CHAPTER II

LITERATURE REVIEW

This chapter deals with the discussion about the review of the literature related to the topic of this research. Besides, the researcher also provides some previous studies related to the topic of this study.

A. Writing

Writing is one of the skills in any language. It is just important as speaking, listening, and reading. Writing is a skill to make written texts; the skill should be given as a lesson and practice. It means that writing is a compulsory lesson that should be given to language learner of any languages. Besides, practicing writing is needed to give to the student inside and outside the class in developing the skill.

Writing is usefully described as a process of putting thoughts into words and words into paper.[1] Writing is a way in which a writer tries to express or show their idea, opinion, story, etc. to the readers. In writing process, a writer consciously does a process of creating and arranging the thought and idea in a written form. A writer intentionally delivers his or her thoughts to the reader. However, delivering the idea is not an easy work.

Byrne defined writing as the usage of graphic symbols letters or combinations of letters which are arranged according to a certain conventions

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[1] McDonald,C.R and McDonald,R.L., *Teaching Writing* (America: Southern Illinois Univesity Press,2002),7.

to form words.[2] He also added that the words are subsequently arranged to form sentences. Then, the sequence of sentence are arranged in a particular order and linked together in certain ways. Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on paper by using the correct procedure.

According to Jim A.P, he explained that writing skill is a complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.[3]

From the definition above, the researcher takes conclusion that writing is one of language skills which needs more practicing inside and outside the class. In writing, the learners try to put their idea on a paper in order to express their thought, story, opinion, and so on. Moreover, in delivering the idea to the reader, the writer needs grammatical pattern mastery, good organization, and choosing the appropriate vocabularies.

B. Error and Mistake

First of all, it would be better to differentiate the term of error and mistake. Several experts had tried to distinguish the definition between these two terms. As pointed out Corder as cited in Agustina and Junining, there is a vital difference between error and mistake. He labels 'mistake' as

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[2] D Byrne, *Teaching Writing Skills (7ed),* (England: Longman Group UK Limited, 1995), 1.

[3] Jim, A.P., *Writing Skill in Second Language Second Edition* (Cambridge: Cambridge University Press,2010), 2.

'performance error' such as slip of pen. The learner himself can correct it later on because they are not the result of unawareness, whereas, genuine errors are ignorance of rules. Further, the learner cannot correct it by himself.[4]

Corder pointed out that errors provide evidence of the system of language which a learner is using at any particular point in the course of L2 development, and of the strategies or procedures the learner is using in his "discovery of the language." In a sense, errors are windows into the language learner's mind. In this approach, learner language is viewed as a target of analysis which is potentially independent of L1 or L2, and the state of learner knowledge is seen as transitional competence on the path of SLA.

Further, Corder claimed that the making of errors is significant because it is part of the learning process itself: "a way the learner has of testing his hypothesis about the nature of the language he is learning." This includes testing whether aspects of existing L1 knowledge can be used in the L2. Errors are thus a sign that the learner is (perhaps unconsciously) exploring the new system rather than just experiencing "interference" from old habits.

Douglas Brown stated an error is a noticeable deviation from the adult grammar of a native speaker, referring the inter language competence of the learner.[5] People always make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of deficiency in

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[4] Vika Agustina and Esti Junining, "Error Analysis in the Travel Writing Made by Students of English Study Program", *JEELS*, 2, (May, 2015), 13.

[5] Brown, J.D., *Principles in Language Learning and Teaching* (New York: Pearson Education, 2007), 258.

competence but the result of some sort of breakdown in process of producing speech.

Ellis points out that error reflect gaps in a learner's knowledge; they occur because the student does not know what is correct.[6] Errors are the flawed side of learner speech or writing. Those parts of conversation or composition that deviate from some selected norm of mature language performance. [7] Teachers or mothers who have waged long and patient battles against their students' or children's language errors have come to realize that making errors in inevitable part of learning. People cannot learn language without first systematically committing errors. In short, the occurrence of error is common phenomenon in language learning.

From the definition above, it can be said that errors happened as a result of lack knowledge or competency in performing a language and it needs an explanation. It means that 'error' could not be corrected by the learners themselves. While, mistakes happen commonly because of performance factor such as lack of attention, fatigue, carelessness, or another performance factors. It means that mistake could be corrected by the learners themselves.

C. Error Analysis

The study of error analysis has been growing now a day. Although, error analysis is not a new field of research however, this approach is still very useful in English language learning and teaching. Some researchers are interested on conducted the research in this field of study. Researchers are

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[6]Ellis Rod, *Second Language Acquisition*, (NewYork: Oxford University Press,1997), 17.
[7] Heidi Dulay et al*, Language Two*, (New York: Oxford University Press, 1982), 138-139.

interested in conducting the study because error has an advantage for both teachers and learners. Trough analyzing the error, teachers can get the information about the error that students made. So, regarding the importance of error analysis, this approach is still useful for teachers to use to diagnose English learners' writing problems and analyze the reasons for these problems.

Error analysis (EA) is the first approach to the study of SLA which includes an internal focus on students' creative ability to construct language. It is based on the description and analysis of actual student error in L2, rather than on idealized linguistic structures attributed to native speakers of L1 and L2.[8] EA (Error Analysis) is a type of linguistic study that focuses on the errors learners made. It consists of a comparison between the errors made in target language (TL) and within TL itself.

A key finding of Error Analysis has been that interference of the mother tongue is not the only source of errors. Error analysis is one of the most influential theories of a second language acquisition. It is concerned with the analysis of the errors committed by foreign language learners by comparing the learner's acquired norms with the target language norms and explaining the identified errors.[9] Brown defined error analysis as the process to observe, analyze, and classify the deviation of the rules of the second languages and then to reveal the systems operated by learner.[10]

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[8] Troike Saville, M., *Introducing Second Language Acquisition* (New York: Cambridge University Press, 2006) 37.

[9] C James, *Errors in Language Learning Use* (Harlow: AddisonWesley Longman Limited, 1998).

[10] Brown, J.D., *Principles in Language Learning and Teaching* (New York: Pearson Education, 2007), 26.

D. The Types of Error

After giving the explanation about definition of error, mistake and error analysis, the researcher tries to tell the classification of error. In order to know the classification of error, we need a process of analysis. There are so many theory in error classification based on linguists' point of view. Some researchers try to classify the error based on descriptive classification of errors. They are: (1) linguistic category; (2) surface strategy; (3) comparative analysis; and (4) communicative effect. Further, error taxonomy classifies errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. [11]

1. Error types based on linguistic category

This taxonomy tries to classify errors according to either or both the language component and the particular linguistic constituent the error affects or both of them. Language component itself include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

Many researchers use the linguistic category taxonomy as the reporting tool which organizes the errors they have collected. Although some of it as the only classification scheme offered, many use it to add to the description of errors provided by other taxonomies. We can take example, when the researchers want to conduct a research on error analysis as in interlingual and developmental, they often use the linguistic

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[11] Heidi Dulay et al, *Language Two*, (New York: Oxford University Press, 1982), 145

categories into which the major error types happen. For example, developmental error in the auxiliary, in the noun phrase, in preposition and interlingual error in phonology, in word order, and in vocabulary.

2. Surface Strategy Taxonomy

There is no precise theory of error classification. The theory that all agreed by the analysts. As a result, the researcher in error analysis seems or prefers to have his or her own approaches that no wonder creating the different result in analyzing the data. However, this study chooses the theory of Surface strategy taxonomy that proposed by Dulay et al. as the background of theory and further to analyze the data.

Surface strategy taxonomy is defined as highlights the ways surface structures are altered. Learners may omit necessary items or add unnecessary one; they may misform items or misorder them. Analyzing errors using surface strategy perspective is considered holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language.

It is also makes us aware that learners' error are based on some logic. They are not the result of laziness or sloppy thinking, but the learner's use of interim principles to produce a new language. [12] There are four types which belong to surface strategy taxonomy. They are: (1) omission; (2) addition; (3) misformation; and (4) misordering.[13] Surface strategy taxonomy is based on the ways surface structures are changed.

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[12] Heidi Dulay et al, *Language Two*, (New York: Oxford University Press, 1982), 150.

[13] Ibid, 154.

Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them.[14]

a. Omission

Error in omission terms are characterized by the absence of an item that must appear in a well formed utterance. There are two kinds of omission error: omission of grammatical morphemes and omission of content words. Omission of grammatical morphemes include noun and verb inflections for example the –s in *birds*, the omission of articles (a, an, the), verb auxiliaries (is, will, can, etc.) and prepositions (in, on, at, under, etc.). While omission of content words, it is occasioned by lack of vocabulary, and learners usually indicate their awareness of the missing constituent.

For example, "She playing" (Dia sedang bermain) indicates that one item is omitted, which is 'is'. The word 'is' is a grammatical verb form that plays an important role in constructing a proper sentence. The word 'is' in that sentence functions as an auxiliary verb. A verb in a proper sentence is something that cannot be neglected, so one who omits auxiliary verb (is) fails in constructing a proper sentence. That type of error is called omission error in grammatical morpheme subcategory.

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[14] Ali Nezami and Mousa Sadraie Najafi, "Common Error Types of Iranian Learners of English", *ELT Canadian Centre of Science and Education,* 3 (March, 2012), 161.

b. Addition

Addition errors are defined as the opposite of omission error. This type is characterized by the presence of an item which must not appear in a well-formed utterance. There are three subcategories of addition errors: (1) double marking; (2) regularizations, and (3) simple additions. Double marking is described as the failure to delete certain items which are required in some linguistics constructions, but not in others. The table 2.1 below provides some examples of errors of Double Marking.

Table 2.1 Error of Double Marking

Semantic Feature	Error	Example of error
Past tense	Past tense is marked in the auxiliary and the verb	She didn't went/goed.
Present tense	Present tense is marked in the auxiliary and the verb	He does not eats.
Negation	Negation is marked in the auxiliary and the quantifier	She does not give him none.

While, regularization is a rule typically applies to a class of linguistics items, such as a class of a main verb or the class of nouns. For example, the verb *eat* does not become *eated*, but *ate*. The last subcategory is simple addition. A simple addition deals with the use of an item which should not appear in a well formed utterance. However, this subcategory does not have certain features. For example, in

sentence "The book is in over there", the student makes a wrong sentence. They add 'in' as preposition. The sentence should be "The book is over there."

c. Misformation

The following type of error is misformation error. This type deals with the use of the incorrect form of the morpheme or structure. In misformation the learner supplies something, although it is incorrect. There are three subcategories of misformation: (1) regularization errors (2) archi-form, and (3) alternating form. Regularization error is the misformation subcategory in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese.*

The second subcategory of misformation is archi-form. This category deals with the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of a second language acquisition.

Alternating form is alternating of various members of a class with each other in using archi-forms. For instance, *the kite fly in the sky*. The simple present tense was not supplied by the learner. The verb of a sentence must agree with the subject in number and in person. The sentence should be written as *the kite flies in the sky.*

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. Students have made written misordering errors that are word for word translations of native surface structures.

For instance, *I do not understand what is that*. Here, the learner disorders the word 'is' and the well-formed sentence is *I do not understand what that is*.

3. Comparative taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of L2 errors and certain other types of construction. [15] L2 errors however have most frequently been compared to errors made by children learning the target language and to equivalent phrases or sentences in the learners' tongue. There are two major categories in this taxonomy: developmental errors and interlingual errors. Developmental errors deal with the similarity of errors to those made by children learning the target language as their first language.

Interlingual error is defined as the similarity in structure to a semantically equivalent phrase or sentence in the learner's native language. However, in checking an interlingual error, researchers usually translate the grammatical form of the learner's phrases or sentence into the learner's first language to see if the similarity exists or not.

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[15] Heidi Dulay et al, *Language Two*, (New York: Oxford University Press, 1982, 163.

Besides these two classifications, two other categories that have been used in comparative analysis taxonomies; they are ambiguous errors and other errors. *Ambiguous errors* are those that could be classified equally as well as developmental or interlingual. That is because these errors reflect the learner's native language structure, and the same time, they are of the type found in speech of children acquiring a first language. The last category of comparative taxonomy is *other errors*. In this type, the grab bag errors should be of more than passing interest. Since they are not similar to those children make during first language development, they must be unique to second language learners, since they are not interlingual, at least some must be unique reflections of creative construction.

4. Communicative Effect Taxonomy

The communicative effect taxonomy is defined as an error from the perspective of the effect on the reader or listener. This theory as pointed out by Dulay focuses on distinguishing between errors that seem to cause miscommunication (global error) and those that do not (local error).[16] Communicative effect taxonomy highlighted on errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

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[16] Heidi Dulay et al, *Language Two*, (New York: Oxford University Press, 1982, 189.

a. Global error

Global errors are errors that affect overall sentence organization significantly hinder communication.

b. Local error

Local errors are errors that affect single element (constituent) in a sentence which do not usually hinder communication significantly. These include errors in noun and verb inflection, articles, auxiliaries, and the formation of quantifiers.

c. Psychological predicates

Many predicates (both verbs and adjectives) describe how a person feels about something or someone. They describe psychological states or reactions. Example: she *loves* that dish.

d. Choosing complement types

A second global area of English syntax is the complement system. Complements, or subordinate clauses, usually take one of three forms in English; *that* clauses; infinitive and gerunds. The improper selection of these complement types can lead to errors that seriously impede communication.

E. English Outing

1. Background of the program

Based on the responsibility report of English Outing Program in Bali 2013 as cited in Khomariyah , English outing is considered as a kind practice program that is conducted by English Department of State College

for Islamic Studies (STAIN) Kediri. The lecturers of English Department consider that English learning and teaching processes in the classroom for improving English ability is not enough. Learning and teaching process that is done in the classroom prefers to give basic knowledge rather than practical experience. In fact, practical experience is really important to improve students' skill. The example of practical experience is improving speaking skill trough get in touch with native speakers. So, these reasons motivate the lecturers conduct recreation outdoor program for their students.[17]

English Outing Program is not only a practice program that gives practical experience trough using English in real communication but also it is the program that can give academic atmosphere and new learning experience for the lecturers and students. So, this program is expected to improve students' and lecturers' spirit and motivation in learning and teaching process. Therefore, English Outing Program is part of English course that give and improve English communicative competence both speaking and writing.

2. The objective of the program

There are some objectives of English Outing program. Those are: (1) to give an opportunity to the students to improve their English communicative competence trough getting in touch with native speakers. Students is expected to practice their skills especially speaking skill with

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[17] Siti Khomariyah, "Teachers and Students' Perceptions toward the Implementation and Significance of English Outing Program" (Unpublished Thesis, STAIN Kediri, Kediri, 2014), 39.

native speakers (2) to give an opportunity to the students to develop their writing skill trough making a report trip or English Outing magazine.

3. The significance of English Outing program

The lecturers expect that this program could give good significance not only for the students but also for the lecturers and for the learning and teaching process. There are significances expected from this program. They are: (1) to improve self-confidence of the students to communicate in English with native speakers directly. (2) As an effective media communication between lecturers and students, lecturers and lecturers, and students and students outside the class in order to build a good academic atmosphere. (3) Because this program is conducted outside the class trough recreation, it is expected that this program could improve students' perception that learning English is fun.

4. Student's Report

Report is a spoken or written account of something heard, seen, done, studied, etc, especially one that is published or broadcast.[18] In this study, student's report deals with the report which is arranged by fifth semester student of English Department after joining English Outing Program as an requirement or final project in Scientific Writing and Advance Speaking course. All the students who had participated in that program have to represent a report based on what they observe. In English outing program, the students are asked to do an observation in the

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[18] A S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), 993.

destination and get in touch with a native speaker. They have to describe and present the result in form of students report in group.

F. Previous Study

This research is not the first study that takes error analysis as the topic of research. Actually, there are some researchers that observed about error analysis. The researcher tries to summarize several researches related to error analysis. This previous studies give the researcher an inspiration to conduct a research in this topic.

The first research is a research from Hertin Riantini from Jember University in 2011 by the title "An Analysis of Seventh Years students of Morphological Error in Descriptive Paragraph Writing at SMPN Kalibaru in the 2010/2011 Academic Year". There are four types of morphological errors in descriptive paragraph writing made by the students. They are plural inflection errors as many as 66 errors (56.41 %), the third person singular verb inflection errors as many as 26 errors (22.22 %), possessive inflection errors as many as 7 errors (5.98 %), and present participle inflection errors as many as 18 errors (15.38). The most morphological error made by the students was the plural inflection errors as many as 56.41 % of whole errors. It could be said that the students still made some morphological errors in the descriptive paragraph writing. [19]

The second research is a research from Sri Widian Hartati, an English Education Study Program Language and Arts Department student of STIKIP

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[19] Hertin Riantini, "An Analysis of Seventh Years students of Morphological Error in Descriptive Paragraph Writing at SMPN Kalibaru in the 2010/2011 Academic Year" (Thesis, Universitas Jember, Jember, 2011)

Siliwangi Bandung, by the title "An Analysis of Students' Error in Writing Recount Text at The First Grade of MA Yanuris Ciranjang". The collected data was identified, classified, and analyzed based on the types of error from Dulay's Theory (the surface strategy taxonomy). The result of the research shows that: 1) the total amount of error made by the students were 158 errors. They included misformation type (73=46, 20%), addition type (47=29,75%), omission type (31=19,62) and misordering type (7=4,43%). 2) the most frequently error made by the students was misformation type (73=46,20%), 3) the least frequently error made by the students was misordering type (7=4,43%).[20]

Some researchers also had conducted the research on the same area, such as a research by Cui Zheng and Tae-Ja Park (2013). They conducted a research on error analysis in English writings made by Chinese and Korean university students. This study revealed some errors such as run-on sentences, the omission of articles and plural suffix –s, and sentence misordering can caused by the negative transfer from learners' first language. Meanwhile some error can be caused just because the learners' own creative construction regardless of their first language background, such as the misformation of verbs and nouns.[21]

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[20] Sri Widian Hartati, "An Analysis of Students' Error in Writing Recount Text at the First Grade of MA Yanuris Ciranjang" (Thesis, STIKIP Siliwangi Bandung, Bandung, 2013)

[21] Cui Zheng and Tae-Ja Park, "An Analysis of Error in English Writing Made by Chinese and Korean University Students", *Theory and Practice in Language Studies*, 3, (August, 2013), 1342-1351.

From those previous researches, there are some comparisons that will differentiate this research with another. For the first and the second research, the subjects of the study are students in junior and senior high school. But, in this research, the writer takes the university students as the subject of study. It is assumed that they have been studying English in longer period than the students in junior and senior high school, moreover they also had joined certain and specific courses related to English as their major of study.

Although for the third research is also taken university student as the subject of study, but uses argumentative essay the source of data. In can be said that student's report is the first used as source of data especially in STAIN Kediri. So, the writer chooses Student's Report of English Outing which is the source of data. Moreover, this study is hopefully can give considerations of student's report evaluation since this task is written annually.