CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher will explains some theories that still related to the topic. First, the researcher explains the definition of error analysis. Second, about writing and the last about description text.

2.1 Relevance Theories

1.1.1 Writing

It is impossible that learners never make any errors in language learning process. Students can make errors when they write or speak and it is natural as long as learning process.

2.1.1.1 Definition of Writing

Writing is one of the language skills beside listening, speaking, and reading. There are some opinions about writing, from general to specific. Raymond (1980:2) gave some general opinion about what writing is, he said that "Writing is more than a medium of communication. It is a way of remembering and a way of thinking well. Writing is also a way of finding out what we know and we need to learn. Writing is also a way of learning".

More specific explanation that writing can contribute to personal development. According to Petty and Jensen (1918:326) "writing is the metal and physical act of forming letters and words. It is putting words into sentences and sentences into paragraph, spelling words correctly, punctuation and capitalizing in

customary ways, and observing conventions in written forms and more. Writing is a process of expressing thoughts and feelings, of thinking, and of shaping experiences".

From the two definitions above, it can concluded that writing is a way or process to express or to represent writer's knowledge into textual medium by following the linguistic rules. It is a progressive activity that requires enough time to think about specific topics, to analyze, select, and to organize an experience according to a certain purpose. This means that when you first write something down, you have already been thinking about what you are going to say.

So, helping students to be able to have a good writing skill is not easy and it needs some effective efforts. This is because writing is a difficult subject, especially for students. Heatob (1989:135) states that writing is complex and difficult to teach and also to learn, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. From this point of view, writing skill convers the mastery of language, mechanical skills, treatment of content, stylistic skills and evaluative skills.

There are some opinions about error analysis. Brown (1987:259) said that "errors can be observed, analyze, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis". And addition opinion by Crystal (1987:112) "error analysis is a technique for identifying, classifying, and systematically interpreting the

unccaptable forms produced by someone learning a foreign language, using any of the principles and procedures provide by linguistic"

From the definition above it clarifies that error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

2.1.1.2 Students' Errors in Writing

There are some problems faced by the students in writing descriptive text paragraph such as: the students often forget about the generic structure of descriptive text. However, the crucial problem is in grammar which consist of verb-tense, word choice, spelling, etc. The students still make errors in their writing, especially the students who have a lot of ideas but not have enough knowledge of language to express what they want to write.

The students find it difficult to make English writing those are grammatically correct and acceptable. The main cause is that foreign language writing is linguistically different in many ways from native language writing. Besides it, writing skill also cannot be acquired in a short time. It requires the students to understand the spelling and punctuation, a sentence structures, vocabulary, and paragraph development. Because of that, the students still make errors when they have to express or describe something in English, especially about the structure construction. So that the researcher tries to identify the

problem related to students' errors in writing English paragraph based on Betty S. Azzar's book.

2.1.1.3 Definition of Error Analysis

There are some opinions about error analysis. Brown (1987:259) said that "errors can be observed, analyze, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis". And addition opinion by Crystal (1987:112) "error analysis is a technique for identifying, classifying, and systematically interpreting the unccaptable forms produced by someone learning a foreign language, using any of the principles and procedures provide by linguistic".

From the definition above it clarifies that error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

2.1.1.4 Types of Error

Each student has different types in making errors when they write paragraphs. According to Betty S. Azzar's errors classification, types of errors fall into fourteen catagories: singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence.

No	Types of Error	Example of Error	Error Correction
1.	Singular-plural	*He has been her for six month*	*He has been her for six months*
2.	Word form	*I saw a beauty picture*	*I saw a beautiful picture*
3.	Wod choice	*She got on the taxi*	*She got into the taxi*
4.	Verb tense	*He is here since June*	*He has been here since June*
5.	Addition	*I want go to the zoo*	*I want to go to the zoo*
6.	Omission	*She entered to the university*	*She entered the university*
7.	Word order	*I saw five times that movie*	*I saw that move five times*
8.	Incomplete sentence	*I went to bed. Because I was tired*	*I went to bed because I was tired*
9.	Spelling	*An accident accured*	*An accident occurred*
10.	Punctuation	*What did he say.*	*What did he say?*
11.	Capitalization	*I am studying english*	*I am studying English*
12.	Article	*I had a accident*	*I had an accident*
13.	Meaning not clear	*He borrowed some smoke.*	*(???)*
14.	Run-on sentence	*My roommate was sleeping, we did not want to wake her up*	*My roommate was sleeping. We did not want to wake her up*

Futhermore, based on surface strategy taxonomy, there are four types of errros according to Dulay (1982:154-162) :

a. Omission

Omission errors are characterized by absence of an item that must appear in a well-formed utterence. Omission can occur morphology. Leaner often omit the third person singular morpheme-s. the progressive-ing. the plural marker-s and

the past tense inflection-cd. A learner could say, for example: *"A strange happen to me yesterday"*. In syntax, learners may omit certain elements, which are obligatory, for example: *"Must say also the names?"* instead of *"Must we also say the names?"*

 b. Addition

Addition errors are *characterized* by the presence of an item which must not appear in a well-formed utterence. There are three types of addition where errors have been observed in the specch of L1 and L2, namely double markings, regularization, and simple addition.

1) Double markings

Double markings are two items rather than one that is marked for the same feature. Dulay said that "This error is the defined as the failure to delete certain items which are required in some linguistic constructions but not in others". In most English sentence, there is only one rule that is used in a sentence. For example: the rule of simple past tense in English is change the verb of a sentence to the past form, but if the sentence is negative, the rule is not used. For example: *"she did invited me in her birthday party yesterday"*. in this sentence, there are two markers for the past sentence, this error is called double marking error. The true sentence is *"she did not invite me in her birthday party yesterday"*.

2) Regularization

A rule typically applies to a class item, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular one to those that are irregular. For example: *"**I getted** the blue jacket from my sister yesterday"*. The verb type because they apply the rule of regular verb.

3) Simple addition

If an addition error is not regularization and not a double marking, it is called a simple addition. There is no significance characteristic of this error. The example of this error are: *"That a cat is mine",* it is the simple addition error in using article a. And *"My computer do not work properly",* this is the example of simple addition error in using auxiliary do for does.

c. Misformation

Misformation errors are characterized by the use of the wrong form the morpheme or structure. It classified into three parts:

1) Regularization

Regularization errors occur when the learner apply the rules of reguler to irregular form. For example: *runed for run, speaked for spoke, teahced for tought, toot for teeth, etc.*

2) Archi-frrom

Archi-frrom is the selection of one member of a class of forms to represent others in the class. For example in the sentence: *"I've many questions to ask him"*.

3) Alternating form

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. It means that more grammar that the learners get, the high frequency of error that the learner made. For example: *" I like he"*. This sentence is example of errors in using pronoun.

d. Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in an utterence. For example: *"what daddy is doing?"* the correct one is *"What is daddy doing?"*

Based on theories by expert above, the researcher uses a theory from Betty S. Azzar's error classification. To make this reseach deeper and easier, the researcher focus on types of error classification and dominant types that made by students

2.1.1.5 The Source of Errors

The necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis (2008:53) points out the source of error into four catagories:

a) Psycholinguistic sources concern to nature of the L2 knowledge system and the difficulties learners has using it in production.

b) Sociolinguistic sources such matters as the learners ability to adjust their language in accordance with the social context.

c) Epistemic sources concern the learners' lack of world knowledge.

d) Discourse sources involve problem in the organization of information into a coheren text.

Different from Ellis, Brown (1980:173-181) shows the four sources of error. They are as follow :

a) Interlingual transfer, that is the negative influence of the mother tongue of learner. 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, that is the incorrect generalization of rules within the target language.

c) Context of learning, which overlaps both types of transfer, for example, the classroom with its teacher and its materials. In a classroom context

the teacher or the textbook can lead the learner to make wrong generalization about thr language.

d) <u>Communication strategies</u> is related to the learning style. Learner obviously use production startegies in order to enhance getting their mwssage across. Sometimes the communication strategies can lead the student to make error. However, at times these techniques can themselves become a source of error.

2.1.1.6 The Causes of Error

John Norrish (1983:21-26) classifies causes of error into three types which are :

a) <u>Carelessness,</u> the lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the material and or the style of presentation do not suit him

b) <u>First language interference</u> with the habbit formation of target language. The learners' utterances were thought to be gradually shaped towards those of the language he was learning.

c) <u>Translation of idiomatic expression</u>. Probably the most students make errors in translation. This happens because a student translate his first language sentence of idiomatic expression in to the target language word by word.

2.1.1.7 The differences between Error and Mistake

When talking about error it is always connected to mistake. Some people even think that the terms of error and mistake are the some and commonly cannot see the distinction between both of them. Error and mistake are different. Both error and mistake imply that something has been done wrong. Although error and mistake both refer to something wrong, inaccurate or faulty, there is a difference between them. In linguistic, making errors in language indicate a person's lack of knowledge. Therefore, the person who is making the error doesn't know that they are doing something wrong. The learner who makes a mistake is able to recognoize it is a mistake and correct it if necessary. The learners make mistake when the fault arises from their mother tongue. They can correct their own mistake. When the learners get intensive mistake and they cannot correct them, so it is called error (Corder, 1993;256). Mistake can occur in the first learner (L1) and the second learner (L2) but error only made by L2 (James, 2003;79).

The explanation above can be summarized in the table below:

Mistake	Error
Related to the students' quality performance	Related to the students' deficiency competence
Reflected the students' temporary impediment or imperfection when utilizing the target language	Reflected the students' understanding or competence in the target language
Inconsistent deviation	Consistent deviation

Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc	Caused by learners who have not mastered yet the L2 rules
Can be self-corrected when students pay attention	Cannot be self-corrected because the students do not know the correct of the L2 rules

2.1.1.8 Purposes of Writing

There are many kinds of writing, such as; novels, poems, short stories, scripts, letters, essays, reports, reviews, intructuons, and so on. All of them are writing. They all have the basic purpose of getting ideas from one mind into another.

According to Penny Ur (1996:163) "the purpose of writing, in principle, is the expression of ideas, the comveying of messages to the reader. So the ideas themselves should arguably be seen as the most important aspect of the writing".

Below some purposes of writing are :

a) Writing to inform

Inform tells the reader about something. These kinds of writing can also be entertraining in the sense that they are good read. But entertraining the reader is not their main purposes. Examples of writing to inform are newspaper, articles, scientific, or business reports, instructions or procedures, and essays for school and university.

b) Writing to persuade

Persuative designed to argue a point and secure agreement, yet it also informative. It includes advertisements, some newspapers and

magazines articles, and some types of essay. This type of writing include your opinion, but as part of a logical case hacked up with evidence, rather than just as an expressions of your feelings.

c) Writing to express

Some writing is primarily expressive, allowing the writer to reveal feelings and opinions, usually recalling experience. Expressive writing often takes the form of personal essays, journal writing, diaries, poetry, fiction or plays. Yet writing may also be expressive to a lesser extent in business letter, report, or proposal, depending upon the rhetorical situation.

d) Writing to entertain

Entertain does not necessarily make the readers laugh, but it at least engages their feelings in some way. Think what it is like to be a reader, you can be entertained by something very serious, even sad, as well as by something funny.

Writing to entertain generally takes the form of so called "imaginative writing or creative writing". Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays. Something imaginative writing disguises itself as a true story for added effect.

2.1.2 Descriptive Text

A descriptive text provides a good platform for a writer to express his or her feelings on a subject. As the name suggests, the writing is a description of an object, person, location, or experience.

2.1.2.1 Definition of Descriptive Text

According to Zumakshin (2005:21), descriptive is the text to describe the things that we see. It also same wit Bima (2005:15) is to describe a particular person, place or things. In conclusion from two theories of descriptive text is to retell about person, place or things. The purpose of descriptive text is to describe a characteristic for person, place, or thing in detail with a clear information.

In the descriptive text that is written should be clear, vivid and concrete. So the reader can understand whit the description. If a student has made an error using grammar, usually they do not realize about it. It makes the students confused and sometimes it becomes the difficulties to the students in writing text.

2.1.2.2 Generic Structure of Descriptive Text

Descriptive text has structure as below:

a. Identification

In this part introduces to the subject of the description. It usually identifying the phenomenon to be described.

b. Description

In this part gives details of the characteristic features of the subject. It may describe parts, qualities, characteristies, size, physical appearance, ability, habit, daily live, etc.

2.1.2.3 Language Features

Descriptive text uses :

a. Simple present tense. Descriptive text uses simple present tense if the subject describe is still alive.

b. Simple past tense. Descriptive text uses simple past tense if the subject do not exist anymore.

c. Descriptive text useually uses noun as a subject that want to describe

d. Use kinds of adjective and classifiers in nominal group, such as : big, small, pretty, handsome, blue, green, and so on.

e. Use active verb

f. Use allusion, imagination language

g. Using attributive and identifying process.

h. Using adjective and classifiers in nominal group.

2.1.2.4 Examples and structures of the text

Macquarie University

Macquarie University is one of the largest universities in Australia. This year, in 2004, it celebrates its 40th anniversary. *(Paragraph 1 is Identification)*

The university is located at the North Ryde Greenbelt, Sydney, where the New South Wales government sets aside 135 hectares for the institution. In 1964,

Macquarie area was a rural retreat on the city fringe, but today the campus and its surroundings have evolved beyond recognition. The North Ryde District has grown into a district of intensive occupation anchored by a vibrant and growing university.Blessed with a fortunate location and room to breathe, Macquarie can be proud of that careful planning that retains and enrich the university's most attractive natural features. A pleasing balance between buildings and plating is evident across the campus. This emphasis on the importance of landscape has created images of Macquarie as a place that members of the university are most likely to pleasurably recollect.

One of the highlights of the landscape is the Mars Creek zone. It comprises landscaped creek sides and valley floor, a grass amphitheatre, and artificial lake… surrounded by rocks and pebbles, native plants and eucalypts.

Today, a railway station is under construction. In three years1 time, Macquarie will be the only university in Australia with a railway station on site. Macquarie is poised to be the most readily accessible in Sydney uregion by rail and motorway, yet retaining its beautiful site. *(Paragraph 2, 3, and 4 are Description)*

2.1.2.5 Example students' error in writing of descriptive text

A Tree

There are three main *part(1)* of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It *start(2)* from leaves, branches, and twigs.

The crown filters dust and other particles from the air. The leaves *makes(3)* food for the tree through photosyntesis.

The trunk or stem of a tree supports the crown and *give(4)* the tree its shape and strength. The trunk consists of some *layer(5)*. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the *brances(6)*, trunk and roots.

Tree's roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some *rots(7)* can go down more than four meters.

The researcher will analyses the text above. There are some errors that focus on singular-plural (subject), word choice (verb), and spelling.

1. Part, it should become parts. There is error in singular-plural on subject
2. Start, it should be consist. There is error in word-choice on verb
3. Makes, it should be produces. There is error in word-choice on verb
4. Give, it should be gives. There is error in word-choice on verb
5. Layer, it should be layers. There is error in singular-plural on subject
6. Brances, it should be brancher. There is error in spelling.
7. Rots, it should be roots. There is error in spelling.

Based on the research, the result shows that the highest frequency is word-choice, and the lowest frequencies are singular-plural and spelling.

2.2   Relevance Studies

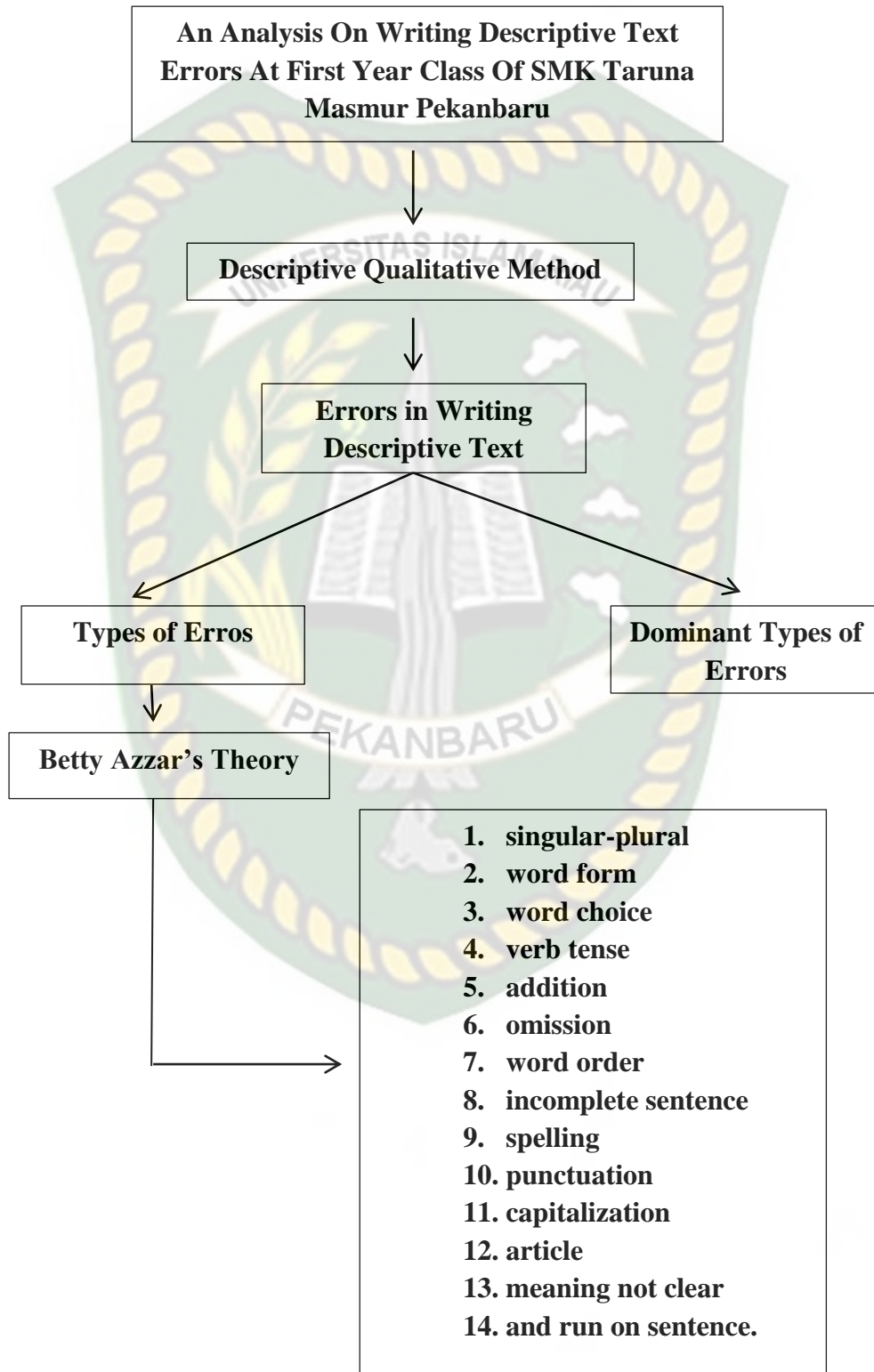The researcher uses relevance studies as follows :

1. "Error Analysis on The Students Writing of Descriptive Text (a case study at second grade students of SMP PGRI 2 Ciputat" by Eka Sasmiasih. This research shows that the highers frequency of error is misinformation (53.33 %) and the lowest frequency of error is misordering (6.67%). Besides that, the highest frequency of causes error because first language (52.54%) and the lowest frequency is translation (6.78%)

2. "The Error Analysis of Students' in Writing Narrative Text at The Eleventh Grade of SMA Negeri 1 Paliman" by Indriawan Palaguna. The findings of the study is that in simple past tense is the most of students make error in irregular form, because almost all of the students make errros in this area and the second level of errors in regular form, but it is the lowest that the students make errros. And in generic structure the most of students make errors in evaluation and second level error in orientation.

3. "Grammatical Errors in Descriptive Text Made by Eighth Grades of Olympiad and Biligual Students at MTs Negeri Malang 1" by Imilda Fatmawati. Base on this reseach, the researcher finds four types in students' writing, yhese are omission, addition, misordering and misformation. And, some sources of errors is

interlingual transfer, intralingual transfer, learning context, and communication stategy.

4. "An Analysis on Students' Grammatical Errors in Descriptive Text in Writing at the second Grade of MTs Negeri Satu Atap Balaraja" by Rini Meliyanti. The result of the research shows that the most that the students made in "word choice". This error occurred because of students' mother tongue interference. The students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its us. Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

There are 4 relevance studies above that uses by researcher as reference and helper the researcher to find out the information.

2.3 Conceptual Framework

```
┌─────────────────────────────────────────┐
│     An Analysis On Writing Descriptive   │
│    Text Errors At First Year Class Of    │
│      SMK Taruna Masmur Pekanbaru         │
└─────────────────────────────────────────┘
                    │
                    ▼
      ┌─────────────────────────────────┐
      │  Descriptive Qualitative Method │
      └─────────────────────────────────┘
                    │
                    ▼
         ┌─────────────────────────┐
         │     Errors in Writing   │
         │    Descriptive Text     │
         └─────────────────────────┘
              ╱              ╲
           ▼                    ▼
   ┌──────────────┐      ┌──────────────────┐
   │ Types of Erros│     │ Dominant Types of│
   └──────────────┘      │     Errors       │
          │              └──────────────────┘
          ▼
   ┌───────────────────────┐
   │  Betty Azzar's Theory │
   └───────────────────────┘
```

1. **singular-plural**
2. **word form**
3. **word choice**
4. **verb tense**
5. **addition**
6. **omission**
7. **word order**
8. **incomplete sentence**
9. **spelling**
10. **punctuation**
11. **capitalization**
12. **article**
13. **meaning not clear**
14. **and run on sentence.**

Most of students consider writing is difficult skill than other skills. Writing is an activity of expressing messages, ideas, and information in written form. The researcher uses reseach design is descriptive qualitative method. The researcher analyses and describes the types of errors and dominant types of errors that found in students' writing text. The researcher uses errors classifficarion based on Betty Azar's Book. There are fourteen errors classification; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence.

2.4 Assumption

The researcher hopes the students can improve writing skill, especially in writing of descriptive text and the students can pay attention about grammatical in writing text, so there are no errros found in students' writing text.

The others suggestion students, they have to pay more attention during learning English subject, especially in writing skill to make the better written text and well organized grammatically. And for future researcher, the researcher hopes that this research can be used as reference in analyzing types of errors that made by students, especially in writing descriptive text.