CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It discusses writing in general, first language (L1) interference and language learning, L1 interference as a cause of EFL writing errors, L1 interference categories in L2/EFL writing, error analysis, and recount text.

A. Productive Writing Skill

Writing is one of skills in the language area. English writing skill is much complex enough and sometimes difficult to teach. Halliday in Nunan (1991) suggests that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.

According to Byrne (1997), writing is the act of forming symbols, letters or combination of letters, which relate to the sound when we speak, making marks on a flat surface of some kind, arranged acording to certain conventions to form words and words arranged to form sentences.

Damiani et al. (2011) defines writing skills as a process that requires concepts to be planned, evaluated and coordinated, in addition to the effort and attention that English as a Foreign Language (EFL) students need. However, since each author should have a balance of purpose, content, audience, organizaton, vocabulary, mechanics, etc. between several elements of his / her writing, writing seems to be challenging for both native and non-native learners

(Jahin & Idrees, 2012). Despite the difficulties, the students should compose a good writing.

Folse et al. (2014) defines five elements of good writing. The first is purpose. It refers to the reasons that a writer is writing a particular paragraph. The second element is to keep the audience in mind as you write. The third is clarity. Clarity refers to how easy it is for the readers to understand the writing. Unity is also an important element in order to compose good writing. When all of the sentences are related to the topic sentences and its controlling idea, it means that there is unity in the paragraph. The last is coherence. Logical order, repetition of keywords, use of transitional words and phrases are the important features of coherence. Those five elements have to be found in all genres of text in order to be called good writing.

Derewianka (2003) identified six main school text-types used in Australia according to their primary social purposes. The first type is narrative. Its purpose is to tell a story and usually to entertain the readers. The second type is recount that has purpose to tell past event. The next is information reports which provide factual information on something. The fourth type is instruction text. It tells the readers what to do. The fifth is explanation text. It explains why or how something happens. The last is expository text. It presents or argue a viewpoint.

B. L1 Interference and Language Learning

L1 interference can be seen as a transfer that affects learning both negatively and positively. Based on Ellis (1997), positive transfer occurs when there is a similarity of language patterns between L1 and the TL. According to Mede et al. (2014), there is a high possibility of cross-linguistic impact in the learning of second language and this effect can contribute to certain errors induced by negative transfer.

L1 interference happens when learners transfer their own syntactic knowledge in the use of the TL. From the psycholinguistic point of view, it is a negative transfer of communication patterns and skills from the first language of the learners to the target language (Lekova, 2010). Moreover, Hashim (1999) defines the term "first language intervention" as "cross-linguistic" and "language transition" which refers to the interference of students' L1 when performing their language competence and quality either in spoken or written form. It indicates that L1 interference has become a major problem for those learning a new language over the past few decades, and it tends to occur in productive skills such as speaking and writing. Denizer (2017) also explains supportingly that L1 interference can be seen in almost every aspect of English skills, but it affects more when speaking as language skills and grammar as a language field.

Brown (1994) states that L1 interference toward L2 is seen as generalization process which influences both of languages. Interference is an effect of the incorrect way in applying L1 into TL. Interference is the language

errors which occur when L1 elements are brought into TL which is being learned. The interference has been so strong that some have viewed L2 learning as exclusively involving the overcoming effects of L1. People can use their experience that they have with language to facilitate the TL learning process. The L1 is an obvious set of prior experiences. Sometimes the L1 is negative transferred, and we say then that interference has occurred.

Dulay et. al (1982) define interference as the automatic transfer, due to habit, of the surface structure of the L1 into the surface of the TL. In the process of learning new language, learners cannot leave the language structures of their previous language; they tend to carry out their structures of their L1 automatically. Interference is viewed as interruption in comprehending a language. The use of language patterns of a language into another language is called as an interruption. Interference causes a dislocation of language structural.

Additionaly, Rahuman (2017) proposed that in their speech production, students still rely on their L1. The presence of the L1 of the students still remains, as both English and a few other contributing factors tend to be inadequate for the students. It is also found that students use the L1 interpretation system to understand specific instructions. There are several reasons why students are using L1 rather than using L2. These causes include low skills in the L2, the naturalness of using the L2 to perform certain work, shyness in using the L2, or simply a lack of interest in learning the L2 (Sahelehkheirabadi, 2015).

C. L1 Interference as a Cause of EFL Writing Errors

Many research was done in the field of L1 interference in EFL writing. Solano et al. (2014) investigated L1 interference in writing by Spanish students as a system whereby Spanish students thought in the L1 before writing in English. The students rely heavily on Spanish grammar construction when writing a narrative passage in English. Therefore, the product of word-for-word translation from English to Spanish was false cognates and invented terms.

Consistently, Manan et al. (2017) state three types of interference found in Malay students' writing, including redundancy reduction, transfer of rules, and overgeneralization. They concluded that interference errors in the redundancy reduction category were likely committed due to the non-existence in the L1 participants of a certain rule or concept. Under the category of transfer of rules, it was found that the learners had difficulty in choosing appropriate prepositions to use because there are only about 15 prepositions in Malay. However, there are more than hundreds of prepositions in English. Ultimately, it was discovered that the rules which were often overgeneralized include the rules on the conversion of verbs from present to past tense and singular to plural nouns.

Not only do foreign researchers pay much attention to L1 interference in L2/EFL students' writing, but many Indonesian researchers also do. Budiharto (2019) stated that students' L1 (Indonesian) interference is the main cause of their errors in English essay writing. The students highly rely on their L1 in stating their thoughts. This causes them to attributed different sort of

errors. Grammar and lexico-semantics are the most serious and recurrent ones. Consistently, Lao (2017) clearly notes two factors that affect the frequency of L1 interference in English writing ability, mental process, and students' first language. The mental process involves conceptualizing meaning, building and translating Indonesian phrases into English within the minds of students. In contrast, students' L1 applies to the use of Indonesian as their L1 learning in the same-formal situation as English.

D. L1 Interference Categories in L2 / EFL Writing

Watcharapunyawong & Usaha (2012) explored errors in L2 student writers in Thailand. The respondents were 40 major English students in the second year who were assigned to compose three separate paragraphs in three genres, including narrative, descriptive, and comparison / contrast. Then there was a description of the forms of L1 interference found in each written story. Mother tongue interference were: (1) verb tense, (2) word choice, (3) sentence structure, (4) article, (5) preposition, (6) singular / plural form, and (7) subject-verb agreement.

A study conducted by Kaweera (2013) on interlingual and intralingual interference in EFL highlights several common errors normally found in a class of Thai students writing in English. The study of these errors was based on lexical, syntactic, and discourse interference aspects.

Lexical interference is a form and frequency of scientifically induced errors. These are analyzed to determine the origin of errors contained in four

categories, namely grammar, lexis, morphology, and orthography. Collocation was also noticed in writing among Thai students. Thai students directly translate Thai words into English while they write in English. Furthermore, in the written form of English, they use Thai collocation to express their thoughts.

The other category of error find in students writing is syntactic interference. Besides lexical error, the construction of English sentences based on a direct translation from Thai into English sentences is also common for Thai student writers. Subsequently, this syntactic interference in L1 represents common grammatical errors, particularly in terms of subject-verb agreement, verb-tense, passive voice, relative clause, expletive structure, and word order. This is because the subject-verb agreement is not present in the Thai sentential concept, the Thai sentence's specific boundary is not clear, and word order in the Thai form is significantly different from Engish.

The last type of error is discourse interference. Some discourse-level writing problems in Thai context can be found in paragraphs that are separated because the topic sentence, which includes the topic and controlling idea , are sometimes appear at the end of the paragraph. Therefore, the supporting sentences loosely supports the theme phrase.

In conclusion, in the area of teaching EFL writing, a variety of L1 interference types have been identified and suggested. To consider the types of L1 interference as mentioned above, it is necessary to determine those that

impact EFL writing accuracy, as L1 interference is perceived to be the main problem of writing difficulty for learners.

E. Error Analysis

1. Definition of Error Analysis

Corder (1975) noted that it is important to study the linguistic performance of a learner in depth to infer the knowledge and the processes by which it was acquired. He suggested that one could adapt the teaching methods and materials to facilitate the acquisition process from the insights gained from such investigations. The main focus of the investigations was the analysis of the erros made by the learners since they represented the most significant data on which a reconstruction of his knowledge of the target language could be made. This is essentially the point of view presented by Corder (1967). Another concept of error analysis is given by Richards (as cited in Emmaryana, 2010). He defined error analysis as an activity to identify errors in writing and speaking. He also proporsed that error analysis may be conducted to (a) decide how well a person knows a language, (b) determine how a person learns a language, and (c) obtain information on common language learning difficulties as an aid to the teaching or preparing teaching materials.

2. Steps in Conducting Error Analysis

Corder (1975) distinguishes five steps in conducting error analysis. The first is collect the sample of learner language. The researcher needs to

collect a sample of learner language to provide data for the error analysis. In this step, the researcher may control the data by narrowly specifying the samples he/she intend to collect. The second step is identify the errors. Error identification requires a contrast in the same sense between the sentences of learners and the sentences of nativespeakers. The researcher will then be able to identify what part of the sentences of the learners is different from the "reconstructed version". The next step is describe the errors. The description of errors usually uses either linguistic taxonomy or taxonomy of the surface structure to explain the variations between the sentences of the learner and the sentences of the native speaker. The forth step is describe the errors. Explaining errors involves identifying their sources to explain why they were made. The last step is evaluate the error. It is a supplementary stage in error analysis.

3. Classifications of Error

Dulay et al. (1982) propose error taxonomies that classify errors according to some observable surface feature of the error itself. The taxonomies are linguistic category, surface strategy, comparative, and communicative effect. In this study, writer limits the analysis of error based on surface strategy taxonomy. Dulay et al. (1982: 150) stated, "A surface strategy taxonomy higlights the ways surface strusctures are altered: Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them" from this statement, we can conclude that

there are four categories of errors, they are: omission, addition, misformation, and misordering.

a. Omission

Omission errors are characterized by the absence of an item that may appear in a well formed utterance. The little words such as **is**, **the**, and **of** which play a minor role in conveying the meaning of sentence. They include noun and verb inflections (the -s in birds, the -s in mother's, the -ed in looked, etc); article (a, an, the, etc); verb auxilkiaries (is, am, will, can, etc); and preposition (in, under, on, etc). Those set of grammatical morphemes are likely to be omitted for a much longer time than others. For example, *Dina is my old friend*.

b. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item (e.g. auxiliary, article) that must not appear in a well formed utterance. It means that the students not only omit elements, which they regard as redundant, but they also add redundant elements. There are three kinds of addition, they are double maring, regularization, and simple addition.

1) Double Marking

Many additions errors are accurately described as the failure to delete certain terms which are required in some linguistic construction, but not in others. This error occurs when the learners give more one marker in their tenses. In a sentence where an

auxiliary is required in addition to the main verb, the auxiliary takes the tense. For example, *He doesn't goes to school*. The sentence shows the failure of deleting third singular marker **–s** where the auxiliarry **does** is required. The correct sentence should be *He doesn't go to school*.

2) Regularization

A rule typically applies to a class of linguistic items, such as the class of main verb or noun. Regularization is an error in which learners tend to apply the regular to the irregular one. For example, *I putted my suit in the basket yesterday*. The word **putted** is the example of regularization in which the reguar past tense **–ed** has been added to the items. It should be *I put my suit in the basket yesterday*.

3) Simple Addition

This error occurs when there were an addition of morpheme which does not belong to double marking or regularization. For example, *They stay in over there*. The addition of preposition **in** is not appropiate used before **over**. It should be *They stay over there*.

c. Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. In misformation errors, the studen supplies something althought it is incorrect, while in omission errors,

the item is not supplied at all. There are three types of misformation errors.

1) Regularization errors

This kind of error occurs in which a regular marker is used in place of an irregular one. For example, his self in place of himself.

2) Archi-forms

An archi-forms error occurs in which the learners select one member of a class of forms to represent others. A learner may temporarily select just one of the English demonstrative adjective **this**, **that**, **these**, and **those**. For example, *that dog, that dogs*. For this learner, that is the archi-demonstrative adjective representing the entire class of demonstrative adjectiives.

3) Alternating Forms

This kind of error occurs when the student's vocabulary and grammar grow; the use of archi-forms often gives way to apparently fairly free alternation of various members of a class with each other. Like addition errors, misformation indicate that some learning has transpired and that barring certain attitude or environmental circumstances, the student is on his or her way to target language proficiency.

d. Misordering

Misordering errors are characterized by incorrect placement of a morpheme or group of morpheme in an utterance. It occurs systematically for learners in construction, specifically simple (direct) and embedded (indirect) questions.

F. Recount Text

As stated by Anderson (1997), recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Knapp & Watkins (2005) states recounts are sequential texts that do little more than sequence a series of events. In Indonesian curriculum, the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.

Based on the definition of recount text above, it can be concluded that recount is a piece of text that reconstruct past events which happened in order and related in a particular relation. Based on Anderson & Anderson (1997), the students have to know to construct and what language features in a recount.

Recount text usually consist of three components. The first is orientation which explains about background of information about who, what, where, and when. The second is a series of paragraph that retell the events in the order of time. The last is concluding paragraph. It will be easier for the students to contruct the text if they know the component of the text.

In line with that, according to Ngabut (2003), in order to construct a recount text effectively, the students should know well the steps that should be followed. There are six steps of how to write a recount text effectively. The steps are: 1) prepare what information required based on the theme or the topic, 2) provide the setting and introdce participants in orientation, 3) determine the events that occur based on its sequences, 4) summarize the events in reorientation, 5) arrange all information to make first draft, and 6) analyze the first draft especially in structure of text, vocabulary and grammar conjuction, spelling and punctuation. From the description before, it can be concluded that recount has three elements.

G. Review of Related Studies

Previous study done by Watcharapunyawong and Usaha (2012) studied writing errorrs caused by the interference of Thai language in three writing genres, namely narration, description, and comparison/contrast. There were 120 English paragraphs written by 40 second year students majoring in English analyzed by using EA. As a result, they found that the L1 interference caused some errors in Thai EFL students' writing. Then they categorized the errors into sixteen categories, namely verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerrund, transition, subject-verb agreement, parallel structure, and comparison structure.

The other study has done by Manan et al. (2017), they investigated twenty pre-degree quantitiy surveyor students from Universiti Teknologi MARA. The objective of the study was to identify the errors in writing commited by Malay English as a Second Languange (ESL) students which can be attributed to L1 interference. They categorized them into three major types of interference which are transfer of rules, redudancy reduction, and overgeneralization. The result showed that the interference errors were probably commited due to non-existent of a certain rule or concept in the participants' L1.

Lao (2017) investigated the aspect of L1 interferences and the affecting factors of L1 interference into English writing skill. The result of the investigation proved that there are four levels of L1 interference found in students' English writings. There are phonology, morphology, syntax and semantics. There are also four affecting factors that cause the accorence of L1 interference. They are mental process happening in students' brain, students' L1, teaching and learning process model in classroom, and under-frequency of English use.