

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter describes review of related literature. It includes error analysis, simple present tense, writing, descriptive text, and previous study.

#### **A. WRITING SKILL**

This section will discuss three important parts of writing, including the definition of writing, the process of writing, and the components of writing.

##### **1. Definition of Writing**

Listening, speaking, reading, and writing is the four skills that must be mastered when learning English. According to Nunan (2003), writing is a thought process to create ideas, think about how to express them in good writing, and organize ideas into statements and paragraphs clearly. Writing uses symbols for example alphabet, punctuation, and spaces. Thus, writing is rated as the most difficult skill to learn and master for second-language learners. It is a process of communicating in written form.

According to McCrimmon (2008), he said that writing is an activity that allows people to explore their thoughts and feelings about a topic, select topics to write about, and figure out how to communicate them so that readers can easily understand them. Then, Slamet (2008) stated that writing is a complex activity that necessitates a variety of skills. A good piece of writing must include writing elements such as content, grammar, and vocabulary. Many people believe that the most difficult skill to learn in a foreign language is writing. It's difficult because other factors,

such as grammar and vocabulary, must be considered when writing. Effective writing necessitates a thorough understanding of syntax and word choice.

It can be used to communicate an idea to the reader if we are good at writing. Then, the reader can get information from the writer. Readers will understand the idea when the writer has good writing. In the teaching and learning process, especially in learning English writing is one of four language skills that should be mastered by students. It is because the goal of learning is to make the students must have the ability to express their idea in written form. The students should share their ideas based on the writing process.

## **2. The Process of Writing**

According to Oshima and Hogue (2007), there are four major stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in. Furthermore, The writing process consists of four steps. Create ideas in the first steps. Organize the ideas in the second step. Write a rough draft in the third step. Finally, polish the rough draft by editing and revising it.

Oshima and Hogue (2007) states that the process of writing as follow:

### **a) Prewriting**

Prewriting is a technique for generating ideas. In this step, students select a topic and collect ideas for explaining the topic. There are several techniques for generating ideas, one of which is called listing.

Listing is a prewriting technique in which students write the topic at the top of a piece of paper and then make a quick list of words or phrases that come to mind.

b) Organizing

The following step in the writing process is to organize your thoughts into a simple outline.

c) Writing

The next step is to write a rough draft while keeping the outline in mind. A rough draft should be written as quickly as possible, without pausing to consider grammar, spelling, or punctuation. Simply put your thoughts on paper. The rough draft may contain numerous errors. Anyway, this is very common and acceptable. It is just a rough draft, and the errors will be fixed later.

d) Polishing: revising and editing

This is the stage of polishing. Polishing will work if done in two steps, the first addressing the most serious issue of content and organization (revising). Then tackle the smaller issues of grammar, punctuation, and mechanics (editing).

### **3. The Component of Writing**

There are forms of communication in writing that make use of language or words, sentences, punctuation, and good structure. Readers can easily understand the informants this way. Heaton (1998) states that there are five general components in writing: content, organization, vocabulary, language use, and mechanics.

Contents are ideas and information in the form of logical sentences. The basic structure or pattern that includes topics and supporting sentences is referred to as the organization. Vocabulary is the selection of words based on the content.

Language is used in the form of simple, complex, or compound sentences. Refers to sentence agreement as well as some other words such as nouns, adjectives, and time signals. The final mechanic spelling, punctuation, capitalization in the sentences.

#### **B. PRESENT TENSE**

In this section, we will discuss the meaning of the present tense and the form of the present tense.

##### **1. Definition of Present Tense**

Simple Present Tense is a form of time used to express an action or activity that is ongoing or happening at the present time, activities that are carried out repeatedly, or daily habits. The same thing was said by Azar (2003), he explained that the simple present tense is used to express activities that are usually carried out. According to the explanation, it can be concluded that the simple present tense is a tense used to express

general truths and daily activities. The present tense's time signal is indicated by an adverb; usually, usually, always, sometimes, etc.

It is a tense that is commonly used in daily conversation or when writing descriptive text. Present means the phenomenon is currently occurring. The simple present tense is formed by using the simple form of the verb, which is the form listed in the dictionary, also known as the infinitive without "to." When the subject is in the third person singular, an -es or -s ending is added.

## **2. The Form of Present Tense**

Present tense has two forms that will be discussed in this part, namely verbal sentences and nominal sentences.

### **a. Verbal Sentence**

Verbal sentences contain verbs or sentences that express an action. Verbal sentences are sentences that have a predicate in the form of a verb (verb), therefore in verbal sentences, there is no need to use to be (is, am, are). In terms of forms, the simple present can be divided into four forms namely positive, negative, interrogative, and negative interrogative.

#### **The Affirmative Form of Verbal Sentence:**

<b>SUBJECT + PRESENT VERB + S / ES</b>
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According to the form above, it can be concluded that affirmative sentences use present verb by adding s/es for the singular subject (She/

He/It), but not adding s/es for plural subjects (You/We/They) and first person (I).

**The Negative Form of Verbal Sentence:**

**SUBJECT + AUXILIARY VERB (DO / DOES) + NOT + PRESENT VERB**

It can be seen from the negative form above that there are Does and Do. There is a symbol for simple form in a negative sentence. Does is used for the third singular subject (She/He/It). On the other hand, Do is used for the plural subject (You/We/They) and first person (I).

**The Interrogative Form of Verbal Sentence:**

**AUXILIARY VERB (DO / DOES) + SUBJECT + PRESENT VERB + ... ?**

From the Interrogative form above, it can be summarized that Does/Do are used in the front of a sentence before the subject used where it puts a question mark at the end of a sentence. Does is used for the third singular subject (She/He/It). Do is used for the plural subject (You/We/They), and the first person (I).

**b. Nominal Sentence**

The nominal sentence is a simple present tense sentence that does not contain an action (non-verbal). In forming simple present tense (nominal) sentences, the predicate used is in the form of to be. The verb to be itself can be in the form of “is”, “am”, and “are”.

The verb 'be' takes on different forms. "Am", "Are", and "Is" is the present tense forms of be (construction: 'm, 're, and 's). Am is used after the first-person singular subject (I); are used after the first-person plural subject (we), second-person singular and plural subjects (you), and third-person plural subjects (they, the boys, cows, etc.); and is used after the third-person singular subject (you) (he, she, it, the boy, a cow, etc).

### **The Affirmative Form of Nominal Sentence:**

**SUBJECT + TO BE + NOUN / ADJECTIVE / PREP.  
TIME**

Example: I am smart

She is beautiful

We are good students

### **The Negative Form of Nominal Sentence:**

**SUBJECT + TO BE + NOT + NOUN / ADJECTIVE /  
PREP. TIME**

Example: I am not student

She is not teacher

It is not classroom

### **The Interrogative Form of Nominal Sentence:**

**BE + SUBJECT + NOUN / ADJECTIVE /  
PREP. TIME + ?**

Example: Are you a doctor?

Is it your house?

Is he a smart boy?

### **C. Descriptive Text**

This section will be discussed are 4 important parts of descriptive text including the definition of descriptive text, the purpose of descriptive text, the characteristics of descriptive text, and the language used in descriptive text.

#### **1. Definition of Descriptive Text**

Texts are classified according to their generic structure and key linguistic properties. Narrative, recount, description, report, explanation, analytical exposition, hortatory exposition, process, discussion, review, anecdote, spoof, and news item are some of the examples. There are numerous types of text. In this section, we will look at the descriptive text. A descriptive text is one that describes or describes something, such as a person, object, or situation. Beside that, descriptive text is a variety of discourse that provides details or details about objects based on impressions from the observations, experiences, and feelings of the author so which can affect the sensitivity and imagination of readers.

According to Pradiyono (2007), descriptive text is a piece of text that describes living things or things that are not alive. Furthermore, descriptive text is a text that describes a person, place, mood, situation, etc. It also describes something to make the readers or listeners can feel the writer's experience through his or her six senses; looks, smells, feels,



acts, tastes, and sounds. This text is not only used to describe people or things but can also be used to describe emotions.

As Pradiyono said, descriptive text can include both living and inanimate objects. Knapp and Watkins (2005) argue about the descriptive text that talks about the place. He argued that place descriptions can include physical and emotional descriptions. Furthermore, place descriptions may include descriptions of objects or people associated with the location. Writing the complete information in the text would pique the reader's interest and help them understand the topic. Specifically, Wishon and Burk (1980) confirmed that descriptive text provides readers and listeners with a sense of impression to aid in comprehension.

## **2. The Purpose of Descriptive Text**

Based on some of the meanings explained above, it can be said that descriptive text has the aim of providing information to the reader about certain things in words such as people, places, animals, objects, situations, etc. According to Fred D. White, there are several objectives of descriptive text, including:

a. To understand

This means to help the reader to see the objects, people, and sensations you present in the text, as you might expect.

b. To identify

This means explaining to the reader about a subject in the text.

Describes what is seen and the characteristics of the things described.

### **3. The Characteristics of Descriptive Text**

The characteristics of the descriptive text differ from those of other types of text. In the journal, Imelda Wardani et al stated that the generic structure of descriptive text consists of identification and description. Identification refers to introducing the subject or thing to be described, whereas description refers to brief details about who and what the subject is.

#### **a. Identification**

The writer introduces the subject of description in this section.

#### **b. Description**

The writer describes the subject's distinguishing features in this section. It could refer to parts, qualities, characteristics, size, physical appearance, ability, and so on.

To create descriptive text, the writer must first decide on the topic or subject to be described. The writer then makes a detailed description of the topic in order to provide details about the topic or subject in the text.

### **4. Language Used in Descriptive Text**

The language features in the descriptive text, according to Kistono and Ismukoco (2006), are:

- a. Use proper nouns
- b. Use simple present tense
- c. Use adjectives (for example small village, short legs)
- d. Thinking verbs, and feeling verbs (for example, think, believe)
- e. Action verbs (for example dance, go)

If students want to create descriptive text, they should think about the language features in descriptive text.

#### **D. ERROR**

The topic that will be discussed in this section is errors. There are two topics of discussion regarding errors that will be discussed including the meaning of errors and mistakes and also error analysis.

##### **1. Error and Mistake**

To analyze errors in using the simple present tense, we need to distinguish between errors and mistakes. Errors and mistakes are not the same. Most people misunderstand the two meanings and think they mean the same thing.

Dulay said that error is imperfect aspects of a student's writing or speaking. They are part of a discussion or composition that deviates from some of the forms chosen to develop language performance. Corder, on the other hand, explained that the errors indicate a gap in students' knowledge. It can happen because students cannot apply what they know. An error is an act or condition of ignorant or inadvertent deviation from a code of conduct. Errors also occur due to a lack of knowledge. In learning a language, mistakes are inevitable as the student is still in the learning process. This is a systematic deviation committed by the learner due to his lack of understanding of the rules of the target language. According to Ellis (1997) and cited by Francis (2018), errors reflect gaps in students' knowledge. This happens because students do not know what is correct.

In short, errors arise if students have not studied or understood a material, even though the material has been discussed and explained in class. For example, a teacher has taught the use of the simple present tense, but students still doing wrong in writing sentences. In this case, students seem unable to correct their own mistakes, even by applying the rules they already know.

Mistakes are used when learners occasionally produce correct or incorrect words both orally and in writing whereas knowing the correct forms. In addition, the mistake refers to a performance error but they know how to correct it. The mistake is inconsistent deviations, learners may use correct or incorrect forms of language. The mistake occurred when the learners had understood the correct rules but they failed to do them well. Novita (2014) states that the causes of mistakes are slip of the tongue and physical condition, such as fatigue, inattention, and strong emotion. However, the learners could make a correction to it.

Mistakes can therefore be said to be deviations from behavioral factors such as memory limitations (e.g., verb form order errors due to time, sentence usage in longer sentences), spelling-based speech, fatigue, and mental distress. These are all particularly unintentional and easily corrected by learners when they catch their attention.

A mistake is different from an error. A mistake is made by language learners when they were unable to correct their errors until they had sufficient knowledge. An error occurred during the learning process because the learner did not acquire enough knowledge. On the other hand,

Brown (2007) found that errors are marked deviations from the native speaker's adult grammar that reflect the multilingual ability of the learner. An error is a wrong answer, but because the student does not know the correct answer, the wrong answer is wrong, but they recognize the correct answer.

Ellis (1997) has two ways of distinguishing between errors and mistakes. The first method is to check the consistency of student performance. Sometimes students use the correct item and vice versa, which is called a mistake. However, if the student consistently uses the wrong item, this is called an error. The second method is demonstrated by the ability to self-correct deviations. If the student cannot correct it, it is an error. In the meantime, if they have managed to correct the deviation, it is a mistake.

## **2. Error Analysis**

Fear of doing wrong is recognized as the most inhibiting factor when learning and using a foreign language. Making errors indicates that the student has not mastered the rules and structures of the language they are learning. One strategy widely used by linguists to solve this problem is error analysis. Brown (1980) states that error analysis is the study of observing, analyzing, and classifying student errors to reveal something about the systems that operate within them. This error analysis reveals some of the problems and difficulties students are currently facing. This statement is the same as that of Crystal (1987). She said error analysis is a strategy for finding, classifying, and systematically analyzing forms that

are produced by people learning a foreign language and considered inappropriate in the language. By the principles and procedures of linguistics.

In addition, in error analysis in teaching English as a foreign language, English teachers need to know error analysis. This is because it is the main key that helps us understand the process of learning a foreign language are. The teacher also needs to know how the target language was learned or acquired and what the best strategies the learner will use to master the target language. The impact of conducting a systematic error investigation is to improve the use of teaching methods and to be able to try to find answers and solutions to the various problems faced by their students.

Error analysis emphasizes how important errors are in students' interlanguage framework. Error analysis is a semantic investigation focused on the students' errors. It is a process of observing, analyzing, and classifying the deviations of the next and subsequent language guidelines to reveal the framework that students work on. Based on the explanation above, it is explained that error analysis is an activity to identify, classify and describe errors made by students in speaking or writing and basically watch someone speak or write English sentences. It explains that it is run to get data about specific issues.

There are four types of error as stated by Dulay, Burt, and Krashen (1982) in *Language Two*, they are Omission, Addition, Misformation, and Misordering.

## 1) Omission

Errors of omission are identified by the absence of an item or morpheme that must appear in a well-formed expression when the learners are considered to be grammatically correct. For example, the omission of the auxiliary verb (be), the omission of verb inflections (-s/-es), and other omission errors.

The omission has two types of morphemes, content morphemes, and grammatical morphemes. Content morphemes are morphemes that have meanings like nouns, verbs, adjectives, and adverbs. On the other hand, grammatical morphemes are little words that play a minor role in delivering the meaning of a sentence. They include noun and verb inflections (the –s in birds, the –s in Mother’s, the –ed in looked, the –ing in laughing), articles (a, the, an), verb auxiliaries (is, will, can, etc.); (is, was, am, etc.), copula, short plural, long plural and preposition (in, on, under, etc.)  
For example:

a) He always give me a candy

It should be: He always gives me a candy

b) Dewi smart and good looking.

It should be: Dewi is smart and good looking

According to the example above, students commonly forget to

add s/es at the end of the verb for the third singular subject and to add to be before the adjective.

## 2) Addition

Addition errors are any usage of unnecessary items in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. In this part, types of addition errors are divided by Dulay (1982) into irregular past, regular past, article, and preposition.

For example:

- a) I am likes my new doll very much.

It should be: I like my new doll very much

- b) She is have good dress.

It should be: She has good dress.

From the example, it is clear that the students made errors by including an unneeded item in a sentence that should not be there. This error could be classified into three categories: double marking, regularization, and simple addition.

- a) Double marking is an error when a student cannot omit certain required components and marks more than one when creating a phrase.

- b) Regularization is an error that occurs when a marker normally added to a language element is wrongly added to an exception element of a specified class that does not require a marker.



- c) Simple addition, simple addition has no distinctive features. On the other hand, this error involves using elements that should not appear in a well-formed language.

### 3) Misformation

Misformation is the use of incorrect morphemes or structures. Some students incorrectly form "be" (am, is, are), auxiliary verbs (have/has), and object pronouns. In this type, the student uses the wrong be or verb. In addition, misformation uses the wrong form in sentences. Due to a misunderstanding of language when using some forms.

For example:

- a) My father have a tall body.

It should be: My father has a tall body

- b) My sister favorite food is fried rice, donut and pizza.

It should be: My sister favorite foods are fried rice, donut, and pizza

### 4) Misordering

Misordering is identified by placing the wrong morpheme. In this case, some students had trouble understanding the correct order of adjectives and nouns. Misordering is indicated by the improper placement of certain morphemes. Furthermore, this is caused by the difference in word order between English and Indonesian.

For example:

a) She has a hair long and black.

It should be: She has a long and black hair.

b) I do not know why is she mad.

It should be: I do not know why she is mad.

The researcher used the steps proposed by Corder (1994) to analyze the four types of errors mentioned above, including the following:

1) Collecting a sample of learner language

This determines what language samples the learner will use to analyze and knows how to collect those samples.

2) Identification of errors

Errors in the learned language that have been collected will be identified. Therefore, it is very important to decide which elements to use including errors, and establish procedures to identify them.

3) Classifying of errors

This step involves comparing the students' idiosyncratic utterances with the reconstruction of utterances in the target language. At this stage, it is very necessary to pay attention to the surface properties of students' utterances.

4) Explanation of error

This relates to determining the source of the error, for example, by considering why it occurred.

#### 5) Evaluation of errors

This involves considering how the error will affect the person being handled. It also involves assessing the seriousness of each error to determine the use of teaching principles. This error evaluation is indispensable for pedagogical purposes.

### **E. THE POSSIBLE REASONS**

According to Dulay, Burt, and Krashen (1982), there are three possible main sources that cause errors in someone's use of English, namely interlingual, intralingual, and learning context errors. These three sources will be discussed further as follows:

#### **1. Interlingual Factor**

The interlingual error factor or interlanguage error is a source of the error caused by the involvement of the rules or system of the first language in the rules of the target language system. As we know, the mother tongue has the potential to interfere with the target language/second language being studied. So it can be assumed that the disclosure of sentence construction in the target language, both orally and in writing, is reflected in the rules of the mother tongue and the local language they have mastered. This causes deviations or errors because of the mutual influence between the two elements of the mother tongue and the target language or the dominant influence of the mother tongue itself on the target language being studied.

This occurs at an early stage in the process of learning a second language. Brown (2000) also argues that before learning a second

language/foreign language, the learner has mastered the system of the mother/first language, so that when producing sentences in the language he is learning, the learner still tends to use the system of the mother tongue/first language. For example, an English learner from Indonesia would say "Girl beautiful". This is because, in the Indonesian system, noun phrases have a pattern structure of a phrase that starts with the function explained which is then explained or complemented by the function explaining (DM), whereas English has a pattern system that starts with the function explaining which is then followed by the function explained. (MD). So, it can be concluded that the possible reasons that causes students to make foreign language learning errors are the inclusion of elements of the mother tongue or first language into the target language or the target language or the foreign language they are learning.

## **2. Intralingual Factor**

Errors that originate intralingual can also be called overgeneralization errors. This happens because the learner uses a rule in a wider case than it actually is. Intralingual is also called an analogy error (analogical error) because the learner uses the wrong analogy, and some call it a developmental error (developmental error) because it shows the stages of language development between learners. So it can be said that the intralingual factor is an error that occurs because of the language system being studied. The purpose of this statement is when the learner has not mastered perfectly the use of the target grammar being studied because of the complexity of the target grammar system, which in this case

is English. For example, the sentence "*She study at the University of Kediri*" occurs because of a tenses system in English, while Indonesian does not have a tenses system. Errors due to this factor occur because the learner does not understand the use of grammar in English so students generalize the rules in the language they are learning.

### **3. Learning Context Factor**

Context is defined as, for example, a classroom with teacher content and materials in the case of school-based learning or the social environment in terms of second language acquisition without tutoring. In the classroom context, instructors or textbooks can influence students to form wrong concepts about language. For example, students often make errors as a result of teacher misinterpretations, wrong words in textbooks, or patterns that they have learned without contextualization of the properties. So that it can be interpreted that errors originating in the learning context mean that these errors occur because the teacher or textbook causes students to make the wrong hypothesis (faulty hypothesis) about the target language.

## **F. PREVIOUS STUDY**

The presence of previous research as support and comparison material is critical in a study. Previous research will broaden the discussion with the support of data results discovered by previous researchers. As a result of these data, researchers can use previous research as a basis for comparison. Furthermore, researchers can learn about the progression of the case being studied. In compiling

this thesis, the researcher used three previous studies as references while conducting the research.

The first researcher by Ima Natria (2007) examined identifying the most dominant errors in writing descriptive texts. Researchers also identify the possibilities that cause students to make these errors. Cluster proportional random sampling was used to collect the data proportionally to represent each group, so they were all well represented. A written test consisting of an outline writing a descriptive text was used as the instrument. When analyzing data, error analysis is used, which consists of five steps: identifying errors, classifying errors, calculating errors, putting the results in tables, and drawing a conclusion. According to the findings of the study, the most prevalent issue is dealing with the suffix -s/-es from the verb of third singular person subjects, which account for 24.65% of the errors.

The second researcher by Indriana Widyaningsih (2022) conducted this study to know the types of errors do students make and how many errors students make when using the simple present tense. Using the Surface Strategy Taxonomy theory, analyze the types and total errors in the simple present tense. To collect data, the researchers used a quantitative descriptive method and descriptive text. The researcher used the theory of surface strategy taxonomy to discover students' errors. The study uses Corder's formula to analyze as followed: identification of errors, classification of errors, and explanation of the errors. The result of the study, the most common type of error made by students is omission with a total of 32 errors. The number of errors in each type of error includes 17 errors of addition, 10 errors of misinformation, and 5 errors of misordering.

Rodesma (2020) is the third and final researcher who conducted this study to determine the student's ability to write verbal and nominal sentences in the simple present tense. In this study, the researcher employed a quantitative descriptive method. The researcher administered a test to the students to collect data. This study used two formulas to determine the percentage of students' abilities to analyze the data. According to the results, the average score of students in using verbal sentences was 66.4, while the average score of students in using nominal sentences was 64.4. It is possible to conclude that the student's ability to use verbal sentences is superior to the student's ability to use nominal sentences with verbal sentences.

The analysis of simple present tense errors in descriptive writing at MTsN 7 Kediri will also be examined in this study. This study's design is descriptive qualitative research. For seventh graders, qualitative descriptive is a method for analyzing errors in descriptive text writing. To determine what types of errors the students made, the researcher will analyze or correct the students' writings. After analyzing, the researcher identified these errors again by categorizing them according to Dulay's classification. After that, the type of error will be explained in relation to the existing errors. The final step is to use the formula to calculate the frequency of errors made by students.

After the researcher found the most dominant error in the use of the simple present tense when writing descriptive text, the researcher would give suggestions to the teacher. The suggestion is how to improve teaching by providing simple present tense material so that students can understand when it is explained. The purpose of this study is to provide benefits to teachers in teaching simple present

tense in descriptive texts so that students can know the use of simple present tense. So, teachers can look for alternatives so that students can understand the learning material.