

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Writing

Writing is one of the important skills to express language activity in teaching English. Consider that statement above, Pretty and Jensen have an opinion that writing is a process of expressing thought, of thinking feeling, and shaping experiences, and it is important medium for self-expression, for communication, the discovery of meaning, Pretty and Jensen (1980:369).Based on those, writing makes the students to think hard about their ideas to make a paragraph about something. This activity needs to be more practiced and often tries to express word one by one.

According to Oshima and Hogue (1991:3) state that “writing, particularly academic writing is not easy”. Make good sentences we need good skill in writing too. Not only that, the students should to know about use the language, vocabulary, and mechanics (spelling, punctuation, capitalization).

Writing is the way to express ideas in written form using letters, words, art or media, and it requires mental process in order to express the ideas (Uusen, 2009). Writing is a complex activity that coordinates ideas, eyes, hand, and brain. It is concentration way to reinforce learning and then need vocabulary, grammatical structure, mechanic, and organization to express the students’ ideas.

As Henry Guntur Tarigan (2008:3) that writing was one of the language skills which was used to establish indirect communication or not face to face communication with others. It means the students have to share and prepare their self to make a good sentence. Writing skill cannot be simply gained without suistanable practices.

Writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class Bello cited by Areej Al- Shourafa(2011).

According to Maryam for out an et al, 2013 p. states that Among the four skills, writing is regarded as one of the most demanding skills; unlike others, necessitates concentration and constant practice. Writing as a productive skill is one of the four basic skills of the English language. Writing is a comprehensive ability involving grammar , vocabulary , conception , rhetoric , and other parts of the language Zhang &Chen cited by Areej Al- Shourafa (2011). ESL learners have to struggle with vocabulary, language use, style techniques and sentence formation when creating an essay. From the explanation above, the students must learn basic writing in English. Because, the students always find kinds of texts and try to make summary from the subject. That's why, English students deparment have to really understand before they want to share this skill to students.

Meanwhile, Langan cited by Dantes (2013) stated that writing is a process of discovery that involves a series of steps of practices. Therefore, the assumption

that writing is a 'natural gift' should not be considered, since writing is a skill that can be trained. Langan cited by Dantes (2013) says that there are two reasons why writing is very important. The reasons are that, *first*, writing is a basic need for English learners to support their academic success. English learners are often asked to do written assignment and their English competence can also be seen from their writing performance. *Second*, English writing is a practical need to support their future carrier.

English writing is very important skill which is widely used as a device to facilitate and presents students' educational knowledge and occupational opportunities (Chen cited by preeyanuch, 2017:1). After graduate from English deparment the students try to looking for another job not only being a teacher but also work in other company. More companies require their job candidates to have good command of English writing because workers have to use this skill in many types of organization communication such as e-mails, reports, presentations, etc.

English writing has many components that has mastered by English students department. Vocabulary is the main part to make kinds of texts. Without knowing more words, the students task have a limit compound sentence. According to Abu cited by Dr. Ibrahim mohammed Alfaki 2015:7 states that writing is a difficult skill for native speakers and non-native speakers alike because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics. Based on the explanation, The students must update their vocabulary everyday. Eventhough, the students also have a knowledge about the other component of

writing. So, English writing subject in the college become the most difficult material to students.

2.1.2 Approach to Writing

a. Product Approach

According to Nunan cited by Dr.Ibrahim Mohamed Alfaki 2015:4 states that the product approach to writing focuses on the end result of the act of composition, that is the letter, essay story and so on. The writing teacher who uses the product approach was be concerned to see that the end product is readable, grammatically correct and obeys discourse conventions relating to main points, supporting details and so on.

The product approach is one of the most practiced approaches in schools around the world. This writing approach encourages students to produce an end product which may be likened to a model essay or the essay normally provided by teachers. The main aim of the approach isto provide some linguistic knowledge about to language student. This is the traditional way to teach writing. Badger and White (2000, p. 153) point to Pincas (1982b) for “one of the most explicit descriptions of product approaches.” They cite her view that writing is “primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax and cohesive devices.”

The product approach is an orientation whose primary focus is the end result of what students produce. Formal accuracy and correctness in grammar, spelling, use of vocabulary, convention of layout etc. are given the utmost

priority Dr.Ibrahi Mohamed alfaki (2015: 5). The students tasks also show the result of their ability in writing.

Hedge (1988:8) suggests some points which students should include in the product approach of writing. These includes:

- a. Correct grammar.
- b. Various vocabulary.
- c. Proper punctuation.
- d. Correct layout convention.
- e. Occurate spelling .
- f. Using a range of sentence structures.
- g. Linking ideas and information across sentences to develop a topic.
- h. Developing and organizing the content clearly and convincingly.

b. The Process Approach

According to Graham Stanley, the process approach treats all writing as a creative act which requires time and positive feedback to be done well. In process writing, the teacher moves away from being someone who sets students a writing topic and receives the finished product for correction without any intervention in the writing process itself. Nunan (1991) clearly states that the process approach focuses on the steps involved in creating a piece of work and the process writing allows for the fact that no text can be perfect, but that a writer

was get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Fowler (1989) acknowledges that process writing evolved as a reaction to the product approach, in that it met the need to match the writing processes inherent in writing in one's mother tongue, and consequently allow learners to express themselves better as individuals.

The process approach to writing focuses on the composing process of writing instead of on the written final products. Encouraging students to have a sense of purpose and audience, while writing about a certain topic, is the major task of teachers who teach in line with the process approach. Hedge (1988:9) states that good writers appear to go through certain processes which lead to successful pieces of written work. She has proposed the following steps that good writers follow in the process approach of writing.

- a. The writers start with an overall plan in their head.
- b. They think about what they want to say and who are they writing for.
- c. They then draft out sections of the writing and as they work on them, they constantly reviewing, revising and editing their work.

2.1.3 Students Writing Error

In writing subject, most of students make an error in some sentence. That is why, in error analysis the teacher become know the grammatical error from it. It not easy, arrange the good paragraph with combine many vocabulary, the students also have know about the rules when the students want to share their

ideas into paragraph. According to karnykayon semssok et al 2017:2 states that students contained various types of errors, such as wrong word choice, subject-verb disagreement, misspelling, wrong use of tenses and punctuation marks. Some of these errors may lead to misunderstanding in cross-cultural communication.

According to Brown mistakes refer to "a failure to utilize a known system correctly" whereas errors concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner" (1994a: 205). Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, error here refers to structures only. Both Corder (1967, 1971) and James (1998) reveal a criterion that helps us to do so: A mistake can be self-corrected, but an error cannot. Errors are "systematic," i.e. likely to happen regularly and not recognized by the learner. Hence, only the teacher or researcher would locate them, the learner would not (Gass & Selinker, 1994).

In students writing error have a kind of classification. Errors are categorized according to their features by Dulay, Burt and Krashen cited by karnyakon semsook 2017:3 into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering.

According to James cited by kanryakon sermsook 2017:3 states that proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and

verbs), substance errors(capitalization,punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

Same with Hengwichitkul cited by kanryakon semsook 2017:2, errors were analyzed at the sentential level. All of the errors were classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses,passive voice,parallel structure, punctuation, run-ons and fragments.in this study the researcher focus on the grammatical error such as noun, verb, adjectives in students writing task.

At the same time, teachers may find that many of these principles and practices apply quite broadly. As scholars, aspects of this balanced, developmental approach may even benefit our own work, given that we too are always developing as writers and are likely make mistakes from time to time.

1. Writing is so much more than grammar, mechanics, and citation. We should always remember what else matters in writing: thought, creativity, analysis, structure, voice, sources, style, the ability to connect with others across time and space, etc.
2. Being “tough on grammar” does not equal having high standards or being academically rigorous—and vice versa. We can challenge students to work hard and accomplish a lot without grading “hard” on correctness. We can also grade “hard” on correctness without challenging students to work hard or accomplish a lot.

3. In the development of both writers and papers, correctness comes last, not first. Professional writers and student writers alike only care about correctness after they have something they care to communicate effectively.
4. Rules for “grammar” are not universal. Many rules for syntax, style, punctuation, citation, and usage (which people often include when they say “grammar”) are actually “dialects” or “idiolects,” the quirks and preferences of specific disciplines or even individual teachers.
5. Not all errors are the same. Some errors obscure meaning. Others hurt credibility. Others merely annoy. Others still may not even be noticed by readers who aren’t specifically looking for them. Some errors stem from oversight. Others are caused lack of knowledge. Others result from the right knowledge in the wrong place (e.g. over-applying a rule or applying a rule from a first language or dialect to a second language or dialect).
6. Grammar, mechanics, and citation do not matter as ends unto themselves. Correctness only matters insofar as it contributes to communication; incorrectness only matters to the degree that it hinders communication, whether by obscuring meaning or by being off-putting, in much the same way as mumbling or bad breath hinder face-to-face communication.
7. Errors do not necessarily indicate sloppiness, laziness, stupidity, or moral failing. Students may make errors because they do not know the rules in your discipline, because they have a learning disability, because they put

so much effort into other areas of the assignment that they ran out of time to sufficiently edit, etc. It also does not mean that students can't write.

8. When we deal with error, we should take care to not frame the conversation in an overly negative way. Research has shown that making threats, “correcting,” and “marking down for” errors do not actually improve how students perform in the areas of grammar, mechanics, and citation but can detract from how students perform in other areas. We can still address and respond to error. But instead of punitively “counting off” for mistakes, we can holistically “take into account” correctness as one aspect of overall quality.
9. What is needed is not remedy but development. Students are not deficient but undeveloped. Development takes a lot of time. We should keep in mind their long-term development as writers over the whole of their education and careers as writers.
10. Decide what few things are most important to you—and focus on those things. Even if you can cover all the “rules” in one course, students cannot truly learn them all in just a few weeks or months.
11. Give interactive lessons. As with most lessons, if you do want to teach students something about grammar, mechanics, or citation, active learning was likely work better than passive learning. For instance, instead of lecturing on mechanical rules, give students two examples of a rule or skill you want them to learn, a correct and incorrect one. Then ask them to explain the difference.

12. Provide supports. Giving handouts, assigning sections from a writing handbook, and pointing to web resources (such as the OWL at Purdue) on select topics most important to you can help all students. For those who are particularly behind, you can provide additional exercises, send the students for tutoring, or meet with them individually.
13. Do not give much feedback on errors after the fact. Giving many or detailed comments about errors on work that has already been submitted for a final grade is basically a waste of time. Some students was not read the comments at all. Most was read them, or at least glance at them, but was not be able to remember or apply the intended lessons in later work. When it comes to finished work, a brief comment, a score on a rubric, or a mark on a checklist is enough to indicate to students whether the writing is or is not sufficiently precise and accurate. If you want to give more detailed feedback that students was use, then comment on work while it is still a draft and require students to revise in light of your feedback.
14. Do not mistake editing for teaching. Correcting every error students make is unequivocally a waste of time. This practice, which costs teachers a great deal of time and energy, *does not* help students learn. If you simply enjoy marking errors, consider it a hobby, but keep in mind that research shows that students often do not learn from marked correction. Instead of marking each mistake, mark one or two errors of a particular sort and ask the students to look for the rest. Or simply give holistic feedback (e.g.

“check for comma use throughout the essay, especially in the first paragraph; you may want to review these rules”).

15. Teach editing skills. Teach students to look for errors by reading aloud, working backwards sentence by sentence, asking someone else to look over their work, setting aside the writing for a few days and looking at it with fresh eyes, etc.
16. Do not hold your students to higher standards than publishing writers. Publishing writers have editors. Students don't. Set a standard that is “good enough” for the level your students are at and stick with that.
17. Consider the “goodwas economy.” Even if you do it well, focusing on grammar, mechanics, and citation too heavily or too soon in a course can sap students' motivation. If you earn good was by attending to matters students find more meaningful and enjoyable, you can spend some of the goodwas on matters of correctness without losing students.
18. Try to cultivate intrinsic reasons for students to be accurate and precise. Students was work more diligently to avoid errors when they write things that they care to communicate well.

Based on explanation above, the researcher concluded that encourage teachers to not ignore or obsess over correctness but to take the middle way: hold medium standards, offer sufficient support, and keep the attention and emphasis given to correctness in appropriate proportion relative to other, more important learning priorities. Finally, remember that development is slow and that students

who leave your class without having perfected their spelling, punctuation, or grammar may yet continue to improve in the future.

2.1.4 Error Analysis

Error analysis is a type of approach to analyze a second/foreign language learners' speech or written performance. Several researchers already discussed error analysis from different perspectives. Corder (1967) and Brown (2000) both highlighted that language learners' errors are important to study because it shows the state of the learners' knowledge. Corder (1967) stated that error analysis are not just something to be eradicated, but rather can be important in and of themselves. Corder (1967) noted that students' errors should be not ignore because they are these errors are developing features for language learners.

After the students make kinds of paragraph, the teacher try to analyze and evaluate students' task. This activity to have benefit to the teacher because from that the teacher know the grammatical error in students writing. Error Analysis (EA) is the analysis of learners' errors by comparing what the learners have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them (James cited by kanryakon semsook 2017:2)

Error Analysis (EA) is the study of language learners' language forms which deviate from those of the target language crystal cited by kanryanak semsook (2017:2).

2.1.5 Part of Speech

As we know that, the smallest of writing in component vocabulary is divided into 8 part , such as : 1. Adjective, 2.Noun, 3. Verb, 4. Conjunction, 5. Pronoun, 6. Interjection, 7.Adverb, 8. Preposition. The students should be mastered to knowing it .in this study, the researcher only focus on 3 of them.the classification of part of speech or word classes can be explained as follow :

2.1.5.1 Noun

A very common definition of noun is to say that it is a word to name a person, place, thing or idea. Nouns could be divided into several kinds, and described the distinctions between common and proper and between abstract and concrete noun, as well as defining collective nouns. Noun also divided into countable and uncountable noun.

Concrete nouns name things that physically exist in our world. Let's look at some examples of concrete nouns being used in sentences.

- a. The Rocky Mountains are on the west coast of North America and are huge.

In this first example, the concrete noun is the *Rocky Mountains*. They are something that can be seen. In this example, they are described as being huge.

Collective nouns are in a class all their own. Once you've read these examples:

- a. **Herd**– A group of herbivore animals

- b. **Pack**– A group of canine animals such as wolves or dogs; also used to describe playing cards and packages containing multiple objects
- c. **Flock**– A group of birds; also used to discuss small hooved animals such as sheep or goats
- d. **Swarm**– A group of insects
- e. **Shoal**– A group of fish

countable nouns are individual people, animals, places, things, or ideas which can be counted. Uncountable nouns are not individual objects, so they cannot be counted. Countable noun examples was help you to see the difference between countable and uncountable nouns. Notice that singular verbs are used with singular countable nouns, while plural verbs are used with plural countable nouns.

- a. There are at least twenty Italian **restaurants** in Little Italy.
- b. Megan took a lot of **photographs** when she went to the Grand Canyon.
- c. Your **book** is on the kitchen **table**.

Even though uncountable nouns are not individual objects, they are always singular and one must always use singular **verbs** in conjunction with uncountable nouns. The following uncountable noun examples was help you to gain even more understanding of how countable and uncountable nouns differ from one another. Notice that singular verbs are always used with uncountable nouns.

- a. There is no more **water** in the pond.
- b. Please help yourself to some **cheese**.
- c. I need to find **information** about Pulitzer Prize winners.

2.1.5.2 Verb

The verb is possibly the most significant word classes: it is often the grammatical driving force in a sentence. All sentence, except minor sentences, and contain a verb. The verb is also the most versatile and complex word classes, appearing in many guises. To begin with, it is sufficient to be able to distinguish between a finite verb and noun-finite verb.

The finite verb inflects (change ending) to show person, number, and tense. The verb to walk thus inflects to show changes in person (I read, she reads), to show changes in number (she reads, we read) and to show changes in tense (you read, you read).

A finite verb is a form of a verb that has a subject (expressed or implied) and can function as the root of an independent clause, an independent clause can, in turn, stand alone as a complete sentence.

In many languages, finite verbs are the focus of grammatical information of gender, person, number, tense, aspect, mood, and voice. At an elementary level, a finite verb is the verb in a sentence which determines the tense. Finite verbs are distinguished from non-finite verbs, such as infinitives, participles, etc., which generally mark these grammatical categories to a lesser degree or not at all,

and which appear below the finite verb in the hierarchy of syntactic structure. For example The finite verbs are in bold in the following sentences :

- a. The dog **was** have to be trained well.
- b. Tom **promised** to try to do the work.

2.1.5.3 Adjectives

An adjective is a word which provides additional information about a noun or pronoun; it is said to modify the noun. An adjective can either precede the noun/pronoun (the red book) or follow the noun (the book is red). An adjective can be compared: big/bigger/biggest. Although the majority of adjectives can precede or follow a noun/pronoun, there are small number which do not function like this, such as utter(you can say ‘utter rubbish’ but not ‘the rubbish is utter’. These adjectives are known as peripheral adjective.

Most adjectives can appear before a noun as part of a noun phrase, placed after determiners or numbers if there are any, and immediately before the noun, example :

- a. She had a beautiful smile
- b. He bought two brown bread rolls

Adjectives placed before a noun in this way are generally referred to as occurring in the attributive position. Most adjectives can also occur as

complements of the verb *be* and other link verbs such as *become*, *feel* or *seem*, example :

- a. Her smile is beautiful
- b. She didn't seem happy.

Adjectives placed after the verb in this way are generally referred to as occurring in the predicative position. When the information contained in an adjective is not the main focus of a statement, then the adjective is usually placed before the noun in the attributive position.

However, when the main focus of a statement is to give the information contained in an adjective, the adjective is usually placed after the verb in the predicative position, compare:

- a. He handed me a bucket of hot water (attributive position)
- b. I put my hand in the bucket, the water was very hot (predicative position)

Though most adjectives can be used in both the attributive and predicative positions, there are a number of adjectives that can occur in one particular position only, as described below.

2.2 Relevance Studies

A thesis written by Lulu Melilina Alfiani (2013) entitled "an analysis of grammatical errors in writing among the second semester students of english

department of yogyakarta state university in the academic years of 2011/2012". In this research is the researcher and writing test result. Dulay's, Burt, and Krashen theory becomes the main key in the data analysis. As the supplementary tools of the instruments, some forms of data sheets were used during the research analysis. There were two kinds of data: quantitative and qualitative. The quantitative data were presented in the form of the frequency charts for each category of surface strategy taxonomy and comparative analysis. Then, the qualitative data described each category that occurred in the students' writing. The researcher described the situation about the occurrence of the errors in the students' writing.

Based on the analysis of the grammatical errors, four types of errors were found. These four errors are as follows. Omission errors were found 281 times, misformation error was committed 119 times, addition error occurred 189 times, and misordering errors 6 times in the analysis. As for the sources of errors, four types of affected the occurrence of students' errors. These four errors are as follows. Development error was found 302 times, ambiguous errors occurred 294 times, interlingual error was produced 191 times, and unique error was found 52 times. Based on the result, it is figured out that the students were creative in constructing English sentences and still have difficulties in learning grammatical structures in writing process.

A thesis written by Agus Hidayat (2016) entitled "an analysis of students' errors in writing introduction of thesis of English department students of Iain Intan Lampung 2015/2016". The objective of this study is to analyze the

grammatical errors in writing introduction (chapter 1) of thesis eng english department studetns of IAIN Raden Intan Lampung. The writer selected in the study



Dokumen ini adalah Arsip Miik :
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