

CHAPTER II

LITERATURE REVIEW

A. The Nature of Writing

1. The 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. It is a contain of process and product (Sokolik 2003 cited in Nunan and Linse 2005: 98). The process means that the act of adding ideas until become a product that is polished and comprehensible to readers. The proceses in writing should be observe for some aspectssuch as content, organization, purpose, vocabulary, punctuation, and spelling in a balance way. This is important to students or advanced people as tool of communicating ideas, that is use of written or printed symbol,as found in books, newspaper, magazines and letters. According to Ramelan (1992: 14) writing is a representation or symbol. We can take more times to think and choose words in order to express our idea, thought, and feeling. We still can make editing or revision if it is not so clear to express what we intend to write.

Writing is a progressive activity. This means that when you first write something down,you have already been thinking about what you are going to say and how you are going to say it. After you have finished writing,you read over what you have written and make changes and

corrections. Therefore, writing is never a one step actions; it is a process that has several steps.

Writing is a discovery process that involves discovering ideas, how to organize them and what that you want to put over to your order, so a lot of what a writer does as a writer doesn't actually appear on the page. It is a means of communication. Whenever the writer want to write, he has to know the audience or reader, it will help in reaching the goal of communicating clearly and effectively. Communication in writing tends to involve a thinking process because writing requires the process of selecting and organizing ideas into logical whole, so in this case writing is undeniably based in thought. Finocchiaro says that writing has been characterized as written thinking (1974: 86.). It means that writing is a way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules. In the writing process, the writer tries to developing their ideas and feelings to produce into a good sentence, in order to inform the other.

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 in the writing process. There are some elements of writing according to Nurgiantoro (2010: 441). Those elements are:

a. Content

Content means the idea or a set of information that support the specific topic which is written in the paragraph.

b. Organization

Organization means how the writer arrange their ideas. The organization of the text is clear ideas, good arrangement, logic and cohesive.

c. Grammar

Grammar means the language structure and sentence pattern. The use of grammar can be applied in all the kinds of sentence structure so it make writing more meaningful.

d. Vocabulary

Appropriateness in choosing and using vocabulary in each sentence is an important thing in writing

e. Mechanic

Mechanic refers to the rule how the writers write. Paragraph is a combination of some sentences which need good speeling and punctuation.

3. The Process of Writing

Writing process is the process when a writer begins to transfer or write down their feeling and ideas on the paper. Writing process is the entire creative, analytical and critical experience that begins with an idea

or assignment and ends with a finish document. To write a paragraph students have to pass a process. Harmer (2004: 4-5) stated that there were four main elements in writing process, namely:

a. Planning

On the first stage, writers had to think about three main issues, as follows:

1) Purpose

It is important to know the purpose of writing since it will influence many things related to a good writing result. By knowing the purpose, we can decide the most appropriate style of language; the text of type which they wished to produce; and the information which they choose to include. Therefore, the result will be effective to reach the purpose.

2) Audience

The audience here is the reader they will influence our language style.

3) Content Structure

It is important to consider the content structure that was how best to sequence the facts, ideas, or arguments which they had decide to include.

b. Drafting

This is the next step of writing. After constructing a good plan, writers are able to make a kind of draft consisting their material to be

written. A number of drafts may be produced on the way to the final revision.

c. Editing

Once the writers have already done in making the draft, they should check their works. It means that we read again what we had written as a draft. It is polishing a piece of writing from various aspects such as spelling, sentence structure, word choice, punctuation, capitalization and others. It might remove part of a change section and add information. Editing could minimize the mistakes and make the writing more effective.

d. Final Revision

Final revision is the last of the process of writing after all of the processes had been done, they may re-write their final writing and publish it to be read by the readers.

Based on the processes mentioned before, it could be concluded that there were four elements in the writing process, those were planning (purpose, audience and content structure), drafting (organizing information logically), editing (“re see or “relook” at the draft writing) and final revision. After all process had finished, the result of the writing was ready to be published to the reader.

4. The Purpose Process 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 purpose can be reached only by people who can organize their thought, organization, word use, and the structure of sentence.

Writing is often defined by its purpose. Writing process has to do with goals, often referred to as aims of writing or writing intentions. Thinking about purposes for writing means thinking about the motivating forces that move people to write. Students often think their purpose for writing is to fulfill a class assignment. But, the concept of purpose means more; it refers to what the writing seeks to achieve. According to O'Malley and Pierce, there are three purposes of writing based on the types of writing in English language learning, those are:

a. **The Purpose of Informative Writing**

It is represented by “informative writing,” that is purposed to share knowledge or information, give directions, and state ideas to other. Informative writing focuses on the subject being discussed. It includes describing events or experiences, analyzing concept, speculating on causes and effect, and developing new ideas that are purposed to inform something may important to the readers. Informative writing involves. It can be found in textbook, encyclopedia, technical and business reports, and book of nonfiction, newspaper, and magazines.

b. The Purpose of Expressive or Narrative

It is represented by “expressive writing” or “narrative writing is” that is purposed to share a personal or imaginative expression. Commonly it is composed by the writer story or essay. Expressive or

c. The Purpose of Persuasive Writing

It is represented by “persuasive writing” that is purposed to persuade the readers to do something. Persuasive writing seeks to convince the reader a matter of opinion. It effort to influences others and initiate action or change. This type of writing includes editorials, letters to the editor, reviews, sermons, business or research proposal, opinion essays in magazines and book that argue a point of view.

5. 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.

B. Grammar

1. Definition of Grammar

All languages have its own grammar. Without any grammar, perhaps people can organize the easy communication, for example “me sister” and “you brother” but people cannot form any complex ideas into words. People who speak the same langugae are able to communicate because they know the grammar system of that language. Thornbury (2004:1) states that ‘grammar is partly the study of what forms (or

structures) are possible in a language'. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed.

There are some definitions of grammar. According to Harmer (2002: 12) states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences. It is the structure and meaning system of language. In addition, Debata (2013: 483) says that grammar is the study of words and the ways words work together. From the statement above, we know that grammar is study about the structure of language, the rules of word change and how the word put into sentence. It helps us to write new kind of sentences that are more effective and more persuasive.

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 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 language, the students can not comperhend 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.

3. The Grammatical Errors in Writing

The examples of the grammatical errors that are found in the students' writing:

a. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that a situation began and ended at a particular time in the past. We use past tense to describe an event or situation that occurred in the past and is over. For example: "When I **was** ten, I **threw** my bag. My bag **slipped** on the door on my class and **torn** with a loud "pret!" Even my friends **heard** it. The teachers **called** my parents, who **came** quickly. . . ." The simple present indicates that a daily situation or the event always happens frequently. For example: "I **go** to school everyday and always **meet** my best friend Sinta in the class". The future tense indicates that a future situation. I use it to explain what I want in the future. For example: "I **will buy** a guitar if I get money from my aunt"

b. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

1) Personal pronouns

Personal pronouns are words such as:

- a) First person pronouns, example words that represent or include the speaker or writer.

Singular : *I, me, my, mine*

Plural : *we, us, our, ours*

- b) Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular : *you, your, yours*

Plural : *you, your, yours*

- c) Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular : *he, him, his, she, her, it, its*

Plural : *they, them, their, theirs*

c. Preposition

Preposition are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts

of the sentence. The following list illustrates the use of prepositional phrases to convey specific kinds of information.

- 1) Place, position: *across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.*
- 2) Direction: *across, at, by way of, down, into, out of, to through, toward, up upon.*
- 3) Time: *about, after, around, at before, by, during, from ... to, from ... until, in.*
- 4) Purpose, reason: *for*
- 5) Possession: *of*
- 6) Manner, instrument: *by, in, like, with.*
- 7) Identification: *at, by, in, on, with.*
- 8) Distance: *for*
- 9) Agent: *by*
- 10) Material: *with*
- 11) Quantity

d. Singular/plural

Singular/plural means that the number is the form of word to show. Singular number is when a noun denotes one object e.g. I have one *papaya*. Plural number is a noun denotes more than one object e.g. I have two *papayas*. In addition, singular can be identified by putting *a* or *an* before noun e.g. I has a cat. Generally, plural nouns can be added

by *-s* (as in friends) or *-es* (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. *child-children, wife-wives, etc*

e. Word Order

Word Order is a wrong place of word in the sentence, because the people using mother language (bahasa Indonesia) and translate it into second language (Bahasa Inggris). It means that word order is to place the word correctly based on the rules, the error in word order e.g. “*do you know who is he?*” It should be “*do you know who he is?*”

f. Article

The articles are *a, an* and *the*. They modify noun. *A* and *a* are indefinite; a bear could mean any bear. *The* is indefinite: the bear indicates a specific bear. The article *a* precedes nouns that start with a consonant sound (*a plate*). The article *an* precedes noun that start with a vowel sound (*an eraser*)

C. Personal Letter

1. Definition of Personal Letter

To communicate with other, we use oral or written form. The one of written form is a letter. Tanzili stated that A letter is a piece of paper or more that is used as a communication tool to deliver the statement or information in written from one person to another (Tanzili, 2006). Personal letter also known as friendly letter. Furthermore, personal letter is a type of friendly letter which provides communication between a small numbers of

people, usually two. It contains feelings, expressions, private things, and important things as a way to communicate and allows a person to leave a message and to keep in touch.

2. Function of Personal Letter

Letter is a statement, which is written on a piece of paper or more. It contains feelings, expressions, private things, and important things. It has functions as written form communication, documentation, historical, reminder, guidelines to take decision, safety information, vice of organization, as a way to ease the archival matters work and announcement.

Besides as a means of written communication, letter is useful as representative of organization or individual. Letter is the written note that cannot be changed fully by oral communication. So, personal letter is used in personal relationship.

3. Parts of Letter

As written communication way, letter consists of main part. Generally, the main part of letter consists of heading, the salutation, the body of letter, the complimentary close and the signature.

a. Heading

Heading is put at the right or the left side of the paper. It includes the address and the date, for example:

1) The address:

32 Ring Road Street

United States 02342

2) The date line:

The date line is put at the right or at the left side of the paper under the heading. Usually the date is written in a letter. There are alternative ways of writing the date, for example:

April 27, 2016

27 April, 2016

b. Salutation

The salutation is a greeting. A comma follows in personal letter. The salutation begins at the left hand margin. The following are typical salutations in personal letter. For example:

Dear Mother,

Dear Mr. Amar,

Hello,

c. Body of Letter

The body of letter usually consists of at least three paragraphs, they are:

1) Opening paragraph

Opening paragraph is a paragraph where the writer starts to write down some words before him going to the main paragraph or content of letter.

2) Content of paragraph

The second is the main paragraph, where the writer starts to write down the topic. It may consist of two or more paragraphs.

d. Closing

There are several forms to choose for the closing of a personal letter. Each one has slightly different meaning use the one best convey what is meant. Only the first word of the closing is capitalized.

For closing is followed by comma. Examples are:

Sincerely,

With love,

Yours truly,

Your friend,

e. Signature

The sender's name should be signed. We may sign with our full name or nick names. There is no punctuation after the signature.

There is the example of the place signature.

Your friend,

Tika

There are the example of personal letter:

Jl. Baturaden No. 10

September 10, 2016

To: Lala

Jl. Diponegoro No. 4

Jakarta

Dear Lala,

We are going to have a one-week holiday, aren't we? Could you come and visit us? Let's go to Pangandaran Beach and camp there. I think the could you please replay soon?

Yours truly;

Miranda

Jl. Cinangka Raya, Ciputat,
Tangerang Selatan
31st March 2014

My dearest Lana,

Hey sweetie

I hope all is well with you. It's been a while since you moved to the new city for college. I hope your new life is going well. It must be exciting living on your own in the hostel college. Everything is fine here. You know nothing much happens here.

Have you already settled in? When is your college starting? Do you like the place you are living in? How is the neighborhood? I can't believe you live on boarding. I will be starting college soon as well as but my parents insisted that I live at home.

Anyway, a bunch of us were talking about a reunion in summer holidays. So you better keep your calendar free. Nothing has been decided so suggestions are welcome!!!

That reminds me if you need anything let me know. I will be helped. Have fun and don't stay out late. We miss you so much!!!

Take care and stay safe. Write as soon as you can.

Love always,

Jane

P.S. I saw your mother the other day she misses you a lot and wishes that you called more often.

D. Error Analysis

1. Definition of Error Analysis

Learners usually commit errors when they lack of knowledge about grammar rules, appropriate words or sentences. When they make mistakes, correct or error sentences and free utterances, it may tell about what is going on in their minds. Thus, making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language. However, from errors and mistakes, students will know the right ones. Errors and mistakes are two things which are different. According to Ellis (2003: 17) explained that Error reflect gaps in learner's knowledge, they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

The other opinion from Ricard and Tarigan, Richard (1974: 25) also argues that “mistake refers to performance and it unsystematic, while “error” refers to the error of competence and it is systematic. Tarigan (1995: 75) said that mistakes are usually caused by the factor of performance. From definitions above, it can be concluded that the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the

user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes can be corrected by the user himself and it does not need help from other people, while errors are found in second language learning. The user may not be aware that he makes the error and he needs help from other person to correct the error. It may need time to correct the error.

Error analysis is an activity to identify, classify and describe the errors made by learners in speaking or in writing. It is based on Brown (2007: 259), he states that error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. So, by analysing the errors, teachers would be able to have knowledge of what areas should be focused on and what kind of materials are emphasized in their teaching. They should be able to develop curriculum design such as remedial teaching, and select materials that help students' to learn English. Teachers need to know the causes of errors and the reasons behind their occurrences.

2. Source of Error

It's necessary to know the source of error in order to identify the trouble that faced by students in language learning process. Brown categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

- a. *Interlingual transfer* is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
- b. *Intralingual transfer* is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
- c. *Context of Learning* is 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. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.
- d. *Communication strategy* is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across.

3. The Causes of Error

It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method. The explanation are:

- a. *Carelessness*: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- b. *First language interference*: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually 'shaped' towards those of the language he was learning.
- c. *Translation*: Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

4. The Types of Errors

Before discussing an error analysis procedure, it is important to know about the types of errors. In error analysis there is a part called error taxonomies. Dulay, Burt, and Krashen (1982: 146-191) propose four descriptive classifications to analyze errors. They are as follows:

a. Error in linguistic taxonomy

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), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituent includes the elements that comprise each language component. For

example, within syntax one may ask whether the error is in the main or subordinate clause, which verb phrase, the preposition, the adverb, the adjective, and so forth.

b. Errors in surface strategy taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. There are four types of errors:

- 1) Omission errors. It is the absence of an item like noun and verb inflection (-s, ed, ing), the article (a, the, an), verb auxiliaries (is, will, can, may, etc), and preposition (in, on, or, etc).
- 2) Addition errors. It is the opposite of omission errors. If omission errors is the absence of an item, in addition errors is the presence of an item. So, Additional errors is identified from the presence of an item that must not appear in correct utterance. The sub category of addition errors are; Simple Addition, Double Markings, and Regularization.
- 3) Misformation errors. It is marked by the use of wrong morphemes and structures. In this error, the students provide a sentence which is grammatically incorrect in English. The sub category of Misformation errors are; regularization, Archi-forms, and Alternating forms.

4) Misordering errors. It is marked by misordering for a morpheme or a group of morphemes in the sentence. It occurs systematically for both mother language and second language learners in constructions that have already been acquired.

c. Errors in comparative analysis taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. The types of errors are:

1) Intralingual or developmental errors.

Intralingual or developmental errors illustrate the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom of textbook which reflects the general characteristics of rule learning, such faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Development error is error similar to those made by children learning the target language as their first language. For example :

Incorrect sentence = *I'm boring.*

Correct sentence = *I'm bored*

2) Interlingual errors.

It often referred to as mother-tongue interference or negative transfer. It reflects native language structure regardless of the

internal process or external conditions that imitated them. For example :

Incorrect sentence = *the man skinny.*

Correct sentence = *the man is skinny*

This sentence is caused by interference of native language sentence (Laki-laki itu kurus).

3) Ambiguous errors.

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is caused when the errors reflect the learner's native language structure and the types found in writtenworks/speech of children acquiring a first language. For example:

Incorrect sentence = *I no have a car*

Correct sentence = *I have not a car*

It maybe caused by the the learner's grammar knowledge or sentences whichis produced by children who acquire English as the first language.

4) Unique errors.

Since the errors are not similar to those children make during firstlanguage development, they must be unique to second language learnersand since they are not interlingual, some must be unique reflections ofcreative construction. Example :

She do hungry

d. Error in communicative effect taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication. This taxonomy classifies errors into:

1) Global errors

Global errors are the misuse of structure and thus damage or breakdown communication. It means that *Global Error* is happened in the sentence which has a big portion of violation therefore it's difficult to be comprehended. Example :

- a) *We amused that movie very much (That movie amused us very much)*
- b) *English language use many people (many people use English language)*

Readers or listeners do not know what the sentence means.

2) Local errors

Local errors are referring to error which will not damage communication. Such as lexical errors, noun errors, and adverbs, etc do not usually cause major problems. It means that *Local Error* is the error that can be comprehended by the hearer or reader by guessing the intended meaning because there is a bit violation in a part of the sentence.

Example : *A trousers.*

Trousers are considered to be plural so the indefinite article 'a' is not needed.

The several also types of writing errors that are found in the students' writing based on Betty SchramperAzar (1993: 29) prints out. They are as follows:

1) Singular-Plural

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one *pen*. Plural number is a noun denotes more than one object e.g. I have two *pens*. In addition, singular can be identified by putting *a* or *an* before noun e.g. I has a bird. Generally, plural nouns can be added by *-s* (as in friends) or *-es* (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. *child-children, foot-feet, man-men, wife-wives, etc*

Example: He have been here for six month (incorrect)

He has been here for six months (correct)

2) Word Form

word form is the change form of word based on the grammatical rules, for example, *beautiful* (adjective), *beautifully* (adverb). The error word form in a sentence e.g. I saw a *beauty* picture.

Example: I saw a beauty picture (incorrect)

I saw a beautiful picture (correct)

3) Word Choice (Diction)

Diction will be effective only when the words you choose are appropriate for the audience and purpose, when they convey your message accurately and comfortably. The idea of comfort may seem out of place in connection with diction, but in fact words can sometimes cause the reader to feel uncomfortable. Word choice is to use the word that suits to the context of utterance, the error in word choice..

Example: She got on the taxi (incorrect)

She got into the taxi (correct)

4) Verb Tense

verb tense is the changing form of verb as symbol which expresses or tells about activity or condition and statement happened in the past, present and future.

Example: He is here since June (incorrect)

He has been here since June (correct)

5) Add a Word

Add a word has slight similar example with the term of *Omission* in Dulay, *et al.* According to Dulay *et al.*, *Omission* is the absence of an item of morphemes that must appear in a sentence or utterance.

Example: I want _ go to the zoo (incorrect)

I want to go to the zoo (correct)

6) Omit a Word

Omit a word is same as *Addition* in Dulay *et al* theory .

Example: She entered **to** the university (incorrect)

She entered the university (correct)

7) Word Order

In linguistic, word order typology refers to the study of the order of the syntactic constituents of a language, and how different language can employ different orders. It means that word order is to place the word correctly based on the rules, the error in word order.

Example: I saw five times that movie (incorrect)

I saw that movie five times (correct)

8) Incomplete Sentences

The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance.

Example: I went to **bed. Because** I was tired. (incorrect)

I went to bed because I was tired. (correct)

9) Spelling

Spelling rules apply to a relatively small number of words, and unfortunately almost all rules have exceptions. Nevertheless, some of the rules may help you to spell common words especially those words form with suffixes

Example: An accident **occured** (incorrect)

An accident **occurred** (correct)

10) Punctuation

Example: What did he say. (incorrect)

What did he say? (correct)

11) Capitalization

Example: **I**am studying English (incorrect)

I am studying English (correct)

12) Article

The articles are *a*, *an* and *the*. They modify noun. *A* and *a* are indefinite; a car could mean any car. *The* is definite: the car indicates a specific car. The article *a* precedes nouns that start with a consonant sound (*a rocket*). The article *an* precedes noun that start with a vowel sound (*an astronaut*).

Example: I had **a** accident (incorrect)

I had **an** accident (correct)

13) Meaning Not Clear

Meaning not clear happens when a sentence or utterance is not interpretable.

Example: He borrowed some smoke (the meaning is not clear)

14) Run-on sentence

Run-on sentence is two simple sentence joined together without a comma and without a connecting word, for example:

My roommate was sleeping, we didn't want to wake her up(incorrect)

My roommate was sleeping. We didn't want to wake her up (correct).

2. Limitation

In this research, the researcher will use linguistic category for analyzing the errors. Dulay et al (1982) point out that there are four major linguistic categories of errors. These are; orthography (spelling), lexicon and semantics (vocabulary and meaning), syntax and morphology (grammar) and discourse (style). Besides that, in classification of the grammatical error, the researcher will limit on the basic grammatical on sentence composition in making personal letter. The writer uses the six main categories sources of error based on Dulay's criteria there are; tenses, article, preposition, singular/plural, word order, and pronoun

3. The Procedures of Error

Error analysis is a procedure in the research. Gass and Selinker (2001: 79) in Fajariyani Emmaryana (2010: 17)stated that "A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. There are a number of steps taken in conducting an error analysis.

- a. *Identify errors*, what is the error (e.g. incorrect sequence of tenses, wrong verb form, etc).

- b. *Classify errors.* Is it an error of Tense? Is it an error in sentence pattern?
- c. *Quantify errors.* How many errors of Tense occur?
- d. *Analysis of source/causes.*
- e. *Remediation.* Based on the kind and frequency of an error type, pedagogical intervention is carried out.

B. Previous Studies

As the consideration to conduct this research, it is needed to know previous relevant research conducted by other people. The first is study that had been done by Lulu Meilina Alfiyaniin 2013, 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”. This research was aimed at describing the problems faced by the second Semester students of English Department of Yogyakarta State University in writing subject. The data of the research were students’s problems took in writing students’ writing final examination paper. Generally, the result of the data analysis of writing test showed that 281 errors or (47,22%) had problems in ommision, 119 errors or (19,98%) had problems in addition, 189 errors or (31,76%) had problems in misformation, and 6 errors or (1,00%) had problems in misordering. From the reserch data, it was found that Ommision is the highest presentage of student’s errors made in writing.

The second previous study was done by Dwi Rachmawati in 2016, entitled “An Analysis on Students’ Problems in Writing Announcement Texts (A Descriptive Study at SMP Negeri 9 Purwokerto Of The Eight Grade in The Academic Year 2015/2016). This research was aimed to analyze students’s ability in writing announcement. The students’s scores were for each component of writing. The result described what the common problems in writing component. The highest problems found in Grammar with 139 or 51,30% that consisted of 7 sub categories which were analyzed. Those were on the form of pronoun based on each context, pluralization, verb, subject, auxiliary, preposition and article. Next, Mechanics 73 or 26,94% that consisted of 3 sub categories which were analyzed. Those were punctuation, spelling and capitaization. The other was Organization 22 or 8,11% that consisted of 2 sub categories which were analyzed. Those were correct layout and incorrect layout. Then, Vocabulary 21 or 7,75% that consisted of 2 sub categories which were analyzed. Those were ordinal number and time signal. Last, Content 16 or 5,90% that consisted of 6 sub categories which were analyzed. Those were addressee (who), content (what), closing (how), place (where), sender (who), day and date (when).

Based on the previous explanation about research that had been done, it shows that the students’sproblems for each component analyzed in students got satisfactory for organizing idea, developing idea, vocabulary, grammar and mechanic. It means that the students ability of those four components were satisfactory.

C. Basic Assumption

Writing is one of four basic skills in English that must be mastered by students in senior high school. In writing, grammar is very important because a small mistake in grammar will change the meaning of the sentence. Therefore, writing is difficult activity for the students because they must have a good writing capability and grammatical competence. It is important for teacher or writer to know the students' problems in writing personal letter texts and the common problems that made by the students, because it can anticipate any problems made by the students. It can be done by the teacher through paying attention to the most or common problems. The problems can be analyzed based on aspects of writing especially in grammar aspect which was proposed by Nurgiantoro (2001: 307-308). Classifying problems in these way can help us to diagnose students's learning problems as any stage of their development and to plot how changes in problems occur over time.