CHAPTER II
THEORETICAL REVIEW

A. Descriptive Text

1. Definition of Descriptive Text

Descriptive text is one kind of texts that must be mastered by students in learning English. In the syllabus of the first grade in senior high school, descriptive text is one of the materials that should be taught by the teacher in the teaching learning process. Descriptive text can be called also as descriptive paragraph. According to Pardiyono (2007: 34) cited in Sumarsih and Sanjaya (2013: 108) says that description paragraph is a type of written text paragraph in which has the specific function to describe about an object (living or non-living) things and it has the aim that is giving description of the object to the reader clearly. Therefore, Descriptive text is a kind of text that describes a person, place, thing or animal clearly and specifically. Moreover, the purpose of descriptive text is to describe something in a specific way.

2. Generic Structure of Descriptive Text

According to Harmenita and Tiarina (2013: 4) the generic structures of descriptive text are as follows:

a. Identification

Identification explains about the topic or identifying what or who want to be described.
b. Description

Description explains about details of the topic: describing parts, qualities and characteristic. Description occurs about the explanation or delineation about something.

3. Language Features of Descriptive Text

Kemendikbud (2013) stated the language features of descriptive text are:

a. Using simple present tense.
   This point will be the important language feature in descriptive text. Students should master the using of simple present tense to have good writing, especially in descriptive text writing. Murphy (1994: 4) says that we use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general.

b. Using nouns that have correlation with people, place, and famous historical building.

c. Using adjectives that have correlation with people, place, and famous historical building.

d. Using spelling and handwriting clearly and orderly.

e. Using utterances, stressing and intonation when students are asked to present their work.

f. Word reference

For this research, students are asked to make three paragraph of descriptive text about describing place.
B. Grammar

1. Definition of Grammar

Grammar is an important element in language because grammar and language cannot be separated each other. Without grammar, perhaps people can manage the easy communication, for example “me student” and “you teacher” but people cannot form any complex ideas into words. Grammar has some definitions based on some experts.

There are some definitions of grammar. According to Harmer (2003: 12) the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language. Debata (2013: 483) says that grammar is the study of words and the ways words work together. Then, Sudhakar and Farheen (2015: 122) notes that grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Grammar explains how the language should be structured, using various categories. Andrews, et al (2006: 42) states grammar refers to written sentence grammar, it includes the study of syntax (word order), clause and phrase structure, and the classification of parts of speech (e.g. noun, verb, predicate, clause, etc.).

Based on some definitions of grammar, it can be concluded that grammar is study about the structure of language, the rules of word change and how the word put into sentence.

2. The Importance of Grammar

Every language has its own grammar. Grammar has an important role in any languages, included in English language. By understanding the
grammar, it will be easy for the learner to learn a language. Moreover, learning a language without learning its grammar can make misunderstanding about the language itself. Therefore, understanding grammar is the main thing while learning a language. People will have an effective oral or written communication when they understand the grammar well.

Kokilavani and Subasini (2014: 57) say using the correct grammar is important to avoid misunderstanding and to help the listener to understand the speaker easily. For students, grammar mastery is also needed in learning English. By having good understanding in grammar, students can have some correction when they have some mistakes in their writing task. Knowledge of grammar helps the student in the correction of mistakes and improvement of written work (Debata 2013: 482). Further discussion about the importance of grammar, Debata (2013: 483) stated as follows:

The importance of grammar can be illustrated like two cars drivers. The first driver knows only driving and nothing about the working of engine. He feels helpless whenever there is some trouble with machinery. The second driver knows driving and also understands the working of the machinery. The person who knows grammar likes the second driver ... Therefore, to speak in a clearer and more effective manner we have to study grammar. For the person who has unconscious knowledge of grammar it may be sufficient for simple language use, but the person who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

Based on some statements from the experts, grammar is an important thing in learning a language, especially in learning English. When students have mastered the grammar well, it will be easy for
them to master the other skills in English, such as reading, listening, speaking and writing. In writing, grammar mastery is very important for students. When students do not have good understanding in grammar, there will be some difficulties in the process of writing. The sentences made by students perhaps will be meaningless since they do not write those sentences in correct grammar. By having good understanding in grammar, the sentence produced by students will be more meaningful and understandable.

C. Writing

1. Definition of Writing

There are four skills in mastering English language, namely: reading, listening, speaking and writing. One of the skills that want to be explained most is writing. Writing is a combination of process and product (Sokolik 2003 cited in Nunan and Linse 2005: 98). The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. Petel and Jain (2008: 125) note that writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols.

According to Sumarsih and Sanjaya (2013: 108) writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Moreover, R. Cooper and Odell (1977: 33) cited in Sumarsih and Sanjaya (2013: 108) writing is synonymous with discourse, and discourse is discussed in terms of its aims, it relates to the
function of language, and in terms of its feature, which are the separate elements, devices and mechanism of language. Urrutia and Gutierrez (2011: 13) stated writing involves the decoding of a message of some kind; that is, we translate our thoughts into language.

Based on the previous definition, it can be concluded that writing is a process of gathering, organizing and formulating ideas into a language.

2. The Elements of Writing

Writing has some elements which is important to be understood by students when they learn writing skill. Students will have a good writing when they implement the elements of writing when they are asked to write. According to Nurgiyantoro (2001: 306), there are five elements of writing, those elements are:

a. Content

Content means the idea or the concept which is written in the paragraph.

b. Form

Form means the content organization. The writer should organize the content of their written orderly.

c. Grammar

Grammar means the language structure and sentence pattern. A written text will understandable when it has a good grammar.

d. Style

Style means structure selection used and vocabulary which is used by the writer.
e. Mechanics

Mechanics mean the spelling which used in the written text.

3. The Advantages of Writing

Writing skill is important enough to be mastered by students. By having a good skill in writing, students will get some advantages. According to Harmer (2004: 31-33) there are some advantages of mastering writing skill, those are:

a. Writing encourages students to focus on accurate language use and, 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.

c. Writing is frequently useful as preparation for some other activities in particular when the students write sentences as preamble to discussion activities. Students may be asked to write saying what their opinion is about a certain topic.

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. Groups of students may be asked to design a questionnaire, for example about the kind of music people like. The teacher then asks them all to stand up and circulate around the class asking their colleagues the questions they have previously prepared.
f. Writing is used to help students perform a different kind of activity (speaking and listening). Students need to be able to write to do these activities, but the activities do not teach students to write.

D. Error Analysis

1. Definition of Error Analysis

In the process of learning a foreign language, it is very possible for the students to make some errors or mistakes. Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. However, from errors and mistakes, students will know the right ones. Errors and mistakes are two things which are different. Mourtaga (2004) in Abushihab (2014: 2) states that points out that errors and mistakes are different from each other because an error cannot be self-corrected and is caused by a learner’s inadequate knowledge of the target language whereas a mistake can be self-corrected. Still in line with the statement above, Gas and Selinker (2001) in Abushihab (2014: 1) says explains that a mistake can be self-centered, but an error is systematic. Errors occur repeatedly and cannot be recognized by the learner.

Richards et.al (1985) in Hasyim (2002: 2) state that error analysis is the study of errors made by the second and foreign language learners. Another definition of error analysis is explained by Brown (1980) in Hasyim (2002: 2), he explains error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by the learners.
Based on the explanation above, it can be concluded that error analysis is the process of analyzing the errors made by the learners in learning foreign language.

2. The Functions of Error Analysis

According to Richards et.al (1992) in Khansir (2012: 3), errors are used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners’ errors, and (3) obtain information on common difficulties in language learning, as an aid in language learning as an aid to teaching or in development of teaching materials. Moreover, Abushihab (2014: 2) explains: Error Analysis (EA) henceforth is a branch of Applied Linguistics and has two functions. The first function is theoretical which has its place in methodology and describes the learner’s knowledge of the target language. It also helps the researcher find out the relation between the knowledge and teaching the learner has been receiving. The practical of EA is to overcome the mismatch between the knowledge of the learner and the demands of the situation.

3. Source of Error

There are some sources of error in learning English. Slinker (1972) in Nzama (2010: 22) reports five sources of errors:

a. Interlingual Transfer. There is positive transfer that helps the learning of second language. There is also negative transfer that hinders the learning of second language. Language transfer involves
pronunciation, word order and grammars, semantic transfer, transfer in writing, pragmatic transfer and culture transfer.

b. Transfer of training. Transfer of training occurs whenever the effects of prior learning influence the performance of a later activity. Transfer of training is the influence of prior learning on performance in a new situation.

c. Strategies of second language. This is an attempt to develop linguistic and sociolinguistic competence in the target language.

d. Strategies of second language communication. This consists of attempts to deal with problems of communication that have arisen in interaction.

e. Overgeneralization of the target language (TL) linguistics material. This happens when a second language learner applies a grammatical rule across all members of a grammatical class without making the appropriate exception.

4. Types of Error

In error analysis there is a part called error taxonomies. There are four error taxonomies which are important to be known. The most commonly used taxonomies are based on (1) linguistic category, (2) surface strategy, (3) comparative analysis, and (4) communicative effect. In this study, the researcher will use surface strategy to look for kinds of grammatical errors. Surface strategy usually changes the surface structure of utterances. Dulay et al. (1982:150) in Aboud (2009:5) sets four types of errors: omission, addition, misformation and disorder.
a. Omission Errors

Omission errors are characterized by the absence of an item that must be there in a well-formed utterance such as grammatical and content morphemes.

Example: She is … doctor. (a)

She is …home. (at)

b. Addition Errors

On committing these errors, learners usually add an item that should not appear in a well-formed utterance. These errors usually occur in the later stages of foreign language learning when learners learn some rules of the new language. They are sub classified into three types: double marking, regularizations, and simple addition.

1) Double Markings

It means the failure to delete certain items when adding some new ones.

Example: He does not likes school.

They didn’t sent him his money.

2) Regularization

This represents learners’ failure to manage some rule application, i.e applying certain rules inflections to some irregular cases such as plural and 3rd person singular.

Example: Mans gived.

3) Simple Addition
If the addition is not one of the above mentioned types, we call it simple addition.

Example: He is in over here.

A this book is new.

c. Misformation Errors

These errors are characterized by the use of the wrong form of the morpheme or structure, i.e applying some part of the rule and leaving the other. They are again of 3 types: regularization, archi-forms, and alternating forms.

1) Regularization

Regularization is the application of one rule used with the regular form to other irregular ones. This type of error is called overgeneralization.

Example: foots

  hisself

  bringed

2) Archie-form

It is the selection of one member of a class of forms to represent others in the class.

Example: This pen   This pens

3) Alternating Form

It is the alternation of various members of a class with each other.

Example: These car   This cars

d. Misordering Errors
These errors are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance.

Example: He is all the time working.

5. Scope of Research

In this research, for analyzing the error the researcher will classify the errors into four types in surface strategy. Those are misformation error, omission error, addition error and misordering error. Besides that, in classification of the grammatical error, the researcher will limit on the basic grammatical on sentence composition or in this research, the researcher call that as sentence aspects. Those are subject, verb, to be, adjective, adverb, object and noun.

6. Procedures in Analyzing Errors

In analyzing the errors, there are some procedures that should be followed by the researcher. Barkhuizen (2005) in Limengka and Kuntjara states five steps in conducting error analysis:

a. Collection of a sample of learner language.

To provide data for the error analysis, the researcher needs to collect a sample of learner language. In this step, the researcher may control the data by narrowly specifying the sample he/she intends to collect.

b. Identification of errors

The identification of errors involves a comparison between learners’ sentences and native speakers’ sentences in the same context. Then, the researcher could identify which part of learners’ sentences is different from the “reconstructed version”.

An Analysis Of Grammatical..., Rizki Annisaa, FKIP UMP, 2016
c. Description errors

The description of errors usually employs either linguistic taxonomy or surface structure taxonomy to describe the differences between learners’ sentences and native speakers’ sentences.

d. Explanation of errors

“Explaining errors involves determining their sources in order to account for why they were made”. Obviously, learners make errors due to the difficulties in accessing their second language knowledge in communication.

e. Error evaluation

Error evaluation is a supplementary stage in error analysis. “It involves determining the gravity of different errors with a view to deciding which ones should receive instruction”.