

## CHAPTER II

### REVIEW OF THE LITERATURE

This chapter is divided into two major parts presenting discussion above theoretical studies and previous studies, theoretical studies consist of related theorists in this study while previous studies discuss implementation of that related theorists in prior studies.

#### 2.1 Theoretical Studies

##### 2.1.1 Error analysis in Writing

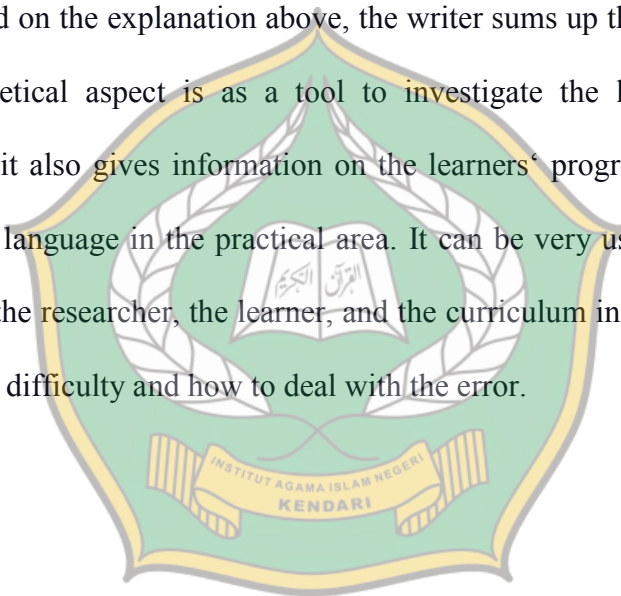
In the middle of the twentieth century, one of the most pursuits of applied linguistic branches was the study of two languages in contrast. Dulay et al, (1982) hint that making errors is an inevitable part of learning especially in writing. People cannot learn the language without first systematically committing errors. Also, Error Analysis (EA) has goals where Some experts reveal their opinions on the goal of EA. The teacher can rearrange the curriculum that suits for the students. While Corder has a parallel opinion with Norrish, he divides the significant of EA in three aspects:

- *The teacher.* EA gives information on the learners' progress in acquiring the language, and it tells them what remains for him to teach.
- *The researcher.* EA give evidence to the research of how the learner learn and acquire the language, what strategies or procedures they use in discovering the language.
- *The learner.* Making errors can be used for the learner as a device to learn.

He further explains that EA as a branch of applied linguistic activity has two functions, they are: theoretical and practical.

- The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.
- The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

Based on the explanation above, the writer sums up that the goal of EA in the theoretical aspect is as a tool to investigate the language learning process and it also gives information on the learners' progress in the process of acquiring language in the practical area. It can be very useful feedback for the teacher, the researcher, the learner, and the curriculum in how to overcome the students' difficulty and how to deal with the error.



Error analysis is the process to determine the incidence, nature, causes, and the consequences of unsuccessful the language (James, 1998). Another explanation from expert about error analysis is according to Dulay, Burt, and Krashen (1982), error analysis has produce the insights into the second language acquisition process that have stimulated the major changes in teaching practice. It is controversial contribution that has been discovery that the majority of grammatical errors of second language learners made do not reflect their mother tongue, but the young children made as they learn their first language. It seems like first language learners' error, the most of the error in second language made by the learners indicate that they are slowly building the second language rule system

Dulay, Burt and Krashen (1982) claimed that the analysis of errors is the method to analyze errors made by EFL and ESL learners when they learn a language. Not only can it help reveal the strategies used by learners to learn a language, it also assists teachers as well as other concerning people to know what difficulties learners encounter in order to improve their teaching.

Based on Dulay theories (1982) error analysis spare became four types. They are omission, addition, misinformation, misordering. But, this study researcher focus on omission error. Omission errors are characterized by to loss of an item that must appear in a well-formed utterance (Dulay et.al, 1982) this means that EFL learners omit one structure of language. Moreover, the students felt confused about the structure of sentences. As a result, Kusuma wardhani (2017) there are many errors in EFL learners especially, preposition, such as: at, in, on,

behind between, along, etc. Moreover, Learner made students because the learners have not understood and mastered the target language so they still made the sentences in their mother tongue. In addition, most of the errors are in textual error, Finally, the learners' mother tongue influenced them much in making the target language.

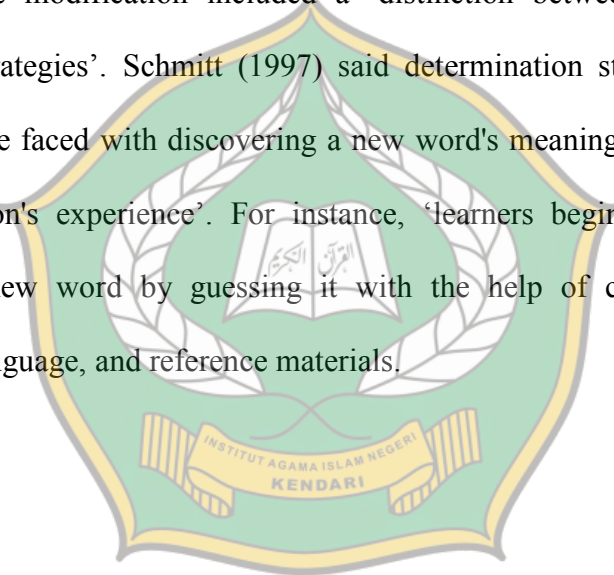


For example:

1. =>I not study English last night. (incorrect)  
=>I did not study English last night (correct)
2. =>My mother very beautiful (incorrect)  
=>My mother is very beautiful (correct)
3. =>My sisters very cute (incorrect)  
=>My sisters are very cute (correct)

Sanaoui (1995) outlined ‘two distinctive approaches to vocabulary learning of adult learners: those who structured their vocabulary learning and those who did not. Structured learners engaged in independent study, did self-initiated learning activities and recorded the lexical items they were learning, reviewed such records, and practiced using vocabulary items outside the classroom’. Furthermore, Gu and Johnson (1996) discussed ‘six types of strategy - guessing, dictionary, note-taking, rehearsal, encoding, and activation – together with two other factors: beliefs about vocabulary learning and metacognitive regulation. Metacognitive regulation consists of strategies for selective attention and self-initiation. The latter make the meaning of vocabulary items clear through the use of a variety of means. Guessing strategies, skillful use of dictionaries and note taking strategies are labeled as cognitive strategies. Rehearsal and encoding categories are classified under memory strategies’. Also, ‘word lists and repetition are instances of rehearsal strategies. Encoding strategies include strategies such as

association, imagery, visual, auditory, semantic, and contextual encoding as well as word-structure. Activation strategies include those strategies through which learners actually use new words in different contexts' (Gu & Johnson, 1996). In response to the lack of a comprehensive list of vocabulary, Schmitt (1997) devised his taxonomy, self-reportedly by organizing 58 strategies 'under five types: determination, social, memory, cognitive and metacognitive'. These categories were inspired by Oxford (1990); however, some modifications were made to it. The modification included a 'distinction between discovery and consolidation strategies'. Schmitt (1997) said determination strategies are used when learners are faced with discovering a new word's meaning without recourse to another person's experience'. For instance, 'learners begin to discover the meaning of a new word by guessing it with the help of context, structural knowledge of language, and reference materials.



Each learner employs different strategies to assist in learning new vocabulary. According to Peter (2003) ‘a learning strategy is a series of actions a learner takes to facilitate the completion of a learning task. The most widely reported learner factors include age, sex, language aptitude, intelligence, prior knowledge, motivation, self-concept/image, personality, and cognitive and learning style’. This brings forth the concept of good learners and poor learners; those learners who are highly motivated feel a genuine need to practice the vocabulary and use this strategy to maintain the vocabulary. Scafaru and Tofan (2006) clarify that ‘good learners not only use more strategies, but they also rely more heavily on different strategies than the ones poor learners use’.



In a study carried out by Ahmed (1989) it was found that ‘good learners were more aware of what they could learn about words, they paid more attention to collation and spelling and at the same time they were more conscious of contextual learning’. Learners are able to comprehend more new vocabulary once they use a number of strategies and do not simply stick to one which is the case for poor learners who concentrate on one method simply.



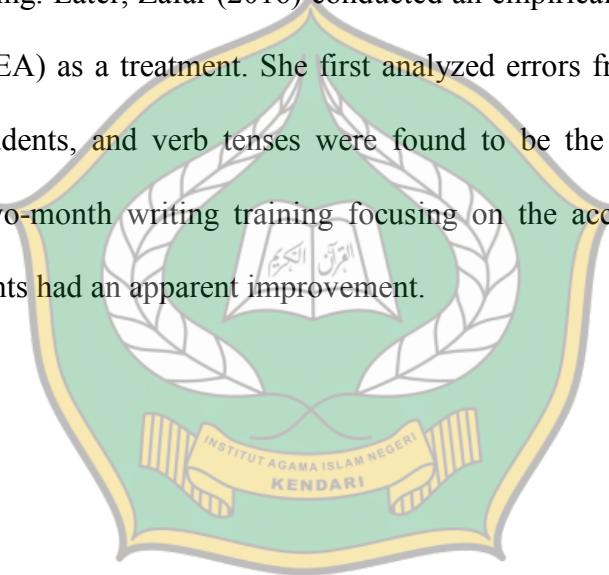


On the contrary, the article by Scafaru and Tofan (2006) is very contradictory of this statement as it further mentions that statements like ‘the good learners practice are not really helpful. What we need are more specific findings which tell us what the learner actually does when he practices’.

The field of English as a foreign language (EFL) is enormous that comprises of various areas for example lexical components, phonetics, morphology, writing, speaking, and listening. Also, all the fields have been extensively researched to focus on different strategies which can suit the learners. Folse (2004) explains that ‘learning a language involves learning numerous aspects about that language, these include its pronunciation, pragmatics, writing system, syntax, rhetorical modes for reading and composition, culture, and spelling, however the topmost aspect is vocabulary’. On the contrary, even though there has been a lot of research in the past, as early as the 1970’s on vocabulary learning strategies (VLSs), it has been challenging to conclude which strategy is the best to employ. As Wilkins (1972) lucidly puts it ‘without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed’, this simply illustrates the essence of having adequate vocabulary nevertheless acquiring it can be very challenging; therefore, learners need to be equipped with strategies in order to confront this major component. Vocabulary learning strategy is considered as a tool that learners use to acquire vocabulary. Learners may employ different learning strategies that they assume to be an effective way of acquiring

vocabulary. Ellis (1997) states ‘successful learners use more strategies than unsuccessful learners.

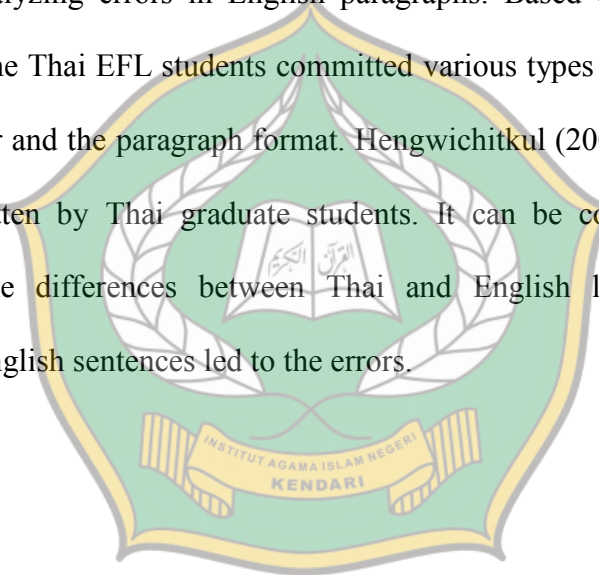
The analysis on errors made by ESL learners can be seen in the study of Khansir (2013). He compared and examined the error types found in the written products of ESL and EFL students. He concluded that there were no significant differences between the errors found in the written products of the two groups of the writers. It can be concluded that both ESL and EFL learners faced similar problems in writing. Later, Zafar (2016) conducted an empirical study which used Error Analysis (EA) as a treatment. She first analyzed errors frequently made by her Business students, and verb tenses were found to be the most problematic ones. After a two-month writing training focusing on the accurate use of verb tenses, her students had an apparent improvement.



In Thailand where English has been taught as a foreign language and writing in English is confirmed to be the most difficult skill for Thai learners to master, Error Analysis (EA) has been an attractive approach and has been used by a lot of scholars to improve the writing skill of the Thai learners. Bennui (2008), for example, analyzed errors caused by the transfer of the subjects' mother tongue which was Thai. The findings showed that the Thai language negatively influenced the subjects' writing at all levels including lexical, syntactic and discourse levels. He concluded that the differences between Thai and English should be taught to Thai EFL students.



Similarly, in the analysis of English sentences written by Thai undergraduate students, Jenwitheesuk (2009) found that the sentences contained errors, such as determiners, subject-verb agreement, tenses and prepositions. Moreover, Watcharapunyawong and Usaha (2013) studied errors caused by the interference of the first language. Their findings also pointed out that the students' first language had a strong influence on their writing. Other types of writing, such as paragraphs, essays and abstracts were also analyzed. Bumroongthai (2011) was interested in analyzing errors in English paragraphs. Based on the results, she concluded that the Thai EFL students committed various types of errors regarding English grammar and the paragraph format. Hengwichitkul (2006) analyzed errors in abstracts written by Thai graduate students. It can be concluded from her findings that the differences between Thai and English languages and the complexity of English sentences led to the errors.



James (1998) proposes that Error Analysis (EA) is the analysis of learners' errors by comparing what the learners have learned with what they lack. It also deals with giving the explanation of the errors in order to accurately reduce them. Another definition of Error Analysis (EA) given by Crystal (1999) is the study of language learners' language forms which deviate from those of the target language. According to Corder (1974 cited in Mungungu, 2010), Error Analysis (EA) has two objectives. One is theoretical objective which concerns what and how learners learn a language. The other is the practical one which concerns how to help learners learn a language by making use of the knowledge they have already had. Corder (1974 cited in Mungungu, 2010), hence, asserts that Error Analysis (EA) is useful. He also proposes the five-stage process of Error Analysis (EA) which consists of (1) the collection of errors, (2) the identification of errors, (3) the description of errors, (4) the explanation of errors, and (5) the evaluation of errors (Corder, 1974 cited in Wu & Garza, 2014). Another scholar, Hinnon (2014) also confirms that Error Analysis (EA) is beneficial after her long period of study of literature related to Error Analysis (EA). She mentions that Error Analysis (EA) can let teachers prepare accurate and precise teachings which are suitable for their students.

In short, Error Analysis (EA) is the study of language forms deviating from the standard of the target language which occurs during learners' language learning. The analysis of errors helps reveal the types and sources of errors which

can lead to an accurate way and less time consumption to reduce errors made by learners.

In ESL and EFL learners' pieces of writing are analyzed and categorized into various categories. Errors are categorized according to their features by Dulay, Burt and Krashen (1982) 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 misordering. In the late 1990s, James (1998) 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).



In another study by Hengwichitkul (2006), 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, Runkati (2013) 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.

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, omission, tenses, capitalization and punctuation.

Based on her study, Penny (2001) concludes that there are two major sources of errors: interlingual transfer and intralingual transfer. Likewise, Heydari and Bagheri (2012) also state that interlingual interference and intralingual interference are the two sources of errors committed by EFL and ESL learners. In Thailand, a considerable number of scholars also carried out the study to explore the sources of errors. Kaweera (2013), for example, concludes that there are two main sources of errors, namely interlingual interference and intralingual interference.

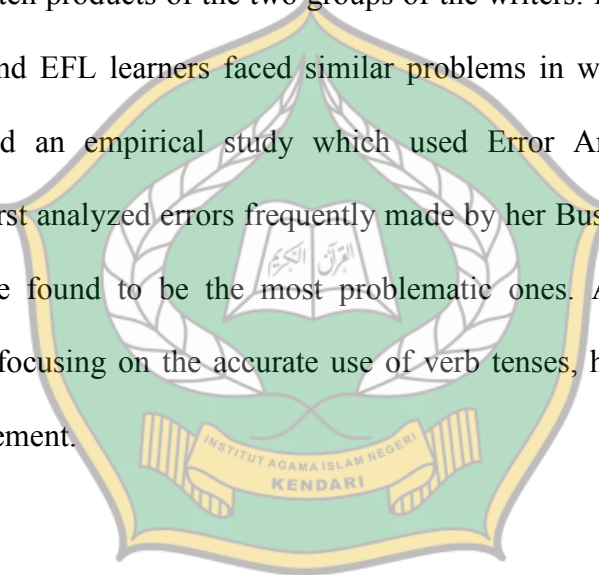
The first one is a negative transfer of learners' first language. The other one involves errors caused by learners' incomplete knowledge of the target language. Later, Runkati (2013) and Rattanadilok Na Phuket and Othman (2015) propose the two sources causing errors which are interlingual interference and intralingual interference. After studying and analyzing the research about errors committed by Thai EFL learners, another Thai scholar, Hinnon (2014) differently proposes that there are three sources of errors: Negative transfer of the mother tongue, limited knowledge of the target language, and the difference between words and sentence structures of the mother tongue and those of the target language. In summary, two major sources leading to errors made by EFL and ESL learners are interlingual interference and intralingual interference.

As mentioned above that errors made by learners can be used to assist learners to write better, Error Analysis (EA) which is the process to analyze learners' errors systematically has gained a great deal of interest from many scholars and researchers. Error Analysis (EA) was employed to help both EFL and ESL learners improve their writing. Zheng and Park (2013), for instance, analyzed the errors found in English essays written by Chinese and Korean students. Results showed that errors made by these two groups of writers were various. They had problems in using articles and punctuation marks, and ordering words. Zheng and Park (2013) mentioned that the negative transfer of the subjects' first language was the major source of the errors.



In a similar study of Liu (2013), it was found that the participants who were Chinese learners made the errors when they wrote English sentences. She pointed out that the sources were carelessness and negative influence of the subjects' mother tongue. The analysis on errors made by ESL learners can be seen in the study of Khansir (2013). He compared and examined the error types found in the written products of ESL and EFL students.

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example, tenses, prepositions, word choice and comma errors in narrative essays written by Thai undergraduate students. From the analysis, they stated that the negative transfer of the students' first language was the main cause of the errors.

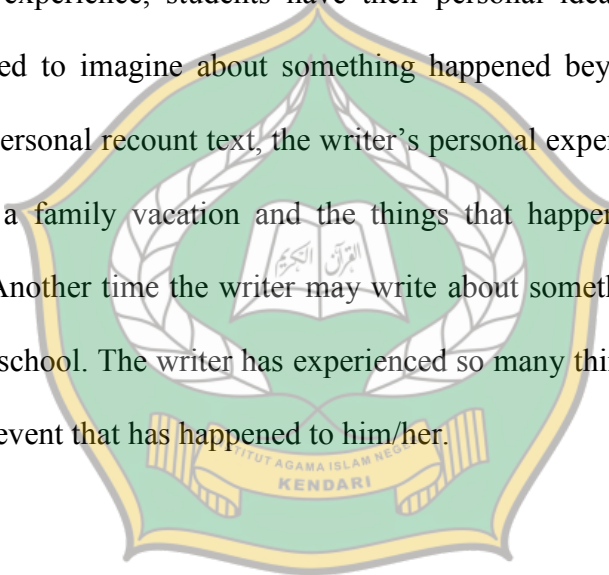
It can be concluded from the above findings that Thai EFL learners as well as other EFL and ESL learners encounter difficulties when they have to write in English. The major sources of the errors are the negative transfer of learners' first language and their incomplete knowledge of the target language. Other sources, such as learners' carelessness cannot be overlooked.



Analyzing learners' errors in written English and seeking for sources of those errors have been proven to be helpful to EFL and ESL learners' writing improvement. The present study, therefore, was conducted to find errors frequently found in English sentences written by Thai EFL students. Besides, it aimed at examining sources of the errors. Apart from studying previous studies related to sources of errors, this study employed the questionnaire and interview so as to get some in-depth information lying behind the errors. Hopefully, this will raise students' awareness on the errors they made and prevent them from making the errors again.



In this research, the writer will use the students' personal experience as the teaching strategy to develop the recount writing ideas. It means that by using the students' personal experience, the students need not to think about other things outside them as the idea in writing a recount text. They can explore the ideas of writing by using their own experience. In writing personal recount text, the writer's personal experience can be used as the source of idea in writing the text. The experience can be about their feeling or something happen in their daily life. By having this experience, students have their personal idea to be developed. They do not need to imagine about something happened beyond their personal life. In writing personal recount text, the writer's personal experience such as time he or she took a family vacation and the things that happened to his/her and his/her family. Another time the writer may write about something that happened to him or her at school. The writer has experienced so many things that he/she can write about any event that has happened to him/her.



Thus, the students' personal experience is the source idea for students to write personal recount text. Journal writing has been long in education. The students are given opportunities to write about their experiences such as activities with their family on the weekend, a trip to another city, or a visit to the zoo in the journal. It is hard for them to write about things which have nothing to do with their experience. Recently the interest in journal writing in education has been rekindled. Its role in learning has been the interest of educators for a long time. In this research the writer applied event-oriented journal based on 4 students' personal experience



In event-oriented journal the students can write their personal experience freely. The ideas in journal finally will be developed as the idea for students to write a personal recount text. The writer applied personal journal writing as follows:

a. Teacher gives the examples of recount text in personal journal form. After that, teacher explains about the characteristics and structure of recount text to the students.

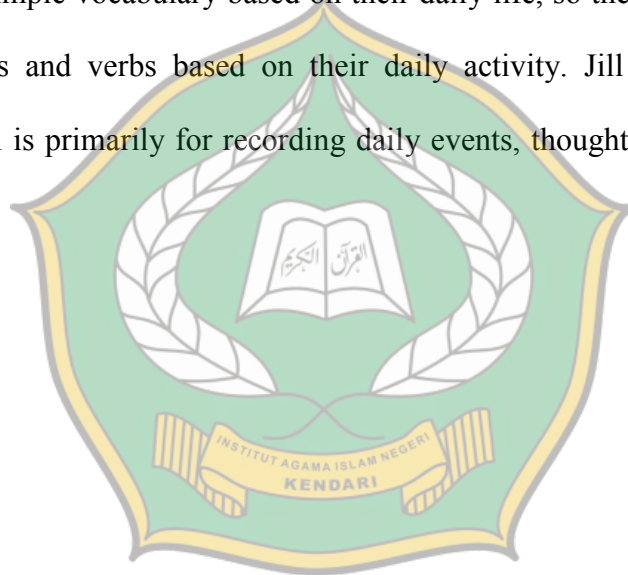
b. Teacher explains the unfamiliar vocabulary and tenses used in recount text writing that is past tense; including simple past tense, past perfect tense and past continuous tense.

c. Teacher explains the students' guide (WH Questions; What, When, Where, Who, and Which) to make the students easy to write a recount text.

d. Teacher asks students to write a personal journal every week and they can write the personal journal one a week at their home. The journal has to write in different topic and submit it to researcher.

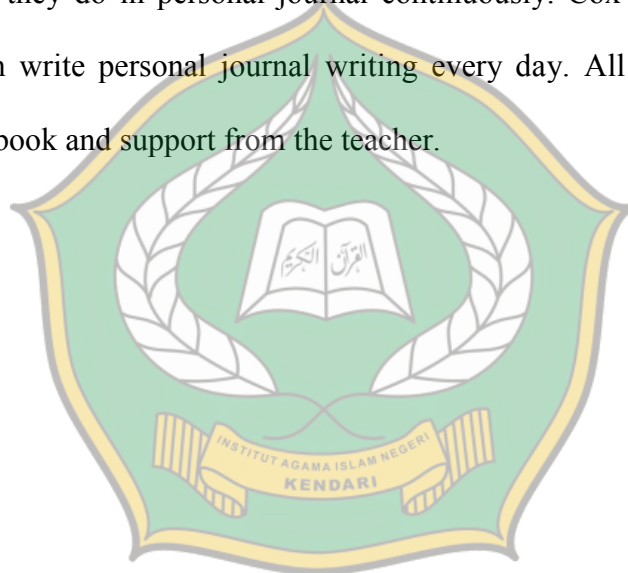
e. Then teacher asks students to write one journal and in treatment, teacher asks students to write the personal journal for 3 times; at least 2 weeks. Then teacher correct students' mistake in their journal every time they collect it. The correction is about content, vocabulary, grammar, spelling, punctuation and capitalization.

Writing Personal Journal helps students to write a recount text. Motivation to write, any kinds of writing, does not emerge independently, because students sometimes have no idea to write about. Teacher is expected to make writing becomes a fun activity that will make the students easier to write and interested in writing, especially in writing a recount text. Most of the students face difficulties in writing recount text. It is because several factors such as students have limited vocabulary when they write their experiences; the journal can helps them to remember the simple vocabulary based on their daily life, so they can uses simple noun, adjectives and verbs based on their daily activity. Jill (1996) says that personal journal is primarily for recording daily events, thoughts, and reflections.



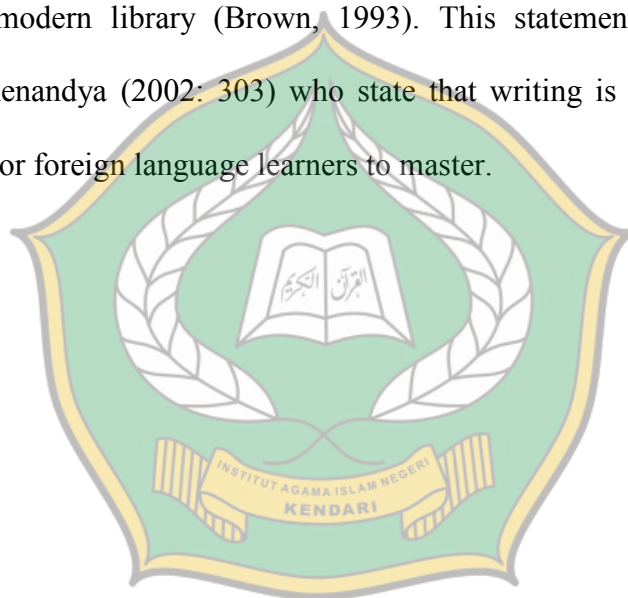


In writing recount text, the students have limited structures; they still confuse to choose the suitable tense or what the tense is used in recount. The journal also can help students to remember the past verb used whether it is in regular or irregular and make them focus on the past tense not other tense because most of the content of the events in personal journal is about the last personal experiences or past activity. When they make one errors in writing recount text at the first time, the teacher can do the correction for their assignment and they will remember it so they do in personal journal continuously. Cox (1999: 324) state that student can write personal journal writing every day. All they need to get started is a notebook and support from the teacher.

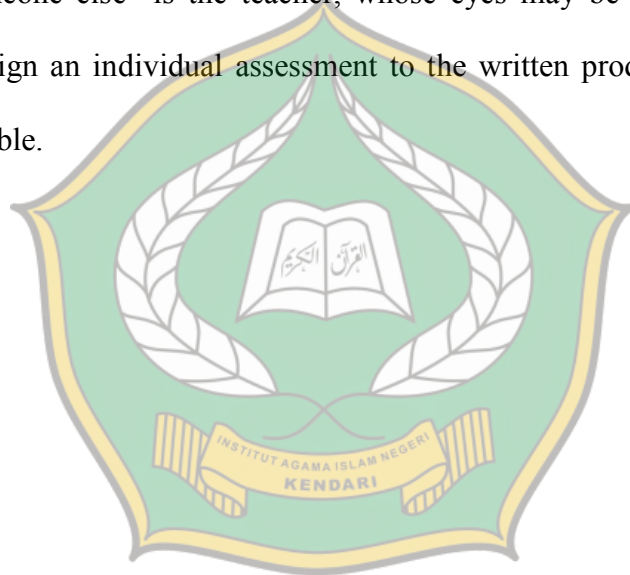


### 2.1.2 Writing in EFL Context

Writing is important in EFL learners and as a communicative act that transmit information and link people together. Related to the opinion, Raymond (1980) points out that writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library (Brown, 1993). This statement is in line with Richards and Renandya (2002: 303) who state that writing is the most difficult skill for second or foreign language learners to master.



Chandrasegaran (2002: 14) indicates, "A problem to be expected in the writing classroom is that some students take much longer than others to write the required parts of the essay. To a preponderance of EFL learners, nothing is more discouraging than doing a writing task and knowing that it will come under the eyes of the teacher, who will consider it as a source of errors to be corrected as Hamp and Heasley (2006: 2) states: Few people write spontaneously and feel comfortable with a formal writing task intended for the eyes of someone else. When the "someone else" is the teacher, whose eyes may be critical, and who indeed may assign an individual assessment to the written product, most people feel uncomfortable.



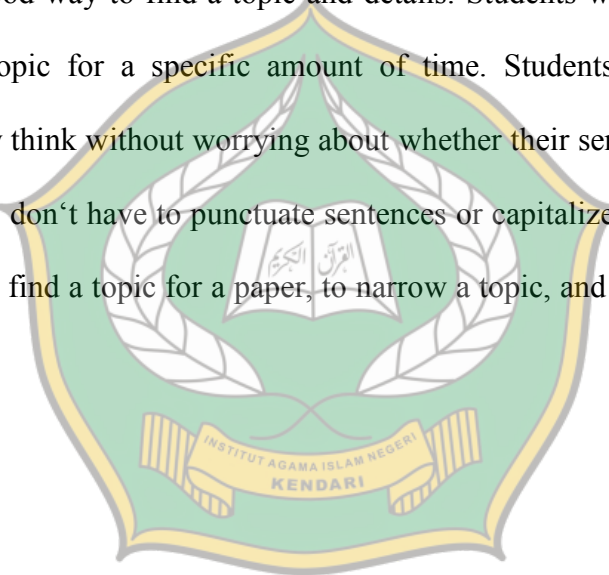
Harmer (2004:61) states if the insecurities are reinforced because they are unable to complete writing tasks successfully, then the students' attitude to writing is likely to become more and more negative to complete writing tasks successfully, then the students' attitude to writing is likely to become more and more negative.

So, there are some types of writing text such as; Narrative, Recount, Procedure, Descriptive and Report Text (Mark & Kathy, 2003).

In order to understand each of the type of writing texts easily, the explanation is drawn up into as follows:

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred. In addition, there are stages of writing process. According to Oshima and Hogue (2007) the writing process divided into four steps as follows; Strategies for Prewriting, the first stage of writing is simply setting forth ideas in whatever shape or form that is handy for them fragments, lists, sentences, or clusters.

The purpose of prewriting is to capture and preserve ideas. There is no need to think about order or correctness in the prewriting stage the objective is to produce as many ideas as possible. In prewriting stage is the step to catch as many as idea. The students don't need to worry about correctness or order. The point is to keep writing. There are five techniques to get idea in prewriting stage (namely: Freewriting, Brainstorming, Clustering, Questioning, and Keeping a Journal. The explanation as follows: Firstly, Freewriting the natural writing in fragments or sentences is a good way to find a topic and details. Students write freely without stopping on a topic for a specific amount of time. Students just write down sentences as they think without worrying about whether their sentences are correct or not. They also don't have to punctuate sentences or capitalize words. Secondly, Brainstorming to find a topic for a paper, to narrow a topic, and to find supporting details.



The secret of success in brainstorming is to think fast and forgo criticism. Thirdly, Clustering to begin, take a fresh sheet of paper and write a general subject in the center. When students cluster, they started by writing their topic in a circle in the middle of their paper. Students write these ideas in smaller circles around the first circle.

Dealing this idea in each small circle may produce even more ideas and therefore more circles around it. When students have run out of ideas, their paper might look something like the following model. Fourthly, Questioning.



By questioning and thoughtful reflection, students can take notes on a significant incident or event and transform them into an essay.

Fifthly, Keeping a Journal is useful for recording observations, impressions, reactions to a piece of literature, or incidents. In some ways a journal is similar to a diary, but journals often include a wide range of material. A journal can be a private account of conversation, events, perceptions, reactions, or anything else they will record. So, some writers save quotations, funny stories, or poems. Any of these items may jump start ideas for writing.

Secondly, Drafting is the time to develop ideas and start thinking about focus and order. With each new draft, students will discover more details the reader might desire to know. In this stage is to develop the idea in freewriting to be a good paragraph. It needs to focus on a core idea and discover the detail of the main idea.

Thirdly, revision the goal of revision is to rethink of students' writing so that it effectively reaches their audience and accomplishes their purpose. Revision involves the larger aspects of the draft: the organization and presentation of idea.

Revision is to revise or sharpen the idea. So the writing can be an effective paragraph to read with clear purpose.

Fourthly, editing and Proofreading students attend to matters within the sentence. Editing refers to correcting the sentence structure and improving the word choice. Proofreading means examining grammar and punctuation. The goal in the stage four is to clarify meaning and eliminate grammatical distractions so that the writing purpose can be achieved.. In editing and proofreading stage is the strict stage to correct the all aspect, starting grammatical rules, word choice, punctuation,etc. After developing the idea, the writer or student draw up the idea by writing it on paper as rough draft.





The last step is revising the rough draft, editing and proofreading the rough draft to be good and correct writing which the process involved examining the grammar and eliminating grammatical distractions (Oshima & Hogue, 2007). Lastly, assesing writing here are some categories for asses writing namely; Firstly, organization It includes the effectiveness of introduction, logical sequence of ideas, and conclusion.

Secondly, content this includes thesis statement, related the ideas, and development of ideas through personal experience, facts, and opinions.

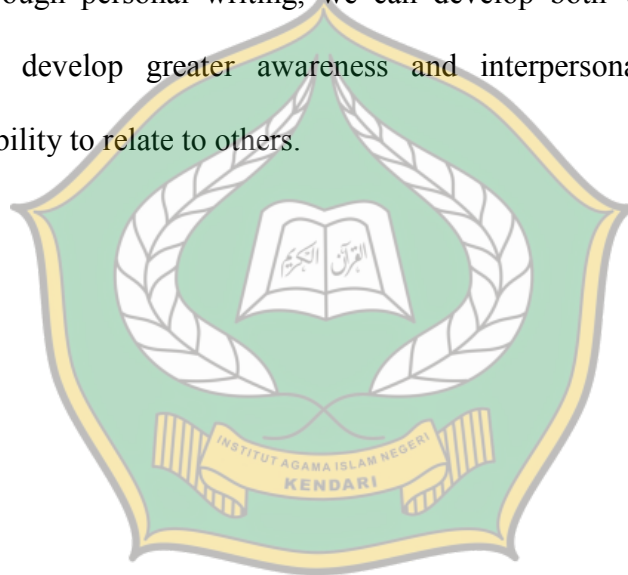
Thirdly, Mechanics it includes spelling, punctuation, and citation of references, neatness and appearance (Brown, 2001).



In other word, writing has more than one step. In writing the students have to follow some process to create a good writing. These processes can help them to write based on the ideas flow. Grenville (2001) explains steps in writing process. The steps are getting ideas, choosing ideas, outlining, drafting, revising and editing. Each of step is discussed in the following paragraph. Getting ideas means how the students can get the idea to write something. Ideas come from a lot of places, but the one place they never, ever come from is a sheet of blank paper. It means that getting ideas is the first step in writing process. This allows the writers to brainstorm whatever ideas they have in their mind. All the ideas will complete each other. In getting the idea for writing there are some ways can be applied, they are making a list, making a clustering diagram, researching or independent investigation, and free-writing. In making a list (brainstorming) is the best way to get started with writing.

One doesn't have to write a list, but think quickly and write anything that comes to mind. Making a cluster diagram is a kind of list, but it develops idea into little clusters of likeminded ideas. This will be very helpful for start writing. Researching or independent investigation means finding some information to use in writing. The obvious place to do research is in books, but one can also do it on the Net, from videos and by gathering own information first-hand (doing interviews, conducting experiments, etc). And the last is free writing. Free writing (or 'speedwriting' or 'free-associating') mean to write anything without any rules in writing. It is a good way to let the unconscious give ones ideas because it lets one access the memory, experiences and knowledge.

The fact that students are given more chances to write about what is relevant to them is “an active learning technique” (Chickering and Gamson, 1987: 5). By keeping journals, students can record their personal or life activities. The value of personal writing or life writing has been discussed by several scholars such as Artof (1992) quoted in Tin (2000: 49): It is a powerful tool to find our own untapped creative power, uncover our family history, learn to see the world more clearly, heal unsolved issues, understand our fears, and explore our motivation. Through personal writing, we can develop both writing skills and awareness, can develop greater awareness and interpersonal understanding, increasing the ability to relate to others.



The benefits of journal writing are highlighted in White and Arndt's (1991: 67) discussion: This technique has been found to be an effective and productive means of arousing interest in writing, which, at the same time, develops fluency of expression. It also helps students to become aware of why they wish to communicate their ideas and to regard writing not only as a means of personal expression, but also a dialogue in written language with the reader. Adding to the benefit that "journal writing provides students with good opportunities to improve their writing skills individually and good chances to record their thoughts and feelings" (Ngoh, 2002: 27) is Spaventa's (2000: 168) observations:

There are many rewards about keeping a journal. In addition to the informal conversation that takes place in it between you and yourself and you and your instructor: when you have finished the course, you will have a record of what you read, what you experienced and what you thought about during that time. In persuading learners of the merits of journal writing, Lagan (2000: 14) writes: Writing a journal will help you develop the habit of thinking on paper and show you how ideas can be discovered in the process of writing. A journal can make writing a familiar part of your life and can serve as a continuing source of ideas for papers. Looking upon journal writing as a way to develop the habit of transcribing one's thoughts onto paper is by and large synonymous with looking upon journal writing as a way to develop accuracy on paper. Lagan (2000: 3)

displays the correlation between clear thinking and accuracy by quoting his ex-teacher's words "If you don't think clearly, you won't write clearly."

There are fifteen types of genre text, (Rudi Hartono, 2005; 6) they are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
3. News story is a factual text which informs reader's events of the day which are considered newsworthy or important.
4. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
5. Spoof is a kind of genre used to retell an event with a humorous twist.
6. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.
7. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
8. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
9. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.

10. Discussion is a kind of genre used to present (at least) two points of view about an issue. 11. Description is a kind of genre used to describe a particular person, place or thing.
12. Review is a kind of genre used to critique an art work or event for a public audience.



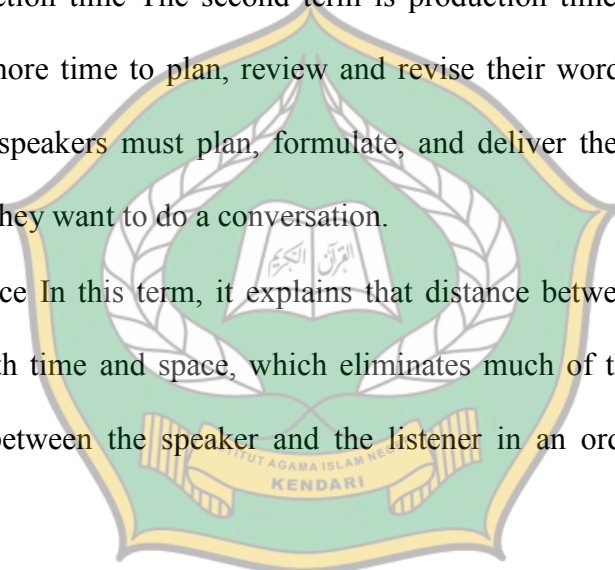
(Brown in Weigle 2002: 15) Brown provides the characteristics that differentiate written language from spoken language in terms of the permanency, production time, distance, orthography, complexity, formality and vocabulary. The characteristics will be presented below:

1) Permanence The first term is permanency. In this term, oral language is transitory and must be processed in real time, while written language is permanent and can be read and reread as often as one likes.

2) Production time The second term is production time in which writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterances in a few moments if they want to do a conversation.

3) Distance In this term, it explains that distance between the writer and the reader in both time and space, which eliminates much of the shared context that is present between the speaker and the listener in an ordinary face-to-face contact.

4) Orthography Orthography is a limited amount of information compared to the richness of devices available to speakers to enhance a message. For example in using English alphabets in writing.



5) Complexity Written language tends to be characterized by longer clauses and more subordinators, while spoken language tends to have shorter clauses connected by coordinators, as well as more redundancy.

6) Formality It explains that writing tends to be more formal than speaking. Such as, the forms of writing and forms of spoken text.

7) Vocabulary Written texts tend to contain a wider variety of words, and more lowerfrequency words, than oral texts

Some scholars (Corder, 1967; James, 1998) point out that errors made by learners are very significant as they are the indicators of how learners acquire the language. According to Corder (1967), errors made by learners are beneficial to teachers, learners, as well as researchers. For teachers, errors are evidence of learners' progress of the language learning. Teachers can refer to it in order to help improve learners' writing skill. For learners, errors can be served as resources for their language learning. Lastly, errors provide evidence to researchers on how learners learn and acquire the language. To assist these learners, Corder (1967), James (1998), Nonkokhetkong (2013), Hinnon (2014), and Rattanadilok Na Phuket and Othman (2015) assert that the analysis of errors found in learners' pieces of writing can be very helpful. Some scholars employed Error Analysis (EA), one of the famous methods in their writing classes to improve students' writing performance. Presada and Badea (2014), for example, analyzed the causes of errors made by students in their translation classes and asserted that this method could help them sort out the real problems.



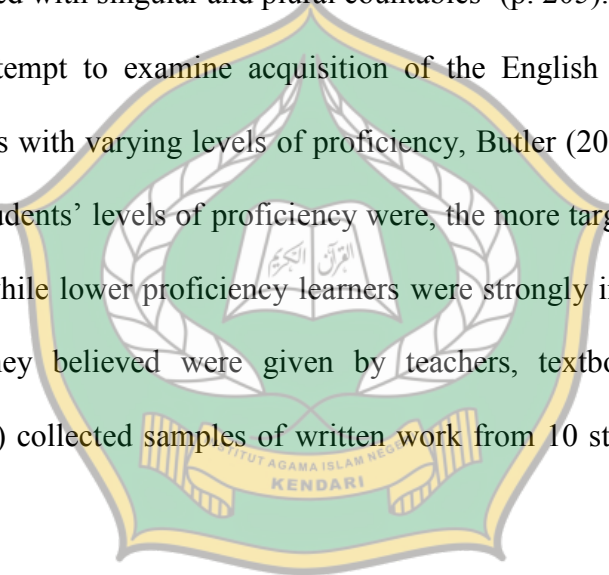
They confirmed that Error Analysis (EA) could lessen the number of errors in their students' work. Later, Zafar (2016) states that Error Analysis (EA) is an effective tool to improve her Business students' writing ability after a two-month remedial writing course. Having learned the advantage of Error Analysis (EA), the researcher believes that this approach could be helpful for her students' writing improvement.

Since for a period of time as a teacher teaching students to write in English for their successful communication, the researcher found that English sentences written by Thai EFL students contained various types of errors, such as wrong word choice, subject-verb disagreement, misspelling, wrong use of tenses and punctuation marks. Some of these errors may lead to misunderstanding in cross-cultural communication. For example, "Home make give I happy." which was a sentence written by one of the students who enrolled in the Writing II course was ineffective due to the student's weakness in English. According to a native speaker, this sentence failed to convey a real meaning which the writer intended to mean that his house made him happy.

Khuwaileh and Shoumalia (2000) conducted a study on Jordanian students in both Arabic and English in order to examine their writing errors. They found that learners made different types of errors; the most frequent were lack of cohesion and coherence, and tense errors. In the aim of investigating the use of English prepositions, Lakkis and AbdelMalak (2000) conducted a study on 55 Arabic university students. Results showed that in general all students made similar errors in which they relied on transfer to judge the

appropriate usage of prepositions. They recommended that instructors point out differences between L1 and L2 in the use of prepositions. In his detailed article on Arabic speakers, Smith (2001) pointed out many examples of errors that Arabic learners of English might commit. 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 and plural countables’ (p. 205).

In his attempt to examine acquisition of the English article system by Japanese students with varying levels of proficiency, Butler (2002) concludes that the higher the students’ levels of proficiency were, the more target-like usage they could achieve, while lower proficiency learners were strongly influenced by a set of rules that they believed were given by teachers, textbooks, and so on. AbiSamra (2003) collected samples of written work from 10 students in grade 9.



The author classified the writing errors detected into five categories: grammatical (prepositions, articles, adjectives, etc.) Results revealed that one third of the students' errors were transfer errors from the native language, and the highest numbers of errors were in the categories of semantics and vocabulary. The rest of the errors (64.1%) were errors of over-application of the target language, the highest numbers of errors being found in substance (mainly spelling), syntax and grammar.



In order to reduce the errors, AbiSamra recommended encouraging students to speak English at home and with their friends, as well as teaching more effectively the rules and conventions of writing. Snape (2005) conducted a study on Japanese and Spanish learners of English. In another study, by analyzing the written compositions of a number of Jordanian English language students, Bataineh (2005) classifies different types of errors in the use of indefinite articles. She claims that among all types of errors identified only the deletion of the indefinite article could be attributed to L1 interference. Bukhari and Hussain (2011) conducted a study to investigate the errors of Pakistani students in prepositions and articles.

The main focus of the study was to analyse the errors of students in articles and prepositions. They found that the total number of errors made by students on the measure of articles was 152. Out of which (127) 83.56 % was observed in indefinite articles and (25) 16.44% was observed in definite articles. They also found that 52.63% of the total error was omission errors, 19.08% was insertion errors and 28.29% was confusion errors. The results also revealed that Pakistani students faced more difficulties in learning indefinite articles in their writings. The analysis of error sources has been regarded as a central aspect in the study of learner errors. Researchers believe that the clearer the understanding of the sources of learners' errors, the better second language teachers will be able to assist the process of L2 learning. In their study, Dulay and Burt (1974) categorized these errors into three groups: interference, intralingual, and unique errors. According to their study only 5% of the errors were interference while

87% were intralingual and 8% were unique. They concluded that children do not use their L1 habits in the process of learning a new language.

Further, Kim (1987) conducted a study in the field of error analysis among 12th grade Korean English learners in their composition and reported that intralingual errors occurred more than interlingual. Another study was conducted by Brown (1994). He found that at the early stages of language learning, a large number of errors occur due to negative transfer. His study showed that as language learners develop their English, intralingual errors overtake interlingual errors. The interlanguage of Arabic students of English as a second/foreign language has also been the subject of a great quantity of studies since the 1970s. Scott and Tucker, cited in Frith (1977), describe an interesting error analysis of oral and written samples of 22 Arab-speaking EFL students at the American University of Beirut. They concluded the following: 1) For these students, native language interference was a persistent problem in the use of prepositions and articles. 2) The nature of the corpus led the researchers to posit a rule-governed interlanguage system which was changed and reorganized during the term.

They state that we may say we were dealing with two approximate systems, the second being a closer approximation than the first to adult native English. In his attempt to investigate the sources of errors in the performance of Jordanian students at post-secondary stage, Mukattash (1978) claims that only 23% of errors can be attributed to the L1. Furthermore, It is highly important to make clear that English and Arabic are very different languages from two different language families. 'Arabic belongs to the Semitic group of languages.

More specifically, it is an off-shoot of the language of South-West Arabia, while English is an Indo-European language' (El-Sayed, 1982). Therefore, the grammatical structure of Arabic is different from that of Indo-European languages such as English. As a matter of fact, these differences were the cause of many errors made by the students. The differences and similarities between Arabic and English in terms of their article systems should therefore be clarified.

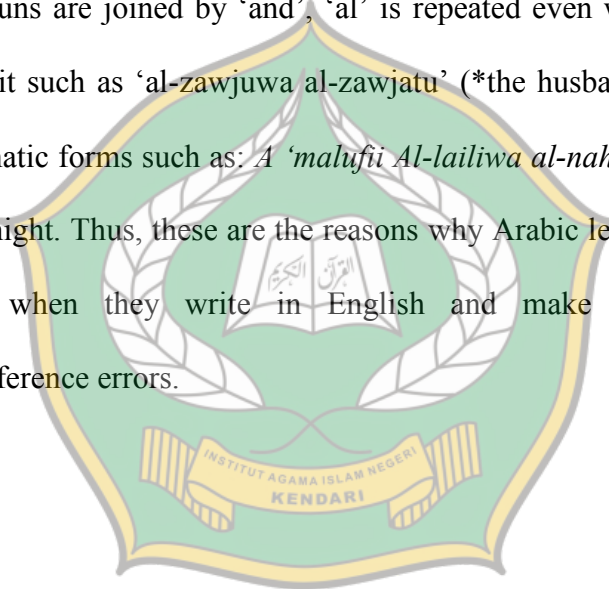
There are three different articles in English, the definite article 'the', the indefinite article 'a' or 'an', and the zero article 'Ø'. According to Quirk et al. (1972), 'the' is used with specific nouns, 'a' or 'an' is used with non-specific nouns in the singular, while 'Ø' is used with non-specific nouns in the plural, proper nouns, mass nouns, abstract nouns, and non-count nouns, such as 'rice', 'water', etc. Nouns used in English might appear in one of three forms:

- 1) Singular with 'a/an'; e.g. A horse is a useful animal.
- 2) Singular with 'the'; e.g. The horse is a useful animal.
- 3) Plural with zero 'Ø'; e.g. Horses are useful animals.

(Kharama & Hajjaj, 1989) Furthermore, they pointed out that an article might modify two nouns conjoined by 'and' if they represent one unit such as 'the father and mother', 'the bread and butter' etc. In Arabic, the article system is completely different from that of English. While there are three in English, Arabic has only two, the definite article '*al*', which is a prefix, and the zero or indefinite article, which is simply the absence of the definite article.

Regarding the use of the definite article, the main difference between English and Arabic is that Arabic often uses the definite article in contexts where English does not. Kharama and Hajjaj (1989) give some examples as follows:

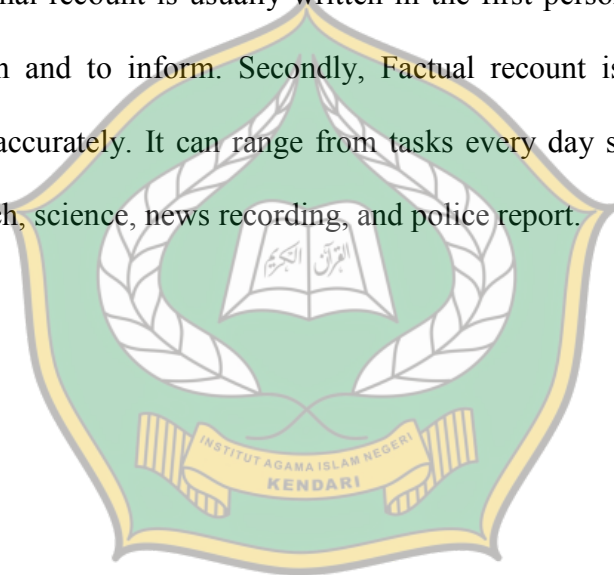
- 1) Nouns used generically in Arabic, whether singular or plural, take 'al' (the).
- 2) Abstract nouns in Arabic take 'al', more frequently than in English.
- 3) When a mass noun refers to the whole kind, it takes 'al'.
- 4) Some proper nouns take 'al', such as 'al-kaheira' (\*the Cairo).
- 5) When two nouns are joined by 'and', 'al' is repeated even when these nouns represent one unit such as 'al-zawjuwa al-zawjatu' (\*the husband and the wife).
- 6) In some idiomatic forms such as: *A 'malufii Al-lailiwa al-nahaari.* = \*I work in the day and the night. Thus, these are the reasons why Arabic learners overuse the definite article when they write in English and make numerous interlingual/interference errors.



### 2.1.3 Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred (Pradiyono, 2007).

So, there are five types of recount text such as; Personal recount. it is retelling an event that the researcher was personally involved in for example personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. a personal recount is usually written in the first person (I and We) and often to entertain and to inform. Secondly, Factual recount is concerned with recalling events accurately. It can range from tasks every day such as accidents, structured research, science, news recording, and police report.





The emphasis is on using language that is precise, factual, and detailed so that the reader gains a complete picture of an event, experience, or achievement. Thirdly, Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction. Fourthly, a procedural recount records the steps taken in completing a task or procedure. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem. Lastly, a biographical recount tells the story of a person's life using a third-person narrator (He, She, and They). In this case, of autobiography, first-person narration (I, We) is used. (Derewianka, 1990).

According to Greenbaum and Nelson (2002), grammar is the set of rules that allows us to combine words in our language into larger units. Grammar is a part of the language that should be mastered by the learner. By learning grammar, the learner can produce the sentences correctly. Grammar is a word that puts together to make a correct sentence. It is not only affect how the unit of the word are combined, but it affects the meaning too. According to Dulay, Burt, and Krashen (1982), errors are deformed side of the learner speech of writing. Errors are the part of conversation or the composition that deviate from some selected norm of mature language performance. Making errors is an inevitable part of learning.

For learners, Interlingual transfer is the negative interference of first language. Sometimes, the learners use the linguistic system of their first language in making target language sentences. Identifying an error caused by interlingual transfer can be done by translating the sentence that made by the learners from the

target language into their first language. There were 12 errors found in this study and the percentage as 7.22%. Context of learning refers to the source of that come from the outside. Context refers to the classroom with the teacher and the material. The teacher or textbook can lead the learners to make incorrect hypotheses about the language. Because of misleading from the teacher, the learner can make errors.



In writing personal recount text, the writer's personal experience such as time he or she took a family vacation and the things that happened to his/her and his/her family. Another time the writer may write about something that happened to him or her at school. The writer has experienced so many things that he/she can write about any event that has happened to him/her. Thus, the students' personal experience is the source idea for students to write personal recount text.



**Table 2.1 : The following table of Recount Text**

Type text	Generic Structure	Language features	Social purpose
Recount Text	<p><b>Orientation</b> : it provides the setting and produces participants and also provides information about whom, where, and when.</p>	<p>a. Proper noun and pronouns to identify those involved in the text</p> <p>b. Action verb</p> <p>c. Descriptive word to give details about who, what, what, when, where, and how.</p>	To tell the readers what happened in the past through a sequence of events.

	<p><b>Events:</b> tell what happened, present event in temporal sequence. It is usually recounted in chronological order. Personal comments and/ or evaluative remarks, which are interspersed throughout the record of events.</p>	<p>d. The use of the past tense to retell the events.</p> <p>e. Conjunction and time connectives.</p> <p>f. Adverb and adverbial phrase.</p> <p>g. Words that show the order the events.</p>	
	<p><b>Reorientation:</b></p> <p>This step consists of optional closure of events or it can be stating personal comment of the writer to the story</p>		

## 2.2 Previous Related Studies

Dealing with this study, many researchers have investigated students' errors in writing. There are the varied focus of discussion on the matter namely Fridayanthi (2017); Sermsook (2017); Karim & Nassaji (2018); and Erdogan (2005). All of them were interested in analyzing errors in writing. Fridayanti (2017) conducted the errors of students commonly found that there are 169 errors committed by the subject including 130 (77%) omission errors, 14(8.28%) misordering errors, 13 (7.7%) misformation errors, and 12 (7.1%) addition errors.

Omission error becomes the most frequent errors committed by the students. Hence, There were seven types of omission errors found in her study, namely omission of preposition, omission of article, omission of to be, omission of conjunction, omission of marker, omission of verb, and omission of pronoun. In addition, another research study is done by Sermsook (2017) the instruments of his study were questionnaire and interview. he claimed that the students made different types of errors due to four source: interlingual interference, intralingual intereference limited knowledge of grammar and vocabualry, and their carelesness.

On the other hand, the other researcher Erdogan (2005) had done the research about the significance of learners error for they provide evidence of how language is learned. So, his study has been devoted Error analysis identifies the strategies that language learners use and also it determines the common

difficulties in learning and helps teachers to develop materials for remedial teaching.

They have similarities with this study, such as; analyze types of error in writing. To analyze students' error the researcher need to know all of the types of errors in writing. So, the differences in this study mainly; researcher only focuses on types of error especially in omission errors to analyze recount text in writing.

Writing recount text is an activity to write a record of events in the past time. The events are reported chronologically according to the setting of time and place with the use of a number of conjunction and sequence marker. Cavanagh (1998) defines "recounts are retelling of past events". They are usually written as a series of events in the order in which they happen. To indicate students' writing through recount text and analyze in omission error's type. Therefore, this propose study focuses on an analysis of students' errors in writing especially in recount text.

