

CHAPTER II

THEORETICAL FRAMEWORK

In this chapter the writer would like to present some related literature such as the theory, previous studies, and research model. These three points are discussed in the following.

2.1. Theory

2.1.1. Error Analysis

2.1.1.1. The Understanding of Error Analysis

In the middle of the twentieth century, one of the most pursuits of applied linguistic branches was the study of two languages in contrast. Eventually, the backlog of comparative and contrastive data on a myriad of pairs of languages yielded Contrastive Analysis Hypothesis (CAH). The main focus of Contrastive Analysis (CA) was on comparing the mother tongue (MT) and the target language (TL) in order to predict or explain the errors made by learners. CA lasted until late 60's affected by behaviorist theory which considered second language acquisition as learning new sets of habits and transferring the learner's native language as the basic process of second language learning. Therefore errors were considered as being the result of the persistence of existing mother tongue habits in the new language.

Vecide Erdogan states in his journal that Error Analysis (EA) appeared in the sixties to demonstrate that learner errors were not only because of the learners'

native language but also they reflected some universal learning strategies. According to him, EA deals with the learners' performance in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of EA is on the evidence that learners' errors provide with an understanding of the underlying process of second language acquisition. EA achieved considerable popularity in the 1970s, replacing CA. Dulay, et al have in line idea such the opinion above that, the EA movement can be characterized as an attempt to account for learner errors that could not be explained or predicted by CA or behaviorist theory, and to bring the field of applied linguistics into step with current climate of theoretical opinion. It can be summed up that EA emerged to change the place of CA perception about learner's errors which the CA was affected by behaviorist theory.

Some experts give their opinions about EA. According to Gass and Selinker EA is a type of linguistic analysis that focuses on the errors learners make. EA compares between the errors a learner makes in producing the TL and the TL form itself. They explain that, Error analysis provides a broader range of possible explanations than contrastive analysis for researchers/teachers to use to account for errors, as the latter only attributed errors to the NL-Native Language (By the writer). It means that EA which concerns in learners' error can explain more about learner's error what CA can't predict. While Corder points out that, Error analysis (EA) is part of methodology of the psycholinguistic investigation of language learning. It aims at telling us something about the psycholinguistic process of language learning. The Corder's opinion is in line with other experts'

opinion about EA such as Ellis (2008: 120) who states that EA is used as a tool to investigate how learners acquire a second language (L2). Ellis and Barkhuizen further explain that, Error Analysis (EA) consists of a set of procedures for identifying, describing, and explaining learner the errors.

2.1.1.2. The Distinction Between Error and Mistake

Some people have overlapping perception between Error and Mistake, so do some teachers. Then further dealing with Error and Mistake becomes inappropriate treated and then it gives negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic laboration of the distinction between Error and Mistake is necessary in order to have sound explanation. Inevitably the learner will make Mistakes and Errors in the language acquisition process. As Dulay hints that, making error is an inevitable part of learning. People cannot learn language without first systematically committing errors. Brown also states that, learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information. It means that making Mistakes and Error is naturally happened for learner because it is part of learning in language acquisition process.

Further Brown distinguishes between Mistake and Error. He explains that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally

capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. It means that Error reveals the learner's knowledge of the target language, while Mistake is the learner's temporary impediment or imperfection in process of utilizing the language.

Corder in Larsen-Freeman and Long give more explanation about Error and Mistake. Corder made a distinction between a mistake and an error, i.e.: Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules.

It can be concluded that Mistake is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on. Error is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it

can't be self-corrected. The explanation above can be summarized in the table below.

Table 2.1
The Distinction between Error and Mistake

Mistake	Error
Related to the student's quality performance	Related to the student's deficiency competence
Reflected the student's temporary impediment or imperfection when utilizing the target language.	Reflected the student's understanding or competence in the target language.
Inconsistent deviation	Consistent deviation
Caused by some factors such as fatigue, lack of attention and motivation carelessness, etc.	Cause by learners who have not mastered yet L2 rules
Can be self-corrected when students pay attention	Can not be self-corrected because the students do not know the correct of the L2 rules

2.1.1.3. The Sources of Error

It's necessary to know the source of error in order to identify the troubles faced by students in language learning process. Ellis (2008: 62) points out the source of error into four categories:

1. Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.
2. Sociolinguistics sources such matters as the learners' ability to adjust their language in accordance with the social context.
3. Epistemic sources concern the learners' lack of world knowledge.
4. Discourse sources involve problems in the organization of information into a coherent text.

Different from Ellis, Brown categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

- a. Interlingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
- b. Intralingual transfer is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
- c. Context of Learning is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.
- d. Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

2.1.1.4. The Causes of Error

According to Norrish (1983: 21) there are three causes of errors:

- a. Carelessness: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- b. First language interference: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped towards those of the language he was learning.

c. Translation: Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.

It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

2.1.1.5. The Types of Error

According to Dulay et al. (1982), the most commonly used taxonomies are based on: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative taxonomy.

In this discussion the writer focuses on his close on his attention to the surface strategy taxonomy. The writer considers that surface strategy taxonomy has a close relationship with the topic. The numerous types of error that reveal systematic distortions of surface elements are as follow; omission, addition, misformation, and misordering. (Dulay et al 1982)

1. Omission

Omission error are errors characterized by the absences of an item that must appear in well form utterance. It involves morphemes, which carry out the bulk of the essential meaning of the sentence.

Example:

- 1) *My father plumber the grammatical is and omitted.*
- 2) *They from Amfoang.* (in this sentence the students should add “are” between they and from)

3) *My friend names Alfred, Ian, and Bosko.* (in this sentence the students should add “are” between names and Alfred).

2. Addition

Error of addition are the opposite of omission. They are characterized by the presence of an item that must not appear in well form utterance. In addition errors are the result from the use of certain rules in the spech of both first language and second language, namely double marking, regulation and simple addition (Dulay,1982:156).

Example:

1) *He does not knows my name.*

2) *We did not went there.*

Because two items rather than one are market for the same feature (tense, in these example). This type of addition errors is called double marking.

3. Missformation

It is characterized by the use of wrong form of morpheme or structure. While in omission errors the item is not supplies at all. In misformation errors the learner’s supplies something, althought is incorrect. As in the case of additions, mis-formation is usually not random. For example a lerner may temporarily select just one of the the English demonstrative adjectives this, that, these, to do the work for several of them: (that dog).

4. Missordering

Missoreder errors are characterized by the incorrect placement of a morpheme or groupof morpheme in an utterance.

Example:

1) *He is all the time late.*

All the time is misordered. The correct one is “*He is late all the time*”

2) *What dotten is doing?*

The correct sentence is; *What is dotten doing?*

2.1.2 Grammatical Errors

The roof word is”grammar” Grammar covers thewhole rules of language in some specific cases, grammar can identified as structure of language grammatical is an adjective word which has something to do with grammar . in the study it is all words, phrases, clauses, or sentence, which are acceptable because theyare correct according to the rule of language.(Hornby,2015;675)

2.1.2.1 Definition of grammar

Grammar is ordinary understood as a series of statement of the way a language works; English grammar is “the English way of saying things,” that is grammar concern the forms of words: wese in phare, clauses, and sentence; our tensens, cases, and other changes inform Shaw Harry (1979:145).

2.1.2.2 Kinds of Grammar

There are some kinds of grammar. They are explained in detail in the following part.

1. Phrase

Phrases which usually serve as a part of spech, is a group of related words that does not contain a subject and a predicate. Phrase may be classified as to use and form.

- a) Use: a noun, an adjective, an adverb.
- b) Form: a prepositional, a participial, a gerundial, an infinitive, an absolute.

2. Clauses

A clause is a group of words having a subject and predicate. There are two kinds of clauses as follows:

a) Independence clause

An independent clause is one that makes a complete grammatical statement and can stand alone.

b) Dependent clause

A dependent clause is one that is incapable of standing alone, one that depends for its meaning upon the remainder of the sentence in which it appears. Dependent (subordinate) clauses function as nouns, adjectives, and adverbs. *Noun clause, adjective, adverbial clause.*

Accompanied by subordinating conjunction, an adverbial clause can express the following relationship:

- a. Time: when, before, while, since.
- b. Place: where, wherever.
- c. Manner: as, as if.
- d. Condition: if, so, unless, provided that.
- e. Cause: because, as, since.
- f. Purpose: in order that, so that.
- g. Result: that, so that, so...that
- h. Degree or comparison: than, as much as, as...just as.

i. Concession: though, although.

3. Sentence

A sentence has been defined as “group of words containing subject and predicate and expressing a complete thought.

a) Sentence Meaning

Sentence may be classified according to meaning and purpose:

1. A declarative sentence states a fact and makes an assertion.
2. An interrogative sentence ask a question.
3. An interpretative sentence expresses an entreaty or command.
4. An exclamatory sentence expresses strong feeling.

b) Sentence Word Order

A Sentence in which the words are so set down that the meaning is not completed until the end is called periodic. A Sentence so constructed that the thought may be completed before the end is termed loose.

Our conversation and informal writing contain many more loose sentences than periodic, Yet a periodic sentence does provide suspense and variety: it holds attention of the reader or listener and contributes to stylistic effectiveness. Although a natural form of expression, the periodic sentence tends to become monotonous and forced and should not be overused.

A balance sentence is so constructed that similar or opposing thought have similar structure. Such a sentence is sometime use to make statement especially emphatic and for comparison and contrast.

c) Sentence Structure

A Sentence may be classified according to the grammatical structure as simple compound, complex or compound complex.

1. A Sentence contains only one subject (simple or compound) and one predicate (simple and compound) and expressing one thought for example:

- Mary had a little lamb
- Chocolate is delicious
- Down fell the rain

2. A compound Sentence contains two or more independent clausees. The clauses of a compound sentence are grammatically capable of standing alone , but they are closely related parts of one main idea.

Example:

- I drank some tea and felt better.
- Here is a wig and here are two wings.

3. A complex Sentence contains one independent clause and one or more dependent (subordinate) clauses.

Example:

- I hope that she will come.

d) Sentence Paterns

A series of word that comprise a Sentence can convey meaning in English only because certain of those words are related two one another in such way they state or imply something about the subject. The pattern indicate the order in

which these relationships are placed in English. Sentence patterns specify the Sentence.

e) Variation Sentence pattern

There are a few other common types of Sentences, knowledge of which will help our understanding of the English Sentences:

1. The Passive Variation

Sentences employing a verb in the passive voice are common in English; they are usually developed. The passive variation is formed by moving the direct object into the subject position and by making the subject into the object of a preposition in a prepositional phrase.

2. The Question Variation

Sentences that ask a question are as common in English as in any other language. The question variation follows certain set patterns in English. If in an affirmative statement a verb has one or more auxiliaries, the first auxiliary is switched so that it comes before the subject. If the affirmative statement contains no auxiliaries, some form of the verb *do* is placed in front of the subject.

These same rules apply when questions begin with common question words like *where*, *when*, *why*, and *how*.

3. The Imperative Variation

The imperative mood in English also constitutes another basic variation that may appear in any of the seven basic patterns. The imperative is viewed as having the subject "you: understood or implied.

2.1.3 Writing

2.1.3.1 Definition of Writing

Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. As Ann Brown states that “Writing is important in our lives and as a communicative act that transmit information and link people together”. Related to the opinion, Richards (1970: 87) defined writing as the process of discovering. Serano (1971: 45) explained that writing is an art, and like any other art, it has to be learnt.

2.1.3.2 Principles of Good Writing

Serano (1971: 52) proposed the principle of writing covers unity and coherence. Brown and Diana have the same point or regarding those principles. Unity means “oneness of idea in sentence, paragraph even a text” Milles and Walter (1985) mean while expressed five basic principles of good technical writing as follows: (1) always have in mind a specific reader real or imagery, when we are writing a report, (2) Before we start to write, always decide what the exact purpose of our report, (3) Use language that is correct and familiar, (4) At the beginning and the end of every section of our report check our reader what we tell them, secondly we tell them what should be told,(5) Make our report more attractive.

2.1.3.3 Step of Writing

Serano and Bello (1971), mentioned some step of writing (1)Selecting a subject,(2) limiting a subject (3) organizing a composition (4) making an outline (5) writing a composition or text and (6) revising.

In addition Broyles et al.(9187):152) devided writing process in to four simple steps:

- Think about what are you going to write , read about it or tell about it with others. Gather as many ideas as you can. This step is called rewriting.
- Decide which of your ideas belong together plan the order you will use when you write. This step called organazing.
- Put your ideas on paper; don't worry about handwriting,commas, or end mark. Just try to put down your ideas clearly. This step is called writing.
- Read what have you written: decide how you can improve what you have written. Thenmake a neat copy. This step called revising.

2.1.3.4 Aspect of Writing

According to Anderson (1990: 156), there are 5 elements of writing that need to be evaluated, they are: grammar, mechanic, fluency, vocabulary, and form. But the writer focuses on three aspects. They are grammar, vocabulary, and form.

1. Grammar

Grammar deals particulary with the use of word order in writing.

2. Mechanichs

Mechanichs deals particulary with the use of punctuation spelling in writing.

3. Fluency

Fluency deals with style and ease of communication. In concern with the proper use of structures and vocabulary in writing.

4. Vocabulary

Vocabulary deals with the correct use of vocabulary and idiom in writing.

5. Form

Form deals with the organization of writing, whether the writing is well organized to make the ideas well or not.

2.1.4 Recount Text

There are 12 kinds of text they are; procedure, Recount, Narrative, Descriptive, News Item, Report, Analytical exposition, spoof, Hortatory Exposition, Explanation, Discussion, and Review.

In this study writer focused on Recount text. Recount text is one of the texts that recall and reconstructs events, experiences and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. All recounts reconstruct the past, the purpose, audience and focus will vary according to the form used. Many reluctant readers or writer find this text type accessible and manageable because it is generally based on fact rather than fiction.

2.1.4.1 The Type of Recount Text

According to Derewianka (1990) there are five types of recount text, they are:

1. Personal Recount

Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes,

and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform the readers.

2. Factual Recount

Factual recount is concerned with recalling events accurately. It can range from the everyday task 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.

3. Imaginative or Literary Recounts

Entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

4. A Procedural Recount

A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

5. A Biographical Recount

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.

2.1.4.2 The Generic Structure of Recount Text

A recount text usually has three main sections: Orientation, Sequence of Event and reorientation.

The stage	Function
Step 1: orientation	Introductory paragraph that tells

	who, what, where and when.
Step 2 : sequence	A sequence of events in the order in which they occur
Step 3 : Reorientation	A conclusion

It can be elaborated the three sections of recount text as follows:

Step 1: Orientation

Orientation introduces the participants, place and time. It provides all the necessary background information to make sense of the text. 5W questions (Who, What, Where, When and Why) are used in order to have systematic and thorough information. Therefore, what happened, who or what was involved in the story, why, where and when the events occurred needed to write.

Step 2: Sequence of Events

This step tells the sequence events that happened in the past based on the time and place when it occurred.

Step 3: Reorientation

It consists of optional closure of events or it can be stating personal comment of the writer to the story.

2.1.4.3. The Language Features of Recount Text

Recounts usually include the following language features:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (for example, *first, next, then*)

2.1.4.4. Example of Recount Text

Step 1. Orientation

Dear Grandpa and Grandma

Yesterday at my school we had an International Day. We had performances, food stalls, displays, raffle ticket draw, and some of us were dressed in costumes.

(Lexicogramatical features: Expression of time simple past)

Step 2. Sequence of events

Event 1

We started our performances but the one I liked best was the one from fourth grade. We played games. The Performance I was in Pagal.

(Lexicogramatical Features: Action verbs)

Event 2

Straight after our performance we had our lunch. There were food stalls. They came from Australia and Arab.

(lexicogramatical Features: Circumstance of time, circumstance of place)

Event 3

Everyone Had a job. These people from six grade. I did my job after I had my lunch. My job was to sell International Day Books

(lexicogramatical Features: First person)

Event 4

We had displays in the hall. These displays were good but I did not get to see them. The displays came from a lot of countries.

(lexicogramatical features: Emotive words)

Event 5

There was also Trash and Treasure stalls where they sold toys. The school got these things by asking the children to bring them in.

Step 3. Reorientation

Although I didn't win anything, International Day was still fun

2.2. Previous Related Studies

Through this study, the writer wants to have some researches as the sources after review of this study. First study was conducted by Cholipah, entitled **"An analysis of students Error in writing recount text of second grade students of SMP Trimulia Jakarta Selatan in the school year 2013/2014"**. The writer used descriptive method. Based on the result of data analysis, the writer obtained the following conclusion generally: capitalization errors (23,90%), error in complete sentence (1,55%), error in tenses (12,54%) and error in modal auxiliary used (2,50%).

Kantur (2018) with his study entitled **"An Analysis of Grammatical Error in Writing Recount Text of the Eleventh Grade Students of SMAN 5 Kupang in the School Year 2018/2019"**. This study was conducted (1) To find out the kind of grammatical errors committed by eleventh grade students of SMAN 5 Kupang in writing recount text. (2) To find out the most common error committed by the eleventh grade students of SMAN 5 Kupang in the school year 2018/2019. The subjects of his study were the eleventh grade students of SMAN 5 Kupang, Especially students of Natural Science Program (IV). In Natural Science Program Class there were 20 students who participated in this research. The results of the study showed that the total number of Errors was 102. Error in omission is 23 or 22,54%, in addition is 10 or 9,80% total error in misformation is 62 or 60,78% and total error in misordering is 7 or 6,86%.

Kouttije (2007) did a study entitled **" An analysis of error committed in writing composition of the keystone students of English first Nusantara**

Kupang". The writer wanted to find out errors committed by the keystone students in writing composition. The writer used 10 students as the subject of the study. The writer said that all of students made error in grammar, vocabulary, fluency, and form with the total number of errors was 106. There were 90 errors of grammar, 8 errors of vocabulary, 7 errors of fluency and one error of form. So, the conclusion is the students should learn on how to write a good composition focusing on grammar.

Maria (2013) did a study entitled "**The analysis on grammatical Error in writing a recount text of the Eighth grade students of SMPK Santa Tunas Harapan st.petrus Lahurus Atambua in the school year 2012/2013**". Based on the data, the writer applies the descriptive method . the result of analysis showed that the eighth grade students of SMPK Tunas Harapan St. Petrus Lahurus Atambua committed Errors, They committed omission error (29, 12%), Addition (25, 38%), Misordering (9, 84%).

Linda (2009) did a study entitled "**The analysis of errors in using question tag sentences of the students of SMPK St. Yosep Kupang in the school year 2009/2010**". The purpose of this study was to find out the common error committed by the students in using question tag, in analyzing the students' grammatical error the writer used surface strategy taxonomy. She found that there were 156 numbers of errors made by the students. There were 58 omission error, 67 addition, 17 misformation, 14 misordering. The most common error made by the students was addition, there were 67 errors. So the conclusion is the students have a big trouble in using question tag.

By reading the previous studies above the writer is encouraged and interested to study about error in writing. In this present study the writer wants to focus on grammatical error in writing narrative text. The writer wants to find out what is the common error made students in writing narrative text. This study will be conducted in SMAN 2 Kupang in the school year 2018/2019.

2.3. Reseach Model

Eichelbelger (1989: 76) states the final product of review of related literature is the framework that is used to understand and conceptualize a problem or issue. This may be a comprehensive model that includes all relevant variables in the situation. More often it is listing of the most important variables that must be addressed in a study of the problem and associated rationales for the inclusion of those variables. This study belongs to language skills, Language skills consist of two part: basic skills and sub skills. Basic skills consist of listening, speaking, reading, and writing. Sub skills consist of vocabulary, grammar, pronountiation, and spelling. This study focuses on the basic skill of learning language, especially writing. focuses on writing recount text. In this study the writer wants to find out and identifies errors of the eleventh grade students of SMAN 5 Kupang in writing recount text in the school year 2017/2018. In analyzing data the writer will use the surface strategy taxonomy. It consists of four types of errors: omission, addition, misform, and missordering.

As a summary and to make clear for the readers, the folowing diagram is shown:

