

CHAPTER II

THEORY REVIEW

2.1. Concept of Errors

Errors are sometimes done by students who learn a foreign language; naturally students make errors because their native language or mother tongue is very different from foreign language in terms of grammar, vocabulary, and pronunciations (Chomsky, 1965:143).

Another concept is given by Dulay (1982:138) who states that making errors is an inevitable part of learning. People can not learn language without first systematically committing errors. The assumptions clarify that making errors in the process of language learning is natural, so we should not see the students' errors as a sign of failure but it is a proof that they are learning.

According to Corder (1967:143), mistake is derivation due to performance factor such as memory limitations (in example mistakes in the sequence of tense and agreement in long sentences), spelling, pronunciation, fatigue, emotional strain, etc. They are typically random and readily corrected by the learner when his attention is drawn to them. Errors on the other hand are systematic, consistent deviances characteristic of the learner's linguistic system at given stage of learning.

Another concept of error and mistake is taken from Corder in James (1998: 78) who states that "errors with failures in competence determine grammatically and mistake with failures in performance determines acceptability." The distinction

between competence and performance are: competence refer to the speaker's implicit knowledge of his language and performance means the actual use of language in in concrete situation.

It seems reasonable that students will make errors in their learning process. Making errors happens not only in learning the first language, but also in learning the target language. Actually, it is a part of language learning, it is supported by Corder (1874:170) who says that making errors are an inevitable and indeed necessary part of learning process. In line with this, Dulay (1982:138) points out that people cannot learn without doing errors.

In relation to the terms of errors, there are some definitions given by linguistic. According to Brown (1993:125) error is a noticeable deviation from the adult grammar of the second language. In the other words, they arise out of lack of competence, therefore errors are systematic.

Another definition is given by Corder (1982:139) the term errors is reserve for the systematic deviation due to the learners still developing knowledge of the rule system. A learners make errors because of his imperfect knowledge of the language learned. The students have not intenalized yet the rule system of the target language appropriately. Moreover, he can readily correct errors. That is why, they are systematic.

In order to analyze the learners' errors. It is important to make distinction between error, mistake and lapses. Furthermore Brown (1993:205) states that "A mistake refers to a performance error that is either a random guess 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 such “lapses” or mistakes, which are not the result of a deficiency in competence but the result some short or breakdown of imperfection in the process of producing speech. These habitations, slips of the tongue, random ungrammaticalities and other performances lapses in native speaker production also occur in second language.”

Based on explanation above, errors are sometimes done by students who learn a foreign language which different with mother tongue, in terms of grammar, vocabulary, and pronunciation. A learners make errors because of his imperfect knowledge of the language learned.

2.1.1. Difference Between Errors and Mistakes

The mistakes or errors that students make in the process of learning a second or foreign language have always been a cause of much concern to the teachers.

Corder (1984) states that there are two different errors in learning a second language. Firstly, errors happen unsystematically and secondly errors happen systematically in the second language learners. The two different errors have to be related to Noam Chomsky’s concept, performance and competence. Chomsky (in Dulay et.al., 1982:49) states that there are errors caused by the factor of competence. Based on the statement above, Corder indicated the differences between errors of performance and errors of competence. Errors of performance are deviations. They can be corrected by the learner themselves if they are reminded. Errors of competence are the systematic and consistence, and become the special characteristic from the learners’ language system at certain level or stage. Corder, instead, says the use of transitional competence, which refers to the transferring of

the foreign language that they learn. It can be concluded that errors of performance refer to mistakes, and errors of competence are errors.

Brown (2007) says that the students often make mistakes because of misleading explanation from the teacher, faulty presentation of the structure words. Brown (1982:217) points out that a mistake is a performance of error, including a random ungrammaticalities, hesitations, slips and many other lapses. In short, a mistake is not really result of deficiency in the learners' competence. While error is a deviation from an adult grammar of a native speaker that can be recognized.

Mistakes are insignificant to the process of language learning. However, the problem of determining a learner's mistake and a learner's error is one of some difficulties that involve a range of sophisticated study.

Mistakes are deviation due to performance factors such as memory limitations. For example, mistakes in the sequence of tenses and agreement in long sentences, spelling pronunciations, fatigue, and emotional strain. They are typically random and readily corrected by the learner when his attention drawn to them. On the other hand, errors are systematic, consistent deviances characteristic of the learner's linguistic system at a given stage of learning.

The clearest and most partial classification of deviance that linguist views; mistakes can only be corrected by their agent if their deviance is pointed out of him or her. Errors can not be self corrected until further relevant learning to that error implicit or explicit has been provided and converted into in take by the learner. In other word, errors require further relevant learning to take place before they can be self corrected.

2.2. Types of Errors

The students potentially make an error in the teaching learning process. The writer would like to analyze whether the students' English is influenced by their mother tongue or not. Error analysis is the way to find about the students' errors which is to collect, to identify and to classify the kinds of errors.

In classifying error, there are four most useful and commonly used descriptive taxonomies according to Dulay, Burt, and Krashen (1982:104) there are four kinds of error taxonomy namely: the first type, Linguistic category classification is classifying error according to either of both the language component or the particular linguistic constituent the error effect; the second type, Surface Strategy Taxonomy is describing how surface structures of a language are altered; the third type, Comparative taxonomy is the classification of error based on comparison between structure of second language errors and certain other types of structure; and the last type, Communicative effect taxonomy is classifying errors based on the perspective of their effect on the listener and readers.

Based on the above statement can be concluded that there are four types of errors namely:

1. Linguistic Category Taxonomy

It classifies errors according to either or both the language components or the particular linguistics the errors effect. The language components include: phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

2. Surface Strategy Taxonomy

It highlights the way surface structures are altered. The learners may omit necessary items or add unnecessary one, they may misform items or misorder them.

3. Comparative Taxonomy

It classifies errors based on the comparison between the structure of second language errors and certain other types of construction. Comparative error consist of developmental error, interlingua error, ambiguous error and other errors.

4. Communicative Effect Taxonomy

This classifies error based on the perspective of their effect on the listener or reader. It focuses on distinguishing between error that seems to cause miscommunication and those that do not.

Based on the types of errors above, the researcher will use surface strategy taxonomy as the method to analyze the students error in writing.

2.3. Surface Strategy Taxonomy

According to Dulay et.al (1982:150) a surface strategy taxonomy highlights the ways surface structures will be altered: learners may omit necessary items or add unnecessary ones, they may misform items or misorder items. Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie the students reconstruction of the new language.

In this research, the researcher would like to analyze students' error in writing descriptive text based on the second type of error that is Surface Strategy Taxonomy. The researcher uses surface strategy taxonomy because in writing descriptive text, the students may omit necessary items or add unnecessary one, they may misform items or misoder. In this type, there are four kinds of error, namely:

1. Omission

This error is characterized by the absence of an item that must appear in a well formed utterance, for example: (1) *She go to school everyday*; (2) *She make a cake every Sunday*.

The sentences above are incorrect. The sentences are absent of suffix "s/es". The correct sentences must be: (1) *She goes to school everyday*; (2) *She makes a cake every Sunday*.

Related to these omission error Dulay, Burt, and Krashen (1982:155) state that omission of content words in second language usually occurs by lacking of vocabulary of students. The students cannot avoid this error, which they are usually aware of.

2. Addition

This error is characterized by the presence of an item which must not appear in a well formed utterance, for example: (1) *I makes a cake in the kitchen*; (2) *They goes to school everyday*.

This sentences added by suffix "s/es", so the sentences must be: (1) *I make a cake in the kitchen*; (2) *They go to school everyday*.

Dulay, Burt, and Krashen (1982:156) said that addition error usually occurs in the later stage of the second language acquisition, when the students have already acquired some target language rules. In fact, addition error occurs as a result from the all-to-faithful use of certain rules.

3. Misformation

According to Carl James in Suhono (2016:10), misformation are the error that characterized by the use if the wrong form of a structure or morpheme. This error

characterized by the incorrect form structure or morpheme, for example: (1) *I does not work in the office everyday*; (2) *He do not attend in the class on time*.

The sentences are incorrect. The sentences show misformation of word “does/do”. The correct sentences should be: (1) *I do not work in the office everyday*; (2) *He does not attend in the class on time*.

Misformation error is usually caused by generalization auxiliary verb by the students. It is known that, auxiliary verb *do* is used to subject I, You, They, We, or plural subjects. Whereas, auxiliary verb *does* is used She, He, It or singular subjects.

4. Misordering

This error characterized by incorrect placement of structure or morpheme in utterance, for example: (1) *I not do eat a cake*; (2) *She not does wake up earlier every morning*.

The sentences above show incorrect placement of structure. The sentences happen misordering of word “not” and “do/does”. So the correct sentences must be: (1) *I do not eat a cake*; (2) *She does not wake up earlier every morning*.

Related to this error, Dulay, Burt, and Krashen (1982:162) said that the students usually make misordering error in their sentences as a word-to-word translation of their native language surface structure. They often make a sentence in English using the arrangement of Indonesia sentence.

2.4. Concept of Simple Present Tense

Simple present tense is the simplest tense in English. Simple present tense is also important for students. In the simple present tense there are also some rules that help people to indicate that the case happen in present time. By using the simple

present tense people can express something that exists in present times. As Biber (2005:105) in Helza (2013:112) says that they can refer to a habitual action, and they can describe something that happening at the present time. For senior high school students the simple present tense is used in many functional texts, one of them is descriptive text.

According to Azar (1989:2-11), the simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact. The example of simple present tense that uses general statement of fact is "*the world is round.*" In general, the simple present expresses events or situations that *exist always, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future.

The formulas of simple present tense are as follows:

- A. For verbal sentences, the formula used is:
 - 1. In positive form

Subjek	Verb-I (s/es)	Object	Adverb
I You They We Tono and Tini	Speak	English	everyday
She He It Mother	Speaks	English	everyday

2. In negative form

Subjek	Auxiliary + not	Verb-I	Object	Adverb
I You They We Tono and Tini	do not	speak	English	everyday
She He It Mother	does not	speak	English	everyday

3. In interrogative form

Auxiliary	Subject	Verb-I	Object	Adverb
Do	i you they we Tono and Tini	speak	English	everyday?
Does	she he it mother	speak	English	everyday?

B. For nominal sentences, the formula used is:

1. In positive form

Subject	Auxiliary/ To Be	Compliment
I	Am	happy
You They We Tono and Tini	Are	
She He It	Is	happy

2. In negative form

Subject	Auxiliary/ To Be + not	Compliment
I	am not	happy
You They We Tono and Tini	are not	
She He It	is not	happy

3. In interrogative form

Auxiliary/ To Be	Subject	Compliment
Am	I	happy?
Are	you they we Tono and Tini	

Is	she he it	happy?
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Simple present tense performs the following actions:

a. Present habitual action

This action naturally refers to the activity that happens habitually, for example:

(a) *Randy goes to school with his best friend by bus everyday.*

(b) *Melly always wakes up at six o'clock.*

b. General truth

General truth deals with the things happens truly, for examples:

(a) *Iron sinks in water.*

(b) *The water flows to down area.*

c. A fact that is permanent

Something that is truly a fact happened permanently, for examples:

(a) *A week has seven days.*

(b) *A day has twenty-four hour.*

d. Something that is progress if the sentences begin with a demonstrative here

and there. The chief verb affected are; come and go, for examples:

(a) *Here they come.*

(b) *There goes the train.*

The adverbs of the time that are usually used in 'simple present tense' sentences are: always, seldom, often, sometimes, usually, once day, twice day, everyday, every weekend, every morning, every Sunday, daily, and other adverbs of the time.

Based on explanation above, the simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

2.5. Concept of Writing

Writing belongs to the important skill to be mastered because almost of what the learner learn in written form. Writing is reputed as difficult course, especially in a foreign language. The writer needs to construct a critical thinking to persuade others when read the writing. This idea is also supported by Warnock (1989:24) who states that writing is not only need a patience of many hours to write correctly, but also the writer must invite the readers to feel what is wrote is part of them. So the researcher thinks that writing has complex difficulty because the writer must to be able to arrange something abstract to be concrete from.

Writing is one of skill to express ideas, thoughts, feelings, and experiences to the readers. In other words, writing can be said as a mean of communication between writer and reader. In additions, Raimes in Ningsih (2013:21) states that writing is an effort to express the ideas. So, it is a skillful activity that involves knowledge, ideas, and critical thinking of students.

According to Leo (2007:1) writing is a process of expressing ideas. In writing there are three basic principle that should be mastered namely, content, register, and topic. Referring to content, it should be made clear, specific, and relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases.

Because in writing someone can express idea, emotion, feeling, thinking, and writing also can be used in communication process. Tarigan (2008:3) states that writing is a language skill which is indirectly used in communication. Because it is used in communication, writing also has purpose in delivering meaning or purpose of writer.

According to Nation (2009:113) writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use.

Meanwhile, according to Veit (1990:4) writing is a complex process, involving dozens of previously acquired skills from handwriting and spelling to syntax and organization. Experienced writers have, in a sense, mastered the process, although it would be more precise to say that they have mastered their own writing behaviours.

According to McKay (2006:245) writing, like reading, is both a process and a product. Writing as a process involves the pre- writing, writing, revising and editing processes that writers go through to produce a piece of writing. The 'products' of writing are numerous, and in many forms, determined by different purposes and audiences and contexts for writing, for example the illustrated sentences, letters, narratives and shared books that children produce in the classroom and elsewhere.

There are two ways to express ideas in communication. Commonly, people intend to communicate with others by using oral or written form. Wiegand in Anastasia (2013:121) states that the ordinary differentiate written language from speaking language are based on production time: writers generally have more time to plan, review and revise their words before they are finalized, while speakers must plan, formulate, and deliver their utterance within a few moments if they are

maintain a conversation. Writing effectively and appropriately for the students who use their native language and for those who are learning a second language even foreign language is unquestionably one of the most difficult linguistic abilities to develop.

Writing is a tool to produce a language in written form. According to Kroll in Weigle (2002:19) writing is not only as individual product but also as social and cultural act. Writing is an act that consists of a context, a particular purpose and audience. Besides, Hyland in Mardiyah (2013:281) argues writing as a way of sharing personal meanings and it emphasize on the individual to create his or her views on the topics.

Writing is one of communication tool among people. People can share their ideas by taking it into written product so that others can read it. According to Raison in Berliana (2013:333) writing is a process occurs as a chain since it is a series of interaction with words and ideas that develop and change. In other word, writing requires process and it can be developed and changed while the process is running on. The writers also thinks of what to write, coherence and cohesion of the text, formation and legibility of individual letter, spelling, grammar including punctuation, organization, and selection of appropriate content for and intended audience.

Writing is one form of embodiment of linguistic competence that is expressed in the form of written language use, in addition to the form of oral language (Pardiyono, 2006:9). Writing is an ability that is still difficult to be mastered by the people. In writing activities, the author as a resource does not deal directly with their ideas target information.

According to Hornby (2010:2) writing ability is skill or intellegent required to do something. In conclusion, writing ability is a competence to do something it can be physic and also cognitive. Based on explanation above writing ability is a competence to deliver the ideas and opinion through a sentences communicatively.

Tompkins in Harmenita (2013:30) states that the stages in writing activity; (1) Prewriting stages is students getting ready to write, (2) Drafting is students focus on getting their own ideas in their own enviroentment, (3) Revising is students clarify and refine ideas in their compositions during the revising stages. Students reread their work and share it with partner or small group; they then make changes in the writing based on the feedback from their peers, (4) Editing is putting the piece of writing into in final form or it seem like the process of correcting mechanical errors, (5) Publishing is students publish their writing and share it in front of the class.

Meanwhile, according to Harmer (2007:4-6), there are four stage in writing, there are planning, drafting, editing, (reflecting and revising) and final version. The first is planning. Planning refers to how to determine the topic that will be written. In planning, the writer makes a note to star writing a text. Then, the writer considers the purpose of writing. Next, drafting is the stage where writer chooses the writing version as draft. Drafting usually contains assumption that will change the writing. Then, editing (reflecting and revising) is used to look for the sentences that are not appropriate or confusing to be replace with new sentences. In editing, the writer also corrects the grammatical aspect in the sentences. The last is version or final draft. In this process the writer makes changing in her/his writing to become more perfect.

In conclusion, writing is process to express idea on paper by using sentences in communication. Because it is used in communication, writing also has purpose

in delivering meaning or purpose of writer. Then, people can share their ideas by taking it into written product so that others can read it.

2.5.1. Writing Components

There are some components of writing need to be concerned in process of writing. Brown (2004:244-246) states five components in writing process, organization, content, vocabulary, grammar, and mechanic, they are:

a. Organization

Organization is the first component of assessing the writing. According to Jacobs et al in Weigle (2002:116) organization explain ideas, clear or not, coherence and cohesion, logical sequencing, controlling idea and relationship of ideas and between paragraph. Organization is evaluation from the use of total introduction, body, and conclusion. Organization refers to the logical organization of the content (coherence). Coherence means that it is the trait that makes the text easily understandable to a reader. The organization of descriptive text should be written in logical division namely identification and description. Identification is general statement of the topic and description is the details of the topic.

b. Content

The second component is content. According to Jacobs et al in Weigle (2002:116) content consists of understanding, knowledge, and development of thesis, main point, sufficient details and interrelation ship of the subject. Content is evaluation from the use of total sentence that supports the main idea. Content refers to the substance of writing, the experience of the main idea (unity). Unity means that it refers to the ideas expressed in the text which reflects the information the

writer wants to transfer to the reader. The content should explore all information related to the topic which unities one into another. It should not be out of context so by reading the content, the reader can imagine the topic the writer discussed in the text.

c. Vocabulary

The third component in assessing writing is vocabulary. According to Jacobs et al in Weigle (2002:116) vocabulary used must be correctly and suitably related to the content. Vocabulary is evaluation from vocabularies that used correctly. Vocabulary refers to the selection of words those are suitable with the content. The choice of vocabulary should consider the topic of the text. After gaining all information related to the topic, the students can list all details or characteristics of the topic. Thus, it can make the students easier to select the appropriate words for their text.

d. Grammar

The fourth component of writing assessment is grammar. According to Jacobs et al in Weigle (2002:116) grammar is also the important role in writing because grammar influences the quality of writing. Grammar is evaluation from sentences that are used grammar correctly. Grammar refers to the use of correct grammatical form and syntactic pattern. In the descriptive text, the students should use simple present tense in their sentences. It happens because descriptive text informs the reader about the characteristic of something (fact).

e. Mechanic

The last component of assessing writing is mechanic. According to Jacobs et al in Weigle (2002:116) mechanic consists of spelling, punctuation, capitalization,

paragraphing, mastery of convention and hand writing. Mechanic is evaluation from the use of total punctuation, spelling, and capitalization correctly. Mechanic refers to the use of graphic conventional of the language. It involves the use of correct spelling, punctuation, and capitalization.

Based on the explanation above, in writing someone should have knowledge about the five components of writing. By following the whole of components roles, it is hoped that students can write a good writing. The more students master those components, the better writing will be produced.

2.5.2. Assessing Writing

Assessing writing is the way to measure the ability in writing. According to McKay (2008:217), writing assessment is more pressing than the assessment of oral language. In line to these, there are two things need to be considered in assessing writing, namely: evaluation checklist and writing task (Brown, 2007:413).

a. Evaluation Checklist

The way to view writing assessment is by various rating checklist or grids that can be indicate students' areas of strength and weakness and in taxonomies used scoring rubrics (Brown, 2007:413). Furthermore, Brown (2004:244-246) states the five components in writing process, organization, content, vocabulary, grammar, and mechanic with the way of each it is scored. All the five aspects must be evaluated in assessing writing.

b. Writing Task

There are some types of writing task. Hedge in Brown (2007:417) proposed over 50 different techniques of writing which have an assessment component.

However, a number of possible writing tasks is depended to the level of linguistic, there are imitative writing, intensive writing, responsive writing and extensive writing.

Based on the explanation above, the researcher used evaluation checklist and writing task as the way to assessing writing of students.

2.5.3. Types of Writing Performance

According to Brown (2004:220) there are four types of writing performance, they are imitative writing, intensive writing, responsive writing, and extensive writing. Each of the types will be explained follow:

The first, imitative writing is hand writing letters, words and punctuation, keyboard (typing) exercise, copying, listening cloze selection task (listen and write), picture – cued writing exercise, completing forms and questionnaires, converting members and abbreviation to words and phrases, spelling task, one word dictation task.

Second, intensive writing is dictation of phrases and simple sentence, dicto-com (rewrite a story just heard), grammatical transformation exercise, picture description task, use vocabulary in sentence, ordering task (re-order a list of words in random order), short-answer tasks, sentence completion tasks.

Third, responsive writing is paraphrasing, guided writing (e.g. question and answer), paragraph construction task (topic sentence, main idea, and so on.), responding to a reading or lecture.

Fourth, extensive writing is essay writing task, task in types of writing (narrative, description, argument, and so on), task in genres of writing (lab report, opinion essay, research paper).

Based on the explanation above, there are so many writing tasks. All the tasks can be given in practice as an exercise for students especially in writing activity. In addition, in the fourth types of writing, there is explanation of types of writing (narrative, description, argument, etc) and task in genres of writing (lab report, opinion essay, research paper). So in this research, the researcher will use extensive writing tasks in evaluated students' writing result.

2.6. Concept of Descriptive Text

Writing is script that gives shape to all things considered, and through the mind, everything felt, in the form of words, especially the written word that best prepared so that it can be understood and learned the benefits. Easily by people who read it, writer usually poured what was in his mind by engaging the attention of readers.

Another definition is given by Wardiman, Jahur and Djusman (2008:115) who propose that descriptive writing is a text that describes the features of someone, something, or certain place. Furthermore, Bima (2005:15) states that descriptive text is writing to describe a particular person, place or thing. The structures of the text are: identification (identifies phenomenon to be describe) and description (describes parts, qualities and characteristic).

Another definition given by Ahmadi and Safrida (2005:55) who says descriptive writing is drawing important part of thing in describe place, person or

thing or something. Description tries to describe something based on in real condition. Ugama (2011:1). It means that descriptive writing is an activity to describe person, place, thing or something clearly and present details to help the reader understand what writer explains.

Based on some of these definitions, it can be concluded that the descriptions is written by or with the content describing about thing, place and situation in clearly and in detail so that the reader like to see, hear or fell for herself what is viewed, in the haearing or reading. Those, a reader obtain a deep impression in those writings. Social function of descriptive text is to describe a perticular person, place, or thing. Generic structure of descriptive text is identification: identifies phenomenon to be describe and description describes parts, qualities and characteristics. Significant lexicogrammatical features or language features that is used in descriptive text are focus in specific participant, use of attributive and identifying processes, frequent use of epithets and classifiers in nominal group, use of simple present tense.

Before starting to write a descriptive text, the writer must consider some characteristics of descriptive text. The characteristics of descriptive text are stated by Priyana, Irjayanti and Renitasari (2008:50) are as follows:

1. Use simple present tense, for example: the bird *flies* easily (verbal sentence), she is beautiful (nominal sentence).
2. Use proposition, for example: the cat is *under* the chair, the boys are *in front of* a car, I live *in* Jakarta.
3. Use of relating verb to provide information about the subject, for example: it *is* not very big, he *is* 90 cm tall.

4. Use of action verb to provide information about the subject's behavior such as: the design of the opera house is very *unique*.
5. Use of particular noun, for example: *my wallet, a cat, my house, and their school*.
6. Use of variety of types of adjective, for example: *beautiful, cute, handsome*.
7. Use of detailed noun groups to provide information about subject, for example: *the color of his hair is black with brown markings and it is a cute white Persian female*.

From the definitions above, we can give the conclusion that writing is such activity of speakings which forms communication in the writing form.