

CHAPTER II

REVIEW OF THE LITERATURE

This chapter discuss about the several related topics that will stress on the implementation of this research. This chapter presents about an overview of error in L2 writing and .

A. An Overview of Error in L2 Writing

Language learning is a process to develop the language skills, both oral and written. In developing the skills, learners are often making mistakes and errors. Learners usually commit errors when they lack of knowledge about grammar rules, appropriate words or sentences. When they make mistakes, correct or error sentences and free utterances, it may tell about what is going on in their minds. Thus, making errors is an important aspect to get information whether it is caused by the grammatical errors or slip of the tongue either in spoken or written language. Errors are integral part of language learning and not evidence of failure to learn'.¹³ Those errors should be analyzed because they give a contribution in understanding the process of language learning. From their errors, learners can get feedback which can be used to find new attempts to achieve the goal of learning. It

¹³ Davies, and Pearse, *Success in English Teaching*, Shanghai:Shanghai Foreign Language Education Press, 2002.

contains information on strategies that learners use to acquire language and can play an important role in the study of foreign language.

To understand clearly about error, it is better for researcher to consider several opinions given by some scholars. Error is part of students interlingua that is the version of the language which a learner has at any stage of development, and which is constantly reshaped as it aims to gain full mastery. Error and mistake are totally different. We have to be careful to definite both of them. According to Error is the wrong deviation made by native speaker because they don't know the correct form. A mistake is a performance error because the native speaker forgets the correct form.¹⁴

Mistakes are considered "goofs". The error is a deviation from the parent's grammar from native speakers who reflect the learner's language competence. It is called a competence error when learners make errors because they are less aware of the target language rules. They will not be able to fix the error quickly. They need guidance to fix errors. They may also make the same error at the time. In conclusion, they define the error as the flawed side of the speech or the writing of the learner. It means that learners cannot learn language without systematically committing errors first.

From definitions above, it can be concluded the mistakes are different from errors. People make mistakes both in native and second language. Mistakes are the wrong use of language because the user is not aware of the mistakes he makes whereas he knows the correct form of its rules. Mistakes

¹⁴ Brown, H. Douglas, *Principles of Language Learning and Teaching*, 3rd edition. Englewood Cliffs, New Jersey: Prentice Hall Inc, 1994.

can be corrected by the user himself and it does not need help. To correct error it is necessary to figure out cause and sources of error.

Errors found in ESL and EFL learners' pieces of writing are analyzed and categorized into various categories. Errors are categorized into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and disordering.¹⁵ In the late 1990s, James proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).¹⁶

Errors were analyzed at the sentential level. All of the errors were classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments. Likewise, categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers.¹⁷

¹⁵ Dulay, Burt, Krashen, *Language Two*, Oxford: Oxford University, Inc, 1982.

¹⁶ James, *Errors in language learning and use: Exploring error analysis*, London: Longman, 1998.

¹⁷ Runkati, *Organizational patterns and common mistakes in English research abstracts*, Prince of Songkla University, Songkhla, Thailand, 2013.

As the present study focused on errors in English sentences, the analysis of errors found at the sentential level and the word level was adopted. The one regarding sentential level errors included fragments, subject-verb agreement, word orders, tenses, capitalization and punctuation. The other concerning errors at the word level were articles, prepositions, word choices, nouns, pronouns and verbs. Other kinds of analysis, for example, addition and omission were also referred to as sub-categories of the sentential level errors and the word level errors.

The ability to write in a second language without errors is not an easy task for many of ESL/EFL learners. Writing to be a difficult skill which presents a challenging task for non-native speakers of English. Writing is not a natural skill.¹⁸ It is an instructional skill that "must be practiced and learned through experience".¹⁹ It means that it requires training, instruction, practice, experience and purpose.

The learning of writing in a second language as problematic because "learning to write in English when it is not your first, but a second or a third language poses its own problems".²⁰ That is, writing in English is more difficult for EFL/ESL students because they are faced with the task of learning the language along with the cognitive and psychological difficulties of writing.

Writing without teaching is too complex and difficult skill to be mastered. Accordingly, the teacher and teaching methods play an important role in determining the development of the students' writing. This point by saying that

¹⁸ Kroll, *Second language writing*, New York: Cambridge University Press, 1990.

¹⁹ Grabe, & Kaplan, *Theory and practice of writing*, London: Longman, 1996

²⁰ Widdowson, *Learning Purpose and Language Use*, Oxford: Oxford University Press, 1983.

instruction, with no doubt, does have an explicit outcome on how the learners write both in terms of written output, writing behaviours and attitudes to writing.²¹ The purpose and emphasis of the writing activities determine the methods of teaching to be adopted in the classroom.

The mechanics of writing such as 'handwriting', 'capitalization', 'punctuation' and 'spelling', as well as 'vocabulary' and 'grammatical structures' are traditionally believed to be the major ingredients of good writing.²² Therefore, a great number of empirical studies have investigated students' writing errors in terms of these mechanics of writing.

Error Analysis is a branch of applied linguistics established in the 1970s by Corder, the father of error analysis, and colleagues. Error analysis was originated from contrastive analysis, an area of comparative linguistics which compares the structures of two language systems and predicts errors.²³ The contrastive analysis hypothesis was based on the idea that second language learners transfer the habits of their first language (L1) into their second language (L2). In the 1960s, the theory of contrastive analysis was replaced by error analysis, which maintained that the errors learners make were not only due to the transfer or interference from L1. Error analysis indicates that contrastive

²¹ Piper, "Writing Instruction and the Development of ESL Writing Skills: Is there a Relationship?" *System*, vol. 17 (2), 1989, p. 211-222.

²² EL-Aswad, "A Study of the L1 and L2 Writing Processes and Strategies of Arab Learners with Special Reference to Third-Year Libyan University Students", Newcastle University, England, 2002.

²³ Kim, "An Error Analysis of college students' writing: Is that really Konglish?" *Studies in Modern Grammar*, vol. 25, 2001, p. 159-174.

analysis was unable to predict a great majority of errors, which were yielded by learners making faulty inferences about the rules of the new language.²⁴

1. Classification of errors

There are two types of errors: performance errors and competence errors. The first are made when learners are tired or hurried. It means that the learners make performance errors not because of incomplete learning but due to careless, stress or fatigue. The second are more serious since they reflect inadequate learning.²⁵ Errors as being either global or local. Global errors hinder communication; they prevent the message from being comprehend. On the contrary, local errors do not prevent the message from being understood because there is usually a minor violation of one segment of a sentence that allows the hearer to guess the intended meaning.²⁶

Errors can also be classified as interlingual or intralingual.²⁷ Interlingual errors can be identified as transfer errors which result from a learner's first language features, for example, grammatical, lexical or pragmatic errors. Conversely, intralingual errors are overgeneralisations in the target language, resulting from ignorance of rule restrictions, incomplete applications of rules, and false concepts hypothesised.²⁸

²⁴ Ghani, & Karim, "Error Analysis of L2 Writing" Kashmir Journal of Language Research, vol. 13, 2010, p.1-14.

²⁵ Corder, "The significance of learners' errors", International Review of Applied Linguistics, vol. 5 (4), 1967, p.161-169.

²⁶ Brown, "Principles of Language Learning and Teaching", White Plains US: Pearson Education, 2007.

²⁷ Richards, & Schmidt, "Dictionary of Language Teaching & Applied Linguistics". London: Pearson Education, 2002.

²⁸ Richards, & Schmidt, "Dictionary of Language Teaching & Applied Linguistics", London: Pearson Education, 2002.

Errors into four main categories, namely grammatical, syntactic, substance, and lexical errors. Then they subcategorized grammatical errors into seven categories: *prepositions, singular/plural nouns, adjectives, tenses, possessive case, relative clauses, and articles*; syntactic errors into three categories: *nouns/pronouns, subject/verb agreement, and word order*; substance errors into three categories: *capitalization, punctuation, and spelling*; lexical errors into two categories: *varied words, and idiom choice or usage*.²⁹ This taxonomy of errors has been chosen as a framework in the present study as it has been widely used in several studies.³⁰

2. The importance of error analysis

Many researchers in the field of EA have stressed the importance of second language learners' errors. *The significance of learners' errors*, remarks that: They are significant in three different ways. Firstly, to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Secondly, they provide to the researcher evidence of how a language is acquired, what strategies the learner is employing in his learning of a language. Thirdly, they are indisputable to the learner himself because we can regard the making of errors as a device the learner uses in order to learn.³¹

²⁹ Hubbard, Jones, Thornton, & Wheeler, "A Training Course for TEFL", Oxford: Oxford University Press, 1996.

³⁰ Ababneh, "Analysis of Written English: The Case of Female University Students in Saudi Arabia". *International Journal of Social Science Studies*, vol. 4 (5), 2017, p. 1-5.

³¹ Corder, "The significance of learners' errors", *International Review of Applied Linguistics*, vol. 5 (4), 1967, p. 161-169.

EA has two objects: theoretical and applied. The theoretical object is to understand what and how a learner learns when he studies an L2. The applied one is to enable the learner to learn more efficiently by using the grasp of his dialect for pedagogical purposes. At the same time, he says that the investigation of errors can serve two aims: diagnostic (to in-point the problem) and prognostic (to make plans to solve a problem). It is diagnostic because it can tell us the learner's understanding of a language at any given point during the process of learning. It is also prognostic because it can inform the teacher to adjust learning materials to meet the linguistic needs of learners.³²

Error Analysis is useful in second language learning because it reveals the problem areas to teachers, syllabus designers and textbook writers. Errors can tell the teacher how far towards the goal the learner has progressed and consequently, what remains for him or her to learn.³³ EA may be conducted in order to 1) identify strategies which learners use in language learning; 2) try to identify the causes of learner errors; 3) obtain information on common difficulties in language learning as an aid to teaching or in the preparation of teaching materials.

3. Previous studies on error analysis

Several research studies have been conducted to investigate errors in students' writing in English worldwide. Examined 26 essays written by Taiwanese EFL students at college level. The results of this study showed that the four highest error frequencies were sentence structures (30.43%), wrong verb

³² Corder, "The significance of learners' errors", *International Review of Applied Linguistics*, vol. 5 (4), 1967, p. 161-169.

³³ Corder, "Error Analysis: Perspectives on second language acquisition", London: Longman, 1974.

forms (21.01%), sentence fragments (15.94%), and wrong use of words (15.94%).³⁴

Examined errors in a corpus of 72 essays written by 72 Malaysian students. The findings of their study showed that the most common errors committed by the participants were closely related to: singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order.³⁵

Using quantitative research methods, to examine common English language errors made by Namibian learners who are L1 speakers of Oshiwambo, Afrikaans and Silozi learning English as a second Language. The study investigated errors and their frequencies in a corpus of 360 essays written by 180 participants. His findings revealed that the students who committed 763 errors in tenses, prepositions, articles and spelling, the four most common in students' writing. Among the four types of errors, spelling errors (419) seem to be the most difficult for the students since it is probably due to the rare use of English vocabulary in everyday language, followed by tense errors (139), preposition errors (117), and article errors (88).³⁶

Kambal carried out studies in order to analyse the performance of Arabic-speaking students enrolling in an intensive course. They found that Arabic-speaking learners have problems in prepositions, articles, tense, verbs and nouns. Recently, most studies in the Arab world investigated EFL Arab learners'

³⁴ Lin, "A case study of English writing competence of students at the Mei Ho Institute of Technology", *Journal of Mei Ho Institute of Technology*, vol. 20, 2002, p. 180-206.

³⁵ Darus, & Subramaniam, "Error Analysis of the Written English Essays of Secondary School Students in Malaysia: A Case Study", *European Journal of Social Sciences*, vol. 8 (3), 2009, p. 483-495.

³⁶ Mungungu, "Error analysis: Investigating the writing of ESL Namibian learners", 2010.

syntactic errors, the results of which revealed that Arab learners were incompetent and weak mainly in verbs and prepositions.³⁷

Khuwaileh, & Shoumali carried out a study to investigate the errors of the Jordanian students' writing and they discovered that tense errors are the most frequent ones committed by the students. They attribute this error to Arabic language interference because it has only three tenses.³⁸

In his detailed article on Arabic speakers, Arabic learners of English commit many examples of errors. Among these errors, for instance, were mistakes in consonant clusters, word order, questions and negatives, auxiliaries, pronouns, time, tense and aspect, modal verbs, articles, etc. As for articles, he stated that the indefinite article causes the most obvious problems as it is commonly omitted with singular countable nouns.³⁹

Ababneh conducted a study on the writings of 50 EFL Saudi female college students majoring in English and then categorized their writings errors in terms of Hubbard, Jones, Thornton, and Wheeler's classification of errors namely grammatical, syntactic, substance, and lexical errors. The findings of his study showed that most frequent types of errors made by the students were in the categories of grammar (570), followed by substance (513), syntax (121) and lexical (90). His findings also revealed that the most frequent types of errors made by the students were: spelling, subject-verb agreement, tenses, singular/plural

³⁷ Kambal, "An analysis of Khartoum University Students' Composition Errors with Implications for Remedial English in the Context of Arabization", Unpublished Doctoral Dissertation, University of Texas at Austin, USA, 1980.

³⁸ Khuwaileh, & Shoumali, "Writing Errors: A Study of the Writing Ability of Arab Learners of Academic English and Arabic at University", *Language, Culture and Curriculum*, vol. 13 (2), 2000, p. 174-183.

³⁹ Smith, Swan & Smith, *Learner English: a teacher's guide to interference and other problems*, Cambridge: Cambridge University Press, 2001, p. 195-213.

nouns, and articles. He ascribed these errors to the lack of conversation in the target language, rare reading in English, and interference of Arabic language.⁴⁰

Napitupulu investigated Indonesian students' linguistic errors in English letter writing, adopting Hubbard taxonomy of errors. His study revealed that students committed 42.4% of grammatical errors, 26.7% of syntactic errors, 17.9% of substance errors, and 13% of lexical errors. Based on the discussion of his findings, he concluded that Indonesian students committed a great number of errors due to first language transfer.⁴¹

In general, most studies conducted in the field of error analysis among Arab and non-Arab students revealed that approximately the most common types of errors are all similar (prepositions, spelling, tenses, articles and subject-verb agreement). These studies have attributed the aforementioned errors to overgeneralization in the target language which result from ignorance of rule restriction and incomplete application of rules and interference resulting from first language (Arabic) negative transfer.

From the preceding discussion, it is evident that errors committed by language learners have been extensively investigated worldwide. However, there seems a paucity of errors analysis research in Libyan context. In fact, Abdal wahid and Hamed's studies have focused only on investigating cohesion errors in students' writing whose major is English. This study is an effort to fill this gap by

⁴⁰ Ababneh, "Analysis of Written English: The Case of Female University Students in Saudi Arabia", *International Journal of Social Science Studies*, vol. 4(5), 2017, p. 1-5.

⁴¹ Napitupulu, "Analyzing Linguistic Errors in Writing an English Letter: A Case Study of Indonesian Undergraduate Students", *International Journal of Language and Linguistics*, vol. 5 (3), 2017, p. 71-77.

identifying the most common types of errors and their frequency occurrence in the English writings of non-English major Libyan students.⁴²

4. Common ESL Writing Errors

English as a second language writers commit both global and local errors in their writing. The reason for the errors stem from their non-native English background. ESL writers are broadly defined as anyone whose first language is not English, but is writing in English, especially in an academic setting, such as at a university. While they share the same non-native English language background, writers are at different levels, have different language skills, have different writing styles, write in different accents, and may not be familiar with the cultural expectations of the English speaking country in which they are studying but still share common writing errors despite their diverse L1 backgrounds and English proficiency levels.

The main issues all ESL writers have to improve on are understanding writing assignments, overcoming inherent weaknesses in their own writing, avoiding content and organization errors, and avoiding grammatical errors. When it comes to ESL writing, a basic cause of global error they have is in understanding what kind of writing is being asked for in a given writing assignment. ESL writers who cannot explain the assignment or what they wrote in response to the assignment struggle to do well in writing courses. If they cannot explain what the assignment asks them to do, then the error they will produce is a global error. Some reasons writers struggle to understand an

⁴² Abdal wahid, "Cohesion features in argumentative essays written by Libyan tertiary EFL students (Arabic-speakers) at Omar Al-Mukhtar University in Libya", 2012.

assignment are their understanding of the precise language in the assignment and/or the parameters of an assignment.

For content and organization, which are global errors, ESL writers struggle to stay focused on what they want to say in their writing. Writing that is riddled with errors can block the writers' messages. Contextual issues can stem from individual differences and predispositions, educational background, cultural background, linguistic background, English writing proficiency, and motivation for writing. In addition to contextual issues, grammar issues also affect the ability to understand ESL writing. Depending on the effect of the error, grammar issues could result in global errors or local errors.

Causes of these grammatical errors are lack of acquisition of English graphemic and orthographic conventions, the use of L1 grammar in L2 writing, and little to no experience with English rhetoric. These grammar issues vary across spelling, nouns, verbs, articles, prepositions, and word choice. For verbs, ESL writers may make mistakes with inflectional morphology, verb formation, verb deviation, verb completion, verb tense, passive construction, modal construction, and subject-verb agreement. Noun errors ESL writers make can be with inflection, derivation, noun-adjective-adverb confusion, count nouns, abstract nouns, collective nouns, plural endings, and progressive endings.

Articles may be used in the wrong context, used in the wrong place, used when they are not needed, and missing when they are needed. With prepositions, ESL writers struggle to know which one goes with which particular nouns, verbs, adjectives, and adverbs. Word choice errors may be caused by uncommon or mistranslated words. Because of all of these issues ESL writers have with writing

in English, they need help with error identification and correction on their writing tailored to these errors, especially global errors, as they have different struggles in writing than native English writers.

5. Causes and Sources of Errors

A lot of causes and sources of errors have been explained by some scholars. There are Interlingual errors and intralingual errors. Interlingual errors are those which are related to native language. It means there are Interlingual errors when the learners' habits (patterns, system or rules) interfere or prevent them, to some degree, from acquiring the patterns and the rules of the second language. Interference (negative transfer) is the negative influence of the mother tongue language on the performance of the target language learner.⁴³

Intralingual errors are those due to the language being learned, independent of the native language. There are items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language. The learner, in this case, tries to "derive the rules behind the data to which he/she has been exposed, and may develop hypotheses that correspond neither to the mother tongue nor to the target language". In other words, they produce deviant or ill-formed sentences by erroneously applying their knowledge of TL rules and structures to new situations. In 1974, Selinker reported five of errors.

1) Language transfer. Language transfer occurs naturally in language learning acquisition. The interlanguage may result from transfer from the first language

⁴³ Lado, "Language Teaching: A Scientific Approach", New York: McGraw Hill, 1964.

- 2) Transfer of training. The interlanguage may result from specific features of the training process used to teach the second language.
- 3) Strategies of second language learning. The interlanguage may result from a specific approach to the material to be learned.
- 4) Strategies of second language communication. The interlanguage may result from specific ways people learn to communicate with native speakers of the target language.
- 5) Overgeneralization of TL linguistic material. The interlanguage may be the product of overgeneralization of the rules and semantic features of the target language.

Based on theories given by scholars it is believed that causes and sources of errors may be derived from native languages or student' mistake in generalizing the concept of grammar itself.

In this paper the researcher will find out about interlingual error and the error will be analyzing based on Corder theory.

6. Types of errors in writing

Writing comprises three elements as proposed such as organisation, content, and linguistic.⁴⁴ If students commit errors in writing, the errors should be in these three elements of writing. However, this paper only deals with linguistic errors because these errors into ones needing more attention. Linguistically, errors can be classified into grammatical categories such as errors in tenses, articles, word forms, etc.

⁴⁴ Watcharapunyawong, & Usaha, "Thai EFL Students' Writing Errors in Different Text Types: The Interference of the First Language", *English Language Teaching*, vol. 6(1), 2013, p. 67-78.

7. Surface Strategy Taxonomy

Surface strategy taxonomy highlights the ways surface structures are altered: “learners may omit necessary items or add unnecessary, they may misform items or misorder them”.⁴⁵ Classifying errors using surface strategy taxonomy can give a clear description about cognitive processes that underlie the learner’s reconstruction of the new language or language being learned. It also makes us aware that learner’s errors are the result of their active way in using the temporary principles to produce the target language. Below is the detailed description of each category used in surface strategy taxonomy.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-form utterance. It means that there is a sentence in which there is one of its aspects (word) or more is omitted.

Example:

The monkey on the back. (incorrect)

The independent clause “*the monkey on the back*” of this sentence is incorrect because the verb “*is*” is omitted. That should be added the verb in the present form “*is*”. It is because the subject “*the monkey*” is third person singular. So, the correct sentence is “*The monkey is on the back.*”

b. Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. Learners usually have already

⁴⁵ Dulay, Burt, and Krashen,. *Language Two*. New York: Oxford University Press. 1982.

acquired target language rules, and they often too faithful to use certain rules which cause errors.

Example:

He does not meets his children. (incorrect)

The independent clause “*he does not meets his children*” is incorrect because there is double present markings “does” and “meets”. The verb “meets” should be in verb 1. So, the correct sentence is “*He does not meet his children*”.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme. It means that one or more of sentence’s aspect has wrong formation. It can be caused by rule regularization.

Example:

The mouse deer eat cucumber when the farmers home. (incorrect)

The independent clause “*The mouse deer eat cucumber*” is incorrect because the predicate has wrong form of verb. The verb “eat” should be in present form “eats”. So, the correct sentence is “*The mouse deer eats cucumber when the farmers go home.*”

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group morpheme in an utterance. It means that the sentence structure is ordered incorrectly. The words are ordered in wrong structure.

Example:

Comes the teacher to the class. (incorrect)

The sentence above is ordered incorrectly. It has incorrect placement of its words. The verb “comes” should follow the subject “the teacher”. So, the correct sentence is “*The teacher comes to the class*”.

8. Communicative Effect Taxonomy

While the surface strategy taxonomy focuses on the aspects of the errors itself, the communicative effect taxonomy deals with errors from the perspective of their affect on the listeners or readers. It focuses on the distinguishing between errors that seem to cause the miscommunication and those that do not. This taxonomy classifies errors in two types, global and local errors. Below is the detailed description of each category used in communicative effect taxonomy.

a. Global Error

Errors that affect overall sentence organization significantly hinder communication. Because of the wide syntactic scope of such error, Burt and Kiparsky labeled this category “global”. These systematic global errors include:

- a. Wrong order or major constituents, e.g: *English language used many people.*

This sentence can lead the reader to have different interpretation about meaning. The sentence should be changed as “*Many people used English*”

- b. Missing, wrong misplaced sentence connectors, e.g:

1. *He does not go to school, he is sick.* The sentence connector “because” is missing. The correct sentence is: *He does not go to school, because he is sick.*

2. *I buy a new dress because I love my old dress.* The sentence connector “because” is wrong. It should be “even though”. The correct sentence is: *I buy a new dress even though I love my old dress.*

3. *Because I have to finish my work, my time is limited.* The sentence connector “because” is misplaced. The correct sentence should be *I have to finish my work, because my time is limited.*

c. Missing cues to signal obligatory exceptions to pervasive syntactic rules, e.g: *The students’ proposals look the principle.* In this sentence, *are* and *by* are missing in passive sentence. This sentence leads the readers to have different interpretation because it is a confusing sentence. And the correct sentence should be “*The students’ proposal are looked by their principle*”.

b. Local Error

Local error that affects single element or constituents in a sentence does not usually hinder communication significantly. In other words, local error is error that does not significantly influences the structure and the meaning of the overall sentence. The categories include these following errors:

a. Errors in noun and verb inflection, e.g.:

When I was six years old, I *live* in Paris, but then I *move* to Bandar Lampung.

(Inflectional –d on the verbs *live* and *move* showing past form are left out). The correct sentence is:

When I was six years old, I *lived* in Paris, but then I *moved* to Bandar Lampung.

- b. Errors in article, e.g.:

I buy *a* apple with my sister.

(Article *an* should be used instead of *a*) The correct sentence is:

I buy *an* apple with my sister.

- c. Errors in auxiliary, e.g.:

She *have* listened that information from her teacher. (Auxiliary *has* should be used instead of *have*)

The correct sentence is:

She *has* listened that information from her teacher.

- d. Errors in the formation of quantifier, e.g.:

I have *much* friends in that school.

(The using of quantifier *much* is wrong. It should be *many* because the word “friends” is countable)

The correct sentence is: I have *many* friends in the school.

B. An Overview of Writing

A language is used for many kinds of purposes. Thus, it has many functions as well. Furthermore, there are two macro skills of a language; they are receptive and productive skills. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in improving a communicative competence of learning the language.

The definitions of writing are variously stated by some experts. Writing is conveying information or expression of original ideas in a consecutive way in

the new language. Brown also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow in Brown also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Based on the definitions above, a definition of writing skill can be obtained. Writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing a qualified writing. The complex activity consists of stages as the steps in writing. To improve students' writing skill, the teaching and learning process of writing needs to be done well with developed input and effective activities. As a result, teachers need to consider the teaching of writing skill well based on their student's needs, ability and capacity. Students learn and acquire language through both written and spoken ways so that they can improve their communicative competence. In the process of communication, ideally students know the rules on how to communicate to

others, how to get information, and how to communicate about the language itself.

The difficulty of writing lies in organizing, generating and translating ideas into a text. Students often lose interest even with the simplest exercises. They lack the motivation needed for language learning because of the difficulty of writing.⁴⁶ Badger & White point out that students have no clear understanding about the characteristics of writing and are provided insufficient linguistic input to write in a certain text.⁴⁷ Although proficiency in writing is somewhat related to overall language proficiency as Archibald states, improvements in general language proficiency do not necessarily affect a student's proficiency in writing. Writing is a problem for many teachers. They spend a lot of time correcting students' composition. Although teachers do their best, students' composition remain poor, grammatically awkward and deprived of sentence structure variety and use.⁴⁸ The reason for all this is that learners have not been involved in their own learning. They have not been taught to become self-sufficient. Monaghan assures that teaching writing should include methods of imparting necessary knowledge of the conventions of written discourse and the basis of grammar and syntax.⁴⁹ So, the purpose of teaching writing is guiding students toward achieving the highest ability in communicating in words.

⁴⁶ Tessem, "Stimulating Writing through Project-Based Tasks", *The English Teaching Forum*, vol. 43(4), 2005, p. 22-28.

⁴⁷ Badger, and White, "A process genre approach to teaching writing", *ELT Journal*, vol. 34 (2), 2000, p. 153-160.

⁴⁸ Wang, *Urban Splendor: Selected Writings of Wang, A Collection of Essays Discussing the History of Modern Literary Creation in Three Cities: Hong Kong, Shanghai, and Taipei*, 2005.

⁴⁹ Monaghan, "Effective Strategies for Teaching Writing", MA Published Thesis, Evergreen State College, 2007.

Writing for communication is very important. Through writing, a person can communicate a great number of messages to different kinds of readers. Students need regular opportunities at school to write in all subjects. Following a consistent approach to the writing process in all subject areas and an explicit instruction in writing would help students become better writers. One of the important variables that affect students' writing skills is their autonomy.

1. Writing Skills

Writing is usually grammatically more complete than speaking. In speaking, one speaks supported by tone of voice, gesture, mimic and context. He can correct his error's utterances by himself. While in writing, one communicates through the language itself. Written language cannot be changed once since it has been printed/written out, thus writer should arrange his words accurately to create an understandable message.

Writing starts from a simple piece of writing then develops into a more complicated level in which elements of structure and vocabulary are involved. Davies-Pearse classify 'writing into low-level skills (handwriting or typing, spelling, constructing grammatical sentences, punctuating) and high-level cognitive skills (gathering ideas, organizing and sequencing, structuring, drafting, and editing)'. In addition, 'writing activity into writing practice (grammatical exercise, the construction of simple dialogue, uncomplicated translation exercise, dictation, and the cloze procedure) and expressive writing or composition (the writing of instruction, reports, resumes, concrete descriptions, or essential correspondence connected with everyday affair)'.

Writing skill firstly begins by using language expressively and imaginatively like writing diary or letters to friends and then the writer can practice writing critically until they are able to produce good writings. Reading from many sources, listening, watching television, and talking to others can inspire good writings.

Writing is a complex process which converts the words into written form. Writer should arrange his/her idea into words, clauses, phrases and sentences in order that his writing can be read and the content can be understood. White and Arndt stress that ‘writing is re-writing; that revision - seeing with new eyes – has a central role to play in the act of creating text’.

Writing is a complex skill among other skills (listening, speaking and reading) which acquires the ability to compose correct sentences. Since writing is a form of thinking using the written words, it takes much time for students to develop their idea into meaningful text.

In addition, Calkin and Graves present the stages in writing into five stages:

Prewriting: Time to get ready to write, generate ideas and gathering information before writing to enhance the composing process. Drafting: Translate their thought and ideas into sentences and paragraphs. Sharing: Reads the piece aloud and share with the listener. Revising: Expands ideas, clarifies meanings, and reorganizes information. Editing: Focuses on the spelling, punctuation, syntax and structure of text.

In addition Harmer proposes that ‘there are some aspects that must be concerned in the writing process, such as language use (grammar, vocabulary,

and linkers), punctuation and layout, spelling, checking writing for unnecessary repetition words and/or information, deciding on the information on each paragraph, and the order the paragraph should go in, noting down various ideas, selecting the best idea for inclusion, writing a clean copy of the corrected version, and writing a rough version'. It shows that writing is a complex process combining a number of diverse elements, especially for the students and needs much time to brainstorm ideas until finish written works.

2. The Importance and Need of Writing Skills

Harmer lays stress on the essentiality of the writing skill saying "The reasons for teaching writing to students of English as a foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right".

Janet Emig described writing as "a unique mode of learning" involving the active participation of both the left and right hemispheres of the brain. Researchers have agreed that writing enhances thinking skills; the higher cognitive functions of analysis and synthesis seem to develop most fully with the support of written language.

Writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing which is essential in order to excel at both academic and professional levels. Good writing skills are needed for all the students in order to accomplish their educational and employable requirements. The following are some of the reasons showing the importance of writing skills:

The first, to write technical documents, research papers, and put forth the right facts and information. Second, In searching and obtaining a job, to make presentations and reports, etc, for improving communication skills, and for improving creativity, exploration, and essential for self-understanding.

3. Stage of Writing

“Writing is a process which involves several identifiable steps”. – Merriwether

“The Process Approach focuses on the steps involved in creating a piece of work”. – Nuan

According to Steele, Process Approach involves eight stages - Brainstorming, Planning/Structuring, Mind mapping, Writing the first draft, Peer feedback, Editing, Final draft and Evaluation and teachers’ feedback.

- **Stage-1:** Ideas are generated by brain storming and discussion in Stage-I
- **Stage-2:** Learners extend their ideas into a note form and judge quality and usefulness of ideas.
- **Stage-3:** This stage helps learners make the relationship of ideas understandable- organizing their ideas into mind map or linear form.
- **Stage-4:** In this stage, students prepare first draft in the classroom usually in pairs or groups.
- **Stage-5:** Then drafts are exchanged for students’ reading and responding from each other’s works. In this way, students develop an awareness of the fact.
- **Stage-6:** Considering the feedback of other students, drafts are improved with necessary changes.

- **Stage-7:** Finally, students prepare the final draft with necessary changes.
- In **Stage-8**, the final draft is evaluated by the teachers providing a feedback on it. Students get benefitted using this process approach as:
 - Process Approach is learner - centered.
 - Students can show their latent abilities in writing process.
 - Learners build up their power of thinking and creativity.
- They understand the importance and value of developing their writing skills.
- They can concentrate on strategies and processes of writing with their own abilities and potentials.
- They are enabled to reach their objective and purpose.

