

## 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 will presents (1) Writing Recount text (2) Error Analysis

#### **A. Writing Recount text**

In writing recount text, students is hoping to understand some important aspects of writing before. As one of language skills, writing involves all aspects of language like vocabulary, grammar, logical arrangement of ideas and word order spelling. Writing as a complex skill that sometimes will be difficult to teach requiring mastery not only in rhetoric devices and grammatical, but also in judge mental elements and conceptual. So many expert proposed some explanations and definitions about writing. To putting ideas, writing is the process to transform thought into words, giving structures and coherent organization, also sharpen main ideas Brown.<sup>14</sup>

Writing as one of good language skills is belonging to productive skills.<sup>15</sup> It means that productive skills is like an action to produce the written words that result the text that must be read and comprehended to take place in order for communication.<sup>16</sup> Another meaning that in writing, the text which is produced

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<sup>14</sup> Douglas Brown, *“Teaching by principles”* (Pearson Longman, New York: Prentice Hall Inc., 2001), vol.2, p.336

<sup>15</sup> Alice Oshima and Ann Hogue, *“Introducing to academic writing”* (Pearson Education: United States of America, 2007), vol.3, p.15

<sup>16</sup> Celce Murcia, *“Teaching English as second or foreign language”* (United States of America: Thomson Learning, Inc., 2001), p. 207

must be clear and meaningful, so the readers can understand. In other words, writing is like as a process of repeated in revising and rewriting.

In the process, there are four main elements before doing writing, that are planning, drafting, editing (reflecting and revising), and final version.<sup>17</sup>

Planning is the first important step before starting to type or write. It is the process of trying and deciding what is going to say. In the planning, the writers need to think about three main issues. First, consider the writing purposes since influences in not only the type of text that wish to produce, but also information chosen include and the using of language. Second, about what the writers think based on experienced and what are the writing for. And the last, the writers need to consider the best sequences ideas, facts, arguments which have decided to include also content structure of the piece.

Drafting is refer into the first version in a piece of writing draft. The text will be done with good assumption that amended later. In process of writing, a number of drafts and procedure into editing may be produced on the way of the final version.

Editing (reflecting and revising) is coming after produced a draft. It usually read through what have been wrote with an aim to see where it doesn't works and where it works. In reflecting and revising process, it often helped by another readers who gives comment and suggestions. In other side, it can help the author to make revisions.

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<sup>17</sup>Jeremy Harmer, "The practice of English language teaching" (Longman, 2005), vol.3, p.4

Final versions is the last step of writing draft. It may look the considerably different of both the first draft and original plan. It is because, the things have been changed in the editing process. But through this final version, the writes was ready to send the written text have been made to intended audience. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to the audience.

To makes into good element, writing includes some different text. Text is the semantic unit that realized in form of clause, word, and sentence. Text is something with any meaningful stretch of written form or language oral.<sup>18</sup> It's not same for all extent, to make the text introduced in different, it must need the helping of purpose like for which the text being used. The text are expected to be able to deal with something can be speified along parameters number, such as form. Topic, type, length, graphic features, intended readership, readability or difficulty, grammatical structure and range of vocabulary.<sup>19</sup>The types of the text are include of handouts, text books, poem, articles (newspaper, journals or magazine), short story, encyclopedia, dictionary, and novel (extracts).

In writing, there are five types of text. That are narration, description, exposition, recount and letter writing. In this term, one kind of text will discuss is only about recount text. Recount is the text used to tell the past events or experiences. It has the purposes to informing and entertaining. In recount, the

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<sup>18</sup>Beverly Derewianka, "*A functional model of language*"(New South Wales: Board of Studies, 2010), p.17

<sup>19</sup>Arthur Hughes, "*Testing for language teacher*"(Cambridge University Press, 2003), vol.2, p.140

events of something that usually arranged into a temporal sequence. This text, usually presented or found in diary, journal, biography, travel report, personal letter, police report, history, sport report, etc.

Writing persona journal will help the students to write a recount text. Motivation and any kinds of writing does not always emerge independently. It is because sometimes, students have no idea to write about. In this case, teachers' role is expected to make the writing activity becomes a fun activity. It can make the students easier to write and will interested in writing, especially in the activity of writing personal recount text. In recount text writing, most students face difficulties. It happened because several factors like limited vocabulary that the students' have when write own experiences. In this term, journal can helps students to remember daily life simple vocabulary. Here, students are able to use noun, verbs, and adjectives based on self daily activity. Personal journal is the important thing that primarily for thoughts, daily events, and reflections.

In the case of writing recount text, students with limited structures still confuse to choose what tense is used and what is the suitable tense in recount. So here, through journal can also help students to remember about the past verb used whether it is in irregular or regular and also making focus on the past tense only, not other tense. It is because, most of content by events in personal journal is told about past activity and last personal experiences. When students are making one error in writing recount text for the first time, teacher can correct it and students will remember, so students will do in personal journal continuously. Students can easy to write personal journal writing everyday. All things about students need to get started is only support from the teacher and notebook.

## 1. The definition of recount Text

Recount text is a text that tells about something happened in the past. The details of recount text include some points that are what happened, who was involved, where it took place, when it happened and why it occurred. The purpose or goal by this text is to inform or entertain about the past activity to the listener or reader. It can be a factual information, like procedural information or a news story, such as telling other people how to build something or information in personal form like a holiday or another opinion on a subject.

Recount is a piece of text in which retells about past events and usually in the order of which occurred.<sup>20</sup> It means that the purpose of it is to provide the audience in a description of what and when it occurred. Besides that, it also is a bad or good memory by students or students' experiences in the past events. For example, recount text that include newspaper report, letter, eyewitness accounts, conversation, speeches, and television interviews. Recount text is a writing or speaking about something happened in past or a piece of text that retells about past events. The purpose of recount text is to retell past event or to tell the experience by someone in chronological order.

The meaning of recount text is the form of the text that telling about someone experience (writer experience) that happened in the past. For example are like adventure or previous activities. This statements tell us that in other side recount text also means to telling about oneself activities or adventures. Recount is used to retell events or relate experiences with purposes to reflecting, informing and entertaining.

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<sup>20</sup>Mark Anderson and Kathy Anderson, "*Text type in English 2*" (Australia: Macmillan, 1998), p.24

Basically, recount text is written out for making report about an experience of a series with related event.<sup>21</sup> In fact that recount is written to entertain people or gives the information about an event. The meaning is recount is a text that written to entertainment or retell information. This text has a type that is not only used for school, but also for another media electronic and written. It's used in many real of social contexts. For example is used in blog, diary, report, letter, travel, police report, sport report, biography, etc.

Recount text has a function to retell the incident in the past. It will tell about "what happened". Beside that, recount also has a social function. The aims of the social function is to telling something about the previous events with the main purpose are to entertain and inform to the readers.<sup>22</sup> This text is telling about series of events and evaluates the significance in the some ways. It also will give the descriptions for audience of what and when it occurred. The story of this text also has expressions of feeling and attitude, and usually made by narrator about the events.

## 2. Types of Recount Text

There are some different types of recounts with varying levels of content and language that according to the purpose and audience.<sup>23</sup>

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<sup>21</sup> Knapp, "Genre text grammar technologies for teaching and assessing writing" (South Wales: University of New South Wales (UNSW) Press, 2005), p.224

<sup>22</sup> Sanggam Siahaan and Kisno Shinoda: *Generic text structure* (Yogyakarta: Graha Ilmu, 2008), p.9

<sup>23</sup> John Barwick, "Targeting text: Recount, procedure, exposition middle primary" (New South Wales: Blake Education, 1999), vol 1, p.4-5

#### a. Personal Recount

A personal recount is the text that retells about the writers' activity of the own experienced. It has emotive comments and anecdotes added in the personal and may take the oral story form, a letter or diary entry. It's written by using personal pronouns, I and we in the first person. The details of using who, what, when, where and sometimes why are very needed to include, but the sequences of recounting may change.

Personal recount text is retelling about personally or individually events by the own writers. For example of it are like experience, personal letter, diary, entries, journal, anecdotes and postcard. The types of this recount has the characteristics such as use of first person pronouns (I, we). Particularly at the end and details, personal responses about events that can be included are often chosen for adding interest or humor. Here is the example of personal recount text

#### b. Factual Recount Text

A factual recount is a series of the events sequentially and evaluates the significance. It can presented as a historical recount, traffic report, television and video, sport report, and science experiment. Recount at this stage is involve detailed research about topics that unfamiliar for which students must be using technological resources and print.

Precise details of time, appropriate technical language, manner and place also retelling with appropriate justifications and explanations assists readers to accurately reconstruct about what happened. Time sequences (after anumber, while they were, before shifting), using evaluate language (influence, importance, achievement, significance) and emphasizing assessment language (successes

influence, amazing, achievement) as the showing of focus language. Kind of this recount is usually written in the third person that using pronouns she, he, and they. Passive voice will be the main concept to written this text.

Factual recount is a text that concerned with recalling events in accurately. It may can range from everyday task such as from structured research, news recording, science, police paper, and accidents. Precise, detailed and factual are the emphasis on using language. So that the readers achieves a complete picture of experience, event or achievement. Kind of this text has some charateristics.

The characteristics of this type are:

1. Using passive voice
2. Sometimes the ending of this text is describe about the outcome of the activity
3. Using of third person pronouns like she, he, they
4. Mention by personal feelings that is probably not appropriate, details of time, place also manner may have to be precisely stated
5. Usually, the details are selected to help the readers to reconstruct the incident or activity accurately
6. It also may be appropriate to include the justifications and explanations
7. The descriptive detail is may be required to provide the precise information

#### c. Imaginary recount

In the imaginary recount, the details of a story recount or literary are placed in the realistic context. The developement has a character that emphasized with the narrator responding emotively about the events. The detailes of sequence may be change but what, when, who and were are still included. About the literary

recount, generally is written by the using of first person in me or us. It establishing the relationship between the reader and the writer or listener and speaker. As an example as like as my diary as a child in space.

The literary or imaginative recounts will entertain the reader from recreating the events as the though that are real of an imaginary world. For example, specific details, emotive language, first person narration are used for giving impact and appeal in writing as like as “A day in my life as a family pet”.

#### d. Procedural Recount

In the procedural recounts records, written form or in an oral, the steps that sequential is needed to achieve a result. It may written after the completion by procedure. The procedural recounts are usually found in television, information books, films and books that explain about how the things were made.

The focus of this text is on the sequence with accurate order, the correct language from selection that important for the topic and the using of time conjunctions. Drawings and diagrams are often included for assisting with the stages clarification.

The steps of a procedural recount records is taken in the completing a procedure or task. The using of accurate time sequence, technicals term and first person narration (we and I) also giving credibility for provided information. The example is included a flow chart by the required actions for making bread, a storyboard by videotaped advertisement or script, the steps that taken to solve mathematical problem.

#### f. Biographical Recount

In the biographical recount, the text is using to tells the story by person's life with using third person narrator like she, he and they. In the autobiography case the narration that used is first person like I and we.

The biographical recount is usually factually accurate, records specific times, names, places and events. A factual that purely and informative biography, eventhough lack of the appeal provided from memorable anecdotes and personal responses. The evaluation of the subject achievements is often there in the final section.

### 3. Generic Structure of Recount Text

A recount text has three structure parts:

#### a. Orientation

Orientation is the opening text or the text that takes in the first paragraph. It gives a background information about what, who, when and where.

#### b. Event

Event is the text that tell what happened and in what sequence. The position of event is in the middle paragraph. Sometimes, a record of event is recounted in the chronological order, named (event 1, event 2, even 3).

#### c. Re-orientation

Re-orientation will be the last paragraph of the text. It consist on the optional closure of events or ending.

Generic structure of recount text consist of orientation, events and re-orientation. In orientation, the writers could be sets the recount by place and time. Then, in the series of events, it will arranged in the temporal sequence and in term is often expressed. While the orientation as the optional element.

#### 4. Language Features of Recount Text

There are some language features of recount text.<sup>24</sup>, are:

##### 1. Pronouns and proper nouns

In the pronouns and proper nouns, it will identify about animals, people or things.

e.g. Mr. Bryan, the police, her doll, he.

##### 2. More and larger complex noun groups

More and larger complex noun groups, it will build up about descriptions.

e.g. Lionel drill

##### 3. Word families

Word families will used to build about the topic of the information.

e.g. televisions, telephone.

##### 4. Varied action verbs

In the varied action verbs, it will used to build about word chains. These may be antonyms, synonyms and repetitions.

e.g. you jumped, you leapt, you crawled.

##### 5. Descriptive words

The description words will add the details about what, who, where, when and how.

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<sup>24</sup>John Barwick, "Targeting text: Recount, ..., p.6.

e.g. Last night in the Red beauty cafe, the irritated woman suddenly threw a glass of juice on the floor.

#### 6. Adverbs and adverbial phrases

Adverb and adverbial phrases will sequence the events in indicate place and time.

e.g. In 1997, On 9 December 1885

#### 7. Technical and abstract language

Technical and abstract language are used for adding the credence to the texts.

e.g. the abdomen, beauty

#### 8. Texts are written in past tense

Text in past tense is used to retell about past events.

e.g. she cried.

#### 9. Conjunctions

Conjunctions in the text is used to combine the clauses also connective to sequence events.

e.g. but, while, finally

#### 10. Significant events

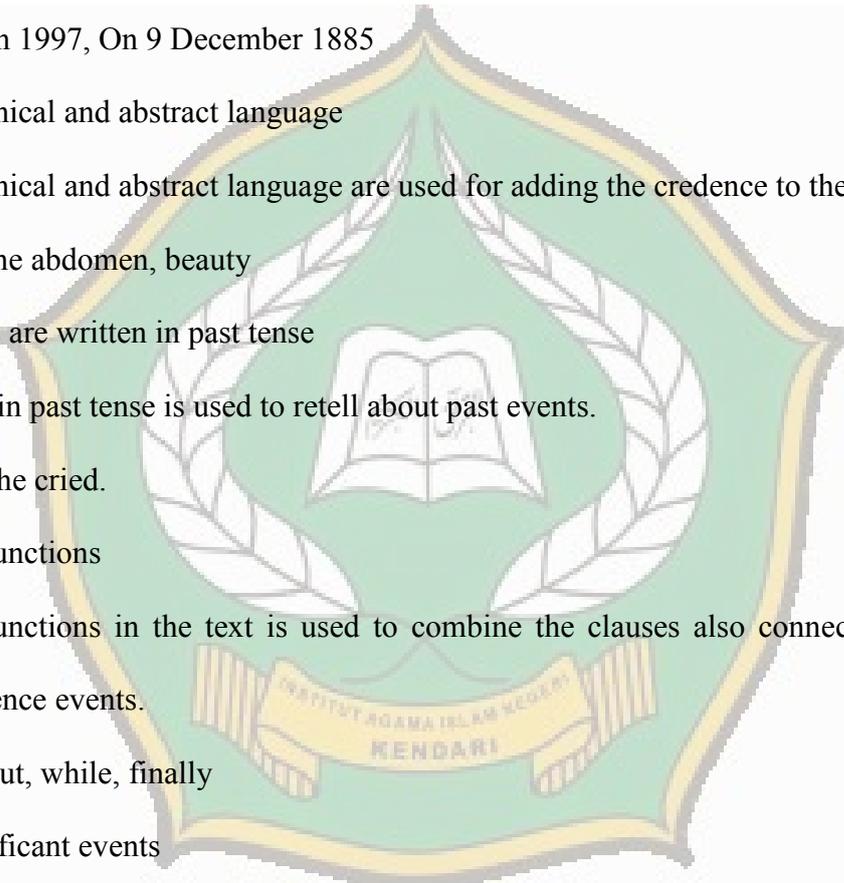
The significance events that included also irrelevant the details are excluded.

#### 11. Quoted and reported speeches

The using of quoted and reported speeches are used in the text

e.g. 'I am open the store tomorrow,' said Mr. Johnny enthusiastically.

Mr. Johnny enthusiastically added that he would be going to open his store in the next day.



## 12. Evaluative language

The evaluate language will used in personal and factual recounts.

e.g. Captain John Mike was a fair and just man. The trip was a really wonderful experience.

## 13. Sentences

The sentences must be structured with the beginning focus on the important information.

e.g. The last novel she ever made was in 2005

## 14. Passive voice

The passive voice is used in the allow times to the writer to leave out the action that doing by person.

The Language Features of the recount text are include:

1. It use simple past tense
2. Introducing about personal participant; my group, I etc
3. It use linking verb; were, was, etc
4. It use the chronological connection; \_rst, then, etc
5. Action verb is used here; go, look, etc

The explanation above explained that there are some points the writers should attend when doing writing about recount text, that are:

- The writer should focus on individual people. The words are used like my\_\_, I or we, etc.
- The using of words which indicate where the events took place and when it happened. For examples are like yesterday, after breakfast, in the beach, in bali, etc.

- Recount text should be written in the past tense. For example arrived and visited
- The use of action words such as drunk, ate and went

## 5. The examples of Recount Text with Analysis



### **My Holiday in Tuban**

When I was 1st grade of Junior High School, my families and I went to Tuban. We were there for two weeks. I had some interested moments and experinces during the vacation.

Some days on first week, we visited in Ngerong river. We saw so many kind of fishes and batstogether. It was a great view. Then, we bought some meals there. After that. We sat and ate our meals while saw the scenery. For a few hours later, we prepared ourselves to went back at our home. We lived at my grandmother's house neared of Ngerong.

Some days later in 2nd week, we enjoyed the day on some different places of our families houses. We went to Pati, Dumpring and Jepara. We enjoyed the trip using my cousin's motorcycle from morning till night. My parents and I met our big families and they gave us some gifts to brought back.

Nearing of last day before comeback to Kendari, we went to traditional market to bought some gifts for families at home in Kendari. We bought some different outfits, meals and fruits in big amounts. It is because, so many people should gave the gifts there. Besides that, we bought some special souvenirs by those place.

In the last evening, we prepared our things and tomorrow morning we went back Kendari bringing so many amazing memories of Tuban.

The identifications are:

1. Orientation : Paragraph one (When I was 1st grade of Junior High School, my families and I went to Tuban.)
2. Event : Paragraph two, three, four (Some days in first week, some days later in 2nd week, Nearing of last day)
3. Reorientation: Last paragraph (we went back Kendari bringing so many amazing memories of Tuban.)



### **LATENESS**

Last morning, Anissa Liana, my sister woke up late and she had to go to school.

When she wanted to take her book, in fact she couldn't being so fast. It is because she must brought some at her bag.

She tried to put into her books at bag so fast, and after that she prepared herself to went to her school. But, she can't arrived on time.

Then, she got a punishment from her teacher. She's not alone there, some of her friends are also got same punishment. Finally, she did her punish till the time of first lesson ended and she can back to her class.

Generic Structure Analysis:

1. Orientation : paragraph one (Last morning, Anissa Liana, my sister woke up late and she had to go to school.)
2. Event :Paragraph two, paragraph three (When she wanted to take her book, in fact she couldn't being so fast. It is because she must brought some at her bag.)
3. Reorientation : Last paragraph (Finally, she did her punish till the time of first lesson ended and she can back to her class.)

In fact that a recount text sometimes has three main sections. In first paragraph, it will gives the background information about who, what, when and where that usually called as orientation.

After that, it will followed in series of events that retell about the event of the paragraph in the order of which happened.

And the last that recounts is usually have a concluding paragraph. Eventhough it is not always necessary.

A fact that conducting recount there are three steps. The first is about introductory paragraphs or opening that tells about who, what, where and when. The second is about series of event with sequencing in the order in which the occured. And the last it may be conclusion of the paragraph. (1998).<sup>25</sup>

In writing recount tect, the constructing of written the text are that in the first paragraph that generally give the background information about who, what, where and when can we called as orientation. Then, a record of events that usually recounted about chronological order that named as event 1, 2, and 3.

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<sup>25</sup>Mark Anderson and Kathy Anderson, "*Text type in English...*", p.24

After that about personal comment do an evaluate remark that are interspersed throughout of the record by events named as evaluation. And the last rounds off the sequence of events that retell about what happened in the end of text we called as reorientation.<sup>26</sup>

In the process of making the functional grammar, the significance about common grammatical patterns in recount text are includes of four points:

- a. It focuses on the specific participant.
- b. It may use of the action verb or material process of material process
- c. The circumstance of place and time.
- d. It will focus on the temporal sequences and the using of past tense.

In the other hand, one expert makes a simple explanation about grammatical features that usually used for recount are include some aspects, such as proper nouns is used to identify those involved by the text, the description of word will give the details about who, what, when, where and how, past tense is used to retell the events, and the words that shows in order of the events like next, first, then, etc.<sup>27</sup>

## **6. The Function of Writing Recount text**

Written language in recount will serve a range of everyday life function that including:

1. As action

In action, recount text has some function in the context of public sign and social contact such as, instructions of food, recipes, television, label of product and

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<sup>26</sup> Cynthia Boardman, "Writing to communicate...", p.287

<sup>27</sup> Mark Anderson and Kathy Anderson, "Text type in English...", p.25

instructions on food, maps, toys purchased, ballot papers. Then, about personal correspondence letters and postcards will be some parts of it.

## 2. As information

Recount text for information will include some things such as newspaper, public notices, non-fiction books, advertisement, etc.

## 3. As entertainment

Besides as an action and information, writing recount text also has function for entertainment, such as poetry and drama, games, fiction books, comic strips, etc.

### **B. Error Analysis**

Error analysis is the study of second language acquisition made by students. Making errors is the evidently thing attached to the human being. It is the most natural thing that often happened in human life. In fact, there are some different definitions of error, and learners are making errors in both production and comprehension, the first being rather scanty investigated.<sup>28</sup> Adult native speaker, children learning first language (L1) and second language learners are making errors which have the different name based on the errors of the group committing. Slips of the tongue is something usually called as the native speakers' ones, transitional forms that seing as children's errors, and unwanted forms that has been considered bythe second language (L2).

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<sup>28</sup>Rod Ellis, "*Understanding second language acquisition*" (Oxford: Oxford University Press, 1986), p.10

## 1. Notion of Error

Error analysis is the process of determining about the nature, the incidence, consequences and causes of the language that unsuccessful.<sup>29</sup> Error analysis primary focus is on the learner errors and the evidence of how error by learner would be providing the understanding of the process in underlying in second language learning or acquisition.<sup>30</sup> Error analysis as the first approaching by studying in second language acquisition includes the internal focus on the learners' creative ability for constructing the language. Error analysis will help the teacher to understand the students ability in learn language and it will solve the students difficulties also improve students' ability in study second language acquisition.

## 2. Significance of Error

Error has some significance for teacher and learner.<sup>31</sup> There are two major purposes for study the errors by learners:

1. Provides the data from the inferences language learning process that can be made about the nature
2. Indicates to te curriculum developers also teachers in which parts of language students target that have most difficulty in producing correctly and also which the error types that distract most from the learners' ability to communicative effectively in the pedagogical purpose of the error analysis.

<sup>29</sup>James C. Scott, "*Error in Language...*", p.2

<sup>30</sup>Endang Fauziati, "*Reading on Applied Linguistics...*", p.136

<sup>31</sup> Heidi Dulay, "*Language Two*"(New York: Oxford University Press, 2012), p.138

Besides that, there are also five points of errors significance.<sup>32</sup>

- 1) Must look at the parallels between the L2 learning and L1 acquisition
- 2) The evidence of error by learner in built syllabus or by what have been taken in, rather than about what the teacher think that have put in
- 3) The errors show learners both L1 and L2 in independent and develop system of the language.
- 4) The error have to be distinguished by mistakes
- 5) The errors are significant in the three respects of telling the teachers about what needs to be taught and telling the researcher about how to the learning is peceeds, and the means whereby the learner test the L2 hypothesis

### 3. Algorithm

Algorithm means is the specification of procedures set needed for carrying out, together with the best order statement to follow and to perform a complex operation. The stages are subssequently elaborated about the errors into some points:

1. Collecting of the data

It either from the compositions by the students on the given theme or from the examination answers

2. Indentifying of errors

The labeling with varying degrees from the precision that depending on the linguistic sophistication that brought to bear with respect on the task to the deviation exact nature.

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<sup>32</sup>James C. Scott, "*Error in language...*", p.12

### 3. Classifying into the error types

For this point, the examples are like error of the agreement, verb forms, articles, etc.

### 4. Statement of the error types that relative frequently

### 5. Identifying of the difficulty areas in the target language

### 6. Therapy or remedial teaching

### 7. Analysis of error sources

At this point, the examples are like developmental error, mother tongue interference and intralingual error, etc.

### 8. Determination of the disturbance caused degree by the error

## 4. Error Classification

There are four main elements of the error classifications that are commonly used as bases for the descriptive classification errors

### 1. Linguistic category

The linguistic category is carrying out the errors in terms of the location of the error in overall system of target language. It includes of syntax, semantics, morphology, style and lexicon.<sup>33</sup> Besides that, the language component also includes of phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

#### (a) Phonological

Phonological is the study of sound or the study of vocal sounds. It means that phonological is the study of sound that changes in taking place or in language.

Three major of the phonological analysis are: first is segment, features. It is the

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<sup>33</sup>James C. Scott, "Error in language...", p.104

smallest building that blocks from the phonological structure, and then syllables as the unit of linguistic structure that has syllabic element for consisting. For example such as in words zip and sip and vowel of hate, hot and hit. Second is features [+] that means as a present, and [-] that means as an absent. The last is syllables that are composed from the nucleus (usually vowel), it's also associated about nonsyllabic segments (usually consonant).

#### (b) Morphological

Morphology is the study of word that branch the grammar in which studies of the words structure. In the morphology concept, the study of word is called as morpheme and morpheme is the smallest unit about meaning or function in carries information.

There are three classifications of morpheme:

- Free morpheme (constitute a word in free form)
- Bound morpheme (appear with at least one other morpheme, it bound or free in word)
- Zero morpheme (zero allmorph without phonemic content)

#### (c) Syntax

Syntax is the study of sentence. It is the study if rules that governing the way of words that are combined into form sentence. It is the study of VP (verb phrase), NP (noun phrase), AvP (adverb phrase), AjP (adjective phrase), PP (prepositionphrase), sentence, clauseand paragraphs. There are some basics of the syntactic devices, are: (1) The coordination of the conjoining are arranged in side by side.(2) The embedding orsubordination that indicated by special words. (3) Exocentric and endocentric. When exocentric is one of primary of the constituents

function like the complete, but endocentric is the one of primary constituents that are comparable. (4) Substitution is when the basic pattern are added to another. (5) Content words and function words that examples of the word function are like conjunction, auxiliaries, relatives and the examples are like in noun or verb. (6). Government and concord, government is the determination of one form by another and concord is agreement in form of one word.

#### (d) Discourse

Discourse is the divided in coherence and cohesion. Coherence is the way of the components in textual world and then cohesion is related the primarily to content and to the conceptual that relatedness of the propositions.<sup>34</sup>

First, Cohesion is a sentence that has contain of elements that are difficult or impossible to interpret. It has anaphoric and cataphoric as the references. Anaphoric is pointed the listener or the reader about the backwards to the previous entity, and cataphoric is pointed at the reader or listener in forward of the previous entity.

Substitution and ellipsis will be the second discussion of discourse point. There are three elements of substitutions are nominal substitutions, verbal substitutions and clausal substitutions. Meanwhile ellipsis is occur on when the some essential structural elements omitted.

Third is conjunction is the signals relationship by texts part. The types of conjunction are additive, temporal, clausal and adversative. And the last will about lexical cohesion. It occurs when two words in the text are semantically related in some way. There are two types of it, are (1) reiteration that includes of

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<sup>34</sup>James C. Scott, "Error in language...", p.161

repetition, synonym, superordinate and general word. (2) collocation that occurs on the major problems for the discourse analysis.

## 2. Surface strategy

In taxonomy, surface strategy is the version of learners' erroneous that different from the presumed in target version (omission, addition, misinformation, misordering errors).<sup>35</sup>

- a) Omission is ungrammatical.
- b) Addition is the type of errors that are characterized by the presences of item.
- c) Misinformation that is characterized of wrong in a structure or morpheme.
- d) Misordering errors are the characterized of the correct placement of the morpheme or group of the morpheme.

## 3) Comparative analysis

Comparative taxonomy is the classification of the comparison between the structure of the second language errors and also certain other type of the constructions.<sup>36</sup>

- a) Developmental errors are the errors in which that are made by the children in learning target language as the first language.
- b) Interlingual errors are reflect of native language structure that regardless of the internal process or the external condition.

## 4) Communicative effect

Communicative effect is the classification based on the perspective of the effect by reader and listener.<sup>37</sup>

<sup>35</sup>James C. Scott, "Error in language...", p.106

<sup>36</sup>Heidi Dulay, "Language two...", p.162

<sup>37</sup>Heidi Dulay, "Language two...", p.182

-Global errors is the errors that affect sentence organization significantly in hinder communication”

-Local errors is the errors with affect elements (constituent) in a sentence that donot usually hinder of communication significantly”.

#### (e) Sources of Error

Sources of error is divided into four major

- Interlingual transfer (significant source of error for all learner)
- Intralingual transfer (major factor in second language learning
- Context of learning (refers to the classroom with materials and teacher in school case is learning or social situation in the second language learning).
- Communication strategies (approach from the learners to communicate with the native speakers of target language)

#### (f) Error and Mistakes

Error and mistakes are differences. Error can be analyzed, observed and classified to reveal something of the operating system within the learner, and mistake is the slf corrected if the deviation are pointed out by the speaker.<sup>38</sup>

The errors are typically produced by the learners who don't yet fully commmand on some institutionalized language system. It arise due in the imperfect competence of the target language. Meanwhile mistakes are the deviations due to the performance factors as like as memory limitation, emotional straina and fatigue.

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<sup>38</sup>James C. Scott, “*Error in language...*, p.83

To differentiate both errors and mistakes, judge the sentences with some criterias can do:

- If the sentence are grammatical and acceptable
- If the sentence is grammatical but unacceptable
- If the sentence in ungrammatical but acceptable
- If the sentence is ungrammatical and unacptable

(g) Remedial teaching

Remedial teaching is very important to help the learners to do better write in the recount text. It puposes to make students does not have errors again in the other times. Children with difficulties in learning have psychological that same in needs and characteristics as other children. Some are however may be less able to organize the perceptions or to comprehend about abstract ideas and concepts. Some of the students may have poor memory, poor in level of motivation and shor in span of attention of work the situations or associated about behavioral problems. Overall, owing to encounters of the failure that tend for having low of self expectations and having rarely self distinguished at school that also have low aspirations.

There are three sense of the error corrections

- Informing error to the learners and leaving the students to correct it is telling and it own self.
- Providing the treatment or informatiom in which leads to the correction and revision by error specific instance
- Providing the learners with information that allows students to revise or reject the wrong rules were operating with when it produce the error.

An error is a combination or linguistic form which under similar conditions and in the same context of the production would, in all likelihood and not be produced from the speakers' native speakers' counterparts.

In the 2nd language, the errors of teaching learning process is something that has always been regarded which must be avoided as something negative. As the consequences of it, teachers have to adopted the repressive attitude towards it as always.

The second language acquisition (SLA) study is can be said for having passed through phrases series that defined from by the inquiry researchers modes that have utilized in work. It includes of error analysis, discourse analysis, contrastive analysis and performance analysis. By the developement and roots of error analysis as something can be look, the first contrastive overview of the analysis is to procure better insight into how the error analysis is becoming more popular among the SLA researchers.

In first language acquisition, child incorrecr utterances are interpreting as evidence by acquiring language process. This evidense can also be said as the attempt to describe the knowledge of language at some points by this development. The errors with important evidence have provided is the things that means here.<sup>39</sup> In second language acquisition, some strategies of working hypoteses adopted by the learner in second language that are substantially same as those in which by acquiring a first language. As classifying, the errors that made by the learners, could learn the great deal by researcer. It is about the second

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<sup>39</sup>Pit Corder, "The significance of learners' errors", International Review of Applied Linguistics, vol.5, p.1-4

language acquisition process of the inferring strategies that adopting by second language learners. For the own learners self, error are indispensable, the learner uses in order to learn since the making of errors can be regarded.

There are two highly significant contributions of learners error. Firstly, learners' errors wheter child or adult are not random but systematic are in fact. Secondly, learners' errors wheter child or adult are not interfering or negative in any way with the target language learning, but contrary are necessary positive factor that indicate of the testing hypoteses. It is the began to provide a framework for adult learner language study, along with the studies influences in first language acquisition and the concepts that provided by contrastive analysis such as language transfer and also by the hypotesis of interlanguage such as language transfer, learning strategies, backsliding and communication.<sup>40</sup> In the language teaching, the causes and types of language errors are studies in error anlysis.

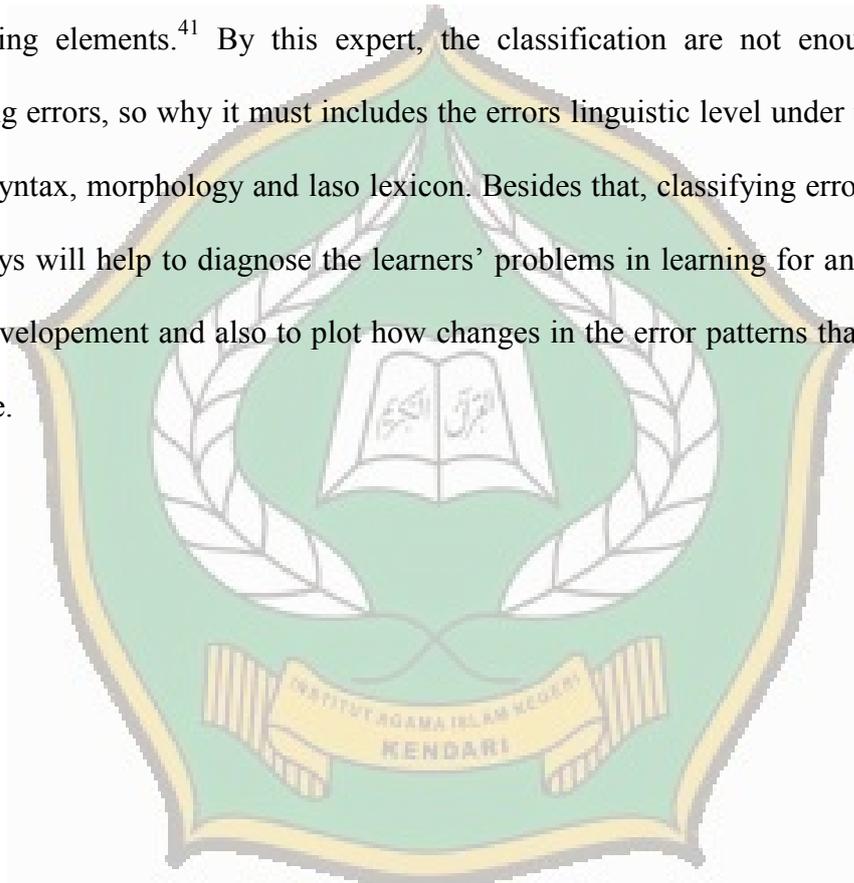
Besides the explanation above, there are also some classification of errors from another expert, that are:

- a. linguistic levels such as vocabulary and grammar
- b. modality such as speaking and writing
- c. form such as substitution
- d. cause such as interlanguage
- e. norm vs. system
- f. type is the systematic errors/errors in competence vs. occasional errors/errors in performance

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<sup>40</sup>Pit Corder, "The significance of learners' errors", International Review of Applied Linguistics, vol.5, p.161-170

Every number of those different categories to describe about errors above have been identified. The classifies of errors in difference terms between the reconstructed version and the learner utterance, the errors fall into some categories. That are omission by some elemets that required, addition of incorrect or some unnecessary elements, selection of the element that incorrect and misordering elements.<sup>41</sup> By this expert, the classification are not enough for describing errors, so why it must includes the errors linguistic level under the sub areasof syntax, morphology and laso lexicon. Besides that, classifying errors with these ways will help to diagnose the learners' problems in learning for any stage of the developement and also to plot how changes in the error patterns that occur over time.




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<sup>41</sup>Pit Corder, *“Introducing applied linguistics”* (New York: Penguin Book Ltd., 1973), p.