CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is concerned with review of related literature, covering theoretical, and empirical review.

2.1 Theoretical Review

This unit will support this study which reviews about the important theories such as the definition of writing, recount text which is included types of recount text, and the language features of recount text. Besides, it also explains about the definition of errors, error analysis, the distinction between error and mistake, and grammatical error.

2.1.1 Writing

The use of correct grammar is required in writing process in order to show how good students' skill in writing. Writing is a way to produce the language and express the idea, feeling or opinion (Harmer 2001). Furthermore, students should think in producing words, sentences, or paragraphs with correct grammar in their writings. Since English as a foreign language, students should have a good knowledge about writing rules. In other words, English comprehension of the students can be seen from their writing skill.

Students should be able to choose topics, content, and organize the ideas effectively (Antia et al., 2005). It is one of skills that has to be mastered by students. However, Writing is not only how they write something but also how to make a well structured sentence. Thus, it is important to know that writing is not

a product, it is a process (Oshima & Hogne, 1991). Through writing process, it shows the students' competence in English.

Based on the definitions above, it can be concluded that writing is the process of thinking to express the ideas or opinions into sentence. Writing process involves some aspects such as knowledge, writing rules, and concept. Moreover, EFL students still have a lack competence in English writing skill. It is because there is different writing rule between first language and foreign language.

2.1.2 Recount Text

2.1.2.1 The Definition of Recount Text

According to School Based Curriculum (2004), one type of texts that supposed to be learned by students in high school is recount text. It is because recount text is close with students' life about their experience in the past. Recount text basically written out to express an experience of a series of related events (Knapp & Watkins, 2005). Recount text has a purpose to tell what happened in the past. Examples of recount text are newspaper reports, letters, conversation, and speeches (Andersen & Andersen, 1997). All of those texts are about past activities. Through recount text students are expected to express their ideas about their experience in order to entertain the readers.

According to Hardy and Klarwein (1990), there are generic structures of recount text that should be used in recount text, namely:

1) Orientation

This part introduces participants, place, and time. Besides, it provides the information of background. The question of 5W (what, who, when, where, and why) often use to give an information in the orientation.

2) Sequence of Events

It refers in describing the information about sequence of events. This part tells what happened in chronological order.

3) Reorientation

It states the personal comments of the writer to the story. Referring to the description above, it can be concluded that recount text is a text retelling about past event or experience. It has a purpose to entertain or give an information to the readers. There is a complication part in the body of recount text, such as, orientation, sequences of events, and reorientation.

2.1.2.2 Types of Recount Text

Recount text is divided into five types, namely; personal recount, factual recount, imaginative recount, procedural recount, and biographical recount (Derewianka, 1990).

1) Personal Recount

Personal recount is a type of recount text retells of an activity where the writer personally involved in. The examples of personal recount are diary entry or letter.

2) Factual Recount

Factual recount is usually used to give an information of past accidents such as, newspaper, police report, and historical events. Factual report is very factual and detail which uses picture in order to gain the complete events.

3) Recount

Imaginative recount refers to entertain the reader by retelling imaginary events such as fiction.

4) Procedural Recount

Procedural recount refers to sequential steps to achieve a result. It has purpose in

completing a task or procedure. For an example a book that explain how things were made.

5) Biographical Recount

Biographical recount is a text to inform the readers by retelling person's life story about the achievements in past events.

In line with those statement, it can be concluded that there are some types of recount text that has the same purpose to entertain the readers by retelling activities or events that happened in the past.

2.1.2.3 The Language Features of Recount Text

According to Derewianka (1990), recount text usually uses some language features, such as:

a. Specific participants or proper noun which explain who that involved in the story.

b. Descriptive word to give detail about person, place, time, setting, and plot of the story.

c. Use simple past tense which indicates an action that happened in the past.

d. Words that show the order of events such as, first, second, then and so on.

2.1.3 Error

2.1.3.1 The Definition of Error

Errors are commonly committed by the English as a foreign language student. Error is a systematic deviation when the students have not learned or understood about the language and they will get it wrong consistently (Norrish, 1987). In other words, students will make errors consistently because they do not have knowledge about the target language.

As students, they commonly make some errors when they learn English. It is because English is a foreign language which has different language rules from their first language. According to Brown (1980), error can be seen from the grammar of a native speaker that reflects the interlanguage competence of the learner. It means that the error is related to the students' competency. When they do not have more understanding about the foreign language, they will make errors. According to Hubbard et al. (1983), error is because of the lack of knowledge or understanding a foreign language. It can be said that the students do an error because they do not have a complete knowledge about the language itself which includes the structure and the language rules.

Based on some definitions of error from the experts above, it can be concluded that error is unacceptable performance that is made by the students regularly which is because of their lack of linguistic competency that they have. Besides, the students cannot do self-correction of their errors because they are lack of knowledge and understanding about a target language. It commonly happens when the students learn a foreign language. It happens because there are some factors that make the students do an error.

2.1.3.2 Causes of Error

In learning a target language, students' errors can be caused by several possible general sources. According to Richard (1974), there are three causes of errors commonly committed by students, namely; *interlingual transfer, intralingual transfer,* and *developmental error.*

a. Interlingual transfer

Interlingual transfer can be identified through translating the grammar form of

the students' sentence in their first language into their target language. It commonly happens when the students use their first language form in producing the target language. It is quite possibly that there are some different grammatical forms of sentences between students' first language and the target language.

b. Intralingual transfer

Intralingual transfer refers to the false concepts of the students in producing a sentence because of the students' lack of knowledge about the target language. It occurs when the students still do not fully understand the target language system which causes them to make incorrect sentence.

c. Developmental error

Developmental error is almost the same as intralingual transfer, in which the students cannot distinguish between the target language and their first language. In this case, developmental error causes the error in the learning process of the students' first language which can influence in their target language learning. It means that developmental error is caused by the students' mistakes in their learning process of the first language and the target language.

Referring to some explanations of causes of error from the expert above, it can be concluded that there are three points which make the students do an error in the target language learning. The first is interlingual transfer, in which the students still use their mother tongue or their first language in translating the target language. The second is intralingual transfer that are caused by the students' lack of adequate knowledge about the target language. The third cause of error is developmental error, in which the students can make the mistakes in two languages which are the first language and the target language.

2.1.3.3 Types of Error in Writing

According to Dulay et al., (1982), there are four types of error, namely; *omission, additions, misformation*, and *misordering*. Each of this type of errors will be explained briefly in this section bellow.

1. Omission

   Omission error is the error that is caused by the absence of an item that should appear in a well formed sentence. In omission, there are two types of morphemes in a sentence, namely grammatical morphemes and content morphemes. In this case, grammatical morphemes include *to be, article, preposition, marker*, and *conjunction*. While, content morphemes include *verb* and *pronoun*. Furthermore, according to Dulay et al., (1982), omission error can be classified into 5 types, namely; *omission of to be, omission of article, omission of preposition, omission of marker,* and *omission of conjunction.*

   a. Omission of *To Be*

   There are kinds of *to be* in English, depending on the subject of the sentence and also depending on the tense that is used by the students in their writings. The kinds of *to be* in English are; *am, is, are, was*, and *were*. Sometimes the students omit the use of *to be* in their writings.

   Examples : She sleeping (*incorrect*)

   　　　　　　She *is* sleeping (*correct*)

   b. Omission of *Article*

   The use of article is to describe the meaning of plural or singular thing in a sentence. An article must be put before a noun. There are three kinds of article in English, namely; *the*, *a* or *an*.

Example : She has new red dress (*incorrect*)

She has a new red dress (*correct*)

c. Omission of *Preposition*

There are some of prepositions in English such as *at, in, on, by, to, after, before,* etc. Sometimes, the students omit a preposition which should appear in their writings.

Example: I want go to the post office (*incorrect*) I want to go to the post office (*correct*)

d. Omission of *Marker*

There are several markers in English such as the marker s/-es and d/-ed. The marker s/-es is used to convey plural nouns or for the third person singular in simple present tense. While, marker e/-ed is used to make past verb. In his case, the students often do not use the marker needed in their writings.

Example :

- Plural Nouns (*s/-es*)

  She has three pen in her bag (*incorrect*) She has three pens in her bag (*correct*)

- Present verb (*s/-es*)

  The kid break the glass (*incorrect*) The kid breaks the glass (*correct*)

- Past verb (*d/-ed*)

  I study English yesterday (*incorrect*) I studied English yesterday (*correct*)

e. Omission of *Conjunction*

The use of conjunction in English is to connect words, sentences, clauses, and phrases. There are some kinds of conjunction in English such as *and, or, but,*

because, etc. Sometimes the students omit the use of conjunction in their writings.

Example : The sea sky have blue color (*incorrect*) The sea and sky have blue color (*correct*)

2. Addition

Addition error is the error caused by the appearance of the item that should not appear in a good form of sentence. It usually occurs on the students' works because they still use the form of their first language having different rule with the target language. According to Dulay et al., (1982), addition error is divided into three types, namely; *Double Marking*, *Regularization*, and *Simple Addition*.

a. Double Marking

Double marking is a kind of addition error which happens when the students use double forms in particular tenses in their writings.

Example :

- My sister did not bought a cake on my birthday (*incorrect*) My sister did not buy a cake on my birthday (*correct*)

- Lucas does not takes a bath every Sunday morning (*incorrect*)

  Lucas does not take a bath every Sunday morning (*correct*)

b. Regularization

Regularization is a kind of addition error which appears when the students add morpheme which is not needed in a word. In this case, some exception of words cannot to be treated in the same form, such as; *fish, sheep, deer, shrimp, etc*.

Example :

There are some sheeps at the backyard (*incorrect*)

There are some sheep at the backyard (*correct*)

c. Simple Addition

Simple addition is a kind of addition error that occurs when an item should not appear in well formed sentences.

Example :

- We buys some apples on the market (*incorrect*) We buy some apples on the market (*correct*)

- You must to go to the hospital right now (*incorrect*) You must go to the hospital right now (*correct*)

3. Misformation

Misformation is the error that is caused by using wrong form of the sentence. It means that there is a wrong structure, morpheme, form or word which causes error in a sentence. According Dulay et al., (1982), misformation error is categorized into three types, namely; *Regularization error, Archi form,* and *Alternating form.*

a. Regularization Error

Regularization error is an error that appears when the students use the marker of regular verb (*d/-ed*) in place of irregular verb. It happens because of the students' confusion about the form of regular verbs and irregular verbs.

Example : The dog eated the chicken (*incorrect*)

The dog *ate* the chicken (*correct*)

b. Archi form

Archi form error refers to the inappropriate form in describing an object that is used in a sentence. Sometimes the students are confused in indicating the

agreement between an object and its singular or plural forms of verb.

Example : That cars are so expensive (*incorrect*) Those cars are so expensive (*correct*)

c. Alternating form

Alternating form is a kind of misformation error that happens when the students use incorrect verb choice in their writings. In this case, the students use an inappropriate verb choice which causes the error in the sentences.

Example :

My brother broken the flower vase last night (*incorrect*) My brother broke the flower vase last night (*correct*)

4. Misordering

Misordering is the error that is caused by incorrect placement of the group of sentence or morpheme in the sentence. There is a wrong structure that causes an error in the sentence form.

Example :

- What daddy is doing? (*incorrect*) What is daddy doing? (*correct*)

- She has a dress beautiful (*incorrect*) She has a beautiful dress (*correct*)

In addition, According Betty S. Azzar (1989), there are thirteen types of errors. They are as follows:

a. Singular-Plural

Example : He has been here for six month (*incorrect*)

He has been here for six *months* (*correct*)

b. Word Form

Example : I saw a beauty picture (*incorrect*)

I saw a *beautiful* picture (*correct*)

c. Word Choice

Example : She got <u>on</u> the taxi (*incorrect*)

She got *into* the taxi (*correct*)

d. Verb Tenses

Example : He <u>is</u> here since June (*incorrect*)

He *has been* here since June (*correct*)

e. Add a Word

Example : I want go to the zoo (*incorrect*)

I want *to* go to the zoo (*correct*)

f. Omit a Word

Example : She entered <u>to</u> the university (*incorrect*)

She entered the university (*correct*)

g. Word Order

Example : I saw <u>five times</u> that movie (*incorrect*)

I saw that movie *five times* (*correct*)

h. Incomplete Sentence

Example : I went to bed<u>. Because</u> I was tired (*incorrect*)

I went to bed *because* I was tired (*correct*)

i. Spelling

Example : An accident <u>occured</u> (*incorrect*)

An accident *occurred* (*correct*)

j. Punctuation

Example : What did he <u>say</u> (*incorrect*)

What did he *say?* (*correct*)

k. Capitalization

Example : I am studying english (*incorrect*)

I am studying *English* (*correct*)

l. Article

Example : I had <u>a</u> accident (*incorrect*)

I had *an* accident (*correct*)

m. Meaning Not Clear

Example : He borrowed some smoked (*the meaning is not clear*)

There are two experts who explain the types of errors commonly committed by students in learning of language. The first expert is Dulay et al., (1982), who describe four types of errors in writing, namely; *omission, addition, misformation, and misordering*. The second expert is Betty S. Azzar (1989), who divides the types of error in writing into thirteen types, namely; *singular-plural, word form, word choice, verb tenses, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article,* and *meaning not clear*.

However, there are some similarities of definitions between Dulay and Betty's types of errors in writing. *Omission of article* as part of *omission* in Dulay's types of error is similar to *article* in Betty's types of errors. *Omission of preposition* as part of *omission* in Dulay's types of errors has the same definition as *add a word* in Betty's types of errors. *Omission of marker* as part of *omission* in Dulay's types of errors is similar to *singular-plural* in Betty's types of errors.

Simple addition which is part of *addition* in Dulay's types of errors is similar to *omit a word* in Betty's types of error. *Alternating form* which is part of *misformation* in Dulay's types of errors and *verb tense* in Betty's types of errors have the same definition. *Misordering* error in Dulay's types of errors is similar to *word orde*r in Betty's types of errors. In the context of this study, the combination between Dulay and Betty's types of errors were used to analyze the students' grammatical error in their writings. It means that there are nineteen types of errors which are used in analyzing the students' works as the data of this study.

2.1.4 Error Analysis

According to James (1998), error analysis is the process in determining the causes, incidence, consequences of unsuccessfulness in learning language. Based on the statement, error analysis can be used to find out the students' weaknesses in learning the target language. Besides error analysis refers to the procedures in getting sample of students' language by using some steps, such as identifying the errors, describing the errors, classifying the errors based on the students' nature or causes, and evaluating the students' thoughtfulness (Corder, 1967). It means that the teachers can use error analysis as a tool to analyze the errors that are made by their students.

In line with the statements, the researcher can conclude that error analysis can be used as a process to collect the students' errors in learning a language. Besides it can be used as a way to know the information about the students' knowledge whether the learning process is successfull or not. Error analysis can help the teachers to know the difficulties that are dealt by the students when they learn a foreign language, especially in writing process.

2.1.5 The Distinction between Errors and Mistakes

In writing process, students often make an error or mistake in their work. It is not only caused by the inadequate knowledge of the foreign language, but it is also caused by some differences in form or language rule between the first language and the foreign language. Some students consider that error and mistake are the same problem. Actually, both error and mistake are different in nature.

According to Brown (2007), it is very important to understand about the distinction between error and mistake in analyzing the students' target language. Error is the result of students' own systematic rules of the target language, while mistake refers to performance errors in which the students know the system of the target language but fails to use it. In this case, the students are not able to self-correct the error but the students can self-correct the mistake. It is indispensable for error correction in distinguishing between errors and mistakes. It means that error correction can be used as a means to identify between errors and mistakes. However, it is difficult to make the distinction between errors and mistakes because if there is no error correction, both errors and mistakes cannot be distinguished (Brown, 2007).

Both errors and mistakes have always been problematic for teacher and researcher (Corder, 1967). However, most error analysis use "frequency of occurrence" as a general criterion in distinguishing between error and mistake. Errors which have low frequency of occurrence are considered as mistake. Then errors which have high frequency of occurrence are errors. In other words, errors commonly happen continuously because error cannot be self-corrected. While mistake is usually accidental which can be self-corrected, so it has low frequency.

Based on the explanation above, it can be concluded that both error and mistake are different. Error is caused by the lack of knowledge about the language rule, while mistake is caused by accidental phenomenon in writing process. However, error can be overcome when students have more knowledge about the language rule of foreign language. Sometimes students who have a good knowledge about the language rule can make a mistake.

2.1.6 Grammatical Error

Since English as a foreign language in Indonesia, students are still have a lack of knowledge about language rule in using English. The language rule that should be learned by EFL students is grammar. Grammar refers to the description of the ways in which words can be changed into sentence in that language (Harmer, 2001). It means that grammar has an effect in creating a good sentence in writing process. Grammar is defined as a group of words which are put together to create an ideal sentence (Penny, 1996). It needs a set of rules to make a good sentence which has a good structure of sentence such as tenses, plural nouns and so on.

It is possible for students to make errors in learning process, especially in writing. One of the challenges for Indonesian students in learning English is grammar (Nurhayati, 2015). EFL students still have a lack of knowledge about the grammar rule that causes an error. In writing, students do not only think about the meaning or the content of the sentence, but also they should think about the grammar rule of the sentence in order to make a good paragraph. It needs a grammar structure in writing, so that the reader will easily understand the content of the text. The structure of the sentence affects the meaning of the sentence.

It is very important to realize that having a good knowledge in grammar is very useful in learning a target language. In this case, students learn how to make a good sentence based on the writing rules. EFL students still have difficulties in learning grammar because of the different language rules between the students' first language and their foreign language. Students have a lack of knowledge about the application of grammar rules, so that sometimes there are grammatical errors made by the EFL students. However, grammatical error is defined as inaccurate form of language and error on language use.

2.2 Empirical Review

There were seven researchers having conducted studies about grammatical errors in writing recount texts. Basically, all of the studies investigated the similar concern. This part is concerned with brief analysis of grammatical errors in writing recount texts conducted by different researchers. There are seven previous studies that will be explained. There will also be a comparison between 7 previous studies and the present study.

Tri Agustina (2016) conducted the study entitled *Error Analysis in Writing Recount Text,* using qualitative research. This study aimed to identify morphological, syntactic and discourse errors in writing recount texts which were done by the students at SMP Muhammadiyah Surakarta. The subjects of this study were 60 eight grade students. The data were collected by using elicitation method. In this case, the result of the study shows that lexical errors were 22.2% including false friend, wrong spelling and use of Indonesian word. While syntactic errors were 64% including verb, "be", phrase, article, preposition, and sentence construction. Discourse errors were 7.7% which included generic structure. The

dominant types of errors found in this study were wrong spelling and misuses of verb in past tense

Ilmiah (2016) conducted the study entitled *An Analysis of Grammatical Error in Writing Recount Text* which aimed to find out the grammatical errors in writing recount texts. The subjects of this study were 80 third semester students of English Department in Makassar Muhammadiyah University. This study used descriptive analysis approach. The result was 440 grammatical errors of the orientation, events, and reorientation made by the students. It was classified into 302 errors of using verbs, 25 errors of using article, 19 errors in the use of pronoun, 29 errors in the use of proposition and 65 errors in the use of conjunction.

The study entitled *An Error Analysis of Students' Personal Writing Recount Text at the Eight Grade Students of MTs. Annidhomiyah Cirebon* which carried out to analyze the most common errors and causes of students personal writing in recount texts was conducted by Iim Imlakiyah (2016). This study was qualitative research and the data were present in descriptive analysis. The data collected by analyzing of personal writing recount text made by 10 students of the eight grade of Junior High School and taken by random sampling. The result of the study showed that misformation was the highest of error was 60% which has total of errors is 109. Error of omission was 22% with the number of errors was 40. Then, the common error was addition showed 11% with the total of errors was 21. For the lowest error was misordering showed 7% with the total was 12 errors. Fridayanthi (2017) conducted the study entitled *Grammatical Errors Committed by Eight Grade Students in Writing Recount Text*. This study was conducted to

find the common errors and sources of the errors committed by eight grade students in writing recount texts. This study was descriptive qualitative research which taken 30 students of SMP N 2 Seririt for the subjects of the study. The result of the data obtained by analyzing of students writing recount texts based on surface strategy taxonomy. The result were 169 errors committed by the students. There were 130 (77%) omission errors, 14 (8.28%) miordering errors, 13 (7.7%) misformation errrors, and 12 (7.1%) addition errors. Besides there were three types of sources of the errors including intralingiual transfer (90.96%), interlingual transfer (7.22%), and context of learning (1.8%).

The study entitled *An Analysis of Grammatical Errors in Writing Recount Texts by the First Grade Students of SMA Negeri 3 Surakarta in the Academic Year of 2015/2016* was conducted by Bhagas (2017). This study aimed to investigate the errors and causes of errors made by students in writing recount texts. This study was descriptive qualitative research and the subjects were 32 the tenth grade students at SMA N 3 Surakarta. The subjects of the research were collected by using cluster random sampling technique. The data were 406 errors made by students. In this case, the errors were classified based on taxonomy of grammatical error. There were errors 44.09% with total 179 errors in sentence pattern, proposition error was 13.79% or 56 errors, and pronoun error was 5.17% or 21 errors. Besides there were causes of errors showed 52.71% or 214 interlingual transfer, and 47.29% or 192 intralingual transfer.

The study entitled *An Analysis of Grammatical Errors in Writing Recount Texts at the Eight Grade of SMP Negri 20 Kota Jambi* was conducted by Susanti (2018). This study aimed to analyze and classify the types or mistakes of students

in using simple past tense in recount texts. The study used qualitative research. The subjects of this study were 26 eight grade students. The data showed the most error made by students was omission error with 38.97% or 166 errors. The second error was selection error that shows 38.03% or 166 errors. The third position was addition error that shows 15.73% or 67 errors. The last was misordering error with 7.28% or 31 errors.

Last, Fitriah et al. (2019) conducted the study entitled *An Analysis of Grammatical Errors in Writing Recount Texts Made by the First Year Students of English Study Program FKIP Universitas Riau*. This study aimed to find out types of errors of students in writing recount texts and it was descriptive research. The participants of this study were 17 the first students of English Program FKIP Riau University. The students were selected by using cluster sampling technique and the data collected by using written test. The result found 71.90% total of errors including 19.35% of omission error, 5.10% of misordering error and 3.47% of addition error.

There are some differences among the seven previous studies, as follows; All of the studies used different numbers in taking the subjects and the setting of the subjects. The second study and the fifth study classified the errors based on taxonomy of grammatical error which is different from the first study dividing the types of errors based on linguistic category and surface strategy taxonomy and the rest of the studies used surface strategy taxonomy in classifying the errors. Besides, there are also some similarities among all of previous studies, as follows; all of the previous studies used a formula in calculating the data and it is presented in paragraph. All of the studies used the same research method which is

descriptive qualitative method. The previous studies only focused on analyzing students' grammatical errors in writing recount texts.

There are three similarities between previous studies and the present study such as; the object of the previous studies and the present study is recount text. The problem of the present study is the same as previous studies which analyze the grammatical error made by students. Descriptive analysis was used in explaining the data. There are two differences between previous studies and the present study, such as; the data tabulation of students' grammatical error was as the instrument of the present study. The present study uses 19 types of errors from the combination of Dulay and Betty's theory. The present study uses the formula which are introduced by Bluman (2004) in calculating the data.