

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

To avoid misunderstanding in this research, it needs theoretical framework to relate this research study to the points investigated.

1. The Nature of Error

a. The Distinction between Error, Mistake and Slips

Error and mistake are not the same things. But most people still misunderstand about the definition of both. To be more clarified between error and mistake, Jeremy Harmer in Julian Edge (2001:99) states that mistake can be divided into two broad categories: “slips (that is mistakes which students can correct themselves and which therefore need explanation), and attempts (that is when a student tries to say something but does not yet know the correct way to saying it)’.

Johanna Klassen, Hubbard et al, in Novianti (2013) state “error is caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it, and mistakes are caused by temporary lapses or memory, confusion, slips, of the tongue and so on’. From the explanation above, it can be concluded that error is systematic and the students cannot be self-corrected, because it reflects the student’s competence in the target language. On the contrary, a mistake is an error that students can be self-corrected, because it is only the result of the students’ performance.

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b. The Definitions of Error

To get clear understanding about the error, it is better for the writer to consider several opinions given by some linguists. According to Dullay in Novianti (2013), errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. This explanation says that there is something wrong in the norms of language performance; making of errors is unavoidable in the learning process. Besides, making of error is one part of learning and no one can learn without making errors.

Meanwhile, Brown (2000:170) states that errors are as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Every learner has different competence of level in learning English and it is conducted that they have different type of error.

According to Corder in Novianti (2013), errors can give suggestions to the teachers because errors can be the sign of the success of learning process. From all definitions above, the writer can summarize that error is flawed side of learner speech caused by the factor of competence. On the other hand, they do not understand well the use of linguistics system of the target language; it will lead the students to make errors consistently.

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c. The Types of Error

1) Error may be viewed as being either global or local error. These errors are divided into two kinds of error:

a) Global errors

Global errors are errors that affect overall sentence organization which possibly influence the flow of communication. For example, the wrong order of major constituents, “English language use many people.” The sentence should be, “Many people use English language.”

b) Local errors

Local errors are errors that affect one element or constituent in a sentence which usually do not break the flow of communication. These errors include errors in noun and verb inflections, articles, and auxiliaries. For example, “Why you like him?” The listeners of the utterance will still understand the speaker’s message although the sentence does not contain auxiliary.

2) In this research, to classify the student’s errors in writing descriptive paragraph, the writer would like to use Dulay’s theory. Dulay, Burt, and Kashen’s in Novianti (2013) state that there are four principle ways in which learners modify target forms:

a) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some of types of

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morphemes are omitted more than others. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs.

b) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance. Addition errors usually occur in the later stages of L₂ acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too-faithful use of certain rules. Three types of addition errors have been observed in the speech of both L₁ and L₂ learners:

(1) Double Markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

(2) Regularization

Regularization errors that it falls under the addition category are those in which a marker that it typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, *sheeps* and *putted* are both regularization in which the regular plural and past tense markers *-s* and *-ed*, respectively, have been added to items which do not take markers.

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(3) Simple Addition

Errors are the “grab bag” subcategory of additions. If an addition error is not a double marking nor a regularization, it is called a simple addition.

c) Misformation

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors, the learner supplies something, although it is incorrect. Misformation is usually not random. Thus, three types of misformation have been frequently reported in the literature:

(1) Regularization Errors

a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

(2) Archi-forms

The selection of one number of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected by the learner an archi-form.

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For example, a learner may temporarily select just one of the English demonstratives adjectives this, that, these, and those, to do the work for several of them.

the dog
that dogs

For this learner, that is the archi-demonstratives adjective representing the entire class of demonstratives adjectives.

Learners may also select one number of the class of personal pronouns to function for several others in the class.

(3) Alternating forms

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. Thus, we see for demonstratives:

those dog
this cats

In the case of pronouns, we see:

Masculine for feminine (or vice versa), as in:	he for she
Plural for singular (or vice versa), as in:	they for it
Accusative for nominative case (or vice versa), as in:	her for she

Misformations indicate that some learning has transpired and that barring certain attitudes or environmental circumstances, the learner is on or her way to target language proficiency.

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d) Misordering (Confusing construction, phrase)

Misordering errors are characterized by the incorrect placement of a morpheme or group or morphemes in an utterance. For example in the utterance.

He is all the time late

all the time is misordered.

Misordering errors occur systematically for learners in constructions that have already been acquired, specifically simple (direct) and embedded (indirect) questions. For example, have been observed to say:

What Daddy is doing?

Using the declarative sentence order that had been acquired, during a later phase of acquisition, when they have acquired the simple question order.

I don't know what is that.

Using a simple question order for what is that? In addition to these creative misordering errors, students have made written misordering error that are word-for-word translation of native language surface structure. Example includes sentences like:

I met there some Germans. (Duskova, 1969)

And phrases such as:

Another my friend (Duskova, 1969)

Similarly, English speakers occasionally produce similar misordering errors in second language.

Hak Cipta Diindungi Undang-Undang

2. The Nature of Error Analysis

a. The Defenition of Error Analysis

Error analysis is a type of linguistic analysis that focuses on the error learners make. The study of learner's error is called by the linguist as Error Analysis. It is away of looking at errors made by the learners of the target language. Error analysis is an independent source of valid data. It provides information on student's error and also improves the effectiveness of their teaching. Apparently, errors give the sign to the teacher and researcher how target learning is successfully achieved.

According to Corder in Heydari (2012), error analysis is a procedure used by both researchers and teachers which involves collecting samples of learner language, identifying the errors in the sample, describing these errors, classifying them according to their nature and causes, and evaluating their seriousness. The purpose of error analysis is to find what the learner knows and does not know.

Crystal in Mamun (2016) states that error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning a language, especially foreign language. According to Carl James in Mamun (2016), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language

The writer concludes that the errors analysis is a way of looking at errors made by the learners of the target language, as a source of information to the

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teachers, which in turns helps them correct the students' errors, and improves the effectiveness of their teaching.

b. The Procedure of Error Analysis

According to Theo Van Els, et al., Hodder & Stoughton in Novianti (2013), there are some procedures in Error Analysis, namely:

- 1) Identification of errors. The first step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers.
- 2) Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of students errors involves classification of kinds of errors made by the students.
- 3) Explanation of errors. The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' errors occur.
- 4) Evaluation of errors. In this step, the teacher gives evaluation from the task done by the students which depends on the task that the teacher will be giving to the students.

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- 5) Preventing/Correcting of errors. The last step is correction of errors, the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students make the same errors later.

Moreover, Carl James in his book —Error in Language Learning and Use: Exploring Error Analysis explains that there are 5 procedures in identification of errors:

- 1) Error detection.

It's a stage which the errors are detected, so the researcher becomes aware of its presence.

- 2) Locating error.

The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

- 3) Describing error.

The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum ‘delicacy’ of descriptive detail.

- 4) Classifying error.

The errors are classified based on the errors classification.

- 5) Counting error.

The last stage is counting error that the researcher counts the errors made by learner.

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In addition, Gass and Selinker state that the great deal of the work on Error Analysis was carried out within the context of classroom. Therefore, there are a number of steps taken to conduct error analysis.

- 1) Collect data.

This is typically done with written data, oral data can also serve as a base.

- 2) Identify errors.

What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?

- 3) Classify errors.

Is it an error of agreement? Or is it an error in irregular verbs?

- 4) Quantify errors.

How many errors of agreement occur? How many irregular verb forms of errors occur?

- 5) Analyze source. See later discussion.

- 6) Remediate.

Based on the kind and frequency of an error type, pedagogical intervention carried out in analyzing students' errors, there are some steps to be followed. Many linguists have already discussed how to analyze students' errors in their book. According to Corder in Novianti (2013), the procedures of error analysis:

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- 1) A corpus of language is selected,
- 2) The errors in the corpus are identified,
- 3) The errors are classified,
- 4) The errors are explained, and
- 5) The errors are evaluated.

Based on the explanation above, it can be concluded that error evaluation is necessary only if the purpose of the error analysis is pedagogic.

According to Corder in Ellis and Barkhuizen, the procedure of Error Analysis includes the following steps:

- 1) Collection of Sample of Learner Language

In this step, the researcher must decide a number of students which is being sample for the research. Then, they will be given regular examination in order to get data.

- 2) Identification of errors

In this step, the researcher must identify error from data collection. For identifying error, the researcher must compare the sentence that was produced by students to the correct sentence in the target language. For examples:

Maria watched TV, and Jack slepted in his room.

The correct form in target language is

Maria watched TV, and Jack slept in his room.

By comparing two sentences, it can be seen that the student produced an error in constructing simple past tense sentence where she used -ed after sleep instead of using irregular verb.

3) Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they would be classified into the types of errors.

4) Explanation of Errors.

Explaining errors involves determining their sources in order to account for why they were made. From the point of research view, this is the most important stage in an Error Analysis.

5) Error Evaluation.

It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

Based on the detail explanation of the procedure of Error Analysis above, it can be summed up that actually in the procedure of Error Analysis has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the researcher describes error based on the error classifications and then she/he explains the sources of the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation. In her study, the writer chooses the

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procedure of Error Analysis which is identified by Corder cited in Ellis and Barkhuizen to conduct the research.

c. The Goal of Error Analysis

According to Norrish, "Error analysis can give a picture of the type of difficulty that learners are experiencing. If carried out on a large scale such as survey, it can be helpful in drawing up a curriculum." Based on this opinion, error analysis can be helpful for syllabus designers because errors found in language learning can be data for them to determine which materials are important to be included and which ones need to be improved. While Corder makes a distinction between the theoretical and applied goal of error analysis.

They are:

- 1) Applied goal aspect is correcting and eradicating the learner's error at the expense of the more important and logically prior task of evolving an explanatory theory of learner's performance. In other words, the applied goal serves to enable the students to learn more efficiently by exploiting their knowledge.
- 2) Theoretical goal aspect is as worthy of study in and on itself as is that of child language acquisition and can, in turn, provide insights into the process of language acquisition in general.

3. The Nature of Writing

In the process of language learning, there are four language skills that must be learnt by the learners, there are listening, speaking, reading and writing.

Writing is the most difficult skill among other language skills, Richards stated that

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“Learning to write in either the first or second language is one of the most difficult tasks, a student encounters and one that few people can be said to fully master. Because of that, to make a good writing, the students need a hard thinking and they must have an extent knowledge to get correct writing.

a. The Definition of Writing

There are several opinions about the definition of writing that have been given by the experts: Writing is viewed as a means of communication which is commonly used to express and impress (Nunan, 2003). It means that when writers compose writing works, they commonly have two main purposes. Firstly, the intention or desires to express the ideas or feeling they have in my minds, or in the words, the written text is used to communicate a particular message. Secondly, the text is written to communicate the ideas to the readers or audience.

Remembering that writing is more than the language is used to express and communicate with others. According to Hairstone, writing is a tool for discovery. Writing generates new ideas by helping us to make a connection and see relationships. This opinion is supported by Raymond on his book; Writing is an unnatural Act, stated:

“Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well ..., writing has a private importance as a tool for clear thinking, for sharpening our awareness of the realities around us, for solving problems and shaping arguments, for developing that short of knowledge – clear, specific, detailed – that makes human consciousness different from every other form of consciousness on earth. Writing is also a way of learning. It is a way of finding out what we know and what we need to learn”.

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From the definition above, it can be concluded that writing is more than a language. Writing is a skill which can be learned by anyone who wants to express their thought, ideas, feeling, etc. In addition, it is a tool of communication, so that writing is a hard skill because it is an unnatural act which needs a hard thinking and it is a way of remembering and a way of thinking as well.

b. The Purpose of writing

There are really four common purposes of writing, they are: exposition (expository writing), persuasion (persuasive writing), narration (narrative writing) and description (descriptive writing). The idea of description is to make the thing described seem real to your reader's imagination. In general, people write either because they are required to or because they choose to write for their own reasons. If we ask ourselves why we write at all, the first answer will be to get information to someone we cannot presently talk to.

Thus, writing allows us to transcend time. The second answer might be (especially when we need society as a whole) to solve the problem of volume, of having to store more than the human brain can remember. A less likely, but nevertheless important, the third reason for writing might be to filter and shape our experience. The purpose of writing is not only to teach someone to convey idea to the readers but also to reinforce all aspects of languages that have been learned by the students. There is some additional and very important reason why writing is needed in teaching English.

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Besides, Grenville (2000:1) points out several general purposes of writing: to explain educate, to entertain or amuse, to persuade or convince.

1) Writing to entertain

Writing to entertain is also known as creative writing or imaginative writing. The examples of creative writing are song lyrics, novel, poems, etc.

2) Writing to inform

It tells the reader about something. The examples: report, newspaper, articles, etc.

3) Writing to persuade

Writing to persuade to entertain, to inform, or to persuade. It tries to convince the readers about something.

The writer tries to conclude that many reasons when people want to write something because the purpose of writing is the essentially the same as the motive of writing. It depends on what the writer needs. It can be to get the information, to explain information or to amuse others or etc like what the writer mentioned above.

c. The Kinds of Writing

According to Robert Keith Miller (2006:47-69), there are a number of types of writing task that most of us will be familiar with, both as teacher and from our own language learning experienced simplifying for the moment, they can be listed under three broad headings.

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1) Free writing is writing without stopping.

It means that writing comes to the mind without worry that everything they write is correct or incorrect. The purpose is to free up the mind so that it can make association and connection.

Apparently, at the other end of the spectrum, a “free writing” task requires learners to ‘create’ an essay on a given topic, often as part of a language examination. Sometimes students are simply invited to write on a personal topic, their hobbies, what they did on holiday, interesting experiences and the like. Other material provides a reading passage as stimulus for a piece of writing on a pararel topic, usually with comprehension questions spread between the two activities.

2) Controlled writing

If the focus of a language programme is on accuracy, then schemes for controlling learners’ writing output will obviously predominate. The students will focus to practice on getting words down on they paper and they have to concentrate on one or two problems all the time. Controlled writing focuses the student’s attention on specific features of the written language. It is a good method of reinforcing grammar, vocabulary, and syntax. The range of activity types is considerable, and typical approaches include:

- a) Providing a model sentence and asking students to construct a pararel sentence with different lexical items.
- b) Inserting a missing grammatical form.

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- c) Composing sentences from tabular information, with a model provided.
- d) Joining sentences to make a short paragraph, inserting supplied conjunctions (but, and however, because, although).

3) Guided Writing

It is an extension of controlled writing; it is less controlled than controlled writing. In using this kind of writing, to teach writing, students are given a first sentence, a last sentence, an outline to fill out, a series of question to respond to, or information to include in their piece of writing, students should be able to discuss, make notes, and share finding together before they begin to write. In guided writing, the students will not make a serious errors if they follow the instruction which are given by their teacher.

4. The Nature of Descriptive Paragraph

a. Defenition of Descriptive Paragraph

Descriptive paragraph is a paragraph that describes a specific person, a place, or any other subjects. To write a descriptive paragraph well, the writer has to know some information about the objects. According to Simon in Novianti (2013), descriptive paragraph is details that recreate a particular experience for example; knowing the person, visiting the place and seeing an object.

So, the writer can decide what kind of information that she or he will describe by observing closely the object or idea and looking at things in terms of the size, shape, and texture, or physical appearance. Barnet in Novianti (2013) states that description as a detail is a particular part or characteristic of

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whole thing or whole idea. In addition, Collin in Novianti (2013) states that by description the writer can provide the reader “word picture” of specific person, the flavor of a special place and the look of a particular object.

In addition, Alice (2005:33) states that descriptive paragraph is one kind of the texts in learning English. There are many descriptions about descriptive paragraph.

Descriptive organization consists of three parts, namely:

a. Identification

This part, writer introduces and tells why the object is important to the writer.

b. Description

The writer describes specifically about the topic. By giving detail of the object. The readers can imagine what the thing looks.

c. Conclusion

In conclusion, the writer gives opinion about the description. In the other definition, Alice Oshima stated that descriptive writing appeals to sense, so it tells how something looks, feels, smells, tastes and/or sounds.

In general, we can conclude that in making a descriptive paragraph, first the writer should decide what he/she wants to describe. Second, the writer must have idea or something in her or his mind. Before making a descriptive paragraph, it is necessary for the writer to stimulate or increase his/her idea.

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b. The Purposes of Writing a Descriptive Paragraph

The purpose of writing descriptive paragraph is important. Because the purpose is the target that will be reached by the writer in writing a descriptive paragraph. The target that will be reached by the writer in a descriptive paragraph is to give the information or description about the person, place, or thing that will be a subject. There are many purposes in writing descriptive paragraph that are suggested by Dumais in Mamun (2016) as follows:

- 1) It will allow readers to imagine the physical object involved in the writer's experience.

Students will imagine what kind of description that will be described in their paragraph by imagining an object, person, or place.

So, it will be easy for them to write their idea in paragraph because they have an idea in their mind.

- 2) It can provide visual imagine to make a paragraph lively.

By describing the object in their mind the students may write the idea as lively as possible.

- 3) It can reflect criteria for comparing two objects.

Before the writer compares something with something else, the writer needs to describe the thing in question in a way that illuminates similarities and differences. By describing the object, students may write a description to compare two objects such as: similarities and differences.



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Based on the three purposes of writing descriptive paragraph above, the writer can conclude that by writing descriptive paragraph, it will be easy for the students to express their idea because they already had kinds of description in their mind before writing it in paragraph. Furthermore, students feel that writing is an enjoyable task since the idea of writing has already been in their mind.

B. Relevant Research

According to Syafi'i (2011:122), relevant research is required to study some previous researches that are relevant to this research. Relevant research is intended to avoid plagiarism toward the designs and findings of the previous researchers. There is a relevant research which has relevancy to this research.

1. A research was conducted by Natalina Margawati entitled "Error Analysis on Students' descriptive Writing (Case Study at the first grade of SMP PGRI 2 Ciputat)", the writer used descriptive analysis in form of qualitative. The purpose of the research was to know the kinds of errors made by the students in descriptive writing. The finding of the study research that: (1) The most of students errors in descriptive writing are: word order is 28.10 %, singular-plural is 25.58%, addition 12.94%, punctuation is 7.94%, omission is 5%, word form is 4.44%, capitalization is 4.41%, diction is 3.52%, article is 3.52%, Spelling is 3.23%, verb tense is 1.17%. (2) the causes of errors the students made in descriptive writing is the influence of their mother tongue.

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A research conducted by Santi Novianti entitled “An Analysis On Students’ Grammatical Errors In Writing Descriptive Paragraph (A Case Study at the Second Grade of SMPN 3 Tangerang Selatan)”, the writer used qualitative which the purpose of the research was to find out their frequency of writing descriptive paragraph. The writer took 30 students as the sample. The data were collected through test. The result of the error analysis process showed that students committed error into four type: omission, addition, selection, and ordering. From the frequency of each error types, selection was the error which was most frequently produced by the students. It took 57.9% of the total errors. Moreover, 29.8% errors fell into error of omission and 7.6% errors fell into addition; whereas, for Misordering, it only took 4.7%.

Based on the previous researches above, it is known that grammatical factors in writing descriptive paragraph still become the most difficult material. Thus, in this research, the writer intends to analyze what kinds of grammatical errors were commonly made by the students in writing descriptive paragraph. By understanding the source and types of students’ errors, the writer expects that she could give beneficial suggestion to solve students’ problem.

C. Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding. According to Syafi’i (2015:103), operational concept is derived from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing a

research paper. The method used in this research is qualitative, which focuses on grammatical errors in writing descriptive paragraph.

Operational concept is as a guidance used to avoid misunderstanding in carrying out the research. It necessary to clarify briefly the variable used in this research. The researcher establishes some indicators based on Dulay Theory Surface Strategy Taxonomy (1982:150). They are as follows:

1. The students make errors of omission in writing descriptive paragraph.
2. The students make errors of addition in writing descriptive paragraph.
3. The students make errors of misformation in writing descriptive paragraph.
4. The students make errors of misordering in writing descriptive paragraph.

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