CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter provides some theories relate to this study. Those are second language acquisition, error analysis, types and causes of error, writing, and descriptive writing.

A. Second Language Acquisition

Second language acquisition stands in contrast to first language acquisition. It is the study of how learners learn an additional language after they have acquired their mother tongue. In other side, second language acquisition is not intended to contrast with foreign language acquisition. SLA is used as general term that embraces both untutored (and "naturalistic") acquisition and tutored (or "classroom" acquisition). Second language acquisition is sometimes contrasted with second language learning on the assumption that these are different process. The term "acquisition" is used to refer picking up a second language through exposure, whereas the term "learning" is used to refer the conscious study of a second language.

To summarize, the terms "second language acquisition" refer to subconscious or conscious processes by which language other than the mother tongue is learnt in natural or tutored setting. It covers the development of phonology, lexis, grammar, and pragmatic knowledge. It means that second language acquisition refers to all aspects of language that the language learners need to master.

In this case, grammar takes precedence over other aspects of language such as pronunciation or vocabulary in the early stages. However, second language learners usually have some difficulties in acquiring grammatical rules. In facet, acquiring a second language has meant acquiring the grammar of the second language. Grammar consists of the ways those languages form words, which is called "morphology: and the ways that languages combine words to make sentences, which is called "syntax". When someone learns a second language, the goal is that grammatical system of the language become internalized. That is, the learner's brain correctly or at least and subconsciously forms words and combines those words into sentences as they quickly rush out of the learner's mouth.

According to Nemser, there are factors that may influence the second language system, in this case about grammar.[9] They are as follows.

a) Language Transfer

Sentences in the target language may exhibit interference from mother tongue. It means that the second language learners are strongly influenced by the learners' first language.

Example : "She *eat* rice yesterday" should be "She *ate* rice yesterday"

(Bahasa Indonesia does not have Past Structure)

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[9]W. Nemser, "Appriximative Systems of Foreign Language Learners", *International Journal of Applied Linguistic , 9 (1971), 115-123.*

b) Intralingual Interference

Sentences in the target language do not reflect the structure of mother tongue, but generalization based on partial exposure to the target language.

Example: "He drink a coffee" it should be "He drinks a coffee"

From the explanation above, it can be concluded that grammar has an important role in learning the second language acquisition. Without correct grammar, the learners will produce error and mistake in their learning.

B. Error Analysis

Error is defined as an act involving an unintentional deviation from truth or accuracy. It is different from mistake, which defined as to misunderstand the meaning or intention. According to Ghozali, error is different from mistake in that reflects learner's competence, while mistakes occur because of some other causes such as falls start, fatigue, short memory or other physical and emotional conditions[10]. Then, based on Corder in the second language ruler, performance errors are called "mistakes" while the systematic deviations which are caused by the learner's still developing knowledge of the second language rule system are called "error".[11] Errors are grammatical levels that include morphology and syntax.

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[10] Imam Ghozali, "Handouf of Psycholinguistic", *JPBS University of Sarjanawiyata Tamansiswa Yogyakart, (2005),*14 .

[11] S.Pit. Corder, *Introducing Applied Linguistic,* (Batimore : Penguin Books, Inc, 1974), 261.

Longman dictionary of Linguistic defines errors analysis as "the study and analysis errors made by the second and foreign language".[12] Ellis defines it as "working procedure used by researchers and language teacher to collect, identify, explain, classify, and evaluate errors".[13]

Norrish states that error is a systematic deviation when a learner has not learnt something an consistently get it wrong.[14] In acquiring his own language sometimes a child consistently makes the same errors. In the same way, when a learner of English as second language or foreign language makes an errors systematically because he has not learnt the correct form. Error in using language are due to various factors like limitation of memory, sudden changes of discourse, etc. Learners' show what is in the learners' mind as competence. Besides, Ramelan says that competence refers to a person's knowledge of his language or the mastery of the system of rules of his language.[15]

Brown states that researchers and teacher of second languages come to realize that the mistakes a person made in this process of constructing a new system of language needed to be analyzed carefully, for the possibly held in some of the keys to the understanding of the process of second language

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[12] Jack C. Richards and Richard Schmidt, *Longman dictionary of Linguistic*, (*London: Pearson Education Limited, 1985*), 96.

[13] R. Ellis, *Understanding Eight Language Acquisition*, (Oxford : Oxfor University Press, 1985), 296.

[14] J. Norrish, *Language Learners and Their Errors*, (London : Macmillan Press, 1983), 7.

[15] Ramelan, "Introduction to Linguistics ", *(Semarang : IKIP Semarang Press,1992), 62.*

acquisition.[16] Meanwhile, a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a system correctly.

Richards states that errors analysis the study and analysis of errors made by the second or foreign language learners. Based on the definition, it is known that errors analysis is necessary to conduct only for the errors made by learner in learning second or foreign language.[17]

From the statements above, it can be summarized that by describing and classifying learners' errors, the teacher can know how far the learners have learned or understood the lesson and what items remain for them. Therefore, it is clear that an errors analysis is needed in the process of language learning.

C. Types and Causes of Errors

In the stage of identifying and describing the errors in this study, the researcher used the surface strategy taxonomy. Dulay states that surface strategy taxonomy highlight the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessaary ones; they may *misform* items or *misorder* them.[18] Analyzing errors from a surface srategy taxonomy prespective holds much promise for researchers concerening identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use

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[16] H.D. Brown, *Principles of Language Learning and Teaching* , (White Plans. NY: Longman, 2000), 1.

[17] Jack Richard, *Error Analysis Prospective on Eight Language Acquisition*, *(London : Longman, 1974)*, 1.

[18] Heidi Dulay, *Language Two*, (Oxford : Oxford University Press, 1982). 150

of interim principles to produce a new language. These errors belong to the surface strategy taxonomy namely; omission, addition, misformation, substitution and misordering, defined as follow:

a) Omission

Omission errors are characterized by the absence of an item that must appear in a well – formed phrases or sentence. Any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners.

Examples:

1. He sitting *)

    He *is* sitting.

2. English use as second language *)

    English *is* used as second language.

b) Addition

Addition errors are opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance.

Examples:

1. She *is* eats banana *)

    She eats banana.

2. It is on a picture of elephant *)

    It is a picture of elephant

c) Misformation

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

Examples:

 1. Ali *eat* a pineapple *)

    Ali *eats* a pineapple

 2. It is *the* tiger*)

    It is *a* tiger.

d) Misrodering

       It is characterized by the incorrect placement of one or more elements in a phrase or sentence. The errors may be made by L1 and L2 learners when they have acquired certain simple patterns.

Examples:

1. Elephant has a nose long*)

    Elephant has a long nose.

2. *Zebra the colours is black and white*)

    Zebra's colours is black and white.

       This taxonomy is used because it is expected to give much promise to the researcher for identifying cognitive process that underlies the learner's construction of the language. The taxonomy also makes use aware that the learner's errors are based on logic. They

are not result of laziness or sloppy thinking, but of the learner's use of interim principle to produce a new language.[19]

For comprehensive analysis, this study uses integrative analysis between Dulay's and Richard's theory. And intralingual errors and interlanguage errors are belong to Richard. Thus, in this stage interprates the causes or sources of errors. Then, the researcher uses the comparative taxonomy based on comparisons between the constructions of L2 errors and certain other types of construction. These comparisons have yielded the two major error categories in this taxonomy: interlanguage errors and developmental or intralingual errors.[20]

The first type of errors is the interlanguage errors. These errors are caused by negative transfer or interference from the learner's mother tongue.[21] Transfer is one of the learning strategies in which the learners use their previous knowledge and experience of the mother tongue as a means of acquiring the target language, when certain system of learner's native language are similar to that the target language. However, when they are different and the learner use transfer, they will produce errors that are called interlanguage errors. Based on the opinion above, we can take an implication that one of the characteristics of interlanguage errors is that errors reflect the learner's first language structure. Interlanguage is the type of language produced

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[19] Ibid.
[20] Ibid.
[21] Ibid.

by second and foreign language learners in the process of mastering the language.

The second type of errors is the intralingual or developmental errors. These errors are caused by interference within the target language itself.[22] According to Richard, there are four types of intralingual or developmental errors, they are:[23]

1. Overgeneralization

   Overgeneralization is defined as the use of the previously available strategies in a new situation. Learners make a new deviant structure on the basis on their experience of their structures in target language. They make errors, as the want to reduce their linguistic burden in using the language. The kinds of errors occur when the learners are given different kind of sentence patterns and rules but sometimes she or he uses them in different situation, in which particular generalization does not apply.

2. Ignorance of the Rule Restriction

   Ignorance of rule restriction related to generalization. Learners make errors because they fail to observe the restriction of existing structures. They apply the rules in a new situation where if should not be applied.

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[22] Ibid.

[23] Richard, *Error Analysis Prospective,* 74.

3. Incomplete Application of Rules

Learners make errors because they are more interested in communication, so they think that there is no need for mastering the rules of the language.

4. False Hypothesized Concepts

The errors are caused by the poor gradation of the teaching items. It is derived from a faulty comprehension or distinction in the target language.

D. Writing

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes.

According to Hornby, there area several definitions of writing, they are:[24]

1. a.The activity or occupation of writing, e.g. stories or article

   b. Books, stories, articles

   c. The literary style of such material

2. Written works, e.g. books or essays

3. The general activity or skill of writing

4. Written or printed words

5. They way in which person make letters when writing

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[24] As. Hornby, *Guide to Pattern and Usage in English The English Language Book Society*, (Oxford University Press, 1964), 83.

Based on the opinion above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level.

Troika states that writing is a way of thinking and learning. It gives someone opportunities to explore his ideas and acquire information.[25] Writing is also a technique for discovering whether his language is understandable or not. It makes unexpected connections among ideas and language. Educated people, therefore, need to master good writing ability in order to express themselves well. The skill of writing is often considered to be reflecting the level of their education. It means that writing can help the students increase their vocabulary, improve their knowledge of grammar, develop their understanding of how ideas and opinions are expressed and how well their messages are understood by the reader.

According Harris there are five general components to be recognized in writing process, they are:[26]

1. Content: the substance of the writing; the idea expressed

2. Form: the organization of the content

3. Grammar: the employment of grammatical forms and syntactic patterns.

4. Style: the choice of structure and lexical items to give particular tone on flavor to the writing.

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[25] E. George Troika, *Handbook for Writers*, (New Jersey : Prentice Hail,Inc Englewood Cliffs,1987), 2.
[26] David Harris, *Testing English as a Eight Language*, (New York : Me Graw Hill Book Company, 1969), 68-69.

5. Mechanism: the use of graphic conventions of the language.

Meanwhile if we want to make good writing, we have to know some criteria of good writing. According to Guth, the criteria of good work of writing are as follows:[27]

a. It is authentic. It proceeds from accurate observation and careful study of audience. It doesn't merely repeat second hand idea.

b. It is thoughtful. It reflects the researcher's desire to think about certain things as a topic.

c. It is organized. It shows the researcher's ability to express his ideas, to select what is important, and to present it in possible order.

d. It is effective. It shows that the researcher is aware of his audience and that he respects their standard expectation or needs.

e. It is well written. It shows the authors respect for language and his sense of his power, riches and varieties. It provides pleasure when people read it.

There are various ways to express ideas in written forms. Based on the ideas written in composition, writing can be classified into four, namely narration, description, exposition, and argumentation.

According to George and Julia, there are four types of writing, they are:[28]

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[27] P. Hans Guth, *Word and Ideas*, (Belmount, California ; Wqords Worth Publishing Company, 1969), 1.
[28] E. George and Julia, *Let's Write English*, (New York : Lifon Educational Publishing Inc, 1980), 383.

a. Description

The purpose of description is to present the characteristics of object, persons, places, and sensations the learner's presents. The thing that the learner has to do in writing description is to show the readers, not to tell them. She has to try to make the readers see what she sees, smells or tastes what she smells or tastes. Description attempts to give feeling to the readers. The writing in this form should be written or described as really as possible.

b. Narration

Narration is a form of writing, which relates the story to act of events. The series of events are arranged in chronological order of time. The example of these types are short stories, novels, and new stories.

c. Exposition

It explains something an explanatory paper tells what thing it is, how it works, how it is made, how it is like or unlike something else or how something a caused.

d. Argumentation/Persuasion

This technique is used in persuading and convincing someone about something. George said that it is used to persuade the readers to follow the researcher's ideas, make a case, prove or disprove a statement.[29]

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[29] Ibid.

The understanding or grammar is very important in making a good writing. Errors in writing will happen if the researcher has not enough knowledge or grammar.

Mistakes and errors often happen is learning foreign language. It is difficult to see the differences between errors and mistakes, especially in written form. The researcher agrees with Corder in Richards, who states that problem of determining what learners mistakes and what learners errors is one of same difficulties and involve a much more sophisticated study and analysis of errors.[30] Because of that reason, in this study the presence of mistakes is omitted.

Corder in Richards also says that human learning is fundamentally a process that involves the making of mistakes.[31] The learner has already acquired his or her mother tongue. The mastery of mother tongue, in fact, has great influence on the process of learning a second or foreign language. The learners still luse their native language form and meaning in learning a foreign language. It influences the process of mastering foreign language. Because of that reason, the researcher considers that the mistakes and errors in the study are the problems in writing for the learners.

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[30] Richard, *Error Analysis Prospective,* 25.
[31] Richard, *Error Analysis Prospective,* 20.

E. Descriptive Writing

Descriptive writing provides an illustration of people, places, events, situations, thoughts, and feelings. Description presents sensory information that makes writing come alive. It expresses an experience that the reader can activly participat in by using imagination.

a. Definition of Descriptive

Description reproduces the way things look, smell, taste, feel, or sound, it may also evoke moods such us happiness, loneliness, or fear. It is used to create visual image of people, place even units of time days, times of day, or a reason. It's maybe used also to ilustrate more than outward appearance of people. And this kind of writing may tell about the traits or character or personality.[32] A paragraph that describes is called a descriptive paragraph, in a descriptive paragraph, the researcher describes.[33] The purpose of writing is to give a picyure or to describe about something.

Furthermore, Hogins on his book, Contemporary Expostion stated that description calls for specific detail and accurate, fresh ways of characterizing a particular object, setting it apart from all others.[34] However, good descriptive writing can stimulate the reader's imagination to from sensory responses from all five senses. Frequently, the reader has

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[32] John E. Licoln, *Writting a Colledge Handbook*, (New York: W. W. Norton & Company, 1986), p. 86

[33] James A. W. Hefferman and John E. Licoln, *Writing a College Handbook* (New York: Orton a Company Inc, 1986), Second Edition, p. 83

[34] James Burl Hogins, *Contemporary Exposition*, (New York: J.B Lippincont Company, 1978), p. 116

no choice: many people can not read an article about taste of citrus fruit, for example, without having a physical response to the imagined taste. And, a passage about specific food left out of the refrigerator too long will produce a shudder from readers as they imagine the resulting smell.

Based on the explanation above, the researcher tries to conclude thea description is the way things look, smell, taste, feel, or sound. It can stimulate the reader's imagination to from sensory responses from all five senses.

b. Purpose of Descriptive Writing

Simon stated that descriptive can serve several purposes as follow:

1) It can ilustrate the basic on which you are making inferences, that will allow readers to involved in the researcher experience.

2) It can provide visual images to make the essay lively and concrete.

3) It can reflect criteria for comparing two subject.[35]

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[35] Linda Simon, *A Guide and Source Book for Writing Across The Curriculum*, (New St. Martin's Press, 1998), pp. 21-23.