CHAPTER II
LITERATURE REVIEW

A. Grammar

1. Definition of Grammar

There are two components that should be mastered in teaching learning process of language, that are grammar and vocabulary. The word grammar has several meanings and many people attempt to define about grammar. There are definitions of grammar. Grammar is stated as the set of rules that combine words into larger units. Harmer (2004: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. Grammar is essentially about the system and patterns in selecting and combining word.

Having some definitions of grammar above, it can be conclude that grammar is the rule that says how word change to show different meaning and how they are combined into sentence. Grammar is also study and practice of the rule by which word change, how word change and how they are put together into sentence.

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 interpret correctly. It assumed that it is not only the way that contains a set of rules to make good sentence but also it tell about
the system and pattern in selecting and combining word. It also tells about
construction of sentence.

2. Importance of Grammar

Grammar is an important language aspect that should be taught since it affects students' performance in all four skills such as: listening, writing, reading and speaking. When students read a text, they have to master grammar more and more. Students cannot comprehend the sentences without grammar acquisition. Baehaqi (2005: 1) states that if students do not study grammar, it is impossible for them to know and comprehend the words that have different meanings. Actually, students can use a dictionary to help them in finding the pronunciation, spelling or meaning of words (Greenbaum & Nelson; 2006:6). However, it will be difficult to be used when students want to find the meaning of the whole sentences. 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. Greenbaum and Nelson (2006: 1) also say that grammar is a central component of language that mediates the system of sounds or of written symbol and the system of meaning. Thus, learning grammar is important because it can help students in understanding and comprehending the essence of a text (as cited in Purbowandhani, 2015: 7).
B. Error Analysis

1. Definition of Errors

According to Ellis (2003: 17, as cited in Purbowandhani, 2015: 16) error reflect gaps in learner knowledge, they occur because the learner does not know what is correct. Tarigan (1995: 74, as cited in Purbowandhani, 2015: 16) said that error is caused by the factor of competence. It means that the students do not know the linguistic system of the language being used. Error usually occurs consistently and systematically. An error is a grammatically incorrect form. It is a deviation from standard grammar because the learner has not completely acquired the rules of the target language and it only found in second language learning. A mistake is a socially inappropriate form. It means that the deviation occurs when the learner cannot choose a proper expression which is suitable with the situation. Mistakes will be found both in native language and second language. And the last, lapse, is the slip of tongue or pen. This deviation is caused by physical conditions such as tiredness, carelessness, and also other psychological conditions.

Dulay and Burt (in Brown, 2000:47) said error as 'goofs'. An error is a deviation from the adult grammar of a native speaker which reflects the learner's language competence. It is called competence error when the learners make errors because they lack knowledge of the rules of the target language. They will not be able to correct the errors by themselves.
quickly. They need guidance to correct the errors and may also make the same errors at the other times.

Error is a failure to respond to a particular stimulus automatically. It occurs when the features of the second language are different from the learners' native language. They have to acquire new rules and to replace their native language rules.

2. 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 in 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.

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). It 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. L2 learners will use L2 accurately, meaningfully, and appropriately after mastering these three dimensionstext (as cited in Purbowandhani, 2015: 18).
3. Types of Grammatical Errors

The theory used in this research about types of grammatical errors is surface strategy taxonomy. Classifying errors in this way can help us to diagnose learners' learning problem at any stage of their development and to plot how changes in error patterns occur over time (Ellis, 1997, as quoted in Ratnah, 2013: 160). This strategy is used to show how the surface structure change and to know the structural errors, like the learners may omit necessary items or add unnecessary ones. Classifying errors using surface strategy taxonomy can give a clear description about cognitive processes that underlie the learner's reconstruction of the new language or language being learned. Below is the detailed description of each category used in surface strategy taxonomy: omission, addition, misformation, and misordering.

a. Omission

Omission occurs when the learners omit one of items that must appear in a well-formed utterance (Dulay, Burt, and Kreshen, 1981 as quoted in Purbowandhani, 2015: 19).

- He cooking (He is cooking)
- Rita's father bought yesterday car (Rita's father bought 'a car yesterday)
- Mr. Rahmat poor last year (Mr. Rahmat were poor last year)
b. Addition

Addition occurs when the learners use an items that must not appear in well-form utterances. The addition error as follow:

This error is marked by the failure of deleting or avoiding certain items in utterance.

My nephew doesn't eats candy.  (My nephew doesn't eat candy)
I didn't bought a new book.     (I didn't buy a new book)

c. Misformation

Misformation is the use of the wrong or unacceptable form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. The type of misformation below:

Here, the learners fail to choose or to select a proper word form.

Example:

My family and I go to Jakarta last week.

(My family and I went to Jakarta last week.)

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The sentence can be right in presented elements, but wrongly sequenced.

Example:

What you are thinking about?   (What are you thinking about?)
I don't know who is he. (I don't know who he is.)

Taking a look at both sentences above have incorrect placement of is and are. In addition to these creative misordering errors, the students have made written misordering errors that are word-for-word translation of native language surface structure.

4. Sources of Errors

It is very important to know the sources of errors made by the students for understanding the process of second language acquisition. It may be caused by interference of the Indonesia language and caused by complexity of the target language, English.

There are two sources of error as follows:

a. Interlanguage errors

It refers to the errors that reflect the native language sentence structures, regardless of the internal processes or external conditions that affect the students.

Interlanguage errors are the similar in structure to a semantically equivalent phrase or sentence in the learner's native language, for example: my body is not delicious.*) produced by an Indonesian adjective phrase.
b. Intralanguage errors

Intralingual errors happens when the structure of the errors reflect certain other structures within English language itself, for example, Every student are boned*). This error is not caused by negative transfer from Indonesia language, but it is caused by the students' confusion in using "to be" (Ratnah, 2013: 161).

C. Writing

1. Definition of Writing

Writing is one of language skills besides listening, speaking and reading. There are many definition of writing according to many experts. Writing is a communication tool with other people in written form. It is a language skill that used to indirect communication, not face to face with other people but it is in the form of written or printed symbols (Tarigan, 1993: 6). Writing is the ability to put pen and paper to express idea through symbols. Representations on the paper will have meaning and content that could be communicated to other people by the writer (Klein in Tan, 2009). Nunan (2004: 88) defines that writing is the process of thinking to invent ideas, thinking about how to express them into good writing, and arranging the ideas into statement and paragraph that are able to be understood by the readers.
From the definitions above, it can be conclude that writing is the way or the process to express or represent writer's idea as indirectly communication.

For beginners writing is very difficult. "Writing is a way of thinking and learning. It gives opportunities to explore ideas and acquire information; writing is also a way of discovering. It makes an expected connection among ideas and language). Writing is a kind of way to express our ideas in indirect form and learning, to express our idea and some information for the readers. Writing can become an important bridge to learning across various content areas including match and science.

According to the explanation the writer concludes that writing is a process of thinking and learning and we must study how to form words, and arrange the words into sentences. There is also a growing body of research into the development of writing skill.

2. **Purposes of Writing**

There are many different kinds of writing, such as: novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions.

3. **Problem in Writing**

When the students write they often confuse what they want to write, the students not confidence about their write is correct or any mistake, and
also pour in the thought into written form is not easy. There are many problems in writing (Nurgiyanto, 2001: 298-299, as cited Purbowandhani, 2015: 10).

a. Lack of Vocabulary

Vocabulary is an important factor to master the language especially in writing. We release if we are not mastering the vocabularies well, of course we will get difficult in writing. Most of students face this problem, because they are not mastering the vocabularies, so they often write sentence which is not communicative. When they want to write something, they usually choose incorrect words in their composition.

b. Grammatical Mistake

When students try to make composition, they always confuse whether their sentences are grammatically correct or not. Generally most of beginner students do not master English grammar well. They just start to learn English so their competence is still week especially in grammar. It becomes problem when they have to make composition which consist of sentences.

c. Organizing Idea

The problem usually faced by students in writing composition is about how to organize the idea into sentence. In writing composition, students usually write the content which not suitable with the theme. It
happens because students get difficulties in developing their idea and sometimes they do not know what they will write. We can write composition well if we know the rule in writing paragraph. Before we write composition, we start by choosing the theme. Then, make an outline which can help us in arranging the sentence or paragraph. By those ways, we can avoid some mistake in writing composition. Of course the content of the composition will suitable with the theme.

Based on the explanation above, it can be concluded that in writing always pays attention at the problem in writing to get a good writing result and make the readers understand what the students write.

4. Evaluation of Text Writing

There are some aspects of writing that can be evaluate:

A. Content

This means that a good writing is when the title represents the content of it. The content of a text should be relevant or equivalent and describe the title in complete. Brown (2001:71) states the writing section measures the ability to write english, including the ability to organize, develop ideas, to support those ideas with example or evidence, to compose a response to one assigned topic in standard written English, and to generate. So, it can be conclude that the more students can develop their ideas which also load some good supporting
ideas to be good content, the better writing will be.

B. Organization

This means that how the students organize their idea. Whether each paragraph is organize well or not. However, a good text consists of paragraphs which are arranged well with some connecting word which can make the paragraphs coherent.

5. Differences between Error and Mistake

Error is different from mistake. According to Ellis (2003:17) error reflect gaps in learner knowledge, they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because in particular instance, the learner is unable to perform what he/she knows. Tarigan (1995:17) said that mistakes are usually caused by factor of performance. Usually students have already known the systematic rule of the language being used, but because of something they forget about that system. Error is caused by factor of competence. It means that the students have know the linguistic system of the language being used. Error usually occurs consistenly and systematically. As distinguished by Tarigan(1995), as follow:
<table>
<thead>
<tr>
<th><strong>Point of View</strong></th>
<th><strong>Error</strong></th>
<th><strong>Mistakes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source</td>
<td>Competence</td>
<td>Performance</td>
</tr>
<tr>
<td>Characteristic</td>
<td>Systematic</td>
<td>Not systematic</td>
</tr>
<tr>
<td>Duration</td>
<td>Rather long</td>
<td>Temporary</td>
</tr>
<tr>
<td>Linguistic system</td>
<td>Has not been mastered</td>
<td>Has been mastered</td>
</tr>
<tr>
<td>Result</td>
<td>Deviation</td>
<td>Deviation</td>
</tr>
<tr>
<td>Correction</td>
<td>Helped by the teacher: exercise, remedial teaching</td>
<td>Student themselves: recollection</td>
</tr>
</tbody>
</table>

From the explanation, it can be illustrated by example of the sentence. If the student write “my uncle was came last night”, it has been known that the correct one is “came” not “was came”. When the students said “he came at 07.00 pm” in the next sentence, it can be assumed that it is a kind of mistakes. It is because the student has already known the “came” means “datang” and the student said “he is came at 07.00 p.m.” and he/she repeat it consistently, it indicates that it is a kind of error.

From those definitions of differences between error and mistakes, the study uses error as the aspect to analyze the data. The reason why errors as the aspect to analyze the data is because the error tend to be the crucial problem because they are related to misunderstanding of a concept material.

After conducting tests, it is necessary to analyze and classify the error made by students in their writing. In this research, the error will be classified according to Dulay, Burt and Krashen’s (1982), as quoted by
Mardijono Josefa, 2003:69). It is a surface strategy taxonomy for describing learner’s errors, which breaks them down into the following categories: omission, addition, misformation, and misordering. Ellis (1997, as quoted in Ratnah, 2013:160) maintains that “classifying errors in these ways can help us to diagnose learners’ learning problems at any stage of their development and to plot how change in error patterns occur over time.

D. Descriptive Text

1. Definition of Descriptive Text

Descriptive writing concentrates on thing (noun) such as person, a piece, and an object rather than the action (verb) that the thing (noun) participates. It permits people to share their sensual impression of person, a place, or an object. It focuses on same aspects of the writer's personality and permits the writer to express (he or she) own feeling to word a given topic (Troyka, 1987:140).

Descriptive writing concentrates on thing (noun) such as person, a piece, and an object rather than the action (verb) that the thing (noun) participates. It permits people to share their sensual impression of person, a place, or an object. It focuses on same aspects of the writer's personality and permits the writer to express (he or she) own feeling to word a given topic.
2. **Generic Structures of Descriptive Text**

   The generic structures of a descriptive text are as follows: (1) identification: an introduction to the subject of the description; (2) description of features: describe the characteristic features of the subject (Utami, 2013: 31).

3. **Language Features of Descriptive Text**

   The language features of a descriptive text are follows: (1) use of particular nouns; (2) use of detailed noun groups to provide information about the subject; (3) use of a variety of types of adjectives; (4) use of relating verbs to provide information about the subject; (5) use of thinking and feeling verbs to express the writer’s personal view about the subject or to give an insight into the subject’s thoughts and feelings; (6) use of action verbs to describe the subject’s behavior; (7) use of adverbials to provide more information about this behavior; (8) use of similes, metaphors and other types of figurative language, particularly in literary descriptions (Utami, 2013: 31).

4. **Purposes of Descriptive Text**

   As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them (Utami, 2013: 31).
5. Kinds of Descriptive Text

As we know that descriptive text is a text to describe something, such as persons, places, or things. So, it normally takes on three forms, they are description of people, things, and or places.

People are different, and writing description of people is different. There are some aspects of describing people:

a. Identification

According to Utami (2013: 32) said that although students might provide identification, students would probably want to go further than that. Used mainly in official records and documents, identification consists only of certain statistical information (height, weight, age), visible characteristics (color of hair, skin, and eyes), and recognizable marks (scars, birthmark).

b. Impression

Unlike the identification, the impression may not identify a person, but it does convey an overall idea of him or her. Many details may be missing, yet the writer does provide in a few broad strokes a general feeling about the subject. Although impression is usually less complete and informative than identification, it may be more effective in capturing an individual’s striking or distinctive traits (Utami, 2013: 32).
c. Character Sketch

More complete descriptions of people are usually called character sketch; they may also be referred to as profiles, literary portraits, and biographical sketches. As its name indicates, a character sketch delineates the character of a person, or at least his or her main personality traits. In the process, it may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatic, and television devotees (Utami, 2013: 32).

E. Review of Previous Study

In this study, the researcher takes two previous studies. The first is study that had been done by Lilik Sundari (2013), entitled “The Students Ability”. In writing recount text of State Senior High School 4 of Purworejo In The Academic Year 2012/2013. The aimed of her study were to know the students ability in writing Recount text and to know the errors that made by the students. in her research, the researcher took 32 students or 25% from the total number of tenth grade students to do the test. The result of her analysis were the ability of the students in writing descriptive text 62.5 was fair category and there were 59 errors. she used surface strategy taxonomy to classify error, there
were 25 items or 42.38% were omission errors, 17 items or 28.81% were addition errors, 3 items or 5.08% were misordering errors, 14 items or 23.73% were misformation errors.

The Second previous study was done by Sri Widian Hartati (2014) entitled “An Analysis of Students’ Errors in Writing Recount text at the First Grade of MA Yanuris Ciranjang”. The aimed of her research were to find out the amount of errors made by students. She took 17 students at first grade students of MA Yanuris Ciranjang in Academic year 2012/2013 were selected as sample. She (43%). The most frequently errors made by the students was Misformation.

Based on the previous explanation about study that had been done, it shows that students did not understand to apply the correct grammar rules in their writing task and it is strongly proved that grammar is important to be analyzed in students’ writing text.

F. Basic Assumption

The most difficult problem for beginner learners is learning writing because most of the students have limited time to practice writing English and do not master English language well. There are some problems in the writing skill such as grammar, spelling, and vocabulary mastery. Grammar is very important because a small error in grammar may change the meaning of a sentence. It is important to know the students’ grammatical errors in writing descriptive text and the common errors made by students. By classifying
errors in this way can help us to diagnose students’ learning problem at any stage of their development and to plot how changes in error pattern occurs over time. So the writer takes data from writing tests of the eighth grade of SMP N 6 Purwokerto.