

CHAPTER II

THEORETICAL REVIEW

A. Error Recognition Test

1. Definition of Error Recognition

Error recognition is a specific item type on which the examinee is required to indicate which of several underlined parts of a sentence is unacceptable for formal written English. (Harris,1994: 253). In other word, the students have to select the underline word or phrase which is incorrect or unacceptable. Error recognition items, aiming to measure students' grammatical knowledge and indirectly test writing skills, consist of a complete sentence, with four underlined part, one of which is grammatically wrong. To take an example, he provides the following one:

Not only comics show a part of a story but they also convey

A

B

C

the complete story.

D

Here there are four underlined parts of the sentence are marked (A), (B), (C), and (D), and the students should identify the one underlined word or phrases which is incorrect.

This item type puts the examinee in the position of a reader who must make judgments about the acceptability of a piece of writing and identify any point of weakness.

This testing method appears at least in two forms on multiple-choice tests: stem less error recognition items, that is, the test takers are supposed to read four independent choices of an item and choose the accurate one, this item type is referred to as editing items and stemmed error recognition items, that is, the item contains either one inaccurate word or phrase.

2. Aspects of Error Recognition Test

a. Grammatical Agreement

Grammatical agreement can be define as an agreement between specific grammatical element in a sentence. This agreement can occurred between *subject* and *verb*, between *verb* and *time marker*, between *singular/plural* with *word/marker singular plural*.

Example:

- My sister and I were watching television when you called me.

In that sentence, there are agreement between 'subject' My sister and I and 'verb' were. That sentence become **error** if 'verb' *changed was*. This is because 'subject' that sentence is not only *My sister or I*, but *My sister and I*.

b. Grammatical Forms

Grammatical forms is grammatical forms that is appropriate wirh rule that occure in English. For example active sentence called grammatical if it is written using active words. Passive sentence called grammatical if it is written using passive words. If there is passive

sentence written in active sentence, or in the other way, so that sentence can be called ungrammatical or error.

Example sentence that is ungrammatical :

- The letter was sending by her boyfriend.

That sentence ungrammatical because that sentence contains passive sentence , it can be seen from word by *her boyfriend* , but it is written in active form *was sending*. That sentence will be grammatical if written *The letter was sent by her boyfriend*.

c. Modifiers

Modifiers or in Bahasa called as a Modifikator is word that has a duty to explain other words. Modifiers generally represented by adjective and adverb. Adjective have a function to explain object word/phrase, while Adverb have a function to explain except object word/frasa.

For example :

- A comfortable running shoe has good arch support and enough room for toes.

In that sentence the underline word, *comfortable* have a function to explain object of phrase *running shoe*. That sentence will be 'error' if word *comfortable* changed into *comfort* (noun) or *comfortably* (adv) because noun or adverb can not explain noun.

d. Style

Style can be defined as a language style, and according to Kennedy et al (1989) cover parallel and redundancy construction that is tested in TOEFL test, especially in part of error recognition. Parallel refers to word choices that are suited with the other words, while redundancy refers to a problem of word repeating that is actually unnecessary. A word that is not suited in parallel construction and word repeating that is unnecessary can be called error.

For example :

- The U.S Geological Survey distributes maps that are local, regional, and national.

The construction of that sentence shows a parallel form, it is marked with a suited word, like *local*, *regional*, and *national*. Those three words represent adjective form. If one of those words is not in adjective form, so the parallel construction will be an error.

e. Word Choice

Word choice or Diction is a word choice that is appropriate with the context. In TOEFL test, especially in *Written Expression* part, a word choice can be said 'inappropriate' or 'error' if that word does not fit in a right context, although the form of the word is used correctly. Word choice also pays attention to inappropriateness of a word although that word is already 'fixed'. Example: 'both..and' is a couple of words that are already 'fixed' and cannot be changed into other words, if one of those

word change into other word, so that word will be error.

For example:

- Both my father or my mother do not object to your staying here.

That word considered error because both should be paired with an , so that sentence should be, Both my father and my mother do not object to your staying here. The test candidate should memorize word set that is already 'fixed' in the form of English.

f. Omissions and Unnecessary Addition

Omission is the loss of one part in phrase construction that is not be accepted in English because it can disturb phrase structure. While **addition** is adding one part in word or phrase that is actually unnecessary.

For example:

- Devina is intersted playing music.

★ In that sentence there is omission in word *interested*. We know that in English there is phrase construction that is suited, like *interested* with *in* (interested in), *depend* with *on* (depend on) *agree* with '*with*' (agree with) *deal* with '*with*' (deal with) and etc. So, the sentence should be Devina is interested in playing music. In this part, the test candidate also should memorize the word set.

g. Word Order

Word order is the layout of the word or the structure of the word in a sentence that must follow the rules that apply in English. A word that is in wrong place in phrase structure can be said *error*. A word that does not exactly occupy a position that should be in a sentence.

For example:

- Seldom *my suggestions have* been taken seriously.

That sentence can be said error. Because sentence with prefix *seldom* need word structure that is inverted or inverted form, so a good structure for that sentence is *Seldom have my suggestions been taken seriously*. See the predicate of that sentence, have going before subject, my suggestions (inverted form).

h. Prepositions

Preposition is kind of word that the presence in a sentence is related with the other word. The test candidate should be memorize preposition that is suited with other word.

For example:

- My brother is interested with her.

In that sentence there is preposition that not matched with the other words, there is '*interested*' with preposition '*with*'. In that sentence, '*interested*' will be matched if it word paired with word '*in*', so the sentence will be My brother is interested in her.

(Sutrisno,2010: 128-186)

i. Articles

In English grammar, many words are used to limit the meaning of nouns. Three of them are **a**, **an**, and **the**. These words are called the article.

1) We use 'a' :

Before a word beginning a consonant sound. For example a book, a pen, a teachers, a job and etc. For things we can count. For example: a boy, a bag, a cat, a nice day and etc.

2) We use 'an' :

Before a word beginning with vowel sound (a,i,u,e,o). For example: an apple, an exam, an egg, an aunt, an interesting fill and etc.

Before a word beginning with a silent "h". For example: an hour, an honest boy, an honor and etc.

★ For things we are can count. For example: an apple, an egg.

3) We use 'the' :

For example:

- There is **a** man in the café. **The** man is very tall.
- **The** girl in blue is a doctor.
- It is dark. Can you turn **the** light on?

(Riyanto,2008: 231-233)

B. Writing Ability

1. Definition of Writing

Nunan (2003: 88) states that writing is intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writer are demanded to show the thoughts and organize them into a good composition. In addition, writing presents the writer's concept in understanding an issue which is shown to the public. It requires the integration of idea systematically written.

Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher- order self-regulated thinking processes such as planning, sequencing and expressing the content (Berninger et al, 2002). It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

According to Brown (2001) writing is a two step process. First you figure out your menaing, then you put it into language. Figure out what you want to say, don't start writing till do, make a plan, use an outline then begin to write.

By considering the definition above, it can be conclude that writing is a process of making statement or paragraph by finding and generating ideas but by pay attention the steps.

2. Writing Competence

Writing competence is the ability to write well. It involves the developing of idea, the arranging of organization and the uniting of the text. Writing is complex and difficult to teach. Requiring mastery is not only about grammatical and rhetorical devices but also conceptual and judgment.

There are four components that show somebody's writing competence. The first is grammatical skills, the ability to write sentence correctly. The second is stylistic skill, the ability to manipulated sentence and use language effectively. The third is mechanical skill, the ability to use correctly those conversations peculiar to the written language, for example punctuation and spelling. The fourth is judgment skill, to ability to write in an appropriate manner for a particular purpose with on ability to select, organize and order relevant information (Heaton, 1988: 138).

Based on explanation above, it can be concluded that writing competence is the ability to write well by pay attention to the components of writing such as grammar, style, mechanic, and judgment.

3. The Process in Writing

Harmer (2004: 4-6) states that there are four main elements in writing process. Those are planning, drafting, editing, (editing and revising) and final version.

a. Planning

Harmer (2004: 4) stated that in planning process, there are three main issues have to be thought by students. The first, the students have to decide the purpose of writing. Next, students have to think about language styles. Finally, students have to consider the content.

b. Drafting

Harmer (2004: 5) stated that drafting is the first version of a piece of writing. In this point the students should be given a lot of time, because they need to focus on the development ideas and the organization of those ideas more than the development of perfect grammar, punctuations or spelling.

c. Editing

Harmer (2004: 5) state that in editing the students read again what they write as a draft to check their writing if there are mistakes. After the students found the mistakes, then revise it. By doing those, the mistakes can be minimize.

d. Final version

Harmer (2004: 5-6) said that the last stage is the final version. After all process have done, the students make final version. It is possible that the final versions much different in the plan and the draft

has been made before. It happens since there are many change in editing process. Any unimportant information stated in the draft can be deleted.

After finishing that processes, the result of writing is ready to be sent out to the reader. It is different if students write spontaneously. Therefore, the result of writing will be better with following those processes.

4. The Purpose of Writing

Tarigan (1994: 24) summarize the purpose of writing, those are :

a. Assignment purpose

The researcher will start writing when someone asks writers to write about something. Therefore, the idea which will be written by the writers does not come from the writers itself.

b. Altruistic purpose

The purpose is to entertain the readers, to remove the readers sadness with the writer's work.

c. Persuasive purpose

It has purpose to convince the readers about the true opinion presented.

d. Information purpose

The purpose of writing is to give information, explanation to the readers.

e. Self- expressive purpose

The purpose is to introduce the writer to the readers.

f. Creative purpose

The writing has to achieve artistic value, the value of art.

g. Problem-solving purpose

This writing is used to solve problem faced by the writer. Writers want to explain and observe carefully about his thought and idea to be understood and accepted by the readers.

5. Criteria of Good Writing

Adelstein and Pival in Tarigan (1994: 6) explain some characteristic of good writing, they are :

- a. A good writing result shows the abilities of the writer in arranging the materials to be a good structure.
- b. A good writing result shows the abilities of the writer to write clearly (unambiguous) to use the sentence structure well. It makes the reader understand in explicit and implicit meaning easily.
- c. A good writing result shows the abilities of the writer to write surely. It can take the reader interest to the main idea of the writing. It can describe the main idea clearly and logically. In this case, the writer has to avoid the use and the repetition of useless phrases. The word use must support the main idea harmonically which want to be reacted.

- d. A good writing result shows the abilities of the writer to criticize his draft of writing and then revise it to get the better one. The key of the successfulness in writing is the willingness and the abilities of the writer in revising his first draft.
- e. A good writing result shows the proud of the writer to his writing, the willingness to use a good punctuation, to reread the words meaning in correlation to the grammar used before sending it to the readers. A good writer knows well that those things are important since they may give a bad affect to the result.

6. Evaluating the Students' Writing

To evaluate the student' work, a teacher should consider aspects of writing. As stated by Brown (2001: 356-357), there are six general aspects that are often the basis for the evaluation of the students' writing :

a. Content

The content includes the thesis statement, related ideas, the development of ideas through personal experience, illustration, facts, opinion, and the use of description, cause/effect, comparison/contrast, and the consistent focus.

b. Organization

This includes the organization and the effectiveness of introduction, the logical sequence of ideas, the conclusion, and the appropriate length.

c. Discourse

This includes topic sentence, the paragraph unity, the transition, the discourse makers, the cohesion, the reference, the fluency and the variation.

d. Syntax

This includes types of sentence (declarative, interrogative, exclamatory, imperative), the length of sentences (short and long), and word order (passive voice and active voice). Syntax is about how a sentence is worded and structured.

e. Vocabulary

The aspects here are pronunciation, spelling, grammatical category, derivation, etymology, meaning and usage.

f. Mechanics

This includes the spelling, the punctuation, the citation of references and the neatness and appearance.

From the explanation above, it can be concluded that if the students can master those evaluation aspects of writing, it means that the students have good writing ability.

C. The Similar Aspects between Error Recognition Test and Writing Ability

Error recognition test has some aspects, those are grammatical agreement, grammatical form, style, word choice, word order, and etc (Sutrisno, 2010: 128-186). Those aspects are also needed when students try to write certain text. Error recognition test can measure students' writing ability because of the same aspects above. Those are syntax and vocabulary (Brown, 2001: 356-357).

So, it can be concluded that error recognition test and writing ability is related each other. So, the students can often doing error recognition test. Because error recognition test can be drill their grammatical skill. If their writing ability and grammatical skill good, automatically their writing will correct and good.

D. Basic Assumption

Error recognition test is test that correlate with find the wrong word of the sentence, that is grammar correction and etc. Writing ability is ability to write something correctly. And to write something correctly we should know grammar well. So the writer thinks that ability to finish error recognition test well influence writing ability.

E. Hypothesis

Based on basic assumption above, the writer has hypothesis that there is correlation between EFL students' performance on error recognition tests and their writing ability.

