CHAPTER II
LITERATURE REVIEW

A. Definition of Grammar

Swan (1980:16) says that grammar is the rules that say how words change to show different meanings, and how they are combined into sentences. In line with that Gerot (1995:2) says grammar is a theory of language, of how language is put together and how it works. On the other hand Brown (2001:362) said that grammar is the system of rules governing, the conventional arrangement and relationship of words in sentence.

From the definitions of grammar above, it is clear that grammar is a set of rules which shows how to produce correct sentences. By knowing grammar, the students will understand the meaning of the message and the sentence correctly and can use the grammar well in speaking, listening, reading, and writing.

B. The Importance of Learning Grammar

Learning grammar is very important to support the students’ competence in mastering English. It can help the learners to understand a language by knowing the form, position, function, and the meaning of the words. The knowledge of the grammatical rules will help the students in comprehending the expression refilled in sentences in which the different position of words may convey different ideas. For example “I go to Medan” and “My mother called me one hour ago”. The first sentence is different from
the second one because the verb “go” is in simple present and verb “called” is used in simple past tense. It means that the tenses give different verb in that sentence. That is why, grammar has important role for the students in making sentence.

C. Definition of Writing

Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will clear to a reader (Nunan, 2004:88). In line with that Collin (1995:656) says that writing is something that has been written and printed. On the other hand Gaith (2002:1) said that writing is a complex process that allows writer to explore thoughts, ideas, and make them visible and concrete.

From the definitions of writing above, the conclusion is that writing is the way or the process to express or to presents the writer’s ideas as indirectly communication.

D. Evaluation of Students’ writing

There are some aspects to evaluate students’ writing. Based on Brown (2007), aspect to evaluate students’ writing are content, organization, grammar, vocabulary and mechanics.

a. Content

Content means the paragraph which is written by the writers. It should be clear for the readers.
b. Organization

Organization means the arrangement of the paragraph. The writers should concern each paragraph in order to make their writing well organized.

c. Grammar

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

d. Vocabulary

The writers should choose appropriate words and combine it into sentence or paragraph.

e. Mechanics

Mechanic refers to the rule how the students write. The writers should concern the spelling and the punctuation which are used in their writing.

It can be concluded that content, organization, vocabulary, language use, and mechanic are important aspects to evaluate students in writing skill.

E. Descriptive Text

1. Definition of Descriptive Text

According to Pardiyono in Rina (2014:11) descriptive text is one kind of text which is made to give description about an object (human or non human) in specific way or in detail. Its purpose is to describe and reveal a particular person, place or thing. So, it can be concluded that
descriptive text is a kind of text which describes a certain person, thing, place or animal in specific way.

2. **Generic Structure of Descriptive Text**

The generic structures consist of two parts. They are:

a. **Identification**

   In identification, the readers can know the object which will be described.

b. **Description**

   In this part, the readers can know about the detail description about the object that is meant in identification.

3. **Language Feature of Descriptive Text**

   Descriptive often uses “be” and “have”. Tense which is often used is Simple Present Tense. However, sometimes it uses Past tense if the thing to be describe does not exist anymore.

   **Significant Grammatical Features:**

   a. Focus on specific participants. Example: My English Teacher, Susan’s cat, My favorite place

   b. Use of Simple Present Tense

   c. Use of Simple Past Tense if Extinct

   d. Verb of being and having (Relational Processes). Example: She has long black hair

   e. Use of Descriptive Adjective. Example: strong legs, white skin.

   f. Use of detailed Noun Phrase to give information about the subject
g. Use of action verbs. Example: It eats grass, It runs fast.

h. Use of adverbials to give additional information about behavior.

i. Use of Figurative Language. Example: John is as white as chalk.

F. The Types of Grammatical Problem

According to Dulay, Burt, and Krashen (1982: 155) as quoted by Haryono in Tiwik (2011: 26) there are four types of grammatical problem based on the surface strategy taxonomy, omission, addition, misformation and misordering.

1. Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance.

Example:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friend usually call me Esti</td>
<td>My friend usually calls me Esti</td>
</tr>
<tr>
<td>I love her very much, and she love us too</td>
<td>I love her very much, and she loves us too</td>
</tr>
</tbody>
</table>

In the utterances above, the verb “call and love” should be “calls and loves” because the verb is singular and the sentences is present.

2. Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance. Dullay, Burt and Krashen, (1982:156) as quoted
by Haryono in Tiwik (2011: 27) divides addition errors into three types, they are as follows:

a. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others.

Example:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>They did not went there</td>
<td>They did not go there</td>
</tr>
<tr>
<td>I did not arrived on time</td>
<td>I did not arrive on time</td>
</tr>
</tbody>
</table>

In the utterances above there are double markings for the same feature (tense in these examples).

b. Regularization

Regularization refers to an error having exceptional items of the given class that do not take a marker’s form.

Example:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mother eated banana</td>
<td>My mother ate banana</td>
</tr>
<tr>
<td>There are some childs in this room</td>
<td>There are some children in this room</td>
</tr>
</tbody>
</table>

The examples above are regularization errors, in which the regular plural noun and tense markers respectively have been added to items which do not take marker.
c. Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

Example:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am is a student</td>
<td>I am a student</td>
</tr>
<tr>
<td>You can to swim in the swimming pool anytime</td>
<td>You can swim in the swimming pool anytime</td>
</tr>
</tbody>
</table>

In the utterances above the sentence *I am is a student* is incorrect sentence because add with word *is*. So, the correct sentence is *I am a student*, while in the second utterance the sentence *You can to swim in the swimming pool anytime* is incorrect because add with *to*. So, the correct sentence is *You can swim in the swimming pool anytime*.

3. Misformation

Misformation errors are characterized by the use of unacceptable forms 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. There are three subtypes of misformation errors, they are as follows:

a. Regularization Error

Regularization error occurs when the learner apply the rules of regular to irregular. For example: *runned* for *run*, *spaked for spoke*, *teached for taught*. 
b. Archi - Forms

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

The following examples are dealing with the use of demonstrative adjective this, that, these, and those.

Example:

1) That cats
2) This students
3) This books
4) These book
5) Those table

This type of misformation errors has been called archi-forms.

That should be followed by singular forms, while these should be followed by the plural forms, and the correct form of the examples above are as follows:

1) That cat.
2) This student.
3) These books.
4) Those tables.
c. Alternating Form

As learner’s vocabulary and grammar grow, the use of archi-form often gives away to the apparently free alternation of various member of class with each other. Example:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>She seen her yesterday</td>
<td>She saw her yesterday</td>
</tr>
<tr>
<td>He would have saw them</td>
<td>He would have seen them</td>
</tr>
</tbody>
</table>

The utterances above have incorrect verbs seen and saw instead of saw and seen respectively.

4. Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering errors. Misordering errors occur systematically for both L1 and L2 learners. Example:

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not know who is he</td>
<td>I do not know who he is</td>
</tr>
<tr>
<td>What you are thinking about?</td>
<td>What are you thinking about?</td>
</tr>
</tbody>
</table>

The sentences above have incorrect placement of *is* and *are*. Grammatically, the utterance should be written as in correct column.

G. The Types of Grammatical Problems in Writing Descriptive Text

1. Subject Verb Agreement

Subject verb agreement refers to the fact that the subject and verb in a sentence must agree in number. If a sentence has a singular subject it is followed by a singular verb, and if it has a plural subject it is followed
by a plural verb, that is, the verb agrees with the subject (Hewings, 2001:51). So, we cannot have a singular subject with a plural verb or vice. Because of this consciousness, some students always make an error when they write a composition.

2. Article

Articles are words that define a noun as specific or unspecific. English has two types of articles, definite and indefinite. The definite article is the word *the*. It limits to the meaning of a noun to one particular thing. The indefinite article takes two forms. It is the word “a” when it precedes a word that begins with a consonant. It is the word “an” when it precedes a word that begins with a vowel.

3. Gerund

Gerund is a verbal that ends in -ing and functions as a noun. Like noun, gerunds can function as subjects, object and complements in a sentence.

4. Preposition

Prepositions connect words to other parts of a sentence and have a close relationship with the word that follows, which usually a noun (Celce-Murcia and Lersen-Freeman, 1999: 19). They are normally placed directly in front of nouns.

5. Adverb

An adverb is a word or phrase that modifies an adjective, verb or word group in expressing a relation of place, time, manner, cause degree etc. (e.g. happily, there, slowly).
II. The Sources of Problem

Brown claims that there are major sources of error. He labels inter-lingual transfer, intra-lingual transfer, and context of learning.

1. Inter-lingual transfer

Inter-lingual transfer happened because the native language or mother language interference. In these early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. This opinion is supported by Richards, et al. that “Inter-lingual error is an error which results from language transfer, that is, which is caused by the learner’s native language.”

2. Intra-lingual transfer

Intra-lingual transfer (the transfer within the target language). Researchers have found that the early stages of language learning are characterized by a predominance of interference (inter-lingual transfer), but once learner have begun to acquire parts of the new system, more and more intra-lingual transfer generalization within the target language is manifested.

Richards, et al. gave the some opinion that “An intra language error is one results from faulty or partial learning of the target language, rather than from language transfer.” Intra-lingual errors may be caused by the influence of one target language item upon another. For example a
learner may produce *He is comes*, based on a blend of the English structures *He is coming or He comes*.

3. **Context of learning**

“Context” refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a text book, or even because of a pattern that was rotary memorized in a drill but properly contextualized.