CHAPTER II

LITERATURE REVIEW

This chapter consists of two main theories about error analysis and recount text. The first theory talks about the definition of error and error analysis, the different between error and mistake, and the cause of error. The second theory relates to definition or recount text, and the grammatical features in recount text.

A. Error Analysis

1. The Definition of Error

Every learner who deal with foreign language will always commit with a mistake. It is normally caused by lack of knowledge about the target language. The lack of knowledge begin from the input that is received by the student. Chomsky (in Anisa: 2013:11) stated that language that children hear is full of confusing information, for instance false starts, incomplete sentences, slip of tongue and it does not provide with the information they need. The student got the material unclearly and it makes them confused and normally makes some errors.

These mean that, the errors made by the student may caused by the incorrect input from the teacher. Iff the teacher gives incorrect information about language material to the student, the student will not be corrected until they got correction from another resource that can prove the incorrect

information that they got. So, the error made by the the teacher can be the reason of the students' error in language.

Based on Ellis (1997:7). The student will do the same error in several times until they know about the correct one from another resource that can prove their error.

But, it does not mean that the only reason of the students' error in language is only from the teacher. There are some factors that can influence the students' error such as; carelessness, first language interference, and tranlation.

2. The Definition of Error Analysis

Richards (1972) said that error analysis is the study of error made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language. (b) find out how a person learns a language. (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Error anlysis is useful device in knowing the progress of the learner toward the foreign language. we can know about the learner ability in language by asking them to do some test. It can help the teacher to prepare more intensive material to make the student better.

Besides the benefit got by the teacher, error analysis can also give the same benefit for researcher or material developer to know about how a

person learns a language in general. By conducting error analysis the researcher will obtain about the information about the diffetent way used by the learner on learning a language, especially for foreign language.

After the research conducted, the result will help the material developer to develop the suitable material for the learner. It means that the researcher can give big contribution on developing material for the learner in any age, any institution or even another country on making a suitable material based on their founding.

But, the first thing we should know on conducting error analysis is the steps of analyzing. Without knowing these steps, we will not making a good result of error analysis. In this study the steps of analyzing of error used by the writer are as follows.

1. Identification of errors

   The identification of the error means that we comparing the learner result in producing the foreign language with the normal and correct form of language product in target language.

2. Classification of error

   In this step, the errors are classified into some categories. Besides that, describing error is to identify the diffenrences of disordering of word between students' utterances and the reconstruced of target language utterances.

3. Tabulation of errors

After classified the error, the next step is tabulation of error. In this step, the writer put the error into tabulation to tabulate the number of errors that made by the students.

4. Explanation of errors

In the last step in error analysis, the writer will explain about the error made by the learner and predict the source of error based on the some classification found. The writer tries to explain how and why the sentences is called to be erroneous.

B. Differences between Error and Mistake

In conducting error analysis, we should know about the differences of error and mistake. Brown (2007:27) stated that mistakes and errors are technically different phenomena. A mistake refers to performance error that is either a random guess or a slip in that is is failure to utilize a known system correctly. Mistake must be carefully differentiated from error. Mistake can be self-corrected while error cannot be self-corrected.

When we do mistake we will realize it a while later, but not for error. According to Ellis (1997:17) errors reflect gaps in a learners' knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because in a particular instance, the learner is unable to perform what he or she knows.

C. Clasification of Errors

Error is a deviation that is consistently done by a language learners. This is because the learner's gap in knowledge. Based on Dulay (1982:146) errors are clasified into four items:

1. Linguistic Category

In the first item, Errors are clasified according to language component and the particular linguistic constituent the error affect or both. Language component include: a) phonology (pronounciation), b) syntax and morphology (grammar), c) semantic and lexicon (meaning and vocabulary), d) discourse (style).

2. Surface Strategy

The surface strategy focuses on the change of the structure in a written language. The student may *add* important thing or *omitt* unimportant thing in their writing; they also may *misform* items   is clasified into four types:

1. Omission is a kind of error that characterized by the absence of an item that must appear in well-formed utterance of target language. For example, "I was Cooking" becomes "I cooking".

2. Addition is a the opposite of the omission. This kind of error that characterized by the presence of an item that must not appear in a well-formed utterance of target language. For example, "I visited my grandma's house" becomes "I visited to my grandma's house".

3. Misformation is a kind of error that characterized by the use of the wrong form of the morpheme or structure. For example, "the bus came late" becomes "the bus comed late".

4. Misordering is a kind of error that characterized by the incorrect placement of a morpheme or group of morphemes in a utterance of target language. For example, "I wanted that red bag" becomes "I wanted that bag red".

3. Comparative Analysis

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. Most of the second language learner's error have been compared to the error which made by the children who learn the target language as the first language. So, the error made by the second language learners are compared to the error made by the native speaker of the target language.

4. Communicative Effect

The communicative effect deals with the perspective of the listener or reader toward the language produced by the foreign language learner. The listener or the reader understand the language produced by the foreign language learner or not becomes the focus in communicative effect.

D. Cause of Errors

Identify the error made by the student is quitely difficult because each student may have the different cause of error. The difficulty comes from the

different causes of errors as clasified by Brown (in Rustiana, 2014:23-25) as follows:

1. Interlingual transfer

   Interlingual transfer is a negative influence of the mother tongue of learner. In interlingual tranfer as a source of error the learner makes an error because they still use the regularization from the mother tongue, so it influence in producing second language.

2. Intralingual transfer

   Intralingual transfer is the negative transfer of items within the target language. As defined by Richard (1997:6) intralingual error is the errors that do not reflect the structure of the mother tongue, but generalizations based on partial exposure to the target language. intralingual transfer error can be divided into four types:

   a. Overgeneralization

      Richards (1972:174) states that over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in target language. It means that the learner like to simplify the formation or the rules of target language. Overgeneralization is present in errors related to noun number, verb change construction, verb form, plurality, and negative form.

   b. Ignorance of rules restriction

      As stated by Richards (1974:175) points out that the learners make the error because they get false *analogy*. The students often use the similar

words to construct the sentence, while those words have different meaning in application or it involves the application of the rules to contexts where they do apply. Based in this source of error, the student often ignore the rules that should be applied and produce deviant form. The presence of ignorance of rule restrictions is seen in errors concerning preposition usage.

c. False concepts hypothesis

The error can be caused of faulty comprehension of distinction in the target language. The students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of pattern that was rotely memorized in a drill but improperly contextualized.

d. Incomplete application of rules

Incomplete application of rules deals with students' inability to apply rules into contexts although they have been taught that language item many times. This type of cause of error related with verb tense, auxiliary in question sentence, embedded question, to be as ordinary, omission of subject and verb, and passive construction.

3. Context of learning

This cause of error is often overlaps with both types of tranfer. Context of learning errors result from different aspect of the teaching process itself that learners are obtained such as, the classroom situation, the uesd material, or the teaching method which is difficult to understand by the

learner. For example, the teacher may give incorrect information about the difference use of word 'at' and 'on'.

4. Communication strategies

This cause of error are related to learning style or strategies that used by the learner in order to enhance their message across, yet the technique itself become a source of errors.

E. Recount Text

Recount text is a kind of text that tell events, experiences and achievements from tha past in a logical sequence. Some recount text will be purely informative, while others will aim to both inform and entertain.

The generic structure of recount is as noted bellow:

1. Orientation

The orientation provides all necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detail and thorough, the readers use the principles of 5W (what, who, where, when and why).

2. Series of events

In series of events, the writer writes the events chronogically. It begins from the first event, followed by the second events to the last event.

3. Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance, or offering personal comment or opinion

The example of recount text:

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, thesecond was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldensmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly besides his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied. (

F. The Definition of Grammar

In producing a good language, especialy in writing, we should know about the rule of it. As we know, grammar is an essential part in a language. Brown said (2000:362) that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Without grammar we cannot make a good language and the language we produce will not be understood by others.

Harmer (2001:12) defined grammar as the description of the ways in which words can change their forms and can be combined into senteces in that language. These words can change based on the words function and the time signal. By knowing grammar we will know how to construct a correct sentences.

Therefore, grammar is the important part of language that can make the language clearly or unclearly understood. In producing a correct sentence, no one cannot neglect the grammar.

G. The Grammatical Features of Recount Text

Language has a function as a medium to connect with others. If we connect with others by using spoken language we should produce an understandable language. Wheter the language is grammatically correct or

not. While the spoken language must be understandable by the adressee, the written language must be unders tandable in different way. There is a rule that must be apply in written language that cannot be neglected.

Grammar is an important part in writing. As language learners, we must know about the grammar used in every kinds of text in english. In any kinds of written language there is always be a grammatical features in it. Recount text usually include the following grammatical features:

1. Proper noun to identify the character who involved in the text.

2. Descriptive words to give details about who, what, when, where, and how.

3. The use of the past tense to retell the events.

4. Words that show the order of events or time connective (for example, first, next, then). (Hardy, 1990:12)

a. Noun

Noun is the basic element in language. It can be defined as the word for naming thing. Noun has function to identify place, person, things, animal, and idea. *Proper Noun* is kind of noun that gets more specific. It gives us the actual name of person, place, things, animals, or idea. As stated by Parrot (2000:8) that proper noun is words begin with capital letters and are not at beginning of sentences are often the name of people, place or institution. There are common noun and proper noun. The name of common noun is called proper noun. For example the name of person;

Jaka, Salim, Samsul, etc. the name of place; Crown V Hotel, Togamas, Malang, Tulungagung, etc.

b. Descriptive words

Even in recount text, *descriptive word* is also needed. In making recount text, we need to include the setting of the text, the character who involved, the things that become the topic of the text. All of these elements need a descriptive word to show about the aspect of who, what, where, when, and how in recount text. Without all of these there, there will be an ambiguity in the text.

c. Simple past tense

The purpose of recount text is to retell the past events. It means that past tense is used in this kind of text. Past tense has a purpose that is familiarly know by people that the pattern is used to explain activity happened in the past. Azar (1999:27) stated that the simple past indicates that an activity or situation *began* and *ended* at a perticular time in the past. By using the past tense, there must be a time signal in it. It is including the aspect of when

For using the pattern of simple past tense, there are some condition that need to be considered. They are nominal pattern and verbal pattern.

1) Nominal pattern

The pattern of simple past tense for the positive form are as bellow:

> **S + Was/Were + Complement**

Example:

- He was here three hours ago.

- Aldi was a good goal keeper in his elementary school.

- They were the hero in Battle of Surabaya.

The pattern of simple past tense for negative form are as bellow:

> **S + Was/Were + Not + Complement**

Example:

- He was not here three hours ago.

- Aldi was not a good goal keeper in his elementary school.

- They were not the hero in Battle of Surabaya.

The pattern of simple past tense for interrogative form are as bellow:

> **Was/Were + S + Complement + ?**

- Was he here three hours ago?

- Was Aldi a good goal keeper in his elementary school?

- Were they the hero in Battle of Surabaya?

The rule of using was/were are as in nominal pattern are stated as bellow:

Table 1. The rule of using was/were in simple past tense

Was	I
	He
	She
	It
Were	You
	We
	They

2) Verbal pattern

The pattern of simple past tense in positive form are as bellow:

$$S + V_2 + Object + Adverb$$

Example:

- I read the book last night.

- Diana cooked me a delicious meal last week.

- She droped in my house just in second last year.

The rule can be used by all pronoun as subject. I, you, we, they, he, she, and it must be used Verb 2 to construct in the positive form.

The pattern of simple past tense in negative uses an auxiliary "did" before the negative sign (not). The ordinary verb used in this form is Bare infinitive or Verb 1.

$$S + Did + V_1 + Object + Adverb$$

Example:

- I did not read the book last night.

- Diana did not cook me a meal last week.

- She did not drop in my house last year.

In interrogative form, auxiliary "did" is placed in the initial of the sentence and the verb used is bare infinitive or Verb 1.

$$Did + S + V_1 + Object + Adverb + ?$$

- Did I read the book last night?

- Did Diana cook me a delicious meal last week?

- Did she drop in my house just in second last year?

3) Time signal used in simple past tense

The time signal used in simple past tense is usually such as yesterday, last week, last month, last year, last night, three hours ago, thirty minutes ago, etc.

d. Words that show the order of events or time connective

The word that show the order of event or usually called as time connective in recount text has a function to connect the one event to the next event. Without the time connective, the recount text will not be seen flowing well. There will be a confusing paragraph which not has any correlation in each. The example of time connective in recount text are, first, next, after, then, before, etc.

H. Previous Studies

The writer realized that the thesis of error anlysis is quiet generals. It is becaues the need on reveal the barrier that make the L2 student produce deviant language. This study also conducted based on three previous studies. The first thesis was conducted by Cholipah (2014) entitled *An Analysis of Students' Error in Writing Recount Text.* She highlighted some problems such as: 1) what are the most common errors which students made in their recount text writing?, 2) what are the source of errors in their recount text writing?. In her thesis, she found three highest and lowest errors made by the students. The three highest errors are capitalization with 200 times of occurrence or 23.9%, word choice with the number is 110 or 13.14%, and verb tense with 105 times of occurrence or 12.54% errors. the lowest-three errors are incomplete sentences errors with 3 times of occurrence or 0.36%, unclear meaning error with 13 or 1.55%, and singular-plural errors with 21 times of occurrence or 2.51%. She also found that the source of errors were various. The first source was communication strategy with 428 or 51.14% source of error. The other source of errors were interlingual transfer with 295

or 35.24% source of error, intralingual transfer with 94 or 11.23% and context of learning has 20 or 2.39 source of errors.

The second previous study is the thesis made by Badawi Achmad (2013). The tittle of his thesis is *An Analysis on The Subject-verb Agreement errors made by the second semester student of English Department at State Islamic College (STAIN Tulungagung) Academic Year 2012.* The thesis was using descriptive design and quantitative approach. He stated the research problem of his thesis were: 1) what kinds of subject-verb agreement errors that mostly appear in writing of second semester of STAIN Tulungagung academic year 2012 based on surface strategy of taxonomy?, 2) what source of errors does most appear in students' writing related to subject-verb agreement?. In his study, he found that there were 679 errors in the students' writings. 361 errors or 53.2% were error of misformation. Then, 238 errors of 35.1% were errors of omission. The next error is classified into error of addition with 69 errors or 10.2%. the least error found in the students's writing is error of misorder with 11 times of occurrence and 1.5% of percentage. The sources of those errors were then uncovered and it was found that Intralingual is the most errors appearing in the stundents' writing, then followed in the second rank b interlingual error. Thus intralingual is categorized into four-categories, mot to least; incomplete application of rules with 517 times of occurrence and percentage 76.7%, Overgeneralization with 141 occurrences and 20.9% of percentage then followed by ignorance of rule

restriction and false concept hypothesis with 10 and 6 times of occurrence and 1.5% and 0.9% of percentage.

The last previous study is thesis written by Roghibah (2013) entitled *An Analysis of The Second Grade Students'Grammatical Errors in Writing at SMP YMJ Tangerang Selatan.* Her study was to analyze and to classify the types of students'grammatical errors in writing. Besides, the purpose of the study was to find out the frequency of occurrence and to find out the causes of errors which students made in paragraph. The Grammatical Error covered into six areas, namely: Tense, Subject-Verb, Word Choice, Spelling, Capitalization, and Noun Phrase which adapted from Azar's Grammatical Error theory. The highest frequency was Tense which the total was 56.48% or 61 errors. The result of the Error Analysis process showed that students committed errors into four types: Omission, Addition, Misnformation/Miselection and Misorder. Misformation was the highest error made by students which the total was 62.04% of all the total errors made by students. Intralingual Transfer which the result was 89 or 82.40% was the highest cause of error of students' writing.

Those three previous studies dealt with error analysis on students' writing. Although those three previous study has the same kind of research, there are differences in its. The different are in the aspect of error that they analized, and the kind of text.

The present study deals with error anlysis of grammatical features in recount text made by the eitght grade students of MTs Negeri Kunir academic

year of 2015/2016. In this study, the writer wants to confirm whether the most errors made by the students are also misformation as stated in the second and third study. The difference between this study with the previous study is the present study analyzes the grammatical features in recount text.