

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about *Writing, Recount Text, Grammar Errors, Error Analysis, Types of Grammatical Errors Analysis, Theoretical Framework, and Previous Study of EFL Learners' Grammatical Errors.*

A. Writing

Writing is probably the small-scale important of the four skills for many students. Most of them believe that writing is needed for study purposes and also an examination skill (Doff, 1988). Harmer (2010) then distinguishes writing into two, including writing-for-learning and writing-for-writing. Writing-for-learning usually is used in class activity. For example, ask a class to write sentences using a given structure or the new words or phrases they have been learnt. This activity can give strengthening for students. Writing-for-learning also can be named as an enabling activity. Meanwhile, writing-for-writing refers to developing students' skill as writers. If writing-for-learning focuses on the language itself for the attention, yet writing-for-writing focuses on the whole text such as the text construction, layout, style, and effectiveness besides the appropriate language use.

Helping students to practice and work with the language they have been studying is the main importance of writing. The writing refers to writing for learning (Harmer, 2010). Writing new words and structures helps students to remember words they already have gotten; then writing is done more slowly

and carefully than speaking, that needs more vocabularies than structures. In other words, written practice helps the focus students' attention on what they learn.

From those definitions above, writing is composing and developing ideas into some words. Writing English as a foreign language is a challenging and complex task for non-native learners.

B. Recount Text

Knapp (2005) says that recount text is a written text contains of a report about an experience of a series related event. Recount text also is a text as for story telling an incident in the past. Besides, Hyland (2003) also says that recount text is a kind of genre that has social function to reconstruct past experience by retelling in original sequence. According to Anderson and Anderson (2003), they state that a recount text tells "what happened". It also has a social function, which is to retell an event with a purpose to inform or to entertain the people/readers. A recount text describes what occurred and when occurred. The story of recount text has expressions of attitude and feeling, usually made by the narrators/writers.

After that, below Boardman (2008) states some steps for constructing of written recount text.

1. The first paragraph is orientation. It gives background information about what, who, where, and when.
2. A record of event usually recounted in chronological orders, include event 1, event 2, and event 3.

3. A personal comment or evaluative remarks, which are interspersed throughout the record of events named evaluation.

Then, Boardman (2003) also states the significant common grammatical patterns of recount text. They are as follow:

1. Focus on specific participant.
2. Use of material process or action verb.
3. Circumstances of time and place.
4. Use past tense and focus on temporal sequences.

Anderson et. al. (2003) also state the same significant common grammatical patterns of recount text as Boardman's. They are as follow:

1. Proper noun to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of past tense to retell the events.
4. Words that show the order of events (for example, first, next, then, and so on).

From those explanations above, it can be concluded that recount text is a text that retells the experience or event in the past to inform or entertain the readers.

C. Grammar Errors

For each human language, human seek a complete and precise description of the properties of that language. Such a description is called as grammar. Grammar is not an account of what properties a language should

have but of what properties a language does in fact have (Culicover 1976).

Grammar has these following these components.

1. A lexicon, in which each word of the language is listed along with information about its meaning, its pronunciation, its internal structure and relationship to other words of the language, and the ways in which it may be used in the formation of sentences.
2. A phonology, which is a description of what the possible sounds of the language are, and how they may be combined to form words.
3. A syntax, which is a description of the various ways in which words of the language may be strung together to form sentences.
4. A semantics, which is a description of how the meaning of a string of words in the language is made up of the meanings of the individual words in string.

Error means gaps in learners' knowledge where they do not know what the correct ones are. Thus, Brown (2000) states that mistakes refer to misjudgments, miscalculations, and erroneous assumptions from an important aspect of learning virtually any skill or acquiring information. Errors arise due to the learners' deformed on learning speech or writing (Dulay, Burt, & Krashen 1982). They mention that errors are inevitable part of learning. People cannot learn languages without committing errors at first.

Corder (1967) cites from Chomsky, he states that error and mistake are different. The cause of a mistake is not because of learners' lack of competence of target language (TL), but because of processing limitations

which indicates learner's inability in utilizing knowledge of target language (TL). An error is a result of an infringement of the rules of target language and hence experience deviation in grammaticality of TL. Errors arise because of lack of competence. Error analysis focuses on the errors' learners make by drawing a comparison between the errors make in target language.

Ellis (1997) also states the same statement as Corder's that errors occur because of the learner's gap in his/her knowledge. The learner does not know what is correct. On the other hand, mistakes occur because of the learner's occasional lapses in performance. The learner is unable to perform what s/he knows.

Brown (2000) says that grammar errors can be caused by four reasons/sources, namely interlingual transfer, intralingual transfer, context of learning, and communication strategies.

1. Interlingual Transfer

Interlingual transfer happens due to the native language or the mother language interference of the foreign language learners. In these early stages, before the system of the foreign language is familiar, the native language or the mother tongue is the only linguistic system in previous experience that the learner can draw.

2. Intralingual Transfer

Intralingual transfer is the error within the target language itself. This statement is in line with Dulay et. al (1982) which they cite from Richards (1974) that intralingual errors are those which reflect the

general characteristics of rule learning, such as faulty overgeneralization, incomplete application of rules, and failure to learn conditions under which rules apply.

Over-generalization happens when the learner creates a deviant structure on the basis of his experience of other structures in target language. For example, *he can sings, we are hope, and he come from*. And then, ignorance of rule restrictions is failure to observe the restrictions of existing structures, that is, the application of rules to contexts where they do not apply. The last one is incomplete application of rules, which defines to the requiring of the rules to produce acceptable utterances. The example is in below:

What does she tell him? - She tell him to hurry.

3. Context of Learning

The third source of error is context of learning. Context defines as, for example, to the classroom with its teacher and material in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learner to make mistaken hypotheses about the language, what Richards (1970) calls it as “false concept” and what Stenson (citates from Richards, 1970) calls “induced errors”. Students often make errors because of a misleading explanation from the teacher, mistaken presentation of a structure or a word in a text book, or even because of a pattern that was memorized but no property contextualized.

4. Communication Strategies

Communication strategies relates to learning styles. Learners clearly use production strategies in order to enhance getting their messages across, but at times these techniques can become a source of error. Once, an ESL learner said, “Let us work for the well done of our country.” While it exhibited a nice little twist of humor, the sentence had an incorrect approximation of the word *welfare*.

From those definitions above, grammar errors can be stated as learners’ gap between their knowledge that they do not know what the correct one is. Learners do not realize their erroneous. Four sources of errors include interlingual transfer, intralingual transfer, context of learning, and communication strategies. Committing errors is an inevitable process of learning. People can learn a language by committing errors at first.

D. Error Analysis

James (2001) defines error analysis as the study of linguistic inexperience, the investigation of that people do not know and how they attempt to cope with their ignorance. Dulay et. al. (1982) claim that studying learners’ error gives two major purposes. The first major is it provides data from which learning process can be made. The second major is it can indicate to teachers and curriculum developer which part of target language that students feel difficult the most and which error types that should be detracted. There are several stages in analysis according to Cohen (2007), for example:

1. Generating natural units of meaning

2. Classifying, categorizing, and ordering these units of meaning
3. Structuring narrative to describe the contents
4. Interpreting the data

Ellis (1997) mentions that there are four steps on analyzing learners' grammatical errors. They include identifying errors, describing errors, explaining errors, and evaluating errors. The more details of those steps are as follow:

1. Identifying Errors

The first step of analyzing learners' errors is to identify them. To identify errors, a researcher has to compare the sentences that the learners produce with what seem to be correct sentences in the target language.

2. Describing Errors

Once all the errors have been identified, the next step is to describe the errors and classify into types of errors. There are several ways of doing this step. The first one is classifying errors into grammatical categories. The second one is identifying general ways in which the learners' utterances differ from the reconstructed target-language utterances.

3. Explaining Errors

The third step of analyzing errors is to explain why errors occur.

4. Evaluating Errors

Where the purpose of error analysis is to help learners learn their target language, there is a need to evaluate them. Some errors can be considered

more serious than others because they are more likely to interfere with the intelligibility of what someone says.

From the explanation about error analysis, it can be concluded that error analysis defines as a study of linguistics in which investigating what people do not know. Four steps of analyzing errors include identifying errors, describing errors, explaining errors, and evaluating errors.

E. Types of Grammatical Errors Analysis

There are some types classification of error. Dulay et. al. (1982) mention there are four description classification of errors that are the most useful and commonly used. The four descriptive classifications of errors are linguistic strategy, surface strategy, comparative analysis, and communicative effect.

1. Error Types Based on Linguistic Category
2. Surface Strategy Taxonomy
3. Comparative Taxonomy
4. Communicative Effect Taxonomy

Below is the explanation of error types based on linguistic category and surface strategy taxonomy.

1. Error Types Based on Linguistic Category

Linguistic category of error types classify errors according to either both the language component or the particular linguistic constituent the error affects. Language components refer to phonology (pronunciation), semantics and lexicon (meaning and vocabulary), discourse (style), and

syntax and morphology (grammar). Constituents include the elements that contain each language component. For example, in syntax whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

Here is the linguistic category taxonomy include morphology and syntax (grammatical) errors.

a. Morphology

Morphology is branch of linguistics or grammar that studies morphemes the structure of words, however from a semantic viewpoint rather than from the viewpoint of sound. Nida (1957) defines morphemes as the minimal meaningful units which may constitute words or parts of words, e.g. re-, un-, -ish, -ly, and like in the combination receive, untie, boyish, likely.

b. Syntax

Syntactic errors are classified into four main categories, namely noun phrase, verb phrase, verb-and-verb construction, word order, and some transformation.

2. Surface Strategy Taxonomy

Surface strategy taxonomy emphasizes the ways surface structures are altered. Learners may omit necessary some items or add unnecessary items. Besides, learners may misform some items or misorder items (Dulay 1982).

a. Omission

Omission errors occur when a learner is leaving off necessary items that must emerge. Morpheme or words are distinguished into two classes, including content word (e.g. noun, adjective, verb, and adverb) and grammatical word including noun and verb inflection, such as *-s*, *-ing*, and *-ed*; the article, such as *the*, *a*, *an*; verb auxiliaries, such as *am*, *are*, *is*, *will*, *must*, and *can*; and preposition, such as *in*, *at*, *on*.

b. Addition

Addition errors happen when a learner is adding some items that should otherwise not appear. Addition is the contrary of omission. Generally, it occurs in learners of foreign language acquisition.

c. Misformation

Misformation errors happen when a learner is putting some items that are in the wrong form of the morpheme or structure.

d. Misordering

Misordering errors happen due to the incorrect placement of a morpheme or group of morpheme in a sentence.

3. Comparative Taxonomy

The classification of errors in this comparative taxonomy is based on the comparisons between the structure of second language and certain other types of constructions. Dulay et. al. (1982) says that most commonly error made by children learning the target language as their

first language and to equivalent phrases and tenses in the learners' mother tongue.

Those two comparisons have two major error categories, namely developmental errors and interlingual errors. Developmental errors are errors that similar to errors made by children learning the target language as their mother tongue. The second one is interlingual errors which define as errors which the structure is similar to a semantically equivalent phrase or sentence in the learners' native language.

4. Communicative Effect Taxonomy

The communicative effect taxonomy deals with errors from their effect's perception on the listeners or readers (Dulay et. al 1982). This classification distinguishes between errors that seem to cause miscommunication and errors that do not. This error classification was first worked out by Burt and Kiparsky (citates from Richards, 1970) and Burt (citates from Richards 1970).

From explanation above, it can be concluded that there are four types of grammatical error analysis (Dulay et. al, 1982). They are error types based on Linguistic Category, Surface Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy.

F. Theoretical Framework

Linguistic category of error types classify errors according to either both the language component or the particular linguistic constituent the error affects. Linguistic category of error was popularized by Ramirez and Politzer

(1973). To make this error category clearer, here is the linguistic category taxonomy include morphology and syntax (grammatical) errors.

a. Morphology

Morphology is branch of linguistics or grammar that studies morphemes the structure of words, however from a semantic viewpoint rather than from the viewpoint of sound. Nida (1957) defines morphemes as the minimal meaningful units which may constitute words or parts of words, e.g. re-, un-, -ish, -ly, and like in the combination receive, untie, boyish, likely.

1. Indefinite article incorrect
2. Possessive case incorrect
3. Third person singular verb incorrect
4. Simple past tense incorrect
 - a) Regular past tense
 - b) Irregular past tense
5. Past participle incorrect
6. Comparative incorrect

b. Syntax

Syntactical errors are classified into four main categories, as follow.

1. Noun phrase

Noun phrase typically has function as subjects, direct subjects, indirect subjects, subject complements, and object complements. Noun phrases also function as the objects of prepositions (Berk 1999).

2. Verb phrase

In generative grammars, verb phrase refers to entire predicate, excluding auxiliaries (Berk 1999). Here are some errors in verb phrase.

- a) Omission of verb
- b) Use of progressive tense
- c) Agreement of subject and verb

3. Verb-and-verb construction

4. Word order

5. Some transformations

- a) Negative transformation
- b) Question transformation
- c) There transformation
- d) Subordinate clause transformation

Table 2.1 A Sample of Linguistic Category Taxonomy

This table shows the samples of linguistic category taxonomy in both morphology and syntax error category.

Linguistic Category and Error Type	Example of Learner Error
A. Morphology	
1. Indefinite article incorrect a. <i>a</i> used for <i>an</i> before vowels b. <i>an</i> used for <i>a</i>	<i>a ant</i> <i>an little ant</i>
2. Possessive case incorrect a. Omission of 's	<i>the man feet</i>
3. Third person singular verb incorrect a. Failure to attach -s b. Wrong attachment of -s	<i>The bird help the man.</i> <i>The apple fall downs.</i>
4. Simple past tense incorrect a. Regular past tense • Omission of -ed	<i>The bird he save him.</i>

<ul style="list-style-type: none"> • Adding <i>-ed</i> to past already formed <p>b. Irregular past tense</p> <ul style="list-style-type: none"> • Regularization by adding <i>-ed</i> • Substitution of simple non-past • Substitution of past participle 	<p><i>He calleded.</i></p> <p><i>He putted the cookie there.</i></p> <p><i>He fall in the water.</i></p> <p><i>I been near to him.</i></p>
<p>5. Past participle incorrect</p> <p>a. Omission of <i>-ed</i></p>	<p><i>He was call.</i></p>
<p>6. Comparative adjective/adverb incorrect</p> <p>a. Use of <i>more + er</i></p>	<p><i>He got up more higher.</i></p>
<p>B. Syntax</p> <p>1. Noun Phrase</p> <p>a. Determiners</p> <ul style="list-style-type: none"> • Omission of the article • Substitution of definite article for possessive pronoun • Use of possessive with the article • Use of wrong possessive 	<p><i>He no go in hole.</i></p> <p><i>He fall down on the head.</i></p> <p><i>He put it in the his room.</i></p> <p><i>The little boy hurts its leg.</i></p>
<p>b. Nominalization</p> <ul style="list-style-type: none"> • Simple verb used instead of <i>-ing</i> • Preposition <i>by</i> omitted 	<p><i>by to cook it</i></p> <p><i>The dove helped him putting leaf on the water.</i></p>
<p>c. Number</p> <ul style="list-style-type: none"> • Substitution of singulars for plurals • Substitution of plurals for singulars 	<p><i>He got some leaf.</i></p> <p><i>He stab him in the feet.</i></p>
<p>d. Use of pronouns</p> <ul style="list-style-type: none"> • Omission of the subject pronoun • Omission of “dummy” pronoun <i>it</i> • Omission of object pronouns • Subject pronoun used as a redundant element • Alternating use of pronouns by number as well as gender • Use of <i>me</i> as subject 	<p><i>He (pinch) the man.</i></p> <p><i>Is nice to help people.</i></p> <p><i>I don't know (it) in English.</i></p> <p><i>My brother he go to Mexico.</i></p> <p><i>So he can eat it (referring to apples).</i></p> <p><i>Me forget it.</i></p>
<p>e. Use of prepositions</p> <ul style="list-style-type: none"> • Omission of prepositions • Misuse of prepositions 	<p><i>He came (to) the water.</i></p> <p><i>He fell down from (for on, into?) the water.</i></p>
<p>2. Verb Phrase</p> <p>a. Omission of verb</p> <ul style="list-style-type: none"> • Omission of main verb • Omission of <i>to be</i> 	<p><i>He (fell?) in the water.</i></p> <p><i>He in the water.</i></p>
<p>b. Use of progressive tense</p> <ul style="list-style-type: none"> • Omission of <i>be</i> • Replacement of <i>-ing</i> by the simple verb form • Substitution of the progressive for the simple past 	<p><i>He going.</i></p> <p><i>The bird was shake his head.</i></p> <p><i>Then the man shooting (shot?) with a gun.</i></p>

<p>c. Agreement of subject and verb person</p> <ul style="list-style-type: none"> • Disagreement of subject and verb person • Disagreement of subject and number • Disagreement of subject and tense 	<p style="text-align: center;"><i>You be friends.</i></p> <p style="text-align: center;"><i>The apples was coming down.</i></p> <p style="text-align: center;"><i>I didn't know what it is.</i></p>
<p>3. Verb-and-Verb Construction</p> <ul style="list-style-type: none"> • Embedding of a noun-and-verb construction in another noun-and-verb construction • Omission of <i>to</i> in identical subject construction • Omission of <i>to</i> in the verb-and-verb construction • Attachment of the past marker • to the dependent verb 	<p style="text-align: center;"><i>I go to play. (I go and I play.)</i></p> <p style="text-align: center;"><i>I go play.</i></p> <p style="text-align: center;"><i>I see a bird got the leaf.</i></p> <p style="text-align: center;"><i>He was going to fall.</i></p>
<p>4. Word Order</p> <ul style="list-style-type: none"> • Repetition of the object • Adjectival modifiers placed after noun 	<p style="text-align: center;"><i>The bird (object) he was gonna shoot it.</i></p> <p style="text-align: center;"><i>He put it inside his house a little round.</i></p>
<p>5. Some Transformations</p> <p>a. Negative transformation</p> <ul style="list-style-type: none"> • Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i> • Multiple negation 	<p style="text-align: center;"><i>He not play anymore.</i></p> <p style="text-align: center;"><i>They won't have no fun.</i></p>
<p>b. Question transformation</p> <ul style="list-style-type: none"> • Omission of auxiliary 	<p style="text-align: center;"><i>How the story helps?</i></p>
<p>c. <i>There</i> transformation</p> <ul style="list-style-type: none"> • Use of <i>is</i> instead of <i>are</i> • Omission of <i>there</i> • Use of <i>it was</i> instead of <i>there was</i> 	<p style="text-align: center;"><i>There is these hole.</i></p> <p style="text-align: center;"><i>Is one bird.</i></p> <p style="text-align: center;"><i>It was round things.</i></p>
<p>d. Subordinate clause transformation</p> <ul style="list-style-type: none"> • Use of <i>for</i> for <i>so that</i> • Use of indicative for conditional 	<p style="text-align: center;"><i>For the ant could get out.</i></p> <p style="text-align: center;"><i>So he don't kill the bird.</i></p>

G. Previous Study of Students' Grammatical Errors

There are several studies on the same field, namely error analysis on writing in some different places and country. For the first example is a research in 2017. Khumphee and Yodkamlue (2017) in their study entitled "Grammatical Errors in English Essays Written by Thai EFL Undergraduate Students" investigated the common types of grammatical based on their frequency of occurrence in English essay writing of Thai EFL undergraduate

students. They found that there were 26 types of grammatical errors occurred in the students' written work, with the total number of 4,909 errors. Then, the five errors frequently-occurred were punctuation, nouns, prepositions, verbs, and articles.

Besides, Rajab et. al. (2016) also investigated the some errors in the writing performance of Libyan English as Foreign Language Learners (LEFLLS), especially in semantic interlingual errors by the title "AN Investigation of Semantic Interlingual Errors in The Writing of Libyan English as Foreign Language Learners". The total number of semantic errors were 346 errors. The categories included formal misformation (46.7%), distortion due to spelling (32.4%), lexical choice (40.6%), and lexico-grammatical choice (2.4%).

Then, Abushihab (2014) investigated and classified grammatical errors in writing made by twenty students at the Department of English Language in Gazi University, Turkey. The result of his study was there were 179 grammatical errors of which 27 errors were in tenses, 50 errors in the use of preposition, 52 errors in the use of articles, 17 errors in the use of passive voice and active voice, and 33 errors were morphological errors.

Sarfraz (2011) in his study entitled "Error Analysis of Written English Essays of Pakistani Undergraduate Students: A Case Study", found out that 61 out of 76 errors which were collected from essays, were errors due to learners' interlanguage process. Fifteen errors were from learners' mother

tongue interference. Sarfraz examined 50 essays made by 50 undergraduate Pakistani students.