

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses two main points, namely (i) review of related, (ii) previous study. This review of related literature describes several information relating to students' grammatical errors in writing procedure text and previous study describes research that has been conducted by other researcher as a reference for this study

A. Error Analysis

1. Definition Error Analysis

Errors in teaching foreign languages, especially in English, are cases that are quite difficult to avoid. Based on the statements of (Carl James, 1998), error analysis is the process of determining the occurrence, nature, causes, and consequences of failed language. Learning from students is a process of making errors. If learners of English inevitably make mistakes, they should try to correct them by having others who are proficient in English evaluate their errors. For this reason, teachers need error analysis to check students' mistakes when developing a new language system "English" and give appropriate feedback. In the learning process, learners often analyze errors. Error analysis occurs in the learning process due to differences in linguistics and learning levels. Therefore, students may make mistakes in the learning process. Abu Shihab (2014, p. 214) defines error analysis as a field of applied linguistics with two functions. They are theoretical in nature, playing their part in methodology and explaining the learner's knowledge of the target language.

On the other hand, in Hasyim (2002, p. 43), Crystal states that error analysis uses one of the principles and procedures of linguistics to identify unacceptable

forms produced by people studying a foreign language. It is a technique for systematically identifying, classifying, and interpreting.

Based on the expert definitions above, we can conclude that errors are a common phenomenon that systematically occurs in freshman language learning. That is, identifying, classifying, and interpreting errors someone makes, or error analysis to account for learning English. It is done specifically to obtain information about common difficulties people face when speaking or writing.

2. The Differences Between Error and Mistake

Sometimes we confuse the difference between error and mistake. Brown (2017) explained that the errors were performance-related, chance guesses when slipping, and failure to correctly use a known system. (Astuti, 2020; Blannin et al., 2020) emphasized that learning errors occur in writing and speaking and are caused by attention, fatigue, neglect, or other aspects of performance. Based on this description by the two scientists, bugs are manifestations of performance errors, either due to faulty guesses or failure to properly use known systems, resulting in inattentiveness, fatigue, negligence, or other caused by the performance aspect.

Errors and mistakes are not the same things. Errors are intrinsically distorted, and the author cannot correct them himself. Errors, on the other hand, are the result of performance failure. Furthermore, (Raiker, 2020) states that errors are genuine deviations from the native speaker's grammar and reflect the learner's competence. (Study & Bilgiler, 2020) explain that errors are systematic errors due to lack of language ability, and that errors cannot self-correct, but can self-correct if the speaker is shown the error. Furthermore, an error cannot self-correct until the learner receives and translates the relevant (implicit or explicit) input (for that

error). In other words, we need more relevant learning to fix our mistakes ourselves. According to (Ellis in Shariq, 2020), an error occurs when the student lacks proficiency in the target language. The error occurs frequently and I don't know how to fix it. Otherwise, errors, whether intentional or unintentional, will corrupt or self-correct, making this standard difficult to apply in practice. Errors occur when students lack proficiency in the target language. Errors are common, but students don't know how to fix them (Ellis in Shariq, 2020). Additionally, personnel can correct errors only when informed of the discrepancy. If the mere recognition of the device's existence is enough to initiate self-correction, a primary error has occurred. Furthermore, according to Freeman, errors cannot be corrected naturally, but errors are random deviations in performance caused by fatigue, excitement, or other factors, and are therefore easily self-correctable.

Errors are assumed to reflect, in a systematic manner, the level of competence achieved by a learner while "error" is a marked deviation from the grammar of an adult native speaker, reflecting the learner's interlingual competence (Crystal). Dulay & Krashen stated that error is a flawed side of the learner's speech or writing, further explaining that error is a part of speech or composition that deviates from some selected adult language norms. If a learner makes some mistakes in their writing or speech, it is a deviation from their chosen adult language performance norm. They don't want to process deviant writing or speech, but errors occur as deficiencies occur from English acquisition.

According to Corder (1981), the level of error description that is still most often used by teachers is still shallow. Errors are still classified on a superficial basis as omission errors in which some element is omitted which must exist; adding error where some element is present that shouldn't be there; wrong

selection error where the wrong item has been selected in the right place; and sorting errors where the elements presented are correct but in the wrong order.

It is called an error if it is not recognized and cannot be corrected by the speaker or writer himself. They don't even know that it wasn't a mistake. Errors can be caused by a person's lack of mastery of the language or lack of prior knowledge related to speech/writing. Whereas native speakers are usually able to recognize and correct these "mistakes" or errors, a different case occurs in second language users, especially second language learners. Not only is he not always aware of his mistakes, but when attention is drawn to them, he is often unable to correct them; he may even commit another mistake in trying to do so. Errors occur when learners cannot respond correctly to certain stimuli in a second language. (Tausif & Haque, 2021; Yu et al., 2009), the errors can be observed, analyzed, and classified to reveal something of the system operating within the learner led to surge of study of learner's errors, called error analysis. Errors occur when students lack competence in the target language, the errors appear frequently, but they do not know how to correct them (Ellis in Shariq, 2020). Since mistakes can serve as negative stimuli that reinforce "bad habits," they should not be allowed to happen.

From the error description, we can conclude that the error is different from the error. This error is related to the performance of non-systematic errors. Mistakes can lead to lack of concentration, tongues, ears, and slipping off the pen. (Blannin et al., 2020) emphasized that learning errors occur in writing and speaking and are caused by attention, fatigue, neglect, or other aspects of performance.

Errors can be corrected by the learner, but minor mistake cannot be corrected by the learner. If a student's writing is wrong even once, it must be wrong because

it is unsystematic. However, if an error occurs more than three times, it is a systematic error called an error.

3. Types of Error

Every language has its own language rules, which are very important while learning. Students' lack of knowledge makes errors. Learners can ignore their errors while learning the target language. The difference between her two different language systems related to Indonesian and English often causes confusion among students. Therefore, second language students must follow the rules of the target language. Betty Schramfer Azar scored some points. Azar classifies errors into his 14 categories.

Table 2.1
Error classification table based on Betty Schranfer Azar

No	Category
1.	Singular-plural
2.	Word form
3.	Word choice
4.	Verb tense
5.	Add a word
6.	Omit a word
7.	Word order
8.	Incomplete sentence
9.	Spelling
10.	Punctuation
11.	Capitalization
12.	Article
13.	Meaning not clear
14.	Run-On sentence

In order to conduct this research, review and discuss category definitions for error analysis, the researchers would like to include, in the words of Betty Schramfer Azar: Singular and plural, word forms, word choices, verb forms, word additions, word omissions, word order, incomplete sentences, spelling, punctuation, capitalization, articles, meaning not clear and run-on sentence.

a. Singular-plural

According to Prayitno (2002) parts of speech are nouns, verbs, adjectives and adverbs. In this case, the researcher writes the noun singular-plural and the verb singular-plural. Nouns are words used to describe things, people, animals, plants, places, food, or anything that counts as an object. For example, flowers, cars, elephants, rice, etc.

There are two types of nouns. Countable and uncountable nouns. And most nouns are countable nouns and can be singular or plural.

1. Countable nouns have singular and plural forms. Plural forms of nouns are formed regularly by adding /s/ or /es/ to singular nouns. for example:

Singular	Plural
Pen	Pens
Cucumber	Cucumbers
Ginger	Gingers

Here's how to add /s/ or /es/ to singular nouns.

- a) If the singular ends in s, x, z, ch or sh, the plural is formed by adding es. for example:

Singular	Plural
Bus	Buses
Box	Boxes
Glass	Glasses

- b) If the singular ends with a y followed by a consonant, the plural is formed by converting y to i and adding /es/. for example:

Singular	Plural
Baby	Babies
Lady	Ladies
Fly	Flies

However, singular nouns end with a y preceded by a vowel, and plural forms are formed only by adding /s/. For example:

Singular	Plural
Day	Days
Boy	Boys
Key	Keys

c) If the singular ends with an o before a consonant, the plural is formed by adding /es/. For example:

Singular	Plural
Buffalo	Buffaloes
Tomato	Tomatoes
Mango	Mangoes

But there are some exceptions:

Piano	Pianos
Photo	Photos

d) d) If the singular ends in f, fe, the plural is formed by changing f, fe to v before adding /es/. For example:

Singular	Plural
Knife	Knives
Life	Lives
Thief	Thieves

When f changes to v, the pronunciation also changes. f is unvoiced in the singular, voiced in the plural. For example:

Singular	Plural
Chief	chiefs
Staff	staffs

2. Uncountable Noun

Uncountable nouns do not have a plural form. A way to count them in the plural is usually with container, scale, measure, etc.

b. Word Form

Word form is the change form of word based on the grammatical rules. For these kinds of errors, researchers focus on derived forms. According to Frank, Marcella has nouns, verbs, adjectives, and adverbs with derived forms. This is not an inflection, so it is used for any aspect of word construction that involves conjugation. These forms may express lexical meaning or may be only part of a linguistic index. Derived forms consist of the following suffixes:

Table 2.2
Rules of word form

Suffixes that turn verbs into nouns:	1. State suffix _____ - ing:	a. Commerce + al = commercial b. Consist + ance = consistence
	2. A suffix that indicates a person is _____, works in _____, or is from _____	a. Defend + ant = defendant b. Manage + er = manager
	3. The suffix -ing represents part of the linguistic power of the word attached to it.	a. Swim + ing = swimming b. Dance + ing = dancing
Endings that separate nouns and verbs:		Verb: Believe, Advise Receive Noun: Belief, Advice, Receipt
A suffix turns an adjective into a noun to indicate a state		Active + ity = activity Happy + ness = happiness Warm + th = warmth
Suffixes that distinguish nouns from adjectives:		Intelligent- Intelligence Brilliant - Brilliance
Suffixes that turn concrete nouns into abstract nouns and indicate the status of _____:		Brother + hood = brotherhood Hero + ism = heroism Friend + ship = friendship

c. Word Choice

Choice of words is to use words that are appropriate to the context saying. This type concentrates errors on prepositional verbs, conjunctions and adverbs. According to Marcella Frank, prepositions can be combined with verbs to form new vocabularies. These verb-preposition combinations have multiple names, including two-part verbs, compound verbs, and simple verbs. Prepositional forms used with verbs are sometimes called adverbs, prepositional adverbs, or the more general term "particles." Verbs in such combinations are mostly monosyllabic. The most common prepositions are the prepositions 'in', 'out', 'at', 'away', 'over', 'over', 'under' and 'through'. Several prepositional combinations of these verbs can be distinguished by object. As an example: *Please, hand in your paper or Please, hand your paper in.*

d. Verb Tenses

Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Verb tense indicates the relationship between an action or state of being and the passage of time. The present tense indicates that something is taking place now. The past indicates that something was completed in the past. The future indicates that something will take in the future. It means that verb tense is the changing form of verb as symbol which expresses or tells about activity or condition and statement happened in the past, present and future. The description of the

verb form depends on how you interpret the tense. The most common interpretation of time is semantics.

Table 2.3
The Difference of Verb Form in Tenses

Tenses		Progressive
Present	Cook, cooks	Is/am/are + cooking
Past	cooked	Were/was + cooking
Future	will + cook	Will + be + cooking
Present perfect	Has/have + cooked	has/have + been + cooking
Past perfect	had cooked	Had been cooking
Future perfect	Will + have cooked	Will + have been + cooking

e. Add or omit a word

A sentence is a complete thought. However, due to the ambiguity of the term "complete thought", such a definition is insufficient. You can add or remove sentences if they contain inappropriate words. Forms for adding or removing words include conjunctions, articles, prepositions, phrases, punctuation, possessives, punctuation, gerund forms, and more.

Example:

She entered to the University (incorrect)

She entered the University (correct)

f. Word order

Word order is to place the word correctly based on the rules, the error in word order e.g. I saw five times that movie. Sentences are the expressions of thoughts and feelings using words and phrases used in a form and manner that convey the intended meaning. In general, every proposition and every predicate he is considered to have two essential elements. This definition is more satisfying as it allows us to identify the structural features of the subject and predicate within the sentence.

According to George, a constant word order is maintained throughout the syntax so that details of various grammatical categories are preserved. In English there are three word orders:

1. Verb in the second place

The most common order is:

Subject first, verb second:

The boy loves his dog.

2. Verb in the third place

This is mainly used with exclamation marks. Inversion is very old, but is rarely used today.

How busy!

3. Verb in the first place

It is used in expressions of will, including the imperative, and often in expressions of the will, including the votive subjunctive, and also in "yes" or "no" questions. Were we just here? is he gone?

Did he go in old English?

g. Incomplete Sentence

Incomplete sentences are missing certain elements that are needed in sentence. The reason is because there is no subject, verb or adverb related to the idea of the sentence written. Missing those few words needed in a sentence can cause the sentence to become unclear. Sentences are generally classified in two ways by their kind and number of formal predicates

Table 2.4
Rules of incomplete sentence

Classification	There are:	Examples
The sentence types are classified as follows.	1. Declarative sentences (statements)	The child ate his dinner.
	2. Interrogative sentence (questions)	Did the child eat his dinner?
	3. Imperative sentences (commands and requests)	Eat your dinner!
Classification of sentences by numbers. A complete predicate consists of four sentences.	1. Simple sentences	The children study English
	2. Compound sentences	The children who study English and they played a doll.
	3. Complex sentences	The children who study English played a doll.
	4. Compound-complex sentences	The children study English and they played doll until they forgotten to go home.

h. Spelling

Spelling rules apply to a small number of words, and unfortunately almost all rules have exceptions. However, some rules can help in spelling common words especially the words are formed with suffixes. Word spelling must follow English rules. Correct spelling affects the meaning of a sentence.

i. Punctuation

Table 2.5
Rules of punctuation

No	Kinds	Definition	Example
1.	Period / full stop (.)	A period is used between the two independent clauses.	This juice is delicious. I think I will have another glass.
2.	Comma (,)	A comma is usually used when a prepositional phrase precedes the	Because it was hot, we went swimming.

		subject and verb in an independent clause. You cannot use commas to separate statements. Commas are commonly used to remove transitions from the rest of the sentence.	
3.	Question Mark (?)	Question mark is used for interrogative sentences and question marks.	Do you have a piano?
4.	Exclamation (!)	An exclamation mark represents an exclamation point, a request, a prohibition, an order, etc.	Please, open your book!
5.	Colon (:)	Colon is used in descriptive sentences.	I have some books: English book, science book, Islamic book, etc.
6.	Semicolon (;)	A semicolon (;) can be used in place of a period between two separate statements. In general, a semicolon can be used in place of a period between two sentences that are closely related in meaning.	I was hot; therefore, we went swimming Peanuts are nuts; there are beans.
7.	Apostrophe (')	Usually used in possessive clauses, negated clauses, or tenses.	I couldn't have finished this theses without your help.
8.	Quotation (" ")	Usually used in possessive clauses, negated clauses, or tenses.	In Lado (1961: 2) stated, "Language is primarily an instrument of communication among human beings in community"
9.	Triple Dot (...)	The triple point 'a' is often used in papers and in many incomplete or poorly written book citations.	"... she should understand any message spoken by a native speaker and should eventually be able to create the utterance that...)
10.	Parentheses (())	Parentheses (()) are cursive notation used for further thought or supplementation according to the dictionary. However, in most cases, parentheses can be replaced with commas without changing their meaning.	Nada and Dana (who were actually half brother and sister) both have red hair.

j. Capitalization

A capitalization is commonly used for names of people, places, countries, villages, cities, and sentence forms. Most students don't pay much attention to the rules of capitalization in English. Students usually use capitalize the words in the sentence and want to emphasize. Therefore, this must be fixed. The researchers compiled capitalization rules information from trusted websites and references such as Your Dictionary.com and The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real World Examples and Reproducible Quizzes. In English there are many rules for using capital letters. Notice the following table:

Table 2.6
Rules of capitalization

NO	Capitalization Rules	Examples
1.	Capital is used in the first letter of the sentence	Ana likes reading books.
2.	Capitalize the first word of a quoted sentence.	He said, "Always guide your children."
3.	Capitalize proper nouns and adjectives	Mt. Everest is the highest mountain in the world. She is an American.
4.	Capitalize a person's title when it precedes the name. Do not use capitalize when the title is acting as a description of the following name.	Director Santos Mr. Santos, the director of the school, will suspend the afternoon classes. .
5.	Capitalize the person's title when it follows the name on the address	Ms. Santos, Director
6.	Capitalize any title when used as a direct address.	Will you make my favorite dish, Chef?
7.	Capitalize the points of a compass only when they refer to specific regions.	We have competition in the North.
8.	Always capitalize the first and last words of titles of publications, regardless of their parts of speech. Capitalize	The King of the Drift

	other words within titles, including the short verb forms Is, Are, and Be.	
9.	Capitalize federal or state when used as part of an official agency name or in government documents where these terms represent an official name. If they are being used as general terms, you may use lowercase letters	The State Board of Equalization collects sales taxes. There are some beautiful states in our country.
10.	Do not capitalize the names of seasons.	The winter season is coming.
11.	Capitalize the first word of a salutation and the first word of a complimentary close.	My dear Mr. Santos Sincerely yours
12.	Capitalize words derived from proper nouns	I must take English and Math.
13.	Capitalize the names of specific course titles.	I must take Biology 2.
14.	After a sentence ending with a colon, do not capitalize the first word if it begins a list.	These are my favorite hobbies: watching TV, reading books, and surfing
15.	Do not capitalize when only one sentence follows a sentence ending with a colon.	I like the work of John Green: his book, Paper Towns, was great.
16.	Capitalize when two or more sentences follow a sentence ending with a colon	I like the work of John Green: his book, Paper Towns, was great. Also, Smith was beautiful.
17.	Capitalize days, months, and holidays	Tuesday, December, Christmas
18.	Capitalize the pronoun I	I don't like her, but I will talk to her

j. Articles

English has two articles: definite and indefinite. The definite article can be used with all types of nouns except most proper nouns. Azar indicates that the indefinite article is the same as the common noun. A/an is usually used with singular nouns, but the two articles are used with other words. The article a is placed before words that begin with a

consonant, and the article a is placed before words that begin with a vowel. See article (a/an) for examples below.

A papaya is orange

An apple is red

k. Meaning not clear

Meaning not clear is a sentence that is written has an unclear meaning or difficult for readers to understand. Frequently written sentences what students do is usually not orderly and not according to the rules grammatical structure. This error is caused by a lack of students understanding of grammar and writing the correct vocabulary so that the form of the word becomes reversed and cannot be captured by the meaning sentence. If part of the sentence is short, the sentence has no meaning. For example

I have leaved. (Incorrect)

I have leaved this place since three o'clock. (correct)

l. Run on sentence

A run-on is two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no punctuation at all to mark the break between the thoughts. It means that run-on sentence is two simple sentence joined together without a comma and without a connecting word.

Run-on sentences occur when statements are not combined correctly. The end of a sentence and the beginning of the next sentence are not marked correctly with periods, uppercase letters, or semicolons. As an

example: She is hungry. She ate a whole box of pizza. (Incorrect punctuation)

She is hungry, she ate a whole box of pizza. (Correct punctuation)

1. Procedure of Analyzing error

Gass and Selinker explain: “Most of the error analysis work is done in the classroom. The goal is clearly educational rehabilitation. Error analysis is done in several steps.

- a. Identify the error, what the error is (e.g. wrong tense order, wrong verb form, etc.)
- b. Classify errors. Is this Tense's fault? Is it an error in the sentence? pattern?
- c. Error quantification. How many Tense errors occur?
- d. Source/cause analysis.
- e. Remediation. Based on the type and frequency of errors, pedagogical interventions are carried out

B. Grammatical Error

1. Definition of Grammar

Grammar is the structure of sentences. If the structure is correct, the sentence will be perfect. When learning English, especially writing skills, the most important aspect that students need to understand is grammar. Because there are many grammatical elements that students must master in order to write sentences that follow correct English grammar. A grammar has several components.

Sentences, verbs, nouns, adjectives, pronouns, adverbs, conjunctions, verbs, tenses, prepositions, etc. Grammar errors are common in speech generation. Therefore, learning the language is easy. Tony & Kenneth (2013: 04) Grammar is

understood as a system of linguistic rules, but it is also useful to think of it as a source of information for expressing meaning. And Tony and Kenneth say that thinking of grammar as the primary rule leads people to think that there is a one-to-one relationship between grammar and meaning. According to this statement, grammar is the power of great language. When do you speak English uses grammar. Therefore, grammar is important in language.

Furthermore, according to Fauziati's Swan, grammar is the rules that indicate how words are combined, arranged, or changed to indicate a particular kind of meaning. From all the above statements, researchers can determine:

2. Grammatical Error

According to Smith and Wilson (1979), a grammatical error is a deviation from proper linguistic convention or usage that goes against established and accepted rules for a particular language. In other words, grammatical errors occur when you don't follow the rules and grammar that native speakers accept and use when learning a language.

A grammatical error means something is wrong with your grammar. A grammatical error also occurs when a sentence is not properly constructed. Therefore, the first language can interfere with the learner's learning of the second language. In addition, the authors want to see bugs with more emphasis on how the surface structure is modified in a systematic and concrete way, so they focus only on the taxonomy of surface strategies.

C. Writing

1. Definition of Writing

Writing is an important skill that every student should acquire. Writing is a process. It consists of several steps and requires constant practice for optimal

results (Chen, 2011; Chien, 2012; Wei, 2020). There are four main elements or stages to follow when writing. plans, drafts, edits (reflections and corrections), and final drafts (Abrams & Byrd, 2016; Wingate & Harper, 2021). Writing skills are related to speaking and reading. Writing is one of the four built-in English skills students learn. According to Nunan (2003) cited in (Suci, 2021), learning to write is both a process and an achievement. Writing good essays requires a little more finesse.

Writing in English is a difficult skill to master. There are many different genres of writing. His two of them are instructional text and procedural text. Writing is part of the four basic skills. reading, writing, listening and speaking. Writing is a kind of productive English skill that people or students must master or learn in school for everyone to learn English. Of his four skills in English (listening, speaking, reading and writing), writing is the most complex skill as it requires a lot of mental work (Naghdipour, 2021; Sun et al., 2021). Real-world writing tasks include writing letters, filling out forms, and writing reports. Writing can therefore be described as the process of giving and verbalizing ideas and messages. In other words, in order to write well, the reader should be able to easily understand what we are writing.

Therefore, it is not easy to become a good writer, because writers should also pay attention to the main purpose of writing and aspects of writing. Writing is one of her most important skills in learning English. Writing is a productive and expressive activity. Because writing is an important function for expressing ideas, exchanging ideas, and exchanging information. Writing is a way of exchanging information and sharing ideas.

Based on the descriptions and quotes above, writing is a way for people to express and share their ideas, thoughts and experiences in writing. Mastering it is very important as it affects many aspects of our lives, such as the social, academic and professional spheres. As they learn, they are guided to express their thoughts through procedure text.

2. Process in writing

When writing a manuscript, there are some important points that researchers should keep in mind while preparing their manuscript. According to Suprijadi by Harmer (2015, p. 40), his writing process consists of four main elements. Planning, design, editing, final version in writing version.

a. Planning

- i. Set goals because your writing skills affect not only the type of text you write (among other things), but also the language you use and the information you choose.
- ii. The target audience influences not only the format of the text (how it is structured, how paragraphs are organized, etc.), but also the choice of language.
- iii. The substantive structure of a sentence is, at most, the order of facts, ideas, or arguments that the sentence derives or implies.

b. Compilation

The first version of the typeface can be called Concept. Multiple submissions are possible until the final process.

c. Editing (reflect and revise)

After writing a draft, the author usually reads the draft to see where the text or words cannot be corrected. The order of information may not be

obvious. Perhaps there is some ambiguity or confusion in how to write something.

Discussion and revision are often assisted by other readers (or editors) who provide input and suggestions. Other readers' reactions to articles help authors make appropriate revisions.

d. Final report

Once the manuscript has been revised by the author, it may be different from the original plan or the first draft because it is changed at the discretion of the author. However, in the final version, the author is ready to send the created text to the intended audience. Students can describe this phase as: (design - edit - edit - final version).

(Trudy Wallace, 2014), writing is treated as a broadly identifiable activity and consists of her four main stages: planning, revision, and design.

a. Planning

As plan this study, think about what the researcher wants to say, how they want to say it, and the importance of your goals. Thinking fully and clearly about the underlying difficulties people will write about is important when planning. Finally, planning refers to how an author organizes information, ideas, opinions, or arguments in a sentence.

b. Drafting

If researcher gathered great ideas in the previous steps, in first writing attempt, come up with ideas that can quickly follow up on. This part is recommended to focus on writing fluent sentences for

writing as well as grammatically correct use of singular and plural nouns.

c. Revising

The text feedback provided in the response step is used to correct the text contained in the text feedback page. This part is about retelling someone's written text according to a given standard and checking whether the text can be understood or explained to the reader. Revision is the act of reading, observing, studying and checking what someone has already written.

d. Editing

This part is to clean up the text that was created when setting up the final draft of the assessment. This is one of those stages when other people edit other people's text and make understandable or better changes.

3. Types of Writing Text

A text is one of the written acts of communication of the sender. According to Beaugrande and Dressler, Isnaini (2014, p. 1), text types are sentences for text generation and processing and thus serve as the main determinants of efficiency, effectiveness and feasibility. There are 13 types or genres of English text. Each text has its own general function and structure. The table below describes the function and general structure of each text (Pardiyono, 2007).

Table 2.6
Genre of Texts

No	Name	Function	Generic Structure
1.	Descriptive	To give description about an object (human or nonhuman).	1. Identification 2. Description
2.	Recount	To inform or retell the events or experiences that happened in the past.	1. Orientation 2. Event 3. Re-orientation
3.	Narrative	Telling stories or past events to amuse or entertain the readers.	1. Orientation 2. Complication 3. Resolution 4. Reorientation
4.	Procedure	To tell the steps of doing something.	1. Topic 2. Description of the text
5.	Explanation	Explain how something works or why some phenomenon happens	1. Topic +General statement 2. Sequence
6.	Discussion	To present opinion or arguments about an issue or phenomena.	1. General statement 2. Arguments for 3. Arguments against 4. Recommendation
7.	Analytical	Exposition To argue that something is the case to concern.	1. Thesis 2. Arguments
8.	Hartatory	To argue that something should be or taught to be	1. Thesis 2. Arguments 3. Recommendation
9.	Report	It provides information about the natural or unnatural things in the world.	1. Tittle 2. General statement 3. Description
10.	Anecdote.	To share funny stories ridiculous event by retelling then to the readers	1. Tittle 2. Abstract 3. Orientation 4. Crisis 5. Reaction 6. Coda
11.	News Item	To inform readers, listeners or viewers about events of the day that are considered newsworthy or important	1. Headline/Tittle 2. Summary of events 3. Background 4. Source
12.	Spoof.	To retell an event with humorous twist at the end of the theory	1. Orientation 2. Events 3. Twist
13.	Review	To critique or evaluate an art work or event for a public audience	1. Tittle 2. Identification 3. Summary + Evaluation 4. Author and publisher

Generally speaking, we are talking about the same type of text if the text has the same meaning and/or the same structural elements. Texts with long functional texts include narratives, elaborations, descriptions, procedures, reports, appendices, hartatoriums, parodies, explanations, discussions, news texts, reviews, and analytical presentation texts. Most of the texts were studied by his twelfth grader at MA Miftahul 'Ula Nganjuk, but it was not possible for the author to investigate all the texts. Therefore, the author chose a procedure book because it can help students do something with the procedure, give instructions, and help students when they don't know how to make or use something. For example, if a student is using a laptop, they should read the instructions included in the box. Therefore, the description in the box is an example of procedural text. This can be proved by defining the procedural text according to Anderson's Artyani et.al (2014, p. 131). Instructional text is a piece of text that tells you how to do something.

D. Procedure Text

1. Definition

According to Anderson, Artyani et. al (2014, p. 131) Procedural text is text that tells you how to do something. According to Syafi'I et al. (2007, p. 24) A very common type of explanation process or procedure is someone describing how something is done or how something works. The procedure text begins with the purpose of the task. Instructions are like recipes or instructions that tell someone how to do something.

2. The purpose

Explain or tell readers how to create, manipulate, or do something through a series of actions or steps.

3. Language Feature

Procedure text features consist of:

- use the first sentence. example: Stir, mix, pour, serve, etc.
- Use the second sentence as an indication of sequential events. example: first second, third, then, then, finally, etc.
- Use action verbs. example: Cook, Prepare, Add, Off, On, etc.

4. General Structure

There are some common constructs in procedural text:

- Goals/objectives (example: how to create an aquarium ecosystem)
- Materials (example: aquatic plants, buckets)
- Steps: what to do (example: spread pebbles over the base of the ledge).

E. Previous Studies

This research is possible because it is linked to previous research. Therefore, research should be done to see how other researcher have approached this issue. Several studies related to this study have been conducted.

The first is “Grammar Error Analysis of Student Writing in Recount Text” by (Pramesti Diah Siti, 2020). This study included descriptive qualitative research obtained through document analysis and observation. The purpose of this study was to analyze writing errors in a recount text produced by NU 11 Kisabariman, an 8th grade MTs. The number of students is her 146. Researcher use targeted sampling techniques to collect and analyze data. Based on observations and teacher recommendations, her A grade in 8th grade has more writing potential. The data source consisted of texts in which 20 students described their personal experiences in detail. The researchers analyzed the errors based on Betty S. Azar's classification. The research found her 168 errors from the following categories: Verb form types are the most common errors students make. The error rate is 32.34%. Most of the errors are caused by

students not using the past tense. The second highest value is 13.17% for word choice. Number of punctuation types 11.98%, closest article 10.78%, capitalization 7.78%, spelling 6.59%, word addition 5.99%, word abbreviation 4.79%, singular 2.40%, run a Sentences are 1.80% and word forms are 1.20%. Meaning not clear and incomplete sentences are the second lowest error types. The figure is 0.60%. In this study, researchers were unable to find word order errors made by students.

The second is “Grammatical Errors in Writing Student Procedure text” (Pasarib, 2018). A qualitative method was used in this study. The focus of this study was to examine how well grade 11 students were able to write procedures, and the subject of this study stemmed from the questions posed to the students. The student made her 170 grammatical errors, which fell into 12 grammatical categories. 41 errors using tenses, 26 errors using prepositions, 26 errors using articles, 1 error using active and passive voice, 7 errors using relative clauses and relative pronouns , there were 53 errors in part-of-speech usage and 15 errors in word usage. Relative clauses and relative pronouns, 15 errors in the use of relative clauses and relative pronouns, 15 errors in the use of relative clauses and relative pronouns The most common types of errors in the use of parts of speech (53 errors), and the most common sources of error were incorrect conceptual assumptions, petrification, overgeneralization, and simplification.

The third is “Analysis of Student Errors in Writing Procedures for Grade 9 of SMP Negeri 9 Salatiga for the Year 2020/2021” (Haristiani, 2021). The subjects of this research are 24 students of IX-A. This study used descriptive qualitative research. The research tools were testing and documentation. Errors were collected, identified, and categorized based on Dulay's Surface Strategy Taxonomy. It was identified by four types of errors: omission, addition, misinformation and disorder. The results

show that the most common mistake students make is omission (48.88%). Her second mistake students make was misinformation (40.00%). The third errors students make was ordering wrong (8.88%). Addition had the lowest error rate (2.22%).

The fourth is "Analysis of Grammatical Errors in Writing Procedures Text by MTs Unggulan Nuris Jember in grade 9" (Hilmi, 2021). A qualitatively descriptive study design was used in this study. Data were collected from the first student who wrote the text of the procedure for preparing fried rice. The study subjects were 24 students of his MTs Unggulan Nuris in Grade 9 H class. The researcher based their analysis on the types of grammatical errors in student writing based on the theory of Duley, Bert, and Krashen, and borrowed the procedure for analyzing errors from the theory of Ellis. Data analysis revealed that the error occurred 112 times. Researcher found the following types of grammatical errors when students created instructions written by a 9th grade. Omission (44 times), addition (23 times), malformation (35 times), failure (10 times). Researcher have found that the most common type of grammatical error that students make when writing procedure text falls in the category of "errors of omission." This is determined by calculating the category of each error type. The results show that students are still prone to making grammatical errors when writing procedural sentences. Knowing the most common types of errors is therefore an important step in informing teachers where to direct their efforts regarding the most problematic areas that students face in learning English. It also helps teachers develop teaching strategies to minimize student mistakes.

The above study piqued the interest of the researcher and inspired her to analyze grammatical errors in student writing, especially based on her Betty S. Azar classification. This study also served as a reference for this study. The difference between the previous survey and this one is in the survey setup and targets.