in writing English composition.

2.1.1 Error

2.1.1.1 Definitions of Error

Error is defined as those parts of conversation or composition, which deviates from some selected norm of nature language (Dulay, 1982). Errors are the flowed side of learner speech or writing. Corder (1985) says that errors are the result of interference in the learning of the language from the habits from first language. Richards (1974) says errors should not be viewed as problems to be overcome, but rather as normal and inevitable features indicating the strategies that learners the language and being learn.

2.1.1.2 Significance of Errors

Corder (1981:11) in his book "errors analysis and interlanguage" states the significance of learner's errors. A learner's are signifcant in three ways:

1. To a teacher, if she/he undertakes a sytematic analysis, it can tell her/him how far the goal the learners have progressed, and consequently the teacher knows what remains for the learners to learn.

2. They provide the researcher with the evidance of how language is learnt or acquired what strategies or procedures the learners ar employing in their discovery of the language

3. They are used as a device in order to learn. It is way the learners of have testing their hypotheses about the nature of the language they are learning. The making of errors then, is a strategy used or employed by children in acquiring their mother tongue and by those who are learning a second language.

2.1.1.3 Classification of Error

In this part the writer presented the types of error based on linguistics category taxonomy, surface strategy taxonomy, and comparative taxonomy.

2.1.1.3.Linguistics Category Taxonomy

The linguistics category taxonomy classifies error according to the language component or the particular linguistics constitunt the errors affect. Language components include phonology (pronounciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary). Constituent include the elements that comprise each language component. For example: errors in syntax.

1. Noun Phrase

   a. Use of pronouns : omission of the subject pronoun ((he) pinch the man)

   b. Use of preposition : omission of preposition(hecame (to) the writer)

   c. Determiners : omission of the article (he no go in hole)

   d. Normalization : simple verb used instead of-ing (by to cook it)

   e. Number : substitution of singulars for plural (he got some leaf)

2. Verb Pharase

   a. Omission of verb : omission of to be (he in the water)

   b. Use of progressive tense : omission of be (he going)

   c. Agreement of subject and verb : disagreement of subject and tense (i didn't) know what it is (was)

3. Verb and Verb Construction

   a. Embedding of a noun and verb construction in another noun and verb constuction (i go 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 fell)

4. Word Order

   a. Repetition of the subject (the bird (object) he was gonna shoot it)

   b. Adjectival modifiers placed after noun (he put it inside his house a little round)

5. Some Transformation

   a. Negative transformation : formation of no or not without the auxiliary do (he not play anymore)

   b. Question transformation : omission of there (is on bird)

c. Subordinate clause transformation : use of or so that (for the ant could get out)

2.1.1.3.2 Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: learners may omit items or add unnecessary ones: they may misform items or misorder them:

1. Omission

Omission errors are characterized by the absence of an item that must appear in well-formed utterance. For example: he speak English (-s is omitted).

2. Addition

Addition errors are the 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. They are:

a. Double marking

Two items rather than one more are marked for the same feature. For example;

a.   *She doesn't knows my name.*

b.   *They didn't went to the party (tenses)*

b. Regularization

A rule typically applies to a class of linguistics items, such as the class of main verbs or the class of noun. In most languages, however, some members of class are expections to the rule. For example: the verb eat sheeps. Whenever there are both regular and irregular forms and constuctions in a

language, learners apply the rules to produce the regular ones to those that are irregular, resulting in errors of regularization.

c. Simple Addition

If an addition error is not a double marking or regularization, it is called a simple addition. No particular features characteristic simple additions other than those that characterized all additions erros-the use of an item which should not appear in a well formed utterance. Simple addition observed in both first language and second language child speech. For example:

> *Third singular –s: the fishes don't live in the writer*
>
> *Past tense (irregular) : the train is gonna broke it.*

3. Misformation

Misformation errors are characterized by the use of wrong form of the morphem or structure. While in omision errors, the items is not supplied at all, in misformation errors the learner supplies something, although it is the correct. For example: *The dog eated the chicken.*

4. Misordering

Misordinering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. E.g. *He is all the time late.* What daddy is doing, I don't know what is.

2.1.1.3.3 Comparative Taxonomy

The classification of comperative taxonomy is based on the comparison between the structure of second language error and certain other types of construction. There are two types of comparative taxonomy:

1. Developmental Error

Development errors are the errors similar to those made by children learning the

target language as their first language.

Example:*prince give shoes glass pretty.*

(*the prince gave a pair of pretty glass pretty).*

2. Interlingual Error

Interlingual errors are similar in structure to a semantically equivalent phrase or

sentence in the learner's native language. The error identification is traced back

by translating the words into the learner's mother tongue.

Example : the man skinny.

(the skinny man)

3. Procedure of Error Analysis

In this study, the writer uses Ellis's theory for analyzing students error in

writing using recount text. Ellis classifies the errors through explaining three steps

of analyzing the errors. They are identifying errors, describing errors, and

explaining errors. To identify the errors, the researcher writes down and underlines

the errors to differentiate each error based on surface strategy taxonomy, and

comparative taxonomy. The second step is describing errors, in this step, the error

sentences will be identified into two types of error, based on surface strategy

taxonomy and comparative taxonomy. The last steps, after analyzing error sentence

in the table, the researcher explain the result of error sentences more complex and

classifies the dominant errors occur in students recount text. Therefore, the reader

can comperhend the error sentences clearly by themselves.

2.1.1.3.4 Communicative Effect Taxonomy

This taxonomy is different from both surface strategy and comparative taxonomies. Communicative effect taxonomy deals with errors from the prespective if their effect on the listener or reader. Therefore the focus is on distinguishing between errors that seem to cause communication focus on aspect of errors themselves.

2.1.2 Grammatical Rules

Richard (1985:154) defines grammar as description of the structure of a language and the way in which units such as words and phrase are combined to produced sentence in the language. According to Richard there are two elements of grammar:

2.1.2.1 Simple Past Tense

Simple pas tense is a tense that is used to explain about past activity.

Positive

The pattern of positive sentence as follows;

$$\boxed{\text{S + V2 + O}}$$

Example:

1. *He bought the pen from the shop yesterday.*

2. *We bought a kilo of apple yesterday*

Negative:

In negative and interogative sentence, when we used to be "DID", the Verb is verb 1.

$$\boxed{\text{S + did + not +V1 +O}}$$

Example:

1. *He didn't buy the pen from the shop yesterday .*

2. *You didn't buy a kilo of apple.*

Interogative

$$DID + S + V1 + O?$$

Example:

1. *Did he buy the pen from the shop yesterday?*

2. *Did they buy a kilo of apple?*

Adverb of time that is used of simple past tense are: yesterday, the day before yesterday,ago(two daays, three weeks/...), last(week, month, year), just now, last night, this morning.

2.1.2.2 Simple Present Tense

Simple present is tense that used to explain about something happens all the timer or repeatedly in general.

Possitive

The pattern in positive sentence as follow:

$$S + V1\text{-}S/ES + O$$

Example:

1. *Maria goes to Kusamba market at 5 a.m.*

2. *He studies English now*

Negative

In negative and interogative sentence, when we used to be "Do/does", the verb us verb 1

$$\boxed{\textbf{S + Do/does + not + V1 + O}}$$

Example:

 a. *Maria doesn't go to Kusamba market in the afternoon.*

 b. *He doesn't study English now.*

Interrogative

$$\boxed{\textbf{Do/does + S + V1 + O?}}$$

Example:

 a. *Does Maria go to Kusamba market at 5 a.m?*

 b. *Does he study English everyday?*

Adverb of time that is used of simple present tense are:

Today, everyday, every.....(Monday/Tuesday/Wednesday...),

every...(week/month/year/night/afternoon/morning)

2.1.2.3 Simple Future Tense

Is a tense that is used to indicate about an activity or action happens in the

future.

Positive

The pattern of positive sentence, as follows:

$$\boxed{\textbf{S + Will/ Shall + BE + V1+ O}}$$

Example:

 1. *He will accompany me /you/him/her/us/them to Nagekeo*

 2. *She will be visit his father tomorrow morning.*

Negative

The pattern of negative sentence, as follow:

S + Will/Shall + not + be + V1 + O

Example:

1. He will not be accompany me/you/him/her/us/them to Nagekeo.

2. She will not be visit his father tomorrow morning.

Interrogative

The pattern of interrogative sentence is:

Will/Shall + S + BE + V1 + O?

Example:

1. *Will he be accompany me/you/him/her/them to Nagekeo?*

2. *Will she be visit his father tomorrow morning?*

➢ Adverb of time that is used of simple future tense:

Tomorrow morning, next week, month, year.

2.1.3 Recount Text

2.1.3.1 Definition of Recount Text

According to Pardiyono (2007:63) that:

Recount is a reconstruction of something happened in the past. It is the unfloding sequence of events over time and the purpose is to tell what happened.

➢ Generic structure of recount text consists of three parts:

1. Orientation

   Orientation is the information answering who, when, where and why.

2. Events

   Events are writing about the things that happened and described in order.

3. Reorientation

Reorientation expresses a personal opinion regarding the events described.

The purpose of a recount text

To tell the readers what happened in the past through a sequence of events.

➤ The kinds of the recount text are:

1. Personal recount

Personal recount is as kind of recount text that tells about personal experience.

2. Factual recount

Factual recount is a kind of recount text that to provide the real event.

3. Imagintive

Imaginative is a kind of recount text to supply an imaginative story then tels about the real story then tells the real even or activity.

Example of narrative text:

My holiday

Last weekend, my family and me went for holiday, the goal of the tourist attractions in mount Ciremai, our family is really like when on vocation to the montains, after me and my family was getting ready we immediately take a trip to get there by car (**Orientation**)

After a few hours, we finally got there. I immediately felt happy family, the parents we see the beautiful scenery and my sister play the games in swift and we also take pictures. (**Events**)

After we are satisfied my family and i finally came home. It was a nice holiday.(**Reorientation**)

2.1.4 Writing

2.1.4.2 Definition of Writing

There are some definitions of writing that have been proposed by some linguistics. Hornby (1987:340) defined writing as the activity or occupation of writing, e.g. books, stories, articles, and he also defines as the way in which a person forms letters to word when writing. Susan (1976:97) said that writing is a process when students develop their own word from simple sentences to good paragarph or composition using brain, ideas based on experience and fact.

Meyers said that writing is an action. This means that when we first write something down, we have already been thinking about what we are going to say it. Then after you have finished writing, we read over what we have written and make changes and corrections.

From some definitions above, it can be concluded that writing as a system. Of human communication which represents a symbol. By writing, we can share our idea, feeling, or anything that exist in our mind.

2.1.4.2 Writing Composition

Composition is a piece of writing made up of more than one paragraph building up a major theme. In writing the composition, we have to put together paragraphs rxpressing ideas that develop the topic and each sentence that used in paragaph must develop the main idea of paragraph. The steps of writing a composition are: choosing the subject, limiting the subject, organization the composition, writing and revision.

Tiernay and penison (1988) said that the characteristics of effective composing are: planning, drafting, aligning, revising, and monitoring. The best way

to start writing a composition is planning. We plant what we want to say and then we transfer our knowledge on a piece of paper.

Drafting is the point at which we begin to put our ideas in some kinds of order and to omission a potential shape for the work we will produce. Aligning is to achieve coherence in a composition. The position of the word and the parts of sentence should be put in the right place to give the precise emphasis or meaning desired; otherwise it will change the meaning. Besides, we have to orgnize the composition which is the beginning, middle and ending sentnce.

2.2. Review of Previous Related Studies

There are a few studies having been investigated by other researchers relevant to this study, they are presented in details below.

The first, study was done by Gola (2008) "An Analysis on Grmmatical Errors in the Composition Writte by the fourth semester of english education study program of widya mandira catholic university in academic year 2007/2008." The aim of his study was to identify the grammatical errors in writing composition. The grammatical rrors in writing composition made by the fourth semester students are omission, addition, misformation, and misordinering. The most common grammatical errors in writing composition made the fourth semester students are misformtion.

The second, study was done by Elphia (2008) "An analysis of errors commited in writing a composition of the first grade of sman 1 kupang timur in the school year 2008/2009." The purpose of this study was to analyze the errors in writing compodition. In analyzing the students, grammatical errors the writer used

the surface taxonomy. She found that, there are numbers of errors made by the students. All students commited errors in grammar, vocabulary and mechanics.

The third, study was done by Ndelo (2008) "Error analysis in writing of the second grade students of SMPK Giovanni Kupang in the school year 2008/2009". The writer wants to find out what errors made by students.

The fourth, study was done by Maria (2010) "Study on error analysis in writing English composition of the eighth grade students of SMPN 2 kupang in the school year 2010/2011". The writer wants to find out what errors made by students.

The fifth, study was done by Ardian (2013) "A study on the students grammatical errors in writing recount text of the eleventh grade students of SMA Kristen 1 Kupang". The writer wants to find out what the errors made by students.

2.3. Research Framework

Eichelberger (1987: 70-76) stated that the final product of review of the literature is the framework that is used to understand and conceptualize a problem or issue.m this may be a comperhensive model that includes all relevant variables in the situation. More often, is a listing of the most important variables that must be addressed in a study of the problem and the associated ratonales for the inclusion of the variables.

This study belongs to language skill. It has been generally known that language skill can be divided in two parts: basic skills, and subskills. Basic skills cover listening, speaking, reading, and writing. Subskills consists of vocabulary, grammar, pronounciation, and spelling.

Int this study the writer focuses on writing skill especially on grammatical errors in witing English composition based on surface strategy taxonomy. The writer uses a topic as an instrument.

In this part the writer wants to provide the research framework as the summary of the concepts or theories explained before in order to help the readers understand more about the essence of this study.

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                    └──────────────────┘
                              │
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                    │  TYPES OF ERRORS     │
                    │  BASED ON TAXONOMY   │
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| LINGUISTICS CATEGORY TAXONOMY | SURFACE STRATEGY TAXONOMY | COMPARATIVE TAXONOMY | COMMUNICATIVE EFFECT TAXONOMY |

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              │  • MISFORMATION     │        │ ERROS IN WRITING │
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