

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses more about all things related to the study for gaining some information as basic theory of the research itself. Some important points like definition and explanation about writing, grammar, errors, types of error, and factors causing errors are discussed here.

2.1 Writing

Writing plays an important role in language learning. It is a medium of communication in language learning that should be mastered by learners to develop literacy skill. According to Wicaksono (2014: 188) writing is a process of putting ideas down on paper to transform thoughts into words, sentences, paragraphs, even text. Students might not ignore beside semantically correct they should also use correct grammar when they write a paragraph or a text in order to be understandable.

Meanwhile, Martin (1998: 3) cited in Bayinah (2013: 6) stated writing is a process of discovery. Writers rarely begin with a complete understanding of their subject, they begin from simple to more complex level. In writing, the students learn how to communicate when the other person is not around them, listening to the words they said, and looking at the gesture and facial expressions. It means that writing is a process of communication to express the thoughts, ideas, and feelings. Writing involves more than just producing words, phrases, clauses, and sentences.

It needs hard thinking to be able to produce a connected series of words and sentences which are grammatically and logically linked.

In addition, Celce-Murcia, (2001: 94) cited in Alfiyani (2013: 15) defines that writing is the ability to express one's idea to produce something in written form in a second or foreign language in which reasonable coherence and accuracy is a prime achievement. Therefore the ideas and knowledge to inform the readers about what the topic should be arranged clearly.

White and Arndt (1991: 5) cited in Harmer (2002: 258) stress that 'writing is re-writing; that revision - seeing with new eyes – has a central role to play in the act of creating text'. In their model, process of writing can be represented diagrammatically:

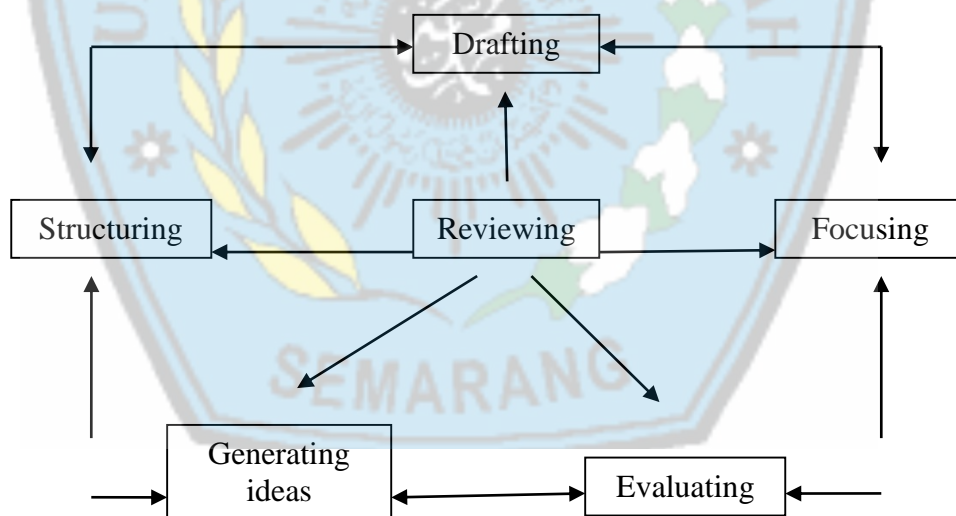


Figure 2.1

Model of Writing Process adapted from White and Arndt (1991: 5)

From diagram above, we can see that writing process is a complex and has various stages to be done. It is an activity which correlates with the other skills (reading, listening, and speaking) and includes grammar and vocabulary.

Based on the explanation above, it can be said that writing has always been seen as an important skill in English language learning. It takes a long time to master since it takes study and practice to develop this skill. Students who learn English should have writing skill to produce readable and meaningful writing. Writing is a skill, therefore the more students practice writing, the better they will write.

2.2 Grammar

The word grammar has several definitions. Many books define about this language component. Different experts define this language component differently. There is no exact definition of grammar.

Leech (1982: 3) cited in Haryanto (2007: 8) defines grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people.

Harmer (2001: 12) cited in Amelia (2013: 1) defines grammar as the rule of how words can be changed and combined into sentences in the language.

Azar (2006: 11) mentions grammar is a kind of knowledge that learns how the language works and engages them in activities so that it can enrich language acquisition in all skill areas.

It can be concluded that grammar is a kind of rule of how words are put and arranged in a language. It should be understood that grammar is useful and important. It is impossible to learn a language without learning the grammar because grammar is a component of a language which tells how to use the language. It has become a rule to arrange well-formed structure in order to form meanings.

Writing cannot be separated from grammar. It plays crucial role to make a set of words meaningful. Without grammar, students cannot construct sentence well. Grammar at the sentence level is fundamental for the writing of compositions in English language (Alufohai, 2016: 62). Therefore, when students are writing they have to pay attention to the grammar which is used in order to produce good composition.

2.3 Error

2.3.1 The Definition of Error

Error comes when the learner has a lack of knowledge in learning target language. According to Brown (2007: 258) an error is a noticeable deviation from the adult grammar of native speaker, reflects the learners' competence. In other words, Ellis (1997: 17) cited in Muhsin (2016: 82) explains that errors reflect gaps in a learners' knowledge. They occur because the learners do not know what is correct or incorrect and they cannot correct their own deviant utterance. While, mistakes reflect occasional lapses in performance, they occur because the learners are unable to perform what they know. The definition above shows that mistake is

a fault that is made by the learners and they can make a correction. Meanwhile, error is a fault that is made by the learners, and they are unable to make a correction.

2.3.2 The Definition of Error Analysis

Error analysis can be used to analyze the errors which are made by the learners. Brown (2000: 218) states error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners' errors. By error analysis the teachers can observe the reason or background why the learners make the errors. Besides, the teachers can identify difficult areas which are faced by the learners, so it will be useful for teachers in designing learning materials and strategies. Error analysis was conceived and performed for its feedback in designing pedagogical materials and strategies (Fisiak, 1981: 221) cited in Bayinah (2013: 6).

2.3.3 Types of Error

In classifying linguistics errors, Dulay, Burt, and Krashen (1982: 146-191) cited in Alfiyani (2013: 24) states that there are four important taxonomies. They are the linguistic category taxonomy, the surface strategy taxonomy, the comparative analysis taxonomy, and the communicative effect taxonomy.

2.3.3.1 Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors based on language components and the particular linguistic constituent to the error which gives effects. Language components include phonological errors (pronunciation), morphological and syntactic errors (grammar), semantic and lexical errors (meaning and

vocabulary), and discourse (style). Constituents include the elements that comprise each language components. (Dulay, Burt, and Krashen, 1982: 146-191 cited in Alfiyani, 2013: 24)

Example:

Morphology: *a apple*

Syntax: *She no sleep*

While in constituents, it includes the elements that comprise each language components. For example within syntax, one may ask whether the error is the main or subordinate clause, which constituent is affected.

(Evayani, 2013: 16)

2.3.3.2 Surface Strategy Taxonomy

Surface strategy taxonomy highlights the way surface structures are altered. It classifies errors into four categories, namely omission (the absence of item that must appear in a well-formed utterance, addition (the presence of an item which must not appear in a well-formed utterance), misformation (the use of wrong forms of morphemes and structure), and misordering (the incorrect placement of a morpheme or group of morphemes in an utterance). (Dulay, Burt, and Krashen, 1982: 146-191 cited in Alfiyani, 2013: 25)

2.3.3.2.1 Omission

Omission errors are characterized by the absence of items that must appear in a well-formed utterance. (Dulay, Burt, and Krashen, 1982: 146-191 cited in Alfiyani, 2013: 25)

Example:

The scenery very beautiful.

The example above, student omits *be is*. It should be *The scenery is very beautiful.*

(Muhsin, 2016: 84-85)

2.3.3.2.2 Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be presented in a well-formed utterance. (Dulay, Burt, and Krashen, 1982: 156 cited in Alfiyani, 2013: 26)

Additional errors comprise 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 linguistics construction, but not in others. (Dulay, Burt, and Krashen, 1982: 156 cited in Alfiyani, 2013: 26)

Example:

She does not tells me her problems.

There is double marking that should be *She does not tell me her problem.*

(Evayani, 2013: 16)

b. Regularization

Regularization error refers to regular marker are used in place of irregular ones. (Dulay, Burt, and Krashen, 1982: 156 cited in Alfiyani, 2013: 26)

Example:

(1) *Mans* (incorrect): *Men* (correct)

(2) *Writed* (incorrect): *Wrote* (correct)

The examples above are regularization errors, in which the regular plural noun and tenses markers respectively have been added to items which do not take marker. *Men* is plural form from *Man*, and the verb *write* does not become *writed* but *wrote*. *Wrote* is verb in past tense from *write*. There are both regular and irregular forms and constructions in language.

(Evayani, 2013: 17)

c. Simple Addition

Errors are “grab bag” subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. There are not particular feature, which can characterize simple addition other than those not appear in a well-formed utterance.

Example:

Grab bag

(Dulay, Burt, and Krashen, 1982: 158 cited in Evayani, 2013: 17)

2.3.3.2.3 Misformation

Misformation errors are characterized by the use wrong form of the morpheme or structure. While in omission errors, the item is not supplied, in misformation errors the learner supplies something, although it is

incorrect. (Dulay, Burt, and Krashen, 1982: 158 cited in Alfiyani, 2013: 27)

There are three subtypes of misformation errors, they are as follows:

a. Regularization

Regularization errors are errors in which regular marker are used in place of irregular ones. (Dulay, Burt, and Krashen, 1982: 157 cited in Alfiyani, 2013: 28)

Example:

(1) *Fishes* (incorrect): *Fish* (correct)

(2) *Becomed* (incorrect): *Became* (correct)

There are regularization errors that should be *Fish* and *Became*

(Alfiyani, 2013: 27)

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. (Dulay, Burt, and Krashen, 1982: 160 cited in Alfiyani, 2013: 28)

Example:

I see her yesterday. Her dance with my brother.

There is archi-forms error that should be *I saw her yesterday. She dances with my brother.* It is caused when the learner represents the entire class of subject.

(Alfiyani, 2013: 28)

c. Alternating Form

Alternating forms error caused by the learners' vocabulary and grammar development. (Dulay, Burt, and Krashen, 1982: 161 cited in Alfiyani, 2013: 28)

Example:

I seen him yesterday.

The alternating error that should be *I saw him yesterday.*

(Alfiyani, 2013: 28)

2.3.3.2.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors occur systematically for both L1 and L2 learners. (Dulay, Burt, and Krashen, 1982: 162 cited in Alfiyani, 2013: 28)

Examples:

I'm not can listening.

There is misordering error that should be *I cannot listen.*

(Muhsin, 2016: 85)

2.3.3.3 Comparative Taxonomy

The comparative taxonomy classifies errors based on comparisons between the structure of L2 errors and certain others types of construction. To this classification of error, there are four types of error

2.3.3.3.1 *Developmental error*

Developmental error is error similar to those made by children learning the target language as their first language, for example: Lili read newspaper.

2.3.3.3.2 *Interlingual error*

Interlingual error is an error same as in structure to a semantically equivalent phrase or sentence in learner's native language.

2.3.3.3.3 *Ambiguous error*

Ambiguous error is error that reflects the learner's native language structure. This error could be classified equally as development or interlingual error, for example: I no go to library.

2.3.3.3.4 *Other error*

Other error is error that is caused by the learner's native language since the learner used it on their second language form, for example: They do humble.

(Dulay cited in Evayani, 2013: 18)

2.3.3.4 Communicative Effect Taxonomy

The communicative effect classifies errors based on their effect on the listener and reader. Instead of focusing on aspect of the error themselves, the communicative effect taxonomy concerned with the error from the perspective of their effect on the listener or reader. Error based on communicative effect taxonomy is divided into two parts.

2.3.3.4.1 Global error

Global error hinders communication; it prevents the learners from comprehending some aspect of messages. For instance, “We amused that movie very much”.

2.3.3.4.2 Local error

Local error itself does not interfere with understanding of an utterance, usually because there is only minor violation of one segment of a sentence. For instance “I angry” will be local error since the meaning is apparent. (Ibid cited in Evayani, 2013: 18-19)

2.3.4 Factors Causing Errors

There are some factors which cause errors in a sentence (Norrish, 1983:21) cited in Amelia (2013: 2) such as:

- a. Carelessness, which is the error caused by less inspiration or motivation of the students when they learn the second language or uninteresting material that makes students lose enthusiastic or interest in learning the language.
- b. First Language Interference, which is caused by the mother tongue that gets involved when the students use the foreign language. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will influence the new ones.

- c. Translation, which is cause of errors mostly happen because students translate their first language sentence or an idiomatic expression into the target language word by word.

2.4 Teaching Learning Process

People define learning is a process of behavioral changes to make someone from know nothing to know something. According to Brown (2000: 7) cited in Puspitasari (2013: 13) states that learning is the acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction. Regarding to the definition of learning, Brown breaks down into the components of the definition as presented below.

- a. Learning is acquisition or 'getting'
- b. Learning is retention of information or skill
- c. Retention implies storage systems, memory, and cognitive organization
- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism
- e. Learning is relatively permanent, but subject to forgetting
- f. Learning involves some form of practice, perhaps reinforced practice
- g. Learning is a change in behavior

Learning English is not an easy thing. It involves language acquisition. Second language learning is affected by various factors such as first language, a new way of thinking, feeling and acting toward the new language (Puspitasari, 2013: 14). Therefore, in language teaching and learning the teacher, students,

background knowledge, and teaching method and strategies will influence each other in succeeding of learning.

A teacher is the main key in succeeding of learning. He has authority in designing classroom. What the material that will be delivered and how the learning will run are teacher's responsibility. According to Harmer, a teacher has roles as controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Therefore as a teacher, he or she should understand what teaching is and the roles of a teacher.

One of things that students expect from their teachers is an indication of whether or not they are getting their English right (Harmer, 2001: 59). In this case, teachers should give feedback and correction. In fact, some students are able to understand easily, while others will need some encouragement and more attention to ensure they understand what they are being taught. Students need to know how far they learn English and what area should be improved. So, it is necessary to give correction when students make mistakes and errors in any kind of learning activities. It will be an attempt in building knowledge and surely the approach of learning will be very useful to motivate and encourage student in learning.

2.5 Writing for Second and Fourth Semester

In English Department, writing is being taught since students were in first semester. It is started from sentence-based writing then continued to paragraph-based writing. To develop the ability to construct a good writing is started from simple to more complex. So, writing skill will be developed through practicing

writing. When the students are trying to arrange a text, they have to give attention in using grammar and other components in it. The knowledge about grammar and linguistic factors has significant roles in composing a good writing. Understanding and using grammatical rules in writing are important to make coherent and cohesive sentences and each sentence will have meaning if it is arranged in right patterns. This is accordance with one of the main goals of ESL students thus students learn to produce a well-thought-out piece of writing (Cole, 2015: 5). Therefore, the students can improve and develop their writing skill and English grammar by practicing writing and doing more exercises.

In this study, writing subject in English Education Department of University of Muhammadiyah Semarang is based on the syllabus of Paragraph Based Writing for second semester and Instructional Based Writing for fourth semester. The goal of writing is students are expected to be able to express their ideas and write the ideas into a well-structured writing and then continuing to the more complex writing. So, they should produce good composition.