

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. Writing

a. Definition

The definitions of writing are variously stated by several experts. According to Gaith (2002) cited in Sahara (2017), writing is a complex process that allows writers to explore thoughts and ideas and make them visible and concrete. On the other hand, writing is an activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented (Tarigan, as cited in Hapsari, 2015).

Based on the definitions above, it can be concluded that writing is an activity to express ideas or feelings in written language. In order to achieve the goal of writing, writers must integrate the system of writing.

b. The Process of Writing

There are four main steps in process writing according to Harmer (2004). The following steps are:

1). Planning:

- 2). Planning is the association carried out to do something. The planning stage is needed because in this stage there are ideas for writing procedures. It may also involve taking certain notes.
- 3). Drafting: Drafting is the process of placing all ideas and thoughts in a piece of paper.
- 4). Editing: It is the way to revise and enhance the first draft. In editing writers may revise or edit ambiguous or confusing sentences.
- 5). Final draft: Final draft is the final result of the writing. In this stage, the writers has edited their draft and has made the adjustments if any essential in order to produce the final draft.

c. Descriptive Writing

Descriptive text is a text which is intended to describe a particular person, place or thing (Siahaan, 2013). According to Gerot and Wignell (1994) cited in Jayanti (2019), descriptive text is a text used to tell how something looks, smells, feels, acts, tastes, sound etc. It means that descriptive writing is a text used to describe an object and tells how something looks like, feels like, tastes like, sounds like or smells like - without action or events. It is to make the readers easily understand to the content of the text. Examples of descriptive writing are journal, poetry, description of nature and fictional novels.

2. Grammar

a. Definition

There are definitions of grammar according to some experts. According to Richards and Schmidt (2010) cited in Effendi, grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. The other experts explain that grammar is a set of rules by a language works, its system or structure (Brinton, 2000). In addition Yule (2006) in Effendi (2007) states that grammar is the process of describing the structure of phrases and sentences by considering its order in a language. From those three definitions, it can be concluded that grammar is a language principles that contains rules about how to arrange words into phrase(s) or word(s) or a sentence.

b. The Importance of Grammar

★ Grammar becomes important in learning a language. It is because grammar is one of the language components. According to Debata (2013) to speak in a clearer and more effective manner we have to study grammar. He also explains that for the person who has unconscious knowledge of grammar, it may be sufficient for simple language use. But the person who wishes 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.

By knowing grammar students learn whether a sentence is passive/active, question, statement, exclamation, and etc. For example “Dimas is given a lot of money by his father”, if students don’t know grammar, they will think that “Dimas is given a lot of money by his father” is an active sentence. But, if they know grammar, they will see that active and passive sentences are diametrically different. It shows that grammar is an important element in mastering a language.

3. Error

a. Definition

There are various definition of error based on several experts. Nassaji (2018) states that errors are systematic and persistent. In addition, Norrish (in Hidayat, 2017) states that error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. It means that error is systematic deviation that is caused by lack of understanding or knowledge.

★ Discussing errors, it is necessary to know the differences between errors and mistakes. Mistakes are unsystematic and occasional and occur when learners are not able to use the knowledge they possess (Nasaji, 2018). Richards (1985) in Wahyuni (2014) also mentions that mistakes are made by a learner when writing or speaking which is caused by lack of attention, fatigue, carelessness, or other aspects of performance. Based on the statements, it can be concluded that error is a systematic deviation that can be self-corrected and mistake is unsystematic deviation when writing or speaking caused by lack of attention.

b. The Role of Error in Learning

In the process of learning language, it is normal for learners making an error. If students do not make an error, it means that they are not learning. Nassaji (2018) states that errors can help learners not only to test their hypothesis about the target language but also serve as a trigger for feedback, which would consequently help learners improve their language. It is because error helps teachers and learners in measuring their understanding of the material.

c. Error Analysis

Error analysis is finding deviation that is made by the students in learning. According to James (1998) cited in Al-Khresheh (2016) error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. On the other hand, Brown (in Jurianto 2013) states that error analysis is the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by the learner. According to Hasyim (2002) error analysis is an activity to reveal errors found in writing and speaking. An error happens because students do not pay attention to the rules.

d. The Importance of Error Analysis

Error analysis is a useful tool in the study of second language acquisition (Schachter, 1974). In addition, Hasyim (2002) states that the function of error analysis are to (a) find out how good someone

knows a language, (b) find out how someone learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Based on the experts' opinion above, it can be summed up that error analysis is important because it can help students to measure their understanding in learning a language.

e. Taxonomies of Error

There are four types of error taxonomy based on Dulay's theory (1982). They are as follows:

1) Error in linguistic

Linguistic taxonomy classifies errors according to either or both the language components and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), morphology and syntax (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). In grammar, there are two errors:

a). Morphology

Morphology includes word classes; noun, verb, adjective, adverb, article, and preposition.

b). Syntax

Syntax includes error phrase, clause, sentence, and paragraphs.

2) Surface Strategy

Surface strategy taxonomy highlights the ways surface structures are altered (Dulay, et al, 1982). There are four categories of errors in surface strategy taxonomy: *omission*, *addition*, *misformation* and *misordering*.

a). Omission errors

An omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. Morphemes or words can be distinguished into two classes: content words and grammatical words. Content words are those that carry the bulk of referential meaning of sentences such as nouns, verbs, adjectives, adverbs, etc. Grammatical or function words are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflection (the-*s* in *birds*, the-*s* in *mother's*, the-*ed* in *looked*, the-*ing* in *laughing*, etc); articles (*a*, *an*, *the*); verb auxiliaries (*is*, *will*, *can*, etc); and preposition (*in*, *on*, *at*, etc).

e. g *Sarah eating a banana.*

The sentence is missing “is”. It should be “Sarah is eating Banana”.

b). Addition errors

Addition error is the opposite of omission error. It is characterized by the presence of an item which must not appear in a well formed sentence. In addition, there are three types of addition errors:

1). Double markings

This error is caused by the failure to delete certain items which are expressed twice when the language requires its expression only once.

e.g *She didn't went to my birthday.*

The sentence has double markings, it should be "She didn't go to my birthday".

2). Regularization

Regularization error is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

e.g *Ayu putted books on my table yesterday.*

The sentence has regularization error in which irregular verb. It should be "Ayu put books on my table yesterday".

3). Simple addition

Simple addition errors characterize all addition errors. It is the use of an item which should not be appeared in well-formed utterances.

e.g *I am going to sleep early the tonight.*

There is a simple addition error that should be "I am going to sleep early tonight".

c). Misformation errors

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. It occurs when the learners provides something although it is incorrect. There are three types of misformation errors:

1). Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

e.g *Mouses* instead of *Mice*

2). Archi-forms

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition.

e.g *That dogs*

There is an *archi-forms* error that should be “Those dogs?”

3). Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development.

e.g *Her likes my brother*

There is an *archi-forms* error that should be “She likes my brother”.

d). Misordering errors

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It occurs systematically for both first language and second language learners in constructions that have already been acquired.

e.g *Your mother is healthy?*

There is misordering error that should be “Is your mother healthy?”

3) Errors Based on Comparative

Comparative taxonomy means comparing the structure of second language errors to their types of constructions. Children during their first-language acquisition is the most commonly to usually make these errors. This taxonomy has four categories, namely developmental error, interlingual errors and course, ambiguous errors, and the grab bag category of other errors.

4) Errors Based on Communicative Effect

In communicative effect taxonomy, the errors affect the overall organization of the sentence hindering successful communication; while errors affect a single element of the sentence usually do not hinder communication. Dulay categories it as follow:

a). Global Error

It includes of wrong order of major constituents, missing/wrong/misplaced sentence connectors, missing cues to signal obligatory exceptions to pervasive syntactic rules, regularization of pervasive syntactic rules to exceptions, wrong psychological predicate constructions (predicates describing how a person feels), and improper selection of complement types (subordinate clauses)

b). Local Error

It includes errors in noun and verb inflections, articles, auxiliaries, formation of quantifiers, etc.

Based on Dulay's theories above, the researcher will focus on analyzing descriptive text using surface strategy taxonomy, namely omission, addition, misordering, and misformation. Descriptive text is chosen because the first students' writing assignment is about describing their families.

f. Grammatical Error

Students sometimes produce grammatical errors in speaking or writing. Novita (2014) says that grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. James (1998) cited in Novita (2014) states that grammatical error can also be classified into two, namely morphological errors and syntax errors. He also explains that morphological error is the error which involves a failure to comply with the norm in providing any part of word classes such as noun, verb, adjective, adverb, and preposition. While syntactical error is the error that affects phrase, clause, sentence, and paragraphs (James, as cited in Novita, 2014). Phrase structure error, clause error, and sentence error belong to syntactical errors.

B. Previous Relevant Studies

- 1. A Study Entitled “ An Analysis of Grammatical Errors in Writing among the Second Semester Students of English Department of Yogyakarta State University in The Academic Year of 2011/2012” written by Lulu Meilina Alfiyani**

The objectives of the study are to describe the grammatical errors in writing made by second-semester students of English Education Department of Yogyakarta State University and to infer the causes or sources of those errors. This study uses qualitative-quantitative technique, with second-semester students as the respondent. The theory used is surface strategy taxonomy by Dulay. The result shows there are four types of errors found. There are found 281 omission errors, 119 misformation errors, 189 addition errors, and misordering errors in the analysis. As for the sources of errors, four types of errors affect the occurrences of students' errors. These four errors are as follows. Developmental error is found 302 times, ambiguous error occurs 294 times, interlingua error is produced 191 times, and unique error is found 52 times.

2. A Study entitled “Grammatical Error Analysis in The Fourth Semester Students’ Essay Writing at Universitas Muhammadiyah Sidoarjo” written by Dewi Kusniatus Solihah

The objectives of this study are to describe the types of grammatical errors based on surface strategy taxonomy in students' essay writing which was made by the fourth semester students and to find out which type of errors, in terms of surface strategy taxonomy that is committed most frequently in the students' essay writing. The research is qualitative research. The participants are class B of the fourth semester students of English education department. The instrument used in the research is a document. The documents are students' essay writing worksheets. There

are one hundred seven errors found in students' essay writing. The highest frequency of errors happened in misformation error, which consisted of 45 errors or 42,06 %. Next, omission error, which consisted of 44 errors or 41,12 %. Then, additional error, which consisted 11 errors or 10,28 %. And the lowest frequency of errors is misordering error, which consisted of 7 errors or 6,54 %.

**3. A Study entitled “An Analysis of Grammatical Error in the 1st Year Students’ Writing at English Department, Andalas University”
Written by Ruri Novita**

The research is to find out the grammatical errors and the possible causes of the errors committed by the 1st year students of English education department at Andalas University in their writings. This study is descriptive research. The data is taken from the students that reach mark under 75 because it is the standard mark in the lecturer's evaluation system. Document is the instrument used in this research. The researcher uses theory from James (1998) about the combined taxonomy of errors and the cause of the errors. It is supported by Lado's theory (1957) about the types of interference. The research found that verb and tense are the most frequent error committed by the students while misformation is the most frequent category of error. Then, it is also found that the errors are mostly caused by intralingual factors.