CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer is going to explain about the theories and previous study that related with the topic. There are error analysis, spelling errors, writing, recount text. The explanation as the following :

2.1. Error Analysis

2.1.1. Definition of Error Analysis

Brown (2000:218) states error analysis is a process to observe, analyzed, classified and reveal what is error that learner made. According to Ridha (2012:26), error analysis is the examination of those errors committed by students in both the spoken and written medium. Besides, James (1998:1) states error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Gass and Selinker (2001:79), explain that error analysis is linguistic analysis that focuses on analyzing errors that the learners make. Moreover, Richard and Schmidt (2002:184) explaines that error analysis is identifying the process, whether identifying the strategies of the learner in language learning, identifying the cause of learner's error, or identifying the common difficulties in language learning. So, based on the explanation from the experts before, error analysis is a method to observe, analyze and classify student's errors. So that, spelling errors which made by students can be observed, analyzed and can be classified. It is clear that error analysis is a technique to investigate an error in word and sentence in writing or speaking form. So, error analysis is suitable for this research. It is because this research analyzes spelling errors in students' writing especially in recount text.

2.1.2. Steps in Error Analysis

According to Brown (2000:220) there are some steps analyzing the errors : identifying, classifying and tabulating the errors.

1. Identifying errors

    The researcher need to identify the errors of the sample collected. We can identify what errors which the learners made. Here, the writer identifies spelling errors which the students made in recount text.

2. Tabulating Errors

    Beside the two procedures before the errors can be tabulated. Tabulating is a description of data obtained from the results of the research. The tabulating data can be done by making a table or creating descriptive statistics and in this study the writer makes a table about the types of word spelling errors made by students based on the recount text that they have made.

2.1.3. The Difference between Error and Mistake

According to Brown (2000) An error is a noticeable deviation from the competence of students. An error is not same with a mistake and error is reveals a portion of the students' competence in the target language. While a mistake is refers to a performance error that is failure to utilize a system to write correctly. So, a mistake is normally made by all people native or second language learner, because there is has not result of a deficiency in competence but the result of some sort of temporary imperfection in the process of producing words. Thus, the difference between an error and mistake is an error can not be self-corrected while a mistake can be corrected if the deviation is

pointed out to the speaker or writer (James, 1998:83). So that, the students who make a mistake can correct it by themselves because they know the correct words.

2.2. Spelling Errors

2.2.1. Definition of Spelling

Spelling is the learner's ability to write a word correctly. Good spelling is an important thing in writing activity. Hornby (1974:108) states "spelling is defined as the act of forming words correctly from individual letter". Besides, Croft (1983:9) states spelling is an aspect of written language, so the teaching learning of spelling must take place as far as possible within the context of writing. According to Perveen and Akram (2014:2604), spelling is a linguistic skill, the learners should be aware of phoneme (sound) and words. So, that explanation means that spelling has rules to produce form word correctly. By produce correct spelling on their writing, so the students will not made misunderstanding about the meaning of the words that they have write to the readers.

2.2.2. Definition of Spelling Errors

Spelling errors are mistakes in spelling a word that can cause misunderstanding of the meaning of the word, so that it will also cause misunderstanding for the readers. Miressa and Dumessa (2011:105) spelling errors will influence the interpretation of a word in the minds of the readers. According to Al-Jarf (2010:9) "spelling errors can be either freely produced or elicited by certain tasks. If a word does not match with the target word in part or in full it is marked as a misspelling.

Spelling errors usually occurs because the students can not distinguish between letters and sound of the words when they write. According to Harmer (2001:271) "One of the reasons that spelling is difficult for students of English is that the correspondence

between the sound of a word and the way it is spelt is not always obvious. In addition, spelling errors still appear in large number in writing produced by learners even drilling and training technique did in every school or university (Botley et al, 2007:75). The other statement given by Al Zuoud and Kabilan (2013:165) that many students produce mispelled word, which result in disconnected sentences. In relation with errors, spelling errors refers to phonological and orthograpic problem. Al-Jarf (2010:10) says that, phonological problems refer to errors in which the misspelled word does not sound like the target word because the whole word, consonant, vowel, syllable, prefix, suffix, and grapheme cluster, is not heard at all. According Royer et al (2005:2), "graphemes are commonly defined as the written representation or phonemes".

In learning English, not only errors in spelling which occur in the spelling of words, but students also paid less attention to the use of aposthropes. Students need to understand how to use apostrophe correctly. According to Straus (2008: 63), When using the apostrophe with contractions, the apostrophe is always places at the spot where the letter (s) has been removed, for example like "don't", "isn't" and many others. Meanwhile, when using the apostrophe with the possession, the place of the apostrophe is before the (s) to show singular possession, for example "Mr. Chang's house". There are still found many students who do not pay attention to these problem, so those reasons before may cause spelling errors in students' writing.

Based on the explanation by the experts before, spelling errors are students' mistakes in writing spelling of words that can cause misunderstanding of the meaning of the word. It happens because of the lack of understanding from students in writing the

correct spelling of words and also it can occur by the mistake in use of punctuation namely the use of aposthrope.

2.2.3. Types of Spelling Errors

Bestgen and Granger (2011:5) state that, there are 9 categories of spelling errors. They are letter, word, boundary, apostrophe, single letter addition, omission, substitution, transposition, and multiple errors letters. There are examples of nine categories :

1. Omission of a letter (completly – completely)

2. Addition of a letter (develope - develop)

3. Single letter instead of double letter (ocurred - occurred)

4. Double letter instead of single letter (loosing - losing)

5. Substitution of one letter (uncredible - incredible)

6. Interchange of two adjacent letter (peopels - peoples)

7. Involving an apostrophe (childrens'- children's)

8. Erroneous splitting or joining of words/word segmentation error (every_one - everyone)

9. Two or more error of the same type or of different types (theirselves - themselve)

From the types of mistakes mentioned earlier, if students make one of these types of mistakes so it can be said they are made spelling errors in their writing.

2.3. Writing

2.3.1. Definition of Writing

Writing is an important activity to produce a work of writing that can provide information, entertainments or experiences in daily activity of human. According to Wilson (2002) writing is an important aspect in your daily life. Then, according to Iftanti (2016), It is believed that writing is important and frequently used in people's daily lives either as individual such as writing application letter, messages, and dissemination of the research results or member of society such as in a workplace issues. Generally, there are many opinions of experts about the definition of writing. Harmer (2001:79), writing is a form of communication to deliver through or to express feeling or idea through written form. Rise B. et al (1986:1) stated, "Writing makes a special contribution to the way people think. When we write, we compose meanings, we put together facts and ideas and make something new". It means that writing is express our meaning or feeling by using the form of writing. Hornby (2003) also explains that writing is a process of expressing ideas to be written on paper and the meaning of the idea will transform into some words to give a clear information for readers. Besides, (Palmer, Hafiner & Sharp, 1994) states writing is complicated to learn because students should consider how to make a planning, organizing, and revising the meaning into a written form.

Writing can be said as a media for students to develop their language skills because they can practice their knowledge of target language that has been learned. Barnet and Stubs (1983:3) "Writing as a physical act, it requires material and energy. And like the most physical act, to be performed fully, to bring pleasure, to both performer and audience,

it requires practice". It is important for the writers doing practice to improve their writing skill.

So, from the explanation before the writer can conclude that writing is procces of produce the writing to deliver our feeling to the readers. In addition, the purpose of writing is to deliver messages, feelings, entertain, give information, etc.

2.3.2. Aspects of Writing

According to Jacob et al (1981: 90), there are five aspects of writing :

1. Content

    Content refers to substance of writing, the experience of the main idea (unity), it is a groups of related statements that a writer presents as unit in developing a subject. It means that in the content, there should be a main topic which is discussed in a writing. For example, paper that discusses about personal experiences, so in that paper will explain the story of someone's personal experience.

2. Organization

    It refers to the logical organization of the content (coherence). In a writing, there must be correlate, so that it will not cause misunderstanding for the readers.

3. Vocabulary

    It refers to the selection of words those are suitable with the content. The writers should be able to choosing words to express their feeling in the form of writing.

4. Language use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic

It refers to the use graphic conventional of the language, it is the steps of arranging letters, words sentences, paragraphs by using knowledge of structure and some others related to another.

2.3.3. Types of Writing

Fachrurrazy (1990: 38) explains the types of writing are :

1. Narration

Narration tells "what happened". It tells a story. It is the kind of writing found in novels, short stories, and biographies. Narration usually follows time order.

2. Description

Description tells how something looks or feels or sounds. It talks about such features as size, shape, color, sound, or taste. Description sometimes follows space order.

3. Exposition

Exposition is writing that explain something. It often answer the questions what, how, and why. Its purpose is to present ideas and to make them as clear as possible. It can be said that exposition follows logical order. This means that paragraphs are arranged in such a way that the reader can understand the writer's thought. In logical order, the writer guides the reader from one idea to another.

4. Recount

Recount to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. It's usually found or presented in journals, diary, personal letter, biography, travel report, police report, sport report, history, etc.

5. Letter writing

There are three main types of letter, namely : formal letter, business letter, and personal letter. Formal letter is normally used for invitations to animportant dinner, dance, or other ceremony and is phrased in the third person. Business letter must be above everything clear and easily understood. They should be expressed in plain ordinary English. Personal letter is written in an informal, friendly way to someone whom we know. The style may be almost as informal and colloquial as if we were speaking to the person.

Based on the previous explanation, in this study the writer chose the subject randomly based on the syllabus at tenth grade students, so the writer chose recount text. Recount text is a text that tells about something happen in the past. So, it can be easier for students to write and find the ideas.

2.4. Recount Text

2.4.1. Definition of Recount Text

Cavanagh (1998:11) defines "recounts are retelling of past events". Then, recount is the unfolding of a sequence of events over time to keep the past alive and to interpret experience to tell what happened (Derewianka, 1946:14). In addition, Knapp and Watkins (2005:223) stated that recounts are sequential texts that do little more than sequence a series of events. Besides, recount has a social function to retell events for the purpose of informing and entertaining. The

tense that used in recount text is past tense (Wignell and Gerot, 1998:194). So, based on the explanation of experts before recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Then, the usage of tenses is past tense because the writer just retell their experience before.

2.4.2. Types of Recount Text

In exploring how texts work (Derewianka (1990: 15-17) there are three types of recount. They are :

1) Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are :

a) Use of first pronoun (I, we).

b) Personal responses to the events can be included, particularly at the end.

c) Details are often chosen to add interest or humor.

2) Factual Recount

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are :

a) Use of third person pronouns (he, she, it).

b) Details are usually selected to help the reader reconstruct the activity or incident accurately.

c) Sometimes the ending describes the outcome of the activity (e.g. in a research).

d) Mention of personal feelings in probably not appropriate.

e) Details of time, place, and manner may be need to be precisely stated (e.g. at 02.00 pm.).

f) Descriptive details may also be required to provide precise information (e.g. a girl with a pink dress).

g) The passive voice may be used (e.g. the floor is cleaned by Anwar).

h) It may be appropriate to include explanations and satisfactions.

3) Imaginative Recount

Imaginative recount is a recount that taking on an imaginary role and giving details events. Language features of imaginative recount are :

a) Usually written in the first person.

b) It may be appropriate to include personal reactions.

Based on the types of recount texts mentioned before, students can choose one of them to make a paper about their personal experiences into a story or it called as imaginative recount.

2.4.3. Generic Structure of Recount Text

According to Derewianka (1990: 15) the recount generally begins with an orientation, giving the reader or listener the background information needed to understand the text (i.e who was involved, where it happened, when it happened). Then, the recount unfolds with a series of events ordered in a choronological sequence. At various stages there may be some personal comment on the incident (e.g. we had a wonderful time) it called re-orientation. The reorientation expresses a personal opinion regarding the events described. In other words, there are three generic structures of recount   :

a. Orientation   : provides the setting and produces participants.

b. Events   : tell what happened, in what sequence.

c. Re-orientation : optional-closure of events.

So, if students want to make recount text they should complete the three generic structures of recount text. The first about the introduction, the main story and the last is conclusion of the story.

2.4. Previous Study

There are previous study about students spelling errors. The first previous study is thesis entitled "*ERRORS MADE BY THE THIRD SEMESTER STUDENTS AT IAIN TULUNGAGUNG IN USING PUNCTUATION MARKS IN WRITING ESSAY*" conducted by Meta Kartika Wati (IAIN Tulungagung, 2014). In that study, she used quantitative method meanwhile in this study the writer used qualitative method. The subject of previous study is the third semester students at IAIN Tulungagung. She focuses to investigates the categories errors in the use of punctuation marks and describes dominant error in using punctuation marks in writing essay made by the third semester students at IAIN Tulungagung. Then, the subject of this research is the tenth grade of students in MA Darul Hikmah Tawangsari. In this study, the writer only focuses on the factors of spelling errors that students made in writing recount text and how the effort to reduce it. In addition, methods in collecting data of the previous study are observation and documentation. Besides, in this study are documentation and interview.

The second previous study was conducted by Rusvid et al (State University of Padang, 2016) entitled "*AN ANALYSIS ON SPELLING ERRORS MADE BY THE SECOND GRADE STUDENTS OF OFFICE ADMINISTRATION DEPARTMENT OF SMK N 3 PADANG IN WRITING A PERSONAL LETTER*". They use qualitative method which focuses on describe what kinds of spelling error which are committed by the students and what kinds of part of speech from spelling errors which are committed by the students. Whereas, this study focuses on describing about the factors of spelling errors that students made in writing recount text and how the effort to

reduce it. Then, the subject of previous study is the second grade students of office administration department of SMK N 3 Padang. But, in this study the subject is the tenth grade of students in MA Darul Hikmah Tawangsari.