



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Writing Performance

Performance is one of the instruments in gathering the data. Writing performance is the competence to express ideas on written form represented by the scores showing the implementation of effective writing skills in developing a topic to be knowledgeable (content), sequencing ideas logically (organization), expressing meaning in correct diction (vocabulary), constructing sentences (language use) and using writing conventions (mechanics). The focus of the assessment deals with the way the writers perform their writing skills.

Based on 2013 curriculum, teachers are expected to assess students' skill using performance, project and portfolio assessments. Performance assessment is an assessment which is conducted by observing student's activities in doing particular activity; portfolio assessment is defined as a continuous assessment process based on a set of information that shows the development of students competence in a given period of time; while project assessment is an integrated unit of works which cannot be finished at a given time; it requires the students to do a series of tasks resulting on specific product or data (the regulation of the Minister of Education and Culture no. 104, year 2014).

The performance assessment is needed because this assessment focuses on how the message of language is delivered and considered about the language

features which are use of vocabulary, organization and so on. It is visible that grammar is one of the considerations to assess the writing. It gives advantages for teacher to know the students language, what they have achieved and not mastered.

2. The Component of Writing

There are several component of writing that students have to know. These are needed by the students to produce effective writing. Hughes (2003,p. 101-102) stated that there are five aspects of making good writing. They are:

a. Grammar

A good writer knows the best pattern or grammatical elements that they will use in writing. They can produce the best formula of sentences in writing paragraph.

b. Vocabulary

This component holds big role in writing. Without mastering vocabulary, the students are not able to express their ideas in written form. The good writing is informed by using the right word that are suitable to the topic that they write.

c. Organization

The organization is one of the components in writing that tells about systematic of ideas or flow of ideas. It tells about the logical progression and completeness of ideas in a paragraph.

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d. Content

The content discuss about ideas that have been written. This is one of writing component that deliberate about how the writers can create and develop their ideas to gather all information into communicative message creatively.

e. Mechanics

The last component is mechanics. Spelling, punctuation and capitalization are included in this part.

It can be concluded that writing is a process of transferring one's idea into written form. In this case, the students are expected to make a good paragraph. Then, to make the text or paragraph meaningful, the students or writer must give attention to those aspects or components of writing, there are content, organization, grammar, vocabulary, and mechanic.

3. Descriptive Text

a. The Definition of Descriptive Text

Descriptive writing is the clear description of people, places and objects.

Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. An effective description will contain sufficient and varied elaboration of details to communicate a sense of the subject being described. Details used are usually

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Table II.1
Purpose of Descriptive Text

Purpose for Description Purpose	Description
To entertain	An amusing description of a teenager's bedroom
To express feeling	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To relate experience	A description of your childhood home to convey a sense of poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this sample fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

(Source: Clouse 2006, p. 154)

c. The Generic Structures of Descriptive Text

There are three materials that students need to master while study descriptive text based on 2013 curriculum, there are describe particular people, place, and thing. When describing particular people, writer should know the person personally or at least they know each other. Because writer can write the internal characteristics or physical characteristics of the person and can make reader feel closer and know the person that writer describe. It is also work when describing place and thing. In writing descriptive, writer claimed to convey the assents of the writing and make reader feel and hear what written in the text as if the reader does what the writer do. The generic strukturas of descriptive text are:

a. Identification

This part introduce the subject matter that writer will write about, whether it is particular people, place, or thing.

b. Description

After being identified and introduced, then in this part the particular people, place and thing will be describing clearly. In the description, there are many adjective words that explain the characteristics, qualities, shape, sound, or feel of the subject matter (particular people, place, and thing)

The language features of descriptive text are:

a. Uses simple present tense

Simple present tense tell the factual and reality of something. It is used to describe general action, event and states when we have no reason to think of them as being in any way temporary or limited in time. Simple present tense also used to repeat the event that occur every day and general facts.

b. Uses adjective

Adjectives are often called descriptive word because they provide information about the qualities of something described in a noun phrase or a noun clause. In descriptive written, there are many adjective that will be used. It is because writer will describe the subject matter clearly. Adjective will describe the characters of the subject matter, whether it is physical character or quality of the subject matter, shape, sound, taste.

b. Uses adjective

Adjectives are often called descriptive word because they provide information about the qualities of something described in a noun phrase or a noun clause.²⁵ In descriptive written, there are many adjective that will be used.

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However, sometimes she is very fussy but I realizes that it was all for our own good.

My brother named Aldo. She is a sister who is very spoiled. Sometimes she is annoying and often makes me angry. Even though, I am very fond of him. He is still study at Junior High School grade 3nd. That's my little family. A family which I love the most, we always support and love each other. I wish we could stay together in joy and sorrow. (Source: Google)

4.The Students' Error in Writing

a. Concept of Error

The term error has been defined by various linguists and researchers. According to Corder (1981, p. 36), errors are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learners. Moreover, Brown (2007, p. 258) considers an error to be “a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner.” In addition, Richards and Schmidt (2002, p. 184) state that an error is “the use of a linguistic item (e.g. a word, a grammatical item, a speech act, etc.) in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.” Furthermore, Funder (1987, p. 76) mentions that an error is a judgment of a laboratory stimulus that deviates from a model of how that judgment should be made.

In conclusion, an error is a deviation made by the learner because he/ she doesn't know about the rule and will make it repetitively.

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b. Differences Between Error and Mistakes

Error and Mistake are not same meaning. Error and mistake are not same.

They have differences. Corder in Diane (1991 p,59-60) defines mistake is a random performance caused by fatigue, excitement, etc. and therefore can be readily self-corrected, while error is systematic deviation made by learners who have not yet mastered the rules of the target language. It means, learners cannot self-correct and error because it is a product reflective of the learners' stage of target language development or underlying competence.

c. Types of Error

Errors are classified by some researchers in the literature. Corder (1981. p. 36) categorizes the different construction among sentence. Corder describes the classification of error differently into four categories: Omission, Addition, Selection, and Ordering (Omission of some required element; Addition of some unnecessary or incorrect element; Selection of an incorrect element and ordering of elements).

However, Bates et al (1993) in McMartin-Miller (2014, p.25) divides errors into three types. The first type is errors that cause the proficient speaker of the target language to misinterpret the message conveyed. It is called global error. This error includes incorrect verb tense, incorrect formed verb, incorrect use or formation of model, incorrect use or formation of conditional sentence, incorrect sentence structure, incorrect word order, incorrect connector, incorrect use of passive voice, and unclear message. The second type of errors is those which are



less serious than global errors, but they still make the sentence structure appear awkward. This includes incorrect subject verb-agreement, incorrect or missing article, problems with singular and plural nouns, wrong word choice, wrong word form, and non-idiomatic expression. That type of errors is categorized as local error. The last error that he states is what he calls other errors. This type of error is claimed to be the error made by the native speaker of English such as capitalization, coherence, comma splice, dangling modifiers, fragments, lower case, punctuation, run-on sentence and spelling.

However to find out what types of error in this research, the researcher uses types of error from Swan and Smith, they suggest twenty one types of errors. They said Indonesian students tend to make error in these points. They are:

1. Word order

English has word order; SVO (Subject – verb - object), therefore most of second and foreign students have problems make some errors in this point.

2. Number

Reduplication is one of characteristics in Indonesia language which indicates plural noun (*e.g. soal-soal*): “He beat and beat the cat many times”. Furthermore, the noun might dropped after plural quantifiers (*e.g. beberapa soal*) or numbers (*e.g 4 soal*); however, noun in Indonesian language are not inflected; there is no additional morpheme for a noun. For example: ‘a number of boy’ and “she have three sister and two brother.” Additionally, singular and plural forms

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Many of them work all day in library. Is sad many students cannot pass the English test.”

6. Genitive and Possessive pronouns.

As mention above, besides the differences between genders, English systems in forming possessive relations also often cause some errors; it can be seen in this phrase “*My brother friend.*”.

7. Relative Pronouns

‘Yang’ is the only relative word in Indonesian language. It represent that, wh-pronoun and zero in English. Therefore some grammar interference might occur. For instance: “People which live in town are rich.”. However, both languages have the similar standard in word order when there is a relative pronoun; as can be found in this sentence: “The letter that I haven’t received yet.”

8. Reflexive Pronouns

The reflexive ‘self’ means *diri* in Indonesian language. As the reflexive pronouns on both languages are completely different; this often confuses most of Indonesian students, for example “Ali hurt heself”

9. Topicalisation structures

Indonesian learner mention the topic of a conversation or utterance before subject (from Indonesian daily conversation or informal language), this is a habit which can affect their English translation. The grammatical interference can be shown in this case: “My homework I have to do first.” In addition,

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students often state the subject or the object of the sentence repeatedly; this is also known as pronoun copying: “My sister and me, we always fight.”

10. It and there

The sentences that state “There is my bag there”, in Indonesia language almost begin with the word “*ada*”. Therefore this can caused error is students writing; got/has/is/ a pen on the table.

11. Article or determiners

There is no article in Indonesian language and there are only two determiners; “*this*” (*ini*) and “*that*” (*itu*). The complexity of articles and determiners in English seems not easy to understand for them: “How was exam?” Besides, the students often use demonstrative with their reduplicated plurals; this makes them drop article is also particularly dropped before abstract nouns: “change for the word”; it is also alternatively overused: “My hobbies is a sleeping when I have a problems,” In addition, indefinite article and definite article may be used inappropriately: “They have to deal with a economic recession.”

12. Verbs

Indonesia language does not have transformation in its verbs. Subject, tense and auxiliary elements do not affect the verbs. This is very different from English. Therefore, interference occurs in this case: “Suci go to school”

13. Time, tense and aspect

1. Past time

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Past tense in Indonesian language can be indicated only by word “*sudah, pernah, telah*”. Therefore, interference often happens in student’s writing: “I write letter yesterday.”

2. Present time

There is no specific time and complexity in Indonesian language, and it does not affect its verbs. Therefore, some error are commonly appeared: “Now she eat grape.”

3. Future time

The sentence that has future meaning sometimes can be indicated by word ‘*akan*’ in Indonesia. But sometimes it can only know by mentioning the time. the position of the modal also is sometimes inappropriate: “*This book will we read.*”

4. Progressive or continuous.

“*Sedang, pada saat, pada waktu, sementara, sewaktu*” are connectors that become the characteristic of Indonesian language sentence which has meaning “ongoing event”, the students tend to use “-ing” verb; however they do not really know and pay attention on the auxiliary: “*I eating my dinner tonight.*”

14. To be

There is no such a form of “to be” in Indonesian language. Those are often expressed in some particular words which have particular meaning based on the context of the sentence. Most learners assume that “to be” has various meaning “*berada, adalah, and ialah*”. Frequently, it can be facilitate them in



transferring sentence; for example, sentence “Suci (adalah/ialah) guru sekolah.” It turns out to be “Fatimah is/was a teacher school”. However, the adjective expressing condition or stating of existence never follows any linking verb in Indonesian language; “Windasangatgembira” becomes “Winda very happy.”

15. Modal auxiliary verb

Modal auxiliary verbs have articular meaning and function. Indonesian students have difficulties in using those words appropriately. Instead of using complex modals in English, they tend to use two main modals; *can* and *must*. Basically, the meaning of “can” in Indonesian may help them in rendering sentence, for instance: “You can borrow my book.” Additionally, they may replace modals with adverb or ordinary verbs like the following sentence: “*I think Riri joking. / Maybe Riri joking,*” (for “Riri could be joking”).

16. Active and passive

Frequently, academic writing in Indonesian language uses passive form. Prefix “*di*” is added before the verb. There are no transformation verbs in passive voice. Interference can occur; as this following sentence: “That car drives by Ririn”

17. Question forms and question tags”

There are various forms of question in Indonesian language. Those do not always begin with the question words, and there is no auxiliary element in it. It can be seen in this example: what Ali buy?” Then, most of Indonesian students only use “isn’t it” and “is it” in question tag; for there are only two words in



Indonesian language, “*iyakan*” and “*tidakkan*” or even only one word “*kan*”. Thus interference can be seen in this following sentence: “*Nani will remember, isn't it?*”

18. Negatives

Indonesian language has only two words in indicating negative meaning; “*tidak*” and “*bukan*”. Most learners assume that those refer to “no/not” in English; without considering the function of the word in the sentence. Therefore one of the common errors is: “*I not want to be a teacher after I graduate*”

19. Complex sentences

Indonesian learners sometimes have difficulties in building a complex sentence because conjunctions and liking expression may be duplicated without they realize it. Also, the position of dependent and independent clause might be interchangeable. In some cases, negative transfer can occur because the students tend to duplicate verbs or other words in a complex sentence. It can be seen in this following example: “*Education although expensive but is valuable for a goof future.*”

20. Prepositions

There is no specific rule about preposition in Indonesian language. The specific prepositions for particular word do not exist in Indonesian language. Therefore, the students sometimes write them interchangeably. For example: “*Nora does not work at Monday*”

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from the attempt to communicate in the target language without having completely acquired the grammatical form necessary to do so. For example: Yesterday we go for a drive and we stop near the beach and we....

Based on the explanation above, it can be concluded that there are some factors that is caused an error, which are interlingual, intralingual, context of learning, communication strategies, interferences, overgeneralization, performance error, markers of transitional competence, strategy of communication and assimilation.

B. Relevant Research

Relevant research is intended to avoid plagiarism toward the design and finding of the previous researchers. According to Syafi'i (2014, p.102) relevant research is required to observe some previous researcher conducted by other researchers in which they are relevant to the research you are conducting. These are relevant research which have relevancy to this research.

1. Mustafa, Kirana and Bahri's research in 2016 "Errors in EFL writing by Junior High School students in Indonesia". The study aimed to find out the most serious errors produced by students at one of the junior high schools in Indonesia, i.e. State Junior High School No 7 in Banda Aceh. It was a quantitative research; The data was analysed by calculating the percentage of errors based on the total cumulative errors for surface strategy taxonomy, but based on the number of attempts in the same grammatical elements for linguistic

category taxonomy then found that the most common errors in student's English writing in Junior High School were errors in word forms followed by article, non finite verb, verb tense plurality and prepositions. The research is different from this research because it focus on the students' error in junior high school.

2. Fitri Alfarisy in her research “ Error Analysis in Recount text of Junior High School Students in Order to find out the Best Teaching Material”. This identifies the common errors made by students in writing descriptive text so the teacher and the material developer can be wiser and carefully in choosing the material. It found that there are four most common errors committed by the participants. They were tenses, word order, articles and spelling. This study is important for the educators, the teacher and the material developer whose should realize the kind of errors made. Fitri's research focus on the students' error in recount text, meanwhile this research focus on the students common error in descriptive writing.

3. Sholihatun 2017 conducted a research “An Error Analysis On The Use Of English Article In Descriptive Texts Written By The Eighth Grade Students Of Smp Nurul Iman Palembang”. This research focused on the type of error in using English article in descriptive text. In this research, there are three types of English article errors that occurred in student's descriptive writing: 1) omission (49, 52%), (2) addition (30, 47%) and the last (3) substitution (20%). From the percentage, it indicated that omission was the most frequency error made by the students.

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C. Operational Concept

Operational concept is the concept which is used to clarify the literature review in order to avoid misunderstanding and misinterpretation. In planning the research, the operational concept can be formulated into particular words to get easy in measuring the research operation. The researcher establish some indicators of Students' error in their writing performance based on Young in Swan and Smith (2001, p.283). The researcher only took the indicators that are taught to the students based on the curriculum 2013 in first semester of the first grade students at MAN 1 Pekanbaru. They are:

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1. The students make error in verbs
2. The students make error in number
3. The students make error in countability
4. The students make error in gender
5. The students make error in personal pronoun
6. The students make error in genitive and possessive pronoun
7. The students make error in it and there
8. The students make error in articles or determiners
9. The students make error in verbs
10. The students make error in time, tense and aspect
11. The students make error in to be
12. The students make error in non-finite forms
13. The students make error in modal auxiliary verbs
14. The students make error in active and passive
15. The students make error in question forms and question tags
16. The students make error in negatives
17. The students make error in prepositions
18. The students make error in adjectives and adverbs.