

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will present some theories that the writer is going to apply to make the analysis. It discusses about the definition of cohesion, grammatical cohesion, expository essay, definition of error, categories of error, sources of error and previous studies. They will be discussed more clearly based on many references.

A. The Definition of Cohesion

Writing does not only focus on coherence, but also cohesion that ensure a reader's interest and comprehension. Actually, there are differences between coherence and cohesion. The term coherence refers to content aspects. Coherence is the way all the sentences should be clearly connected to each other. Without connecting words or phrases, the supporting ideas may be hard to follow because they do not relate to the topic sentence. A text can be said coherence if it presents its argument in a clear, logical and comprehensible order.⁹ While the term cohesion refers to formal aspects of writing, specifically on the paragraph and sentence level. It is clear that cohesive refers to the connections which exist between the elements in the text.¹⁰

⁹Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students* (USA: Addison-Wesley Publishing Company, 1983), 4.

¹⁰ Jan Renkema, *Discourse Studies: An Introductory Text Book* (Amsterdam and Philadelphia: John Benjamins Publishing Company, 1993), 35.

Cohesion means formal links between phrases or sentences which make the text is clear and readable.¹¹ Jan Renkema says in his book that cohesion is the connection which results when the interpretation of a textual element is dependent on another element in the text.¹² Thus, the text is cohesive if its elements are linked together. There are two main types of cohesion: grammatical cohesion, referring to the structural content, and lexical cohesion, referring to the language content of the piece. Cohesion is very important both to the reader in constructing the meaning from a text and to the writer in creating a text that can be easily comprehended.

B. The Definition of Grammatical Cohesion

According to Laurel J. Brinton, the term grammar is used to refer to the rules of principles by which a language works its system or structure.¹³ From this statement, we can conclude that grammar is the rule for forming word and making sentence. By grammar, the writer can make a good writing. Grammatical cohesion is one of the aspects in cohesive device. It is the grammatical connection between clauses and sentences which make the text can be read clearly and understandable. In analyzing grammatical cohesion, we can analyze the deep structure that is focused on the content.¹⁴ Michael Halliday and Ruquaiya Hassan (1976) said in his book "*Discourse Studies*" that they distinguish four types of cohesion. They are *substitution, ellipsis, reference, and conjunction*.

¹¹ Guy Cook, *Discourse* (England: Oxford University Press, 1989), 14.

¹² Renkema, *Discourse Studies*, 35.

¹³ Laurel J. Brinton, *The Structure of Modern English* (Amsterdam: John Benjamins Publishing Company, 1984), 8.

¹⁴ Halliday M.A.K and Ruquaiya Hassan, *Cohesion In English* (USA: Longman Inc., New York, 1976), 37.

1. Types of Grammatical Cohesion

a. Substitution

Renkema says that substitution is the replacement of a word or sentence segment by a dummy word.¹⁵ The meaning of “dummy” word can be determined by what is imparted before or after the occurrence of the dummy word. In general, dummy word is pronoun.¹⁶ In substitution, the speaker wished to avoid the repetition of a word. Example:

- My shirt is small. I must buy a bigger one.

The word “one” substitutes for “shirt”. It means a word is not omitted, as in ellipsis, but is substituted for another. Another example:

- A : Which ice cream would you like?

B : I would like the brown one.

Where “one” is used instead of replacing “ice-cream”. The replacement of this word refers to noun.

The example of replacing the noun for pronoun:

- “I threw the rotten mango. It was the only one I had”.

The second sentence contains the pronoun (*It*), and the substitution (*one*). One should not mix up the two because they both serve different purposes: one to link back and one to replace. There are three types of substitution: *nominal substitution, verbal substitution and clausal substitution*.

¹⁵Renkema, *Discourse Studies*., 37

¹⁶ *Ibid.*, 38.

1. Nominal Substitution

It occurs when the dummy word substitutes noun. In nominal substitution, *one*, *ones* and *same* can stand in place of nominal groups and head nouns, as the following example:

➤ A: Would you like some coffee?

B: Yes, I would like the black one.

2. Verbal Substitution

It occurs when the dummy word substitutes verb. The verb substitution is *do*, *does*, *did*, *done*. Its position is always in the end of the group. Example:

➤ A: Have you submitted your assignment?

B: I haven't done yet, but I will do it.

The word "done and do" in the second substitute the verb "submitted".

3. Clausal Substitution

It occurs when the dummy word substitutes an entire clause.

The word used as substitutes are *so* and *not*. Example:

➤ A: Is she the girl who meets you?

B: Yes, I think so.

The word "so" here substitutes the whole of the clause "she is the girl who meets you".

b. Ellipsis

It is an omission of a word. The speaker needs the word not to be raised, because it is clear enough. Example:

- These trousers are tight. Those __ are new.

The word “*trousers*” is omitted because it is very clear enough. Renkema states that “Ellipsis is the omission of word or parts of sentence is closely related to substitute.”¹⁷ Ellipsis is described as “substitution by zero” because without repeating the word that has been omitted we can get the meaning. There are three types of ellipsis: *nominal ellipsis*, *verbal ellipsis* and *clausal ellipsis*.

1. Nominal Ellipsis

It is the omission of noun. Example:

- These apples are rotten. Those __ are fresh.

2. Verbal Ellipsis

It is the omission of verb. Example:

- A: will you join in this program?

B: Yes, I will ϕ

3. Clausal Ellipsis

It is the omission in the clause. Example:

- Billy told he would have finished his work, and he has.

The clause “*would have finished his work*” is omitted and the word “*has*” can be said stand for “*would have a finished his work*”.

¹⁷Ibid.

c. Reference

It is the act of referring to the preceding or following element.¹⁸ There are two kinds of reference: *exophoric and endhoporic*. Exophoric is the meaning of word refers to other as identified in the context of situation. While endophoric means the meaning of as textual reference. But only endophoric is cohesion. Endophoric is divided into two types, they are *anaphora and cataphora*.

➤ Anaphora Reference

It is back to referential pronoun. Referring someone/something that has been previously identified, to avoid repetition.

Example: Sue told that she was not going to beach last week.

The word "Sue" is referred by the pronoun "she", it is called anaphora.

➤ Cataphora Reference

It is the opposite of anaphora: It is forward referential pronoun.

Example: When he came in, John was sleeping on sofa.

The word "He" refers to "John", So it is called cataphora.

According to Halliday and Hassan's theory, reference is classified into three parts: *personal reference, demonstrative reference and comparative reference*.¹⁹

1. Personal Reference is a word that refers to personal.

- Personal Pronouns : **I, me, you, we, us, him, her, they, them, it.**

Example : I take my money in Bank.

¹⁸ Ibid.

¹⁹M.A.K .Halliday and Ruqaiya Hassan, *Cohesion in English* (United States: Longman,1984), 37.

- Personal Determiners (possessives) : **my, mine, your, yours, his, her, hers, their, theirs and its.**

Example : Your bicycle is new.

- Relative Pronoun : **who, which**

Example : The man who is calling you is my uncle.

2. Demonstrative Reference

- Determiners: **the, this, that, those, these**

Example: Those books are on the table.

- Demonstrative Adverb: **here, there, then**

Example: My sister has lived here for about two years.

3. Comparative Reference

- Comparative Adjective : **same, identical, equal, other, different, more, better.**

Example: The car is more expensive than the motor cycle.

- Comparative Adverbs: **similarly, differently, less and so on.**

Example: The children were similarly dressed.

d. Conjunction

Conjunction links two sentences which have relation to each other.²⁰

Conjunction sets up a relationship between two clauses or sentences²¹, such as:

hence, so, after, and, but, then etc.

Example : We have a lunch after meeting.

²⁰ Ibid.

²¹ Renkema, *Discourse Studies.*, 38.

According to Halliday and Hassan's theory, the category of conjunction is classified into four types: *additive, causal, adversative and temporal relations*.

- Additive conjunction is the coordination relation which links a set of items in the structure of the language. Such as nouns, adverbs, clauses and sentences. The example of the words are the use of **and, besides, or, in addition, in other word and like wise**.

Example : My hobbies are singing *and* swimming.

- Causal Conjunction deals with cause and effect, reason and result. The examples are the words **because, because of and otherwise**.

Example: Tono cancels his travelling *because of* raining.

- Adversative Conjunction is the contrary to the expectation. The example are the words **yet, however and anyway**.

Example : My assignments have not submitted *yet*.

- Temporal Conjunction deals with time and sequence. The examples are **then, next, after, finally and soon**.

Example : Rani is getting flat tire, *finally* she comes late into the class.

C. Expository Essay

There are several types of essay. They are descriptive, narrative, expository and argumentative essay. When the writer conducts this study, she focuses on the students' essay, that is expository essay. The expository essay is a genre of essay that requires the student to investigate an idea, evaluate evidence, describe the idea in detail. In expository, the writer provides information about a

particular subject.²² The purpose of expository essay is to explain a topic in a logical and straightforward manner. A well-written exposition remains focused on its topic and lists events in chronological order.

1. The General Structure of An Essay

There are differences between essay and paragraph. A paragraph is a group of sentences which develop one main idea.²³ While, essay is longer than paragraph. But like a paragraph, it has the same content. Writing essay is not as easy as writing a paragraph because it is more complex, so you have to plan it carefully. A good essay has three major structural parts, they are: *introductory paragraph, supporting paragraphs and concluding paragraph.*²⁴

- The Introductory Paragraph

It is the first paragraph of an essay. It has two functions: It attacks the reader's interest, and introduces the topic of the essay.²⁵ And also it has a thesis statement, it is the central idea, developed in essay. The thesis statement appears in the introductory paragraph, and the specific support for the thesis appears in the paragraphs that follow.

- The Body Paragraphs

It is made up of one or more paragraphs. Each body paragraph has a topic sentence and several supporting sentences. Each body paragraph develops the thesis statement. According to John Langan, in the body of an essay, each of

²²John Langan, *College Writing Skills with Readings* (New York: McGraw-Hill Book Company), 111.

²³Alice Oshima and Ann Hogue, *Writing Academic English: A Writing and Sentence Structure Workbook for International Students* (USA: Addison-Wesley Publishing Company, 1983), 3.

²⁴Langan, *College Writing.*, 7.

²⁵Oshima and Ann Hogue, *Writing Academic English.*, 77.

the supporting paragraphs should begin with a topic sentence that states the point to be detailed in that paragraph.²⁶

- **Concluding Paragraph**

It is the last paragraph of an essay. Generally the conclusion is a summary of an essay body and any closing thoughts or ideas.²⁷ The concluding paragraph has a summary of the main ideas or a statement of the thesis, and the final comment on the topic.²⁸

Besides three structural parts of paragraph, a good paragraph also has the element of unity and coherence. Unity means that we discuss only one main idea in a paragraph.²⁹ The main idea is stated in the topic sentence then we should develop the idea with supporting sentences.³⁰ Coherence is a linking phrases which make our paragraph easy to read and understandable. Because: (1) The supporting sentences are in the same kind of logical order and (2) The ideas are connected by the use of appropriate transition signals,³¹ So each sentence should flow smoothly into the next one.

2. The Five-Step of Writing Process for Expository Essays

Writing is inventing our ideas and organizing them into statements or paragraphs that will be clear to a reader. Writing is a difficult skill because good writing should be done from a set of rules and principles such as: grammatical accuracy and correct organization as well as its content. Writing is non-verbal

²⁶ Langan, *College writings.*, 8.

²⁷ <http://www.essaywritinghelp.com/process.htm>. Accessed on March 28, 2013, at 11.35.

²⁸ Oshima and Ann hogue, *Writing Academic English.*, 84.

²⁹ *Ibid.*, 4.

³⁰ *Ibid.*

³¹ *Ibid.*

communication, so the writer should make up correct sentences and transmitting them on the paper. Understanding and following the steps of the writing process help all writers, including students, master the expository essay. In writing essay, the writer should apply a few techniques in writing. This process is called writing process. According to Joy Wingersky, the general steps in writing process include: *prewriting, organizing ideas, drafting, editing (reflecting and revising), and making a final draft.*³²

a. Prewriting for the Expository Essay

It is a way of generating ideas, narrowing a topic or finding the direction (include brainstorming and reading). In prewriting, the students should take time to brainstorm about the topic and main idea. Next, they create an outline showing the information to be presented in each paragraph, and organized in a logical sequence.

b. Organizing the Expository Essay

It involves sorting ideas in a logical manner to prepare in writing a draft. (organizing these ideas into a rough outline that includes a main idea and supporting ideas).³³

c. Drafting the Expository Essay

It is the part of the writing process in which you compose sentences in a paragraph form to produce the first copy of your essay. (here, you write a first

³² Joy Wingersky, *Writing Paragraphs and Essays: Integrating Reading, Writing and Grammar Skills*, (California: Wadsworth Publishing Company, 1992), 3.

³³ *Ibid.*, 14.

draft). When creating the draft of an expository essay, consider the following suggestions:³⁴

- The most important sentence in introductory paragraph is the topic sentence, which states the thesis or main idea of the essay.
- The thesis should be clearly stated without giving an opinion or taking a position.
- Each of the three body paragraphs should cover a separate point that develops the essay's thesis. The sentences of each paragraph should offer facts and examples in support of the paragraph's topic.
- The concluding paragraph should reinforce the thesis and the main supporting ideas. Do not introduce new material in the conclusion.
- Since an expository essay discusses an event, situation, or the views of others, and not a personal experience, students should write in the third person ("*he, she, or it*"), and avoid "*I or you*" in sentence.

d. Editing and Revising the Expository Essay

Editing is checking for mechanical problems and correcting them. (include spelling, grammar and punctuation). While an expository essay should be clear and concise, it can also be lively and engaging. Having a friend read the essay helps writers edit with a fresh perspective. Revising is the most important steps in writing involves smoothing out your writing, adding more detail and making

³⁴ Ibid.

changes to clarify wording and organizing.³⁵ In revision, students review, modify, and reorganize their work with the goal of making it the best.

e. Making A Final Draft

Making a final draft and deciding its readiness for your intended audience is a step that takes patience and judgment.

D. Definition of Error

When we discuss error, of course we discuss mistake because they seem similar in meaning, whereas some researchers have made the distinctions between them.

There is a difference between mistake and error. A mistake refers to a performance error that is either a random guess or a "slip" in that is failure to utilize a known system correctly.³⁶ A mistake occurs when learners fail to perform their competence. A mistake is caused by a fault: the fault being misjudgment, carelessness, or forgetfulness. Mistake is a wrong response that if you thought about it, you would realize is wrong. Mistakes can be self corrected when attention is down to them.

An error takes place when the deviation arises as a result of lack knowledge.³⁷ From this statement, an error represents a lack of competence. An error is a wrong response because you have no knowledge about what the right answer is, so an error cannot be self-corrected. However, mistake and error can be

³⁵ Ibid., 15.

³⁶ Brown H. Douglas, *Principles of Language Learning and Teaching* (USA: Prentice-Hall, 1987), 170.

³⁷ Rod, Ellis. *The Study of Second Language Acquisition* (New York: Oxford University Press, 2001), 51.

done by whomever, in both native and second language situation. Take for example in "Does Mary can swim?". From the sentence, we have an error. It is having failed to select the auxiliary verb. It must be "Can Mary swim?" To know whether it is error or mistake we need careful analysis. Errors are repeatedly on many different occasions and they are systematically made, while the mistakes are unsystematically made. In a nutshell, errors you make because you do not know better, while mistakes you make *despite* the fact that you know better. If this problem had not solved immediately, this error would have had disastrous consequences.

E. Categories of Errors

Descriptive taxonomies are error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or sources. According to Dulay, Burt and Krashen, there are four classifications of errors based on descriptive taxonomies, they are: (1) *linguistic category*; (2) *surface strategy*; (3) *comparative analysis*; (4) *communicative effect*.³⁸

In this study, the writer limits the analysis of errors based on surface strategy taxonomy. Dulay, Burt, and Krashen said, "A surface strategy taxonomy highlights the ways surface structures are altered: Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them."³⁹ From this statement, we can conclude that there are four categories of errors, they are: *Omission, Addition, Misformation, and Misordering*.

³⁸ Heidi Dulay, et. al., *Language Two* (New York: Oxford University Press, 1982), 146.

³⁹ *Ibid.*, 150.

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.⁴⁰ Generally, there are two kinds of omission: *omission of content morphemes, and omission of grammatical morphemes.*

a. Omission of Content Morphemes

This omission is related to the major constituent of the referential meaning of a sentence as nouns, adjectives, and adverbs. For example: “*He ... me flower*”. In this sentence, the writer omits a needed verb and the third singular marker -s. It should be “*he gives me flower*”.

b. Omission of Grammatical Morphemes

This omission does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence.⁴¹ It includes noun and verb inflections (e.g. *the-s in birds, the -s in mother's, the -ed in looked, the -ing in laughing, etc*); prepositions (*in, on, at, under, etc*); conjunctions (*and, or, but, because, if, although, etc*); verb auxiliaries (*is, will, can, etc*); and articles (*a/an, the*) for example: *Jenny inviting her friends on her birthday*. She omits the verb auxiliary before verb progressive/continuous. It should be “*Jenny is inviting her friends on her birthday*”.

2. Addition

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

⁴⁰ Ibid., 154.

⁴¹ Ibid., 155.

There are three types of additions; they are double marking, regularization, and simple addition.⁴²

a. Double Markings

Table 2.1
Table of the Example of Double Marking Errors

Semantic Feature	Error	Example of Error
<i>Past Tense</i>	Past tense is marked in the auxiliary and verb	She <i>didn't ate/</i> eaten
<i>Present Tense</i>	Present tense is marked in the auxiliary and verb	He <i>doesn't</i> knows.
<i>Negation</i>	Negation is marked in the auxiliary and the quantifier. Negation is marked in the auxiliary and the adverb	She <i>didn't</i> give him nothing. He <i>don't</i> go no wings. They <i>don't</i> hardly eat
<i>Equation Predicate</i>	Equation is marked in two copula position	<i>Is this is</i> a cow?
<i>Object</i>	The object is both topicalized and expressed in the object pronoun	That's <i>the man</i> who I saw him
<i>Past tense</i>	The auxiliary is produced twice	Why <i>didn't</i> mommy <i>don't</i> make dinner?

b. Regularization

Regularization is the type of addition error in which a marker that is typically added to a linguistic item is erroneously added exceptional items of the given class that don't take a marker.

Example:

He readed magaxine yesterday. (incorrect)
He read the magazine yesterday. (correct)

⁴² Ibid., 156.

c. Simple Addition

Simple addition is the type of addition error in which the use of an item that should not appear in a well-formed utterances.

Table 2.2
Table of the Example of Simple Addition Errors

Linguistic item added	Example
3rd person singular -s	The fishes <i>doesn't</i> live in the water
Past tense (irregular)	The train is gone <i>broke</i> it
Article	<i>a</i> this
Preposition	<i>In</i> over here

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of misformations:⁴³

a. Regularization Errors

It is that falls under the misformation category are those in which a regular marker is used in place of an irregular one. Take for example:

*He buys motorcycle by **his self**.* (incorrect)
*He buys motorcycle by **himself**.* (correct)

b. Archi-Form

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.⁴⁴

Take for example: Demonstrative adjective *this, that, these and those* to do the work for several of them:

*Those **cat**.* (incorrect)
*Those **cats**.* (correct)

⁴³ Ibid., 158.

⁴⁴ Ibid., 160.

For this learner, "those" is archi-demonstrative representing the entire of demonstrative adjective.

c. Alternating forms

Alternative forms is alternating of various members of a class with each other in using of archi-forms.

Example:

She written a letter last night. (incorrect)
She wrote a letter last night. (correct)

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example in the utterance: *I don't know who are you.* The sentence uses a simple question order for what is that. The true sentence is "*I don't know who you are.*"

F. Sources of Error

Source of errors is the reason why the errors happen in the target language. According to Brown, there are four sources of error.⁴⁵ They are *interlingual errors, intralingual errors, context of learning and communication strategies.*

1. Interlingual Errors

The beginning stages of learning a second language are characterized by a good deal of interlingual transfer from the native language or interference.⁴⁶ It is also occurs as a result of the use of elements from the one language while speaking another.

⁴⁵ Douglas, *Principles of Languages Learning*, 177-181.

⁴⁶ Dulay, *Language Two*, 171.

Example: We have all heard English learners say "sheep" for "ship", or "the book of Jack" instead of "Jack's book".

All these errors are attributable to negative interlingual transfer.

2. Intralingual Errors

Intralingual transfer within the language itself is a major factor of errors in second language learning. Early stages of language learning are characterized by a predominance of interference (interlingual transfer). Generalization within the target language is manifested.

1. Past tense form of verb following a modal
2. Present tense -s on a verb following a modal
3. ing on a verb following a modal
4. are (for be) following will
5. past tense form of verb following do
6. present tense -s on a verb following do
7. ing on a verb following do
8. past tense form of a verb following be (inserted to replace a modal or do)

3. Context of Learning

In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language, which is called as "false concepts". Students often make errors because of poor teaching in the target language, for example: *look at* and *look out* are presented contiguously by their teacher. Students also often make errors because of a misleading explanation from the

teacher, faulty presentation of a structure or word in textbook, or even because of a pattern that was memorized in a drill but not properly contextualized.

4. Communication Strategies

The fourth major source of error can be found in different communication strategies used by the learner to get a message across to a hearer or reader. Learners obviously use production strategies in order to enhance getting their messages across. It is possible, for example, a Second Language (ESL) learner say, "He works hard for the well done of his family". While the utterance showed a nice little humor, it had an incorrect approximation of the word welfare.

G. Review of the Previous Study

In conducting the research, the researcher also pays attention on a considerable previous studies. The researcher gets an inspiration of this study from the previous studies. The first researcher who studies about cohesive devices entitled "*Cohesive Devices In Theses Of English Department Students Of STAIN Kediri*" is Hamidah. The second researcher is Lailatul Izzah on her thesis entitled "*Cohesive Devices In Argumentative Writing Of English Department Students Of STAIN Kediri*." Both of them have the same topic in analyzing cohesive devices using "*Halliday and Hassan's theory*", which include grammatical and lexical cohesion

In this research, the writer analyzes the grammatical cohesion errors in students'expository essay of English Department. This study describes the errors using "*Heidi Dulay's theory*", and classify the grammatical cohesion using

“Halliday and Hassan’s theory” which is classified into four categories, they are *substitution, ellipsis, reference and conjunction*.

This study is different from the previous studies because this study is more complex in analysing the errors of grammatical cohesion. This study is similar to the previous studies. They use *“Halliday and Hassan’s theory”* although they have different subject.