CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about Language Development, Writing Development, Error Analysis, Language Development and Error Analysis, Grammatical Errors, Types of Grammatical Error Analysis, Recount text, Theoretical Framework, and Previous studies.

A.   Language Development

Language development is the change that occurs as a result of learning and using language. The characteristics of human language that are always developing from birth make it easier for learners to improve their language skills naturally. Through the first cry, a baby is giving a sign that he is communicating with the world around him. The baby then begins to communicate through sound (crying and buzzing) and through body language (pointing). This ability will continue to develop until the child is able to communicate because it also gets additional influence from outside. Many theories explain how children learn to speak and understand language. One of the popular theories is the theory of Nativism which is explained by Noam Chomsky (Hoff, 2009). According to this theory, the human brain is innately programmed to learn language.

For some children, language acquisition involves their different backgrounds. In some cases, children are exposed to and acquire two or more languages from birth, but in other cases, the language children learn at home is not their school language and thus they must learn a new language when they enter school. Not only that, there are also children who immigrate or are adopted to a new country so that he also has to learn about the language of that country. These

diverse backgrounds raise interesting questions about how children achieve competence in more than one language, so they pose a challenge to the school system tasked with educating children from these backgrounds.

At school, the use of children's language is sometimes different from the daily language at home. Children will get a lot of new vocabulary that they did not use while in the home environment. In addition to getting new vocabulary that is different from the daily language, children are also required to learn English. As foreign language learners, it must be difficult for them. This is due to differences in language structure, vocabulary, grammar and other aspects. They will use various ways to overcome their difficulties in understanding the language. One method that is commonly used is the trial and error method. They will do some trials and errors. By going through this process, students' abilities will develop as they learn from the errors they have made. Because in essence, errors are part of the learning process.

B. Writing Development

Learning to write for children needs to be taught from an early age. Even though it is mentioned, the aspect that is emphasized at the preschool age, does not mean that children aged 4-5 years should not be taught to write. The most important thing is that the portion does not exceed the pre-academic capacity. Children should also feel happy and not forced when taught to write. Harmer (2004) states that writing activities do not depend on time. Children will need more time to think than they do in oral activities. This is in line with Elhabiri (2013) which states that writing skills are skills that cannot be acquired continuously, but require a lot of study and practice, because writing requires a longer process, deep thinking and

understanding to develop interesting ideas. Nevertheless, writing skills are very necessary both in school life and in society, whether it is for copying, taking notes or completing school assignments.

Gibson (2005) explains that at the age of 12-14 months children will make scribbles if given paper and writing utensils, while at the age of 18 months children will make doodles on their own initiative. The activity continued and the difference between writing and drawing became increasingly clear. If guided properly, then at the age of 30 months (2.5 years) the child can write his own name. In addition, writing habits are also influenced by the surrounding environment. Habits seen from fathers, mothers and other adults will inspire children to write. At the age of 3 years, children can imitate the way adults hold a pencil even though it is not perfect.

When children are 4 years old, they begin to be able to hold perfectly like adults, so that they can do activities such as drawing or writing well. At the age of Kindergarten (5-6 years), children's writing skills should be at the correct writing stage. The results of children's writing can be read and show a meaningful meaning even though the writing is not very good. The ability to write becomes very important because his confidence is increasing. Writing skills will also increase children's mastery of language concepts, letters, writing and so on. Learning to write for early childhood can be done by using dotted or dotted lines. This method is an old method that is widely applied to children who are just learning to write. Learning activities carried out by children are by thickening dotted lines or dots in the form of letters or numbers.

At the junior high school level, children's writing development should be better. The child should already have typing skills, have knowledge of grammar and also get a lot of new vocabulary to write. Students are also able to write more complex narratives that describe their personal experiences. This is the reason why students have started to study many genre texts in junior high school level. This is because the development of children's writing is no longer in the receiving stage, but also creates their own writing.

C. Error Analysis

In learning English as a foreign language, students will go through a period of trial and error. Students will go through several trials and make some errors. In this case, the definition of error is a real deviation from the use of native speakers' grammar that reflects between learners' languages. According to Corder in Richard (1974), mistakes and errors are two different phenomena. Errors are caused by lack of knowledge of language rules, while mistakes are the result of imperfections in producing speech due to fatigue, inattention and slipping. From this, it can be concluded that error is an ungrammatical utterance that refers to language competence, while mistake is an imperfection of speech that refers to language performance.

The study of errors is called error analysis. Error analysis is the process of finding errors through observation, analysis and classification. Error analysis is a technique used by teachers to systematically identify errors made by students in their learning process. Henry (1982) states that error analysis is a procedure carried out by researchers and teachers by going through the stages of collecting a sample of language learners, recognizing errors contained in the sample, describing errors,

classifying based on hypothesized causes and assessing their seriousness. According to Richard (1974), studying errors has two main objectives, namely concluding the learning process that has been carried out and finding the part of the target language that is most difficult for students to produce correctly and which types of errors interfere with the student's learning process the most. Seeing the importance of error analysis, teachers must realize that in learning, students' learning processes need to be analyzed carefully. Because in truth, learning is a process that involves errors and errors.

Cohen (2007) identified several stages in analyzing errors. These stages are generating natural meaning units, classifying, categorizing and sorting these meaning units, structuring narratives to describe the content, and interpreting data. Furthermore, Ellis (1997) explains that there are 4 steps in analyzing grammatical errors, namely identifying errors, describing errors, explaining errors, and evaluating errors.

1. Identifying the Errors

   In this step, the researcher must compare the sentences produced by the students with the sentences that should be true in the target language.

2. Describing the Errors

   After the researcher identified the student errors, the next step was to describe the errors found. This step can be done by describing errors and classifying them into grammatical categories.

3. Explaining the Errors

   The next step is to explain why the error occurred. This is to find students' weak points so that the teacher can help them to find solutions.

4. Evaluating the Errors

This last step is taken to consider some errors more serious than others. In this step, the teacher tries to evaluate and focus on fatal errors that can interfere with the student's learning process.

D. Language Development and Error Analysis

Error analysis is a technique of analyzing, describing and classifying errors made by students. Error analysis is one technique that can be used by teachers to monitor students' language development. The teacher can see how many students make errors when learning is done. Furthermore, the teacher can monitor how many errors are made by students after learning is done. If it turns out that an increase in the number of errors made by students is found, it means that students are not progressing well enough. This requires evaluation from the teacher, which grammatical errors are most often made by students. Thus, the teacher can try to explain again so that students can better understand and not repeat the same errors. On the other hand, if it turns out that the number of errors made by students is decreasing, it means that the students are experiencing fairly good development.

Error analysis plays an important role in language development. By knowing the location of the errors made by students, the teacher is able to provide solutions to eliminate the causes of the inhibition of students' language development. Through error analysis, the teacher is able to find out the types of errors that are most often made by students and focus on helping students realize these errors. The teacher will help students repeat the material that is considered difficult and hinders the learning process. That way, students' language development will be much better.

E. Grammatical Errors

Grammar is a type of language rules that regulate the criteria for using words and sentences. The position of the study of grammar is the main one in language learning, especially in the structural approach. Grammar is a study material for language teachers and learners. According to Culicover (1976), grammar is not an explanation of what properties language should have, but what properties language actually has. Thus, grammatical errors are errors made by students in the grammar section. Grammatical error is a term used in grammar to describe examples of incorrect, unconventional, or controversial usage, such as the improper use of verbs. Grammar has four components, namely a lexicon, a phonology, a syntax and a semantics.

1. A lexicon, which includes information on each word in a language, including its definition, pronunciation, internal structure, relationships to other words in the language, and possible sentence structures.

2. A phonology, which is a breakdown of the language's potential sounds and how they might be combined to produce words.

3. A syntax, which describes the different ways that words in a language can be combined to produce sentences.

4. A semantics, which is a description of how the meanings of the individual words that make up a string of words in a language are combined to form the meaning of the string.

Errors are knowledge gaps in which students are unable to identify the appropriate answers. As a result, Brown (2000) claims that errors are miscalculations, misjudgments, and incorrect assumptions made from a crucial part

of learning practically any skill or obtaining knowledge. The learners' deformities when learning speech or writing cause errors (Dulay, Burt, & Krashen 1982). They mention that making errors is a necessary component of learning. It is impossible to learn a language without making errors at first.

Grammatical errors can be caused due to several factors. Brown (2000) says that grammatical errors can be caused by interlingual transfers, intralingual transfers, learning contexts and communication strategies.

1. Interlingual transfer

Interlingual transfer occurs as a result of the native language or mother tongue of the foreign language learners interfering. The only linguistic system on which the learner can draw in these early phases, before the foreign language's system is familiar, is that of their mother tongue.

2. Intralingual transfer

According to Dulay et al. (1982), who quote Richards (1974), intralingual errors include those that represent the general characteristics of rule learning, such as flawed overgeneralization, inadequate application of rules, and inability to understand the circumstances in which rules apply. Overgeneralization occurs when a student constructs an erroneous structure based on his knowledge of other target language structures. The failure to adhere to the limitations of pre-existing structures, or the application of rules in situations where they do not apply, is another example of rule restriction ignorance.

3. Context of learning

Learning context is the third possible source of grammatical errors. Context is defined as, for instance, the classroom with its teacher and materials

in the case of school-based learning or the social environment in the case of second language acquisition without tutoring. In the context of a classroom, the instructor or the textbook may influence the learner to form incorrect concepts about the language, or as Stenson (citing Richards, 1970) refers to as "induced errors," Students frequently make errors as a result of erroneous explanations from teachers, incorrect wording in textbooks, or patterns that they have learned without any contextualization of the properties.

4. Communicaton strategies

Learning styles are related to communication strategy. Although production strategies are undoubtedly used by learners to improve communication, they can become a cause of grammatical errors.

F. Types of Grammatical Error Analysis

In analyzing the errors made by students, Dulay, et. al. (1982) classified four commonly used taxonomies, namely Linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Linguistic Category Taxonomy

In this category, errors are classified according to one or both of the language components of the error aspect. Language components in the linguistic category are divided into four, namely phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Examples of components that can be analyzed in this category are noun phrases, verb phrases, word orders, verb-and verb construction and so on.

The following are taxonomy of linguistic categories covering morphological and syntactic (grammatical) errors based on Ramirez and Politzer (1973).

a. Morphology

The definition of morphology is as one of the branches of linguistics that studies word structure morphemes. According to Nida (1957), a morpheme is a minimal unit of meaning that can form words or parts of words. For example, *re-, -ist, -ed, -s, -ly* in words like *return, typist, wanted, books, and manly.*

b. Syntax

Syntax is a set of grammar rules for words or clauses in forming sentences. In syntax, errors are classified into four categories namely noun phrase, verb phrase, verb and verb construction, word order and some transformations.

2. **Surface Strategy Taxonomy**

This category emphasizes the systematic and detailed ways in which surface structures are changed by errors in reasoning, including addition, omission, misformation, and misordering.

3. **Comparative Taxonomy**

A comparative's classification of errors is based on a comparison between the second-language errors' structure and that of a few other kinds of constructs. Developmental and intralinguistic faults are the two main error categories that have resulted from these comparisons.

4. **Communicative Effect Taxonomy**

The communicative effect taxonomy approaches errors from the standpoint of their impact on the listener or reader, in contrast to the surface strategy and comparative taxonomies, which concentrate on the aspect of the errors themselves. It focuses on separating errors that appear to lead to miscommunication from those that do not. Errors are divided into two categories under this taxonomy: global and errors.

In general, taxonomies have their own characteristics and ways of classification. And in this study, the researcher analyzed these errors only based on the Lingustic Category Taxonomy. The researcher adapted the grammatical theory popularized by Ramirez and Politzer (1973), namely morphology and syntax to analyze grammatical errors made by students.

G. Recount Text

In learning English, students must master several genres. One of them is recount text. Recount text is a type of text that tells about events that occurred in the past. Knapp (2005) states that recount text is a written text that contains a report on a person's experience from a series of interrelated events. In addition, Hyland (2003) also mentions the definition of recount text as a type of text that has a social function to reconstruct someone's experience in the past by retelling chronologically according to the actual sequence of events.

1. The Generic Structure of Recount Text

In writing recount text, mastery of generic structure is required. Generic structure is a pattern or systematic writing of the parts presented in a text. According to Martin (1990), generic structure usually consists of an initial, middle and final stage. Students must have knowledge about it, so that they are

able to write a recount text that is coherent and easily understood by the reader. According to Derewianka (1990) stated by Alfiani (2022), recount text consists of three parts, namely orientation, events, and reorientation.

a. Orientation

Orientation is the first paragraph in the recount text. This paragraph explains in detail and thoroughly about what, when, who, where and why. The writer provides information regarding what happened, who or what was involved, when and where the incident occurred and why. In other words, orientation provides all the necessary background information to enable the reader to understand the text.

b. Events

Event is a part of recount text that tells events in chronological order. The writer writes a series of stories starting with the first event followed by the second event until the last event. Writers must be able to develop events, so that they make readers interested in reading them. Therefore, creativity is needed in writing this section. In addition, the writer must also be careful in telling every detail of the event. Sometimes writers need to throw out events and details that unimportant and uninteresting. The writer should be able to select events that are relevant and expandable through the inclusion of specific details.

c. Reorientation

The last part of recount text is reorientation. This section can contain conclusions, evaluation of the topic, or it can contain comments or personal opinions. However, not all recount texts are closed with reorientation. The

closing statement in the recount text depends on the purpose and audience of the text. It could include evaluative comments, describing the writer's feelings, for example *Finally, I forgive him and we hug each other*; or an evaluation of the significance of the events described, for example, *Captain Cook's voyage brought many benefits to the British government at that time*.

In this study, the researcher analyzed the generic structure of the recount text written by students. The researcher used the help of rubrics to find out the scores obtained by students and find out their progress.

2. The Language Features of Recount Text

Another element that must be known from recount text is the language features. Language features are language elements that characterize a text. These elements are usually the difference between one type of text and another. In recount text, there are five language features, namely simple past tense, temporal sequence, specific participant, conjunctions, and action verbs.

a. Simple past tense

Simple past tense is a type of tense that is used to express an event or event that started and ended in the past. In other words, events that have occurred in the past have nothing to do with the present. The event actually happened and ended in the past. According to The Macmillan Dictionary, Simple past is tenses that talk about habitual actions, behavior, or situations that happened or existed before now.

b. Using temporal sequence

The use of temporal sequence in recount text is to determine a certain sequence of events based on time. Some examples of temporal sequences that are usually used include On Saturday, On Sunday, On Monday, and so on.

c. Focus on specific participant

In a recount text, the writer will focus on the specific participants. Usually, the writer uses I as the main character who experienced an event or events in the past. In other words, writers usually use the first person point of view because they write directly from their personal experiences.

d. Conjunctions

The use of conjunctions in a text is necessary. Conjunctions help connect one word to another, to connect one sentence to another. Commonly used conjunctions in recount text include then, before, after, and so on.

e. Action verbs

Action verbs are types of verbs that are used to express activities or actions performed by the subject. Having another name, namely dynamic verb, action verb is a pure verb that acts as a predicate in a complete sentence. Examples of some action verbs that are often used in recount text include went, stayed, walked, and so on.

H. Theoretical Framework

To clarify the analysis of errors in this category, the researcher adapted a theory of linguistic errors popularized by Ramirez and Politzer (1973). Here is the taxonomy of linguistic categories including morphological and syntactical errors.

Table 2.1 Error Classification

A.	**MORPHOLOGY**		
	1.	Change of word class	
	2.	The Use of affixes	
		a.	Prefix
		b.	Suffix
	3.	First Language Use	
	4.	Word Choice	
B.	**SYNTAX**		
	1.	Indefinite articles incorrect	
		a.	*a* used for *an* before vowels
		b.	*an* used for *a*
	2.	Possessive case incorrect	
		a.	Omission of's
	3.	Third person singular verb incorrect	
		a.	Failure to attach *–s*
		b.	Wrong attachment of *–s*
	4.	Incorrect use of tense	
		a.	Regular past tense
			• Omission of –ed
			• Adding *–ed* to past already formed
		b.	Irregular past tense
			• Regularization by adding *–ed*
			• Substitution of simple non past
			• Substitution of past participle
		c.	Incorrect use of to be
	5.	Past participle incorrect	
		a.	Omission of *–ed*
	6.	Comparative incorrect	
		a.	Use of more +er
	7.	Noun phrase	
		a.	Determiners
			• Omission of the article/ genitive
			• Use of wrong article
			• Substitution of definite article for possessive pronoun
			• Use of possessive with the article
			• Use of wrong possessive
			• Oversupply determiners
		b.	Nominalization
			• Simple verb use instead of *–ing*
			• Preposition by omitted
		c.	Number
			• Substitution of singulars for plurals
			• Substitution of plurals for singulars
		d.	Use of pronouns
			• Omission of the subject pronoun
			• Omission of "*dummy*" pronoun *it*

- Omission of object pronouns
- Subject pronoun used as a redundant element
- Alternating use of pronouns by number as well as gender
- Use of *me* as subject

    e. Use of prepositions

- Omission of prepositions
- Incorrect use of prepositions
- Oversupply of prepositions

8. Verb Phrase

    a. Omission of verb

- Omission of main verb
- Omission of *to be*

    b. Use of progressive tense

- Omission of *be*
- Replacement of *–ing* by the simple verb form
- Substitution of the progressive for the simple past
- Substitution of simple past for the progressive

    c. Agreement of subject and verb person

- Disagreement of subject and verb person
- Disagreement of subject and number
- Disagreement of subject and tense

    d. Oversupply verb phrase

9. Verb and verb construction

    a. Embedding of a noun-verb and-verb construction in another noun-and-verb construction

    b. Omission of *to* in identical subject construction

    c. Omission of *to* in the verb-and-verb construction

    d. Attachment of the past marker to the dependent verb

10. Word order

    a. Repetition of the object

    b. Adjectival modifiers placed after noun

    c. Order of compound subject

    d. Omission of word

    e. Inaccurate word order

11. Some transformations

    a. Negative transformations

- Formation of *no* or *not* without the auxiliary *do/did*
- Multiple negation

    b. Question transformation

- Omission of auxiliary

    c. *There* transformation

- Use of *is* instead of *are*
- Omission of *there*
- Use of *it was* instead of *there was*

    d. Subordinate clause transformation

- Use of *for* for *so that*
- Use of indicative for conditional

12. Use of conjunctions	
a.	Omission of conjunction
b.	Incorrect use of conjunctions
c.	Oversupply of conjunctions

I. Previous Studies

In a study, the presence of previous studies becomes important as a supporting and comparison material. With previous studies, the discussion can be broader with the support of data that has been found by previous researchers. Thus, researchers can compare and even know the development of the case being studied. In this study, the researcher used four other references made by previous researchers.

Sari (2019) identified the number and percentage of grammatical errors made by students in recount texts. In addition, the researcher also investigated the most common grammatical errors found in students' recount texts. Using the theory of Politzer and Ramirez (1973) in analyzing grammatical errors based on the taxonomy of linguistic errors, a total of 412 errors were found with 78/ 18.93% errors in the morphology category and 354 or 81.07% errors in the syntax category. The most errors made by students are in the syntax category. Students often make errors on Disagreement of subject and tenses which consist of 194/ 47.09% errors. In addition, students also often make errors in the morphology category, with 71/17.23% errors in omitting "-ed" and 31/7.52% errors in pasting past markers on dependent verbs.

In addition, Ma'arif (2013) also identified and classified students' grammatical errors in writing recount texts. The researcher also describes the frequency of errors that occur. The results showed that the researcher found 442 errors from 21 students. These errors are divided into 14 categories, namely

singular plural, word form, word choice, verb tense, add a word, omit a word, word order, spelling, article, capitalization, run on sentence, punctuation, meaning not clear, and incomplete sentence. The results of further analysis showed that the most grammatical errors made by students are verb tense.

Furthermore, a research was also conducted by Sari (2018) which aims to determine students' understanding of the generic structure of recount text. The results showed that the highest percentage of students' knowledge lies in orientation, namely 38.35% and the lowest percentage of knowledge lies in events, namely 29.19%. In other words, students understand more about orientation than events and reorientation.

Almost the same as Sari (2018), Suriyah et. al. (2022) also conducted research on the generic structure of student recount texts. The results showed that four students mentioned the complete elements of the orientation, while the other students did not. In terms of series of events, four students wrote the sequence of events chronologically, while the other two did not. Finally, in the reorientation section, to end their personal experiences, three students wrote perfectly, while the other students did not. Thus, from 6 students, it can be concluded that there are 3 students who are able to compose recount texts well, but the others still need improvement.