CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer would like to present some related literature such as the theory, related studies, and research model. Those three points are discussed in the following.

2.1. Theories

2.1.1 Error

2.1.1.1 Definition of Error

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

2.1.1.2 Causes of Error

Dulay et.al (1982: 139) distinguish the error caused by factors such as fatigue and intention or what is called performance error resulting from lack of knowledge of the rules of the language or competence error. Error is the flawed side of learner speech or writing. They are those parts of conversation or exposition that deviate from some selected norm of nature language performance.

2.1.1.3 Sources of Errors

James (1998: 178-179) classifies sources of errors into four categories:

2.1.1.3.1 Inter-lingual Transfer

Inter-lingual transfer is such source of error that is happened because of mother tongue influence. For example:

Three student is coming to the library.

(It should be: *Three students is coming to the library*).

2.1.1.3.2 Intra-lingual Negative Transfer

Intra-lingual negative transfer refers to items produced by learner do not reflect the structure of mother tongue, but generalization based on partial exposure to the target language. For example in Keraf (2018: 9), the use of *comed* and *goed* as the past form of *came* and *went*.

2.1.1.3.3 Context of Learning

It refers to the setting where a language is learnt. E. g. a classroom or the situation, the teacher and the materials that is used in the lesson sometimes can cause the students make wrong generalization about the language.

2.1.1.3.4 Communication Strategies

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 mechanisms.

2.1.1.4 Types of Errors Based on Taxonomies

According to Dulay et al (1982: 145), the most commonly used taxonomies are linguistic category, surface strategy taxonomy, comparative analysis and communicative effect taxonomy. The writer focuses on the surface strategy taxonomy which consists of omission, addition, misformation, misordering and miscellaneous.

2.1.1.4.1 Omission

Dulay et.al (in Madar and Ataburan 2017: 44) omission means that an item which must be present in a well formed utterance is absent. There is an evidence that grammatical morphemes (c.g. noun and verb inflections, articles, prepositions) are omitted more often than content morphemes which carry the meaning. For examples:

- *My grandfather farmer,* the grammatical morphemes *is* and *a* are omitted.

- *He speak Korean* (-*s* is omitted)

- *They from Papua, Surabaya and Manggarai.* (In this sentence the student should add "are" between They and from).

- *My friends name Marco, Alex and Erick.* (In this sentence the student should add "are" between name and Marco).

- *Elin and Robert back to their home, but Alex still at Kupang.* (In this sentence the student should add "is" between Alex and still).

- *Along one week until two week, Erick still at Bandung.* (In this sentence the student should add suffix "s" for the word *week.* And also, they should add "is" between Erick and still).

- *Jack not my boyfriend, but he is my firend. (*In this sentence the student should add "is" between Jack and not).

- *Jessica is not my sister, but she only my neighbor (*In this sentence the student should add "is" between she and only).

2.1.1.4.2 Addition

The error of addition is the opposite of omission, they characterized by the presence of an extra item that must not appear in well form the utterance. Also, the addition errors are the result of the use of certain rules in the speech of both first language and second language, namely double marking, regulation and simple addition (Dulay, 1982: 156). For example:

1) *He does not knows my name.*

2) *They did not went to Malang.*

Because two items rather than one are marked for the same feature (tense, in these examples), this type of addition errors is called double marking.

2.1.1.4.3 Misformation

It is characterized by the use of the wrong form of the morpheme or structure. For example, a learner may temporarily select just one of the English demonstrative adjectives this, that, these, to do the work for several of them (Dulay et.al 1982: 157). For example, *that dogs.* It should be *those dogs*.

2.1.1.4.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (Dulay, 1982: 162). For example:

1) *He is all the time late.*

   All the time is misordered. The correct one is: *He is late all the time*.

2) *What daddy is doing?*

   The correct sentence is: *What is daddy doing?*

2.1.2 Writing

Writing is an important process to express ideas into a written form. According to Nunan (2003: 88) writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. Kate and Guy (In Nacira 2010: 17) say that writing is a process of exploring one thoughts and learning from the act of writing itself from what thoughts are. In other words, it is a way of communicating with people.

Based on the expert's definitions, the writer concludes that writing is a process in inventing ideas and a way to communicate with other people.

2.1.3 Descriptive Text

2.1.3.1 Definition of Descriptive Text

According to Pardiyono (2006: 163), descriptive text is about description of something or someone that consists of characteristics. Anderson and Anderson (2003: 26), descriptive text describes particular person, place, or things. They also stated that descriptive text used to tell about subject by describing its feature without including personal opinions.

Based on the explanation above, the writer concludes that descriptive text is a text that explains about someone or something.

2.1.3.2 The Language Features of Descriptive Text

There are some language features of descriptive text according to Anderson and Anderson (1998: 26), They are:

1. The use of simple present tense

2. The use of adjective (an adjective) to clarify the noun

3. Action verb

2.1.3.3 Generic Structure of Descriptive Text

Generic structures are the special characteristic of language in the text. There are two generic structures in descriptive text according to Kristono, et al. (2007: 9)

1. Identification

It is part of paragraph which introduces or identifies the character to be described.

2. Description

It is part of paragraph which describes parts, physical appearance, qualities, and other characteristic from thing that the writer describes.

The example of descriptive text in Sesilia (2018: 20):

My Pet

My uncle gave me a puppy on my birthday. It was about 5 years ago. It is a dog. That is my favorite birthday gift ever.

Its name is Shaggy. Now, it is about 5 years old. It has black fur. Its fur is really smooth. It has a long tail and big body. I always take it for walk around.

Its favorite food is fish and fresh milk. It always eats three times in a day. It is a clever dog. It will sleep all the time if you are late to give it food. It also always barks loudly when a guest that it never seen comes to my house.

It can do many things like run quickly, sit on the chair and shaking my hand. I do love it.

2.2 Previous of Preview Studies

In this subchapter, the writer presents the review of the previous studies which theoretically inspire the writer to conduct the study.

Elphia (2008) conducted a study with the title "The analysis of errors committed to writing a composition of the first-year students of SMAN 1 Kupang Timur in the school year 2008/2009." The purpose of this study was to analyze the errors in writing composition. In analyzing the students' grammatical errors the writer used the surface strategy taxonomy. She found that there are 142 numbers of errors are made by the students. All students committed errors in grammar, vocabulary, and mechanics. The total numbers in grammar were 85, errors in vocabulary were 13, and errors in mechanics were 44. So the conclusion of the study was the students made errors in grammar was higher, and students should learn how to write a good composition specifically on grammar.

Maya (2014) conducted research entitled "A study on grammatical errors in speaking English committed by the eleventh-grade students of SMA PGRI Kupang in the school year 2014/2015". It was conducted to answer the following questions: (1) Do the eleventh-grade students of SMA PGRI Kupang commit grammatical errors in speaking? (2) What are the common grammatical errors in speaking English made by the eleventh-grade students of SMA PGRI Kupang in the school year 2014/2015? The objectives of the study are as follow: (1) To find out and to know whether the students of SMA PGRI Kupang commit grammatical errors in speaking English. (2) To find out and to know the common errors in speaking English made by the eleventh-grade students of SMA PGRI Kupang in the school year 2014/2015. The writer used the descriptive method. This method is used to

describe systematically a situation or area of interest factually and accurately. The subject of this study was the eleventh-grade students of SMA PGRI Kupang, especially class XI^c there were 15 students as the sample of the study. In collecting the data, the writer used the speaking test and the topic was daily activities. All of the students spoke about their daily activities in 5 minutes. The speaking was recorded and noted. The result of the test shows that the eleventh-grade students especially class XI^c of SMA PGRI Kupang in the school years 2014/2015 committed grammatical errors in speaking English. However, the number of errors made by each student varies in types and numbers. The common grammatical errors made by the students are Omission 43.05%, Misformation 20.83%, Addition 18.05%, Miscellaneous 16.66%, and Misordering 1.83%. the most frequent errors committed by the eleventh-grade students of SMA PGRI Kupang in speaking is Omission, and the lowest errors are Misordering. The grammatical errors committed by the students are related to the use of preposition, article, verb form, auxiliary verb "to be", and other Miscellaneous.

Ndelo (2008) conducted a study entitled "Error analysis in writing of SMPK Giovani Kupang in the school years 2008/2009". The writer wanted to find out what errors made by the students. The writer said that all of the students made errors in grammar with the total number of errors was 124, in misordering the total number of errors was 23, the total number of addition errors was 16, errors of vocabulary was 13, and errors of fluency was 3. So the conclusion was the students have trouble in grammar.

Robert (2014) conducted a study entitled "A study on Grammatical Errors in Writing Descriptive Text Made by the Tenth-Grade Students of SMAN 2

Kupang in the School years 2013/2014". The writer wanted to found the grammatical errors committed by the tenth-grade students of SMAN 2 Kupang in writing a descriptive text. The writer used 30 students as the subject of the study and he used surface strategy taxonomy in analyzing students' errors. In that study, he found that there were 463 numbers of errors made by the students. There are 220 misformation, 143 omissions, 78 addition and 22 misordering. So the conclusion based on the data above the students should learn how to write a good text or composition and focused on grammar, especially tenses and subject-verb agreement.

Menge (2014) conducted a study entitled "A study on Grammatical Errors in Writing Descriptive Text Made by the Tenth-Grade Students of SMAN 2 Kupang in the School Year 2015". The writer wanted to found the grammatical errors committed by the tenth-grade students of SMAN 2 Kupang in writing a descriptive text. The writer used 40 students as the subject of the study and she used surface strategy taxonomy in analyzing students' errors. In that study, she found that there were 84 numbers of errors made by the students. There were 12 misordering, 24 omissions, 8 addition, and 40 misformation. So the conclusion based on the data above the students should learn how to write a good text or composition and focused on grammar, especially tenses and subject-verb agreement.

2.3 Conceptual Framework

Conceptual framework is basic reasoning source from a theory to direct the researcher in solving the problem in a research. English has some skills which

consists of listening, speaking, reading and writing. The writer limits himself on students grammatical errors in writing descriptive text by focusing on a modified surface strategy taxonomy which consists of omission, addition, misformation, misordering and miscellaneous.

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                          │  Error Analysis │
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   ┌─────────┐   ┌──────────┐ ┌─────────┐  ┌─────────┐
   │Listening│   │ Speaking │ │ Reading │  │ Writing │
   └─────────┘   └──────────┘ └─────────┘  └─────────┘
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                                       ┌───────────────┐
                                       │ Types of Text │
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Error Analysis

Listening · Speaking · Reading · Writing

Types of Text

Report · Narrative · Recount · Descriptive · Procedure

Error Taxonomies

Linguistic Category Taxonomy · Surface Strategy (modified) · Comparative Analysis Taxonomy · Communicative Effect Taxonomy

Omission
Addition
Misformation
Misordering
Miscellaneous

Students Grammatical Errors in Writing Descriptive Text