

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter, the researcher explains about literature review. This chapter provides the following topic: writing, grammar, error analysis, descriptive text and review of previous studies.

A. Writing

1. Definition of Writing

In fact, there are many definitions about writing. Writing is one of the parts of language. Due to, language skills have four skills, namely listening skills, speaking skills, reading skills and writing skills. According to Bereton in Ngazizah (2010:28) writing is quite different from speaking in one very important ways because the text has to carry all the meaning because the writer is never around to explain. It means writing needed a clearly and more structure manner in order to compensate the absence of certain feature of spoken language so that misunderstanding in transmission of meaning way be avoid. Thus, writing involves more than just producing words and sentence because to be able to produce a piece of good writing.

Writing is an activity that is not produce immediately. Tarigan (2008:3) stated that writing is language skill that is used to communicate indirectly and not face with other. It means that writing is the process to

express writer's knowledge and the aim of writing can be achieved by good writer if the writer is able to organize and raise her mind clearly. According Bazerman (2010:1) writing involves other people. Writing is to communicate with other people because without other people have little reason to write. Furthermore, to converse effectively writer needs to know what are on the other people minds, how to affect other people and how plan to achieve that effect.

Based on the explanation above, it can conclude in writing well, the writer understands the writing situation, problems, and carefully plan in writing strategy because writing is not easy. Writing is more difficult rather than the other language skills, because writing needs well knowledge and hard thinking when people are produce paragraph with a good sentence structure.

According to Raimes (1983:21) there are eight aspects of writing, it is consist of:

- a. Content, main ideas of the writing stated clearly and accurately, chance of opinion very clearly. Thus, if the writer makes a good writing, so the readers will be easily to understand intended in written meaning.
- b. Organization, the organization should be coherent and logical in the paragraph.
- c. Word choice, the writer must be concern in choices of word, use of idioms and word forms. It is suitable and more easily of vocabulary to understand will be become important aspect to be fulfilled.

- d. Grammar, the writer should control of structure. The correct grammar will bring a good understanding to the readers. If the structures grammar has many errors, so the readers confuse and do not understand to get the meaning.
- e. Mechanics, the writer should be mastery of spelling and punctuation.
- f. Purpose of writing. It means that purpose of writing will be influence the language style in paragraph.
- g. Audience. A good writer consider the audience or the readers, so the writer can chose suitable language style to be write that appropriate to the readers.
- h. The writer's purpose. The writer ideas must be clearly from drafting, revising and final project.

2. The Purpose of Writing

There seem to be so many different kinds of writing, such as novels, poems, short stories, scripts, letters, essays, reports, reviews, instructions and all quite different. But they are all writing. They all have the basic aim of getting ideas from one brain into another. Grenville (2001:10) states that any piece of writing will be trying to do. It is some purpose of writing consists of:

- a. Writing to Entertain

Writing to entertain generally takes the form of called 'imaginative writing' or 'creative writing' because all of writing requires some

imagination and creativity. Entertain does not necessarily make the readers laugh, but it at least engages their feelings in some way. For examples of writing are novels, stories, poems, song lyrics, plays and screenplays. Thus, sometimes imaginative writing disguises itself as a ‘true story’ for added effect.

b. Writing to inform

Writing to inform tells the reader about something. These kinds of writing can also be entertaining in the sense that they are a good read. But entertaining the reader is not their main purpose that is just a bonus. For example of writing to inform are newspaper articles, scientific or business reports, instructions or procedures and essays for school and university.

c. Writing to persuade

Writing to persuade tries to convince the reader of something. This includes advertisements, some newspaper and magazine articles and some types of essay. This type of writing might include your opinion, but as part of a logical case backed up with evidence, rather than just as an expression of feelings. The imaginative writing occasionally pretends to be a true story, but if you are writing to inform or persuade, you should not make things up.

Based on the explanation above, the researcher has to know the purpose of writing whether to entertain, to inform, or to persuade or may be to do all three.

According Harmer (2004:39), there are the main categories of learning which it is worth considering:

a. English as a Second Language (ESL)

This term is normally used to describe students who are living in the target language community and who need English to function in that community on a day to day basis. For example, will have specific writing need such as the ability in a range of forms, or write particular kinds of letters (depending upon their exact needs and circumstances), alongside the need for general English development. For a second language learner, writing is an extension of listening and speaking. Therefore, the student must be provided opportunities to build, extend, and refine oral language in order to improve written output. Since writing involves some risk-taking, it is important for students to be comfortable taking risks. They need to know that their efforts are appreciated and that the message they are trying to convey is valued over the form.

b. English for Specific Purpose (ESP)

Many students study English for a particular purpose. For example people who are going to work as business in Britain or the USA. Those who are going to study at an English medium university need to concentrate on English for Academic Purposes. Business students will concentrate on the language of management and commerce. Here, writing tasks for business students can have a high face validity if the students can see that they are writing the kind of letters and documents which they will be writing in

their professional life. So, writing in English for specific purposes is emphasize for the written to write a specific purpose of thing that they need to learn.

c. English as Foreign Language (EFL)

This is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country. In this case, writing is necessary to remember that there are inseparable aspects when teaching writing; writing as a channel of a foreign language is the use of writing alongside listening, speaking and reading in the process of learning important elements of the language; writing as a goal of a foreign language learning is the development of writing skills to fulfil such purposes as: note-taking, summarizing, narrating, reporting for various real-life situations.

B. Grammar

As we know that grammar is one of component in writing. Grammatical structure is arrangement of the many words in a sentence. Grammar also relates to definition of sentence itself. Because it is different experts define the term grammar differently. There is no fixed definition of grammar. Harmer (2001:12) states that grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. According to Leech (1982:3) grammar as something in reference to the mechanism according to which language works

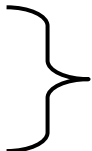
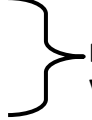
when it is used to communicate with other people. It means that a grammar is a full predication containing a subject plus predicate with a verb. Because in the grammar must be clearly to understood by the readers. Without knowing the grammar of language, people may not be said to have learned of language. Besides, it seems impossible to learn a language without learning of grammar because it tells in how to use the language. Thus, it can be concludes that grammar is useful and important to understand for us.

As we know that when the sentence is utterance, there must be an structure that compose in. When the students perform writing, they also use the carefully structure to be utterances to the other correctly. However, the use of grammar is influenced by the topic of writing. Bellow the structure that is usually used by students especially the students who are still in progress in gaining of knowledge:

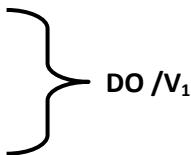

a. Simple present

Simple present tense is tenses that used in present. Below is the example of how to use simple present correctly as stated by Azar (2006:2-53):

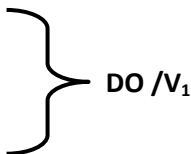

2.1 Table of verbal sentence

Verbal Sentence	Example
S + V1S/ES + O/adverb.	I go to school every morning.
	She goes to school every morning.
I You They We Anton and dina 	She He It Doni 
DO /V ₁	DOES / V ₁ (s/es)


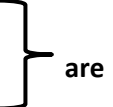
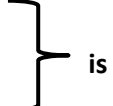
2.2 Table of negative verbal sentence

Negative Verbal Sentence	Example
(-) S + DO/DOES + NOT + V₁ + O/adverb.	I do not go to school every morning.
	She does not go to school every morning
I You They We Anton and dina 	She He It Doni 

2.3 Table of interogative verbal sentence

Introogative Verbal Sentence	Example
(?) DO/DOES + S + V₁ + O/adverb?	Do I go to school every morning?
	Does she go to school every morning?
I You They We Anton and dina 	She He It Doni 

2.4 Table of nominal sentence

Nominal Sentence	Example
S + am/is/are + complement.	I am clever.
	You are clever.
	She is clever
I  am You They We Doni and Tiwi 	He She It Doni 

2.5 Table of negative nominal sentence

Negative Nominal Sentence	Example
S + am/is/are + NOT + Complement.	I am not clever.
	You are not clever.
	She is not clever
I → am You } They } are We } Doni and Tiwi }	He } She } is It } Doni }

2.6 Table of interrogative nominal sentence

Interrogative Nominal Sentence	Example
am/is/are S + Complement + ?	Am i clever?
	Are you clever?
	Is she clever?
I → am You } They } are We } Doni and Tiwi }	He } She } is It } Doni }

C. Error Analysis

1. Definition of Error Analysis

In process of teaching and learning, it is very easy to find out that students often make errors. According to Dulay (1982) making errors is an inevitable part of learning. In learning language, both as second and foreign language, a learner inevitable make countless errors. Thus, it is more impossible who students a language without doing any errors.

The students' errors in language learning should be analyzed by the language teacher. In addition, Brown (2000:218) stated that while errors indeed reveal a system at work, the classroom language teacher will be preoccupied in noticing errors that the correct utterances in the second language go unnoticed. It means that the errors happened in language learning can increase language proficiency, as the main goal of second language of learning. Moreover, errors analysis will give advantages for both the teacher and the students. The teacher errors tell how far the goal the learners has progress. Then, students will know their errors and they will learn from the error and they will learn from the errors. So, errors analysis can be defined as the process of identifying the errors by the students in learning language to improve students' ability. In addition, error analysis helps the teacher and curriculum developers to identify the error types which influence the learners' achievement in the target of language.

2. The differences between error and mistake

Sometimes, we confuse to differentiate between error and mistake. According to Brown (2000:217) there is a difference between error and mistakes. A mistake refers to performance error that is either the random guess or a "slip". It is because of a failure to use a known system correctly. It means that a mistake is just a slip that the learner forgets the right form. It is can readily to correct the mistake when they pay attention to the mistake. While, error is a deviation by the learner because he/she does not know the

rule and he/she will make it repetitively. Thus, this research gives advantages for the students and the teacher to know more about sentence structure errors in writing descriptive text.

3. The Classification of Error

According to Dulay (1982:146) classified the errors into four categories: linguistics category, surface strategy, comparative analysis and communicative effect. As explained below:

a. Linguistics Category

Many error taxonomies have been based on the linguistics item which is affected by an error. These linguistics category taxonomies classify errors according to either, both the language component and the particular linguistics constituent the error affects. In curriculum developers have long used linguistic category taxonomies to organize language lessons in student textbooks and workbooks.

b. Surface Strategy

Surface strategy taxonomy highlights the ways surface structures are altered: learners omit necessary items or add unnecessary one, they misform items or disorder them. Analyzing errors from a surface strategy perspective holds much promise for the researchers concerned with identifying cognitive process that underlie the learners reconstruction of the new language. It is also makes us aware that learners errors are based

on some logic. In this case, Dulay divides the surface structures as follows:

1. Omission

Omission errors are characterized by the absence of an item that must appear in well-formed utterance. Omission of content language, although typical in early stages of L1 acquisition, is not as common in sequential L2 acquisition where the learner is older and more cognitively mature. If content languages are omitted in L2 speech, it is usually occasioned by lack of knowledge, and learners usually indicate their awareness of the missing constituent. For example, in the sentence

Mary is the president of the new company.

The words, Mary, president, new, and company are the content morphemes that carry the burden of meaning. If one heard

Mary president new company.

one could deduce a meaningful sentence, while if one heard

is the of the

one couldn't even begin to guess what the speaker might have had in mind.

2. 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 stage 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.

These errors are good indicators that some basic rules have been acquired, but the refinements have not yet been made. Three types of addition errors have been observed in the speech of both L1 and L2 learners:

a. 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. For example we say

I didn't go.

although *go* takes a past tense marker when there is no auxiliary (such as *do*) on which to mark the tense, as in

They went to lunch an hour ago.

The English rule for tense formation is: place the tense marker on the first verb. In simple affirmative declarative sentence, the main verb is the only verb, and thus takes the tense, as in the sentence above.

In a sentence where an auxiliary is required in addition to the main verb, the auxiliary, not the main verb, takes the tense. Learners who have acquired the tense form for both auxiliary and verb often place the marker on both, as in

He doesn't knows my name or we didn't went there.

because two items rather than one marked for the same feature (tense, in these example), this type of addition error has been called *double marking*.

1. Regularization

The rule typically applies to class of linguistic items, such as the class of main verbs or the class of nouns. In the most languages, however, some members of a class are exceptions to the rule. For example, the verb *eat* does not become *eated*, but *ate*; the noun *sheep* is also *sheep* in plural, not *sheeps*.

Whenever there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization.

2. 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. No particular features characterize simple additions

another than those that characterize all addition errors – the use of an item which should not appear in a well formed utterance.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, in

The dog eated the chicken.

a past tense marker was supplied by the learner; it was just not the right one.

As in the case of additions, misformations are usually not random. Thus far, three types of misformations have been frequently reported: (1) regularization; (2) archi-forms; and (3) alternating forms.

1. Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*. Learners also commonly make regularization errors in the comprehension of grammar.

2. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example, a learner may temporarily select

just one of the English demonstrative adjectives this, that, these, and those, to do the work for several of them:

That dog

That dogs

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

Learner may also select one member of the class of personal pronouns to function for several others in the class. For example,

Give me that.

Me hungry.

In the production of certain complex sentences, the use of the infinitive as in an archi-form for the other complement types has also been observed:

I finish to watch TV.

She suggested him to go.

3. Alternating forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives the way to the apparently fairly free alternation of various member of a class with each other. Thus, we see for demonstratives:

Those dog

This cats

For example in the production of verbs when the participles form (-*en*, as in *taken*) is being acquired, it may be alternated with the past irregular, as in:

I seen her yesterday.

He would have saw them.

4. Misordering

Misordering errors are characterized by the incorrect placement of group in an utterance. For example, in the utterance

He is all the time late.

All the time is misordered.

Misordering errors occur systematically for both L2 and L1 learners in constructions that have already been acquired, specifically sample (direct) and embedded (indirect) questions. For example, as in

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, student has made written misordering errors that are word-to-word translations of native language surface structures. For example include sentences like:

I meet there some Germans

and phrases such as:

Another my friend.

5. Comparative Analysis

In a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. For example, if one were to use a comparative taxonomy to classify the errors of a Korean student learning English, one might compare the structure of the students errors to that of errors reported for children acquiring English as a first language.

6. Communicative Effect

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It is focuses on distinguishing between errors that seem to cause miscommunication and those that do not.

4. The Sources of Error

According to Dulay (1982:172) determines the sources of errors which are elaborated in the following explanations:

a. Interlingua transfer

The errors are influenced by the linguistics system of the first language that is applied to the foreign language. For example, *The hair of*

Erlyta is so beautiful instead of *Erlytas's hair is so beautiful*. The error of first sentence happens because the transfer structure of the first language to the foreign language.

b. Intralingua transfer

Intralingua errors reflect the general characteristics of learning rules such as faulty generalization, incomplete application, and failure. For example, *does Ahmad Dhani can sing a song?* Instead of *can Ahmad Dhani sing a song?*

The example above is intralingua error, it occurs because the learners often make a deviant structure on the basis of other structures in the target language.

c. Learning context

Context refers, for instance to the classroom with its teacher and its material in the case of school learning, or the social situation in the case of untutored foreign language learning. In other words, the students face difficulties to understand the target language because it is not their target language which the social situation do not support well to achieve their learning.

d. Communication strategy

A source of learner error occurs because different communication strategies employed by the learner to get a message. It includes avoidance,

prefabricated pattern, cognitive and personality pattern, language switch etc. Consequently, the way to get a message in communication using the foreign language is possible to make an error understanding toward the students.

D. Descriptive Text

1. Definition of Descriptive Text

In teaching learning process, the teacher to make students' feel enjoyable in learning process, so the teacher must select interesting writing text to teach in writing. In this research, the researcher observes the grammatical errors found of students' in descriptive text. According to Larson (1984) s descriptive text is a text which says what a person or thing is like. It is to describe and reveal a particular person, place, thing or others. Hence, the researcher has an example of a descriptive text that describes a person. The generic structure of descriptive text consists of Identification and Description.

Identification: Identifies phenomenon to be described.

Description: Describes parts, qualities, characteristics, etc.

Table 2.7 The example of Descriptive Paragraph

My Mother	
Identification	My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color are like honey and her color skin color light brown, and she has a beautiful smile. Her weight likes 120 lbs.
Description	<p>She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.</p> <p>She is a very good child, wife and mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person and all things in the house are in the right place. She doesn't like messes.</p> <p>She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.</p>

According to Siahaan (2008:119) descriptive paragraph is the paragraph in which writer tries to picture out an object to his readers. The object can be anything, it can be a concrete object such as a person, or an animal, or a plan, or a car etc. it can also be an abstract object such as an opinion, or ideas, or love, or hate, or belief etc. Thus, in the paragraph that describe everything both concrete and an abstract object. Bambang

(2011:23) stated that the purpose of the description text is used all form of writing not only to tell a vivid impression of a person, but also to describe a person's achievement in the report.

E. Previous Study

In this research study, the researcher used the other research. The first previous study, thesis by Zahroniyah (2014) from State Islamic Institute Tulungagung, entitled "*Error on Sentence Structure in Writing Descriptive Text Made by The First Graders of MAN Rejotangan*" in academic year 2014/2015. In this research Zahroniyah discussed about students errors on sentence structure in the writing and find out the kinds of errors made by the students on sentence structure in writing of State Islamic Institute Tulungagung. This research employed quantitative research and used certain formula to analyze the data. The research result of calculation tabulated in the form of percentages to know what the most dominant errors done by students in the writing with the errors percentages occur 182 times or 68.94% of the total errors. From the research, the researcher was able to contribute the information to the teachers that they had to give more attention to the English

The second previous study was by Rustiana (2014) entitled "*Errors Made by The Eighth Grade Students of MTs Aswaja Tunggangri in Using Ending-S in Writing Descriptive Paragraph*", a thesis for graduation program in State Islamic Institute Tulungagung. The thesis discussed about analyzing from descriptive text.

Rustiana identified the problems of using ending-s when the students make a paragraph in descriptive text and also explained the cause of the errors. This research applied quantitative research to analyze the errors made by the students in writing. This result of research showed that the most errors by ending-S omission were 127 times which means 65.5% of errors total in writing descriptive paragraph.

In this research, the researcher analyzes the errors made by the first students in descriptive text of SMPN 1 Boyolangu. The researcher discussed the grammatical error in writing descriptive text. This research used descriptive design by using quantitative approach. The researcher shows that the first grade students made various kinds of errors in constructing grammatical.