CHAPTER II
LITERATURE REVIEW

A. Grammar

1. The Definition of Grammar

Grammar and vocabulary are components that should be mastered in teaching learning process of language. The word of grammar has several meaning and many people attempt to explain about grammar. Different experts explain or define the term grammar differently. Harmer (2001:12) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. It is also defined by (Lado, 1977:141) as the study of rules that are claimed to tell the students what should and should not say in order to speak language of the social educated class. In conclusion, grammar is the study of the classes of words, their inflections, functions and relations in the sentence of language.

Learning grammar means the study, how words are constructed in sentence well, when the pattern of grammar is used appropriately, and how the sentence will be interpreted correctly. It assumed which it is not only how language is put together and how it works but also it tells about the system and pattern in selecting and combining word. It also tells about the construction of sentence.
2. The Importance of Grammar

Having known the definition of grammar, it is not hard to be understood why grammar is useful and important. Without knowing the grammar of a language, the students cannot comprehend the essence of the text when they read. In this case, a good grammar acquisition will help them in it. Mastering grammar helps students to understand every word when they are reading as well as speaking, listening and writing.

B. Writing

1. The Definition of Writing

Writing is one of the four language skills where the other three are listening, speaking and reading (Harmer, 2004:31). Ramelan (1992:14) states that writing is an important tool for communicating ideas which is used in written or printed symbol, as found in books, newspaper, magazines and letters. According to Tarigan (1994:3-4), writing is a language skill which is used to communicate with other people indirectly, thus, it does not need face to face interaction. Writing is an activity which is productive and expressive and also cannot be mastered without practice.

In line with those statements, (Nurgiyantoro, 2001:298) from the perspective language competency, states that writing is a productive activity, and it is an activity of producing language. While from general definition writing is an activity of expressing idea through language media.
Based on the previous definitions, it can be said that writing is an expression of language in the form of letters, symbols or words which has main purpose to do indirect communication.

2. The Purpose of Writing

In writing activity, there must be some purposes that should be achieved by the students. According to Morsey in Tarigan (1994:4) writing is used by the educated people to record, ensure, report and also persuade. Those purposes can be reached only by people who can organize their thought, organization, words use, and the structure of sentence. Then, the purposes of writing which are summarized by Hugo in Tarigan (1994:24) are;

a. Assignment Purpose

The assignment purpose actually has no purpose. Since, the writer starts writing something when she/he is asked to write by someone not by her/his willingness. The example is when the students are asked to summarize a book by their teacher.

b. Altruistic Purpose

The writer wants to amuse the readers, to avoid or reduce the readers’ sadness. Then, the writer wants to help the readers to understand and comprehend their feeling and their logic. The writer wants to make the readers’ live much easier through his writing.
c. Persuasive Purpose

It has purpose to ensure the readers about the truth of the ideas given.

d. Informational Purpose

The purpose is to give the information and also explanation to the readers.

e. Self-Expressive Purpose

This purpose is to introduce the writer to the readers.

f. Creative Purpose

This purpose has close relation with self expressive purpose, however it tends to get the artistic values.

g. Problem-Solving Purpose

In this purpose, the writer wants to solve problem faced. He wants to explain and observe carefully about his thought in order to be understood and accepted by the readers.

3. The Elements of Writing

There are five elements of writing according to Nurgiyantoro (2001:441). Those elements are;

a. Content (The Agreement with the Title Chosen)

Content means the paragraph which is written by the students should be clear for the reader. In writing invitation card the students have to pay attention in the content of the invitation card itself. According to Sholeh
(2014:93), there are four contents in writing invitation card. Those contents are the name of the event, when the event will be held, where the event will take place and an additional information (e.g. dress code, rsvp or contact person).

b. Organization (Paragraph Unity, Coherence, Cohesion)

Organization means the arrangement of the paragraph. The students should concern each paragraph in order to make their writing well organized. When the students wants to write an invitation card, they have to concern in layout of the invitation card to make their writing complete.

c. Grammar

A good language depends on the grammar. A good grammar can be seen from the correct grammar that is used in each sentence.

d. Vocabulary

The students should choose appropriate words and combine it into sentences or paragraph.

e. Writing Mechanic (Spelling and Punctuation)

Writing mechanic refers to the rule how the students write a sentence or paragraph. The students should concern the spelling and the punctuation which are used in their writing.
4. The Criteria of Good Writing

There are some characteristics of a good writing. There are three characteristics in writing a good text or paragraph, according to Boardman (2008:18-25), such as namely;

a. Coherence

A paragraph has a good coherence when the supporting sentences are ordered according to a principle. The sentences are organized in good order so that the reader can understand the ideas easily. The principle for ordering depends on the types of paragraph that written by the writer. Coherence means stick together, and basically that is the requirement to have a good writing product.

b. Cohesion

Cohesion means all the supporting sentences connect to each other in their support of the topic sentence.

c. Unity

The last characteristic of a good writing is unity. Unity means all the supporting sentences should relate to the topic sentence. The composition of text or paragraph is like organization but it is smaller in space, so it may be simpler than organization to consider the good composition as direction. Thus, chronological composition step is to express the idea the written form.
5. The Advantages of Writing

In writing activity, the students can get some advantages. Harmer (2004:31-33) states that there are some advantages of learning writing as follow;

a. Writing encourages students to focus on accurate language use because they think as they write, it may well provoke language development as they resolve problems which the writing put into their minds.

b. Writing is often used as a mean of reinforcing language that has been taught. Reinforcing writing need not be confined to sentence writing.

c. Writing is frequently useful as preparation for some other activities in particular when the students write sentence as preamble to discussion activities.

d. Writing is used as an integral part of a large activity where the focus is on something else such as language practice, acting out, or speaking.

e. Writing is also used in questionnaire-type activities.

Based on the description above, it can be concluded that writing is an important skill to be learned which can help the students to perform a different kind of activity such as speaking and listening.

6. The Problems in Writing Invitation Card

When the students write, they often confuse to what they want to write, sometimes they are not confidence with their writing. There are three
problems that usually occur in students writing according to Nurgiyantoro (2001:298-299), such as;

a. Organizing Idea

Most of the problem faced by the students in writing is organizing idea. They usually have difficulties in organize the idea into sentences. Besides that, they usually write the content which is not suitable with the topic. This problem probably occurs because of the students get difficulties in developing their idea and sometimes they do not know what they would write.

b. Lack Vocabulary

Most of the students often write sentences which are not communicative and they usually choose incorrect words when they write something. This problem happens because they are not mastering in vocabularies.

c. Grammatical Error

Generally, most of beginner students do not master English grammar’s well. They only start to learn English so their writing skill is still weak especially in grammar. It becomes a problem when they have to make composition which consists of sentences.

Based on the explanation, it can be concluded that grammatical error still become one of big problems in student’s writing.
C. Invitation Card

1. The Definition of Invitation Card

Invitation card is a request in written form that aims to invite someone to come to a specific event. Moreover, Al-Ali (as cited in Faramarzi, Elekai & Tabrizi, 2015) states that invitation is a commemorative social action having the function of informing and requesting the presence or participation of a person(s) kindly and courteously to some place, gathering, entertainment, etc., or to do something.

2. The Generic Structure of Invitation Card

Based on the explanations from the teacher in SMP Negeri 2 Purwokerto, the generic structure of invitation card are:

a. Heading or Salutation
   - Invitee or receiver

b. Body
   - Occasion or event
   - Date
   - Time
   - Place
   - Additional picture

c. Closing
   - Inviter or sender
3. The Contains of Invitation Card

   a. Invitee or receiver
   b. Occasion or event
   c. Date
   d. Time
   e. Place
   f. Inviter or sender
   g. Additional information

4. The Expressions Used in Invitation Card

   - You are invited in.....
   - I would like to invite you to...
   - Mrs. Smith and Mr. Smith invite you to...
   - Come and join us on....
5. The Language Features of Invitation Card

Based on the English syllabus in curriculum 2013, the language features of invitation card are;

a. A words and grammar that is commonly used in invitation card based on the authentic resource.

b. The appropriateness of using plural and singular, with or without a, the, this, those, my, there and etc.

c. The utterances, stressing and intonation.

d. Spelling and punctuating.

e. Hand writing.

6. The Social Function of Invitation Card

Based on the English syllabus in curriculum 2013, the social function of invitation card is to do interpersonal relationship care with teacher and friends using text of invitation card.

7. The Kinds of Invitation Card

Based on the English syllabus in curriculum 2013, there are six types of invitation card that students have to know, such as;

a. Anniversary  
   b. Birthday  
   c. Graduation  
   d. Meeting OSIS  
   e. Wedding  
   f. Baby Born
8. The Examples of Invitation Card

a. Anniversary

Picture 2.2
Example of Anniversary Invitation

b. Birthday

Picture 2.3
Example of Birthday Invitation
c. Graduation

Picture 2.4
Example of Graduation Invitation

![Graduation Invitation Example](image)

d. Meeting OSIS

Picture 2.5
Example of Meeting OSIS Invitation

![Meeting OSIS Invitation Example](image)
e. Wedding

Picture 2.6
Example of Wedding Invitation

f. Baby Born

Picture 2.7
Example of Baby Born Invitation
D. Error Analysis

1. The Definition of Error Analysis

During the process of learning English, the errors or mistakes are unavoidable. An error is caused by the competence factor, it means that the students have not understood yet about the language system used. It happens systematically and it will be durable if it is not corrected soon. However, the students can learn from their errors. Thus, it is important for the teacher to analyze carefully the errors made by students during learning process, which is the way all problems of errors will be solved. The activity of analyzing errors is called “Error Analysis”.

Error analysis is useful for both teacher and students in learning process. According to Tarigan (1995:75) describes that an error is different from a mistake. An error is caused by the students’ incomplete knowledge, while a mistake is caused by the students’ performance. Performance here means the limitation ability to remember word or knowledge which cause mistake. The characteristics which differs error and mistake is that error cannot be corrected easily and quickly because students does not realize that they have made an error. Meanwhile, a mistake can be corrected by the students themselves. There are six points of view that can be used as standard of comparison, those are;
Table 2.1
The Differences between Error and Mistake

<table>
<thead>
<tr>
<th>Categories/Points of View</th>
<th>Error</th>
<th>Mistake</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resources</td>
<td>Competence</td>
<td>Performance</td>
</tr>
<tr>
<td>2. Characteristic</td>
<td>Systematic</td>
<td>Unsystematic</td>
</tr>
<tr>
<td>3. Duration</td>
<td>Consistent</td>
<td>Temporal</td>
</tr>
<tr>
<td>4. Linguistic System</td>
<td>The student has not understood the system</td>
<td>The student has understood the system</td>
</tr>
<tr>
<td>5. Result</td>
<td>Deviation from the correct rules</td>
<td>Deviation from the correct rules</td>
</tr>
<tr>
<td>6. Improvement Method</td>
<td>It is corrected by the teacher training, exercise, remedial teaching</td>
<td>It is corrected by student themselves</td>
</tr>
</tbody>
</table>

From those definition of error, the study uses error as the aspect to analyze the data. The reason why errors as the aspect to analyzing the data is because the errors tend to be crucial problem that should be known and solved. Error could be such dangerous problem because they are related to misunderstanding of a concept of material.

2. The Categories of Error

There are two categories of error made by the students who learn English in foreign environment. According to Politzer and Ramirez (1973) as cited in Tarigan (1995:147) the categories are;
### Table 2.2
The Categories and Types of Errors and the Example

<table>
<thead>
<tr>
<th>Linguistic Categories and Types of Errors</th>
<th>The Example of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Morphology</strong></td>
<td></td>
</tr>
<tr>
<td>1. Error of <em>indefinite article</em></td>
<td>a ant.</td>
</tr>
<tr>
<td>2. Error of <em>possessive case</em></td>
<td>an little ant.</td>
</tr>
<tr>
<td>3. Error of <em>third person singular verb</em></td>
<td>the man feet.</td>
</tr>
<tr>
<td>4. Error of <em>simple past tense</em></td>
<td>The bird help man.</td>
</tr>
<tr>
<td>5. Error of <em>past participle</em></td>
<td>He putted the cookie there.</td>
</tr>
<tr>
<td>6. Error of <em>comparative adjective/adverb</em></td>
<td>He was call.</td>
</tr>
<tr>
<td></td>
<td>He got up more higher.</td>
</tr>
<tr>
<td><strong>B. Syntax</strong></td>
<td></td>
</tr>
<tr>
<td>1. Error in <em>noun phrase</em></td>
<td></td>
</tr>
<tr>
<td>a. The omission of <em>article</em></td>
<td>He no go in hole.</td>
</tr>
<tr>
<td>b. Simple verb used to replacing</td>
<td>.. . by to cook it.</td>
</tr>
<tr>
<td>2. Error in verb phrase</td>
<td></td>
</tr>
<tr>
<td>a. Omission of <em>the main verb</em></td>
<td>He (fell?) in the water.</td>
</tr>
<tr>
<td>b. The omission of <em>to be</em></td>
<td>He in the water.</td>
</tr>
<tr>
<td>3. Error of <em>verb and verb construction</em></td>
<td>I go to play. ( I go and I play)</td>
</tr>
<tr>
<td>4. Error in <em>word order</em></td>
<td>I go play.</td>
</tr>
<tr>
<td>a. Object repetition</td>
<td>The bird (object) he was gonna what what it.</td>
</tr>
<tr>
<td>5. Error of <em>transformation</em></td>
<td>They won’t have no fur.</td>
</tr>
<tr>
<td>a. Double negation</td>
<td>Is one bird.</td>
</tr>
<tr>
<td>b. The omission of <em>there</em></td>
<td></td>
</tr>
</tbody>
</table>

### 4. The Procedures in Analyzing Errors

There are some experts explaining that error analysis is a working procedure. As mentioned in Tarigan (1995:170), Ellis (1968) explains that error analysis is a working procedure which is commonly used by the researcher. The working procedure covers data collection, error identification, explanation of error in the sample, classification of errors.
based on the causes and the last is evaluation and assessment about the level of error seriousness.

There are six procedures in analyzing error based on Tarigan (1995:71), as follows;

a. Collecting data

   It is the data which contain errors made by the student, for example; the result of the test, students’ writing.

b. Identifying or classifying error

   Knowing and choosing errors based on language category, for example; error in word formation, word fusion and sentence arrangement.

c. Ranking the error

   Arrange the error based on the frequency of occurrences.

d. Explaining the error

   Describing the place of error, the causes and giving example of the correct ones.

e. Predicting the area which is risk by error

   Predicting the language area which has potency to cause error.

f. Correcting the error

   Correcting the error and if it possible, elicit the error through compiling the correct material, appropriate hand out, and relevant teaching technique.
5. The Grammatical Errors

Grammar, the study of rules for the combination of word into sentences (syntax) and the form of words (morphology), is central not only speech, but also in writing. Improper use of grammar is influential to the flow of thoughts. In writing the influence is even greater because when written communication takes place the message sender is absent. The intelligibility is dependent solely upon the language used. (Suwartono & Priyantini, 2006:22)

Grammar is regarded as a whole system and structure of a language. It consists of syntax, morphology, and sometimes also phonology and semantics (Oxford Dictionaries, N/A). Larsen-Freeman (1997) indicates that grammar encompasses the three dimensions of morphology (form), syntax (meaning) and pragmatics (use). Grammatical errors thus mean inaccurate forms, semantics meanings, and use. Second language (L2) learners will use L2 accurately, meaningfully, and appropriately after mastering these three dimensions.