CHAPTER II

REVIEW OF THE LITERATURE

This chapter reviews the theoretical and empirical literature from the areas of error analysis and grammatical errors use: elements, level, and issues concerned about errors in writing; relevant research that has been conducted about errors analysis and their development in students' writing skill. The intention is to establish an analytical framework for this present study.

2.1 Theoretical Framework

In this chapter the researcher will explain what writing, grammar, lexicogrammatical features, the differences of errors and mistakes, sources of errors, grammatical errors, and what error analysis is.

2.1.1   Grammar

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. Leech (1982) defined grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people. In other hand, Harmer (2007) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Quite similar with Harmer; Gerot Wignell (1994) state that grammar is a theory of a language; of how language is put together and how it works.

Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one cannot be said to have learned the language (Debata, 2013). Besides, it seems impossible to learn a language without learning the grammar because it tells how to use the language.

People learn how to construct a good message based on the rules they have known and try to convey the message to the others (Blaauw-Hara, 2006). These rules are termed as grammar. The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

2.1.2 Writing

Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as: grammar, vocabulary, word order, spelling and logical arrangement of ideas. 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.

Elander, Harrington, Norton, Robinson & Reddy (2006) state that writing skills are complex and sometimes difficult to teach requiring mastery not only

grammatical and rhetoric devices but also of conceptual and judge mental elements. Hyland (2019) identifies writing as the process of putting ideas down on paper to transform thought into words, to sharpen your main ideas, to give them structure and coherent organization. Danoff-Burg, Mosher, Seawell & Agee, (2010) states that writing is never a one-step action; it is an ongoing creative act.

From the definitions above, the researcher can conclude that by using writing people can share experiences or ideas into words in using a good grammatical in writing. It should be written coherence in paragraph. Coherence means that the paragraph is easy to read and understand because the supporting sentences are in some kind of logical order and the ideas are connected by the use of appropriate transitional signals. People can also add that information in order to make a good written text by paying attention to the rules of writing when people are going to write a composition such as grammar, punctuation, spelling, to be, auxiliary verb, verb and capitalization.

Most students find foreign language writing is difficult; they will rarely need to write in adult life, so they will decrease the amount of writing. Rivers as quoted by Swarbick (2013) describes five stages of development which students need to go through in acquiring competence in writing, i.e.: copying, reproduction, recombination, guided writing, and free writing. We should also consider the writing process. It is influenced by the content and the medium of the writing. The processes are planning, drafting, editing, and final draft (Fish, 2011). They are the steps if we want to compose a good writing.

Writing involves some activities before, when we write, and after writing. The activities before we write include exploring ideas which could be building

vocabulary, interviewing someone, discussion, etc; and organizing ideas which could be ordering information in a paragraph, writing topic sentences, limiting information, using a time sequence, making an idea map, categorizing and making outline, summarizing ideas, writing titles, etc. When we write we should develop cohesion and style which includes connecting ideas, adding details, selecting the correct verb tense, selecting the correct tense, and writing the first draft (Harmer, 2013).

This is not the end of writing. After we write the first draft we should edit and revise it. It could be the content, form, organization, cohesion and style, and grammar. In order to produce a good writing we should write more than just one draft. A good writing could be the fourth or fifth draft or even more.

2.1.3 Errors and Mistake in writing

The different system of language could make learners to make errors and mistakes. In order to analyze learners' errors in learning a foreign language, it is too crucial to make a distinction between mistake and errors.

Errors are typically produced by people who do not yet fully command some institutionalized language system (Corder, 1974). Errors occur repeatedly and cannot be recognized by the learner. Hence, only the teacher or researcher could locate them.

The errors themselves are competence errors. According to Corder, true errors are marker of the learners' competence (Richards, 1974). Errors are caused by deficiency in competence and a shortcoming in the knowledge of language learners make errors when they have not learnt something correctly.

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Therefore, mistake is different with error. A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 1980). The learner, who makes mistakes, will sometime use one form and sometime the others. This shows an inconsistency. For instance, if learners produce "he must go" but learners write "he must to go" instead; if the Indonesian learners pronounce the word error "intruction" not "instruction".

2.1 Table of mistakes' sample

What learner means	What learner write/say
He must go	He must to go
Instruction	Intruction

From the linguists' opinions and examples above, the researcher would conclude that mistake refers to the failures to use the language system correctly caused some factors such as carelessness, memory lapses, and physical condition. While error, refers to the failure to use the system correctly caused by the lack of the learners' competence.

2.1.4 Sources of Errors

According to Richards (1974: 124), "the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning". The errors that are caused by the general characteristics of the rule learning are also called the intralanguage errors. And the errors caused by the interference of the learners' mother tongue are called the interlanguage errors.

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Richards (2015) distinguishes three sources of competence errors; (1) Interference errors occur as a result of the use of element from one language while speaking another. An example might be when a German learner of L2. English says, "I go not" because the equivalent sentence in German is "Ich gehe nicht". (2) Intralingua errors' reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. (3) Developmental errors occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Richards (1971) also classifies intralingua errors into four categories; they are overgeneralization, ignorance of the rule restrictions, Incomplete application of rules, and False concepts hypothesized.

In overgeneralization, the student creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures (for example, 'He can sings' where English allows 'He can sing' and ' He sings').

For Ignorance of the rule restrictions, it involves the application of rules to contexts where they do not apply. An example is 'He made me to rest' through extension of the pattern found with the majority of verbs that take infinitival complements (for example, 'He asked /wanted/invited me to go').

While, incomplete application of rules is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, 'You like to sing?') in place of interrogative word order (for example, 'Do you like to

sing?'). This type of intralingua error corresponds to what is often referred to as an error of transitional competence (Richards, 2015). The last category of intralanguage error, that is false concepts hypothesized, it is sometimes called semantic error, may be derived from faulty comprehension in the target language.

2.1.5 Grammatical Errors

James (1998) proposes that students' erroneous output – their composition errors in particular – are not one remove, but two removes. We are not only correcting the errors into what learners want to say but also correcting the errors into what the native speakers would have said or write.

He thus challenges Corder's claim that the data of errors analysis are 'two sentences: the idiosyncratic sentence [produced by the learner] and a well-formed sentence [that which the native would have produced]'. These two sentences would then be compared. This is not the case, however. The data of errors analysis comprise not two but three sentences: (1) what learner said; (2) what they were attempting to say; and (3) what the learners would have said (or written) (James, 1998).

Moreover, Fotos & Nassaji (2011) did an experiment involving noticing. They hypothesized that noticing would be induced to different degrees by two sorts of teaching: teacher-formed formal instruction, and doing grammar tasks in groups. So she gave two matched groups of learners grammar-noticing opportunities under these two conditions in order to find out which way is the more effective. This is why analyzing learner's grammatical errors in learning other languages would be interesting.

The measure element from this study is Correction Symbol from Olsher (1995), which is believed, has a good role in defining grammatical errors. There are fifteen Correction Symbols from Olsher but in this study, the researcher was only use nine of them.

2.2 table of grammatical errors

Symbol	Kind of error	Example	The right word
C	Capitalisation	My birthday is in january.	My birthday is in January.
P	Punctuation	It's a great movie?	It's a great movie.
sp	Spelling	We luve chocolate	We love chocolate.
pl/sg	Plural/singular	I have three sister.	I have three sisters.
s/v	Subject-verb agreement	She like swimming.	She likes swimming.
VT	Verb tense agreement	Last week we have a great party.	Last week we had a great party.
ww	Wrong word	Turn write at the corner.	Turn right at the corner.
wo	Word order	I you see will later.	I will you see later.
#	Count/non-count mistake	How many money did you bring?	How much money did you bring?
Conj	Conjunction mistake	And we studied drama.	Then we studied drama.

2.1.6 Error Analysis in EFL Context

As a learner, making errors in language process is very common. It involves the making of mistakes and errors. Errors help the learners to establish the closer and closer approximations to the system of the target language. Brown (1980: 163) stated, "….by gradual process of trial and error and hypothesis testing, the learner slowly and tediously succeeds in establishing closer approximation to the system used by native speakers of the language."

Learning other languages becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners (in this case – the students) make errors especially in applying the grammar. According to Corder as cited by Richards (1974) noted that errors could be significant in three ways: they provided the teacher with information about how much the learner had learnt, they provided the researcher with of evidence of how language was learnt, they served as devices by which the learner discovered the rules of the teaching language.

Lado (1977) said, "Errors made indication of the difficulties the learner had with certain aspects of language." The study of learners' errors has been a primary focus of foreign language research. It is called Error Analysis. According to James (1998), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

As Ubol (1988: 8) said, "Error analysis is a systematic description and explanation of errors made by learners or users in their oral or written production on the TL. It means that error analysis is concerned with the explanation of the occurrence error and the production of their oral or written expression differs from that of native speaker or TL norm. Error analysis has made a significant contribution to the theoretical consciousness-raising applied linguistics and language practitioners.

2.2 Relevant study

Grammatical errors consist of many different types, including articles or determiners, prepositions, noun form, verb form, subject-verb agreement,

pronouns, word choice, sentence structure, punctuation, capitalization, etc. However, most prior published researches on grammatical error correction only focused on a small number of frequently occurring error types, such as article and preposition errors (Han et al., 2006; Gamon, 2010; Rozovskaya and Roth, 2010; Tetreault et al., 2010; Dahlmeier and Ng, 2011). Article and preposition errors were also the only error types featured in Dale, Anisimoff, & Narroway, (2012) research. In this study, the error types will be extended in to nine error types; they are capitalization, punctuation, spelling, subject-verb agreement, verb tense agreement, wrong word, word order, and conjunction.

Many researchers have been conducted studies to analyze writing errors made by EFL/ESL learners including Indonesian EFL learners. They diagnosed some common types of errors in the writing of EFL students all over the world. In order to get a comprehensive picture of the topic, both Indonesian and other EFL contextual studies have been reviewed. In Indonesia where Bahasa Indonesia is the native language and English is the foreign language share almost the same scenario in this field of errors in writing.

Auliya (2016) investigated problems that SMK Semesta Bumiayu EFL students faced in developing well-written paragraphs in English. The findings showed that students faced many problems particularly in three areas of writing English composition: sentence structure, paragraph structure, content and organization. She further diagnosed the cause of problems as the transfer of the writing style of their first language (L1 transfer). In the same line, Amalia (2016) conducted a study to explore the common types of grammatical errors made by students of SMP Al-Islam Kartasura in their English essay writing. The most

common and salient grammatical errors which were found in the students' essays are syntactical, lexical and discourse.

Similarly, Azizah (2014) investigated the errors in the essays written by tenth grade of SMA Muhammadiyah 2 Surakarta. The results showed that the Indonesian speakers in this study committed ten common errors. These errors were: code switching, misspelling, false friend, subject-verb agreement, conjunction, misuse of be, omission of it for subjective pronoun, the use of objective pronoun for subjective pronoun, misuse of preposition and missordering in noun phrase.

The last research was done by Mansur (2008) who analyzed the grammatical errors in recount text conducted in SMK PGRI 2 Tuban." The result of the study shows that: (1) the errors in recount text made by the students are 57 occurrences of all errors. The types of that errors were misformation 27 times, errors of addition 18 times, errors of omission 6 times and errors of misorder 6 times, (2) the causes of errors are over-generalization, ignorance of rules restrictions, and false concepts hypothesized, (3) the students' problems in writing recount text are structure, vocabulary, composing sentences, recount text comprehension. Psychological factors also influence the students, such as interest and motivation.

As far as this study conducted there is not research about errors analysis at IAIN Kendari. Therefore, this study is important for measuring frequency and finding major sources of grammatical errors in writing committed by EFL students in English Education major.