II. REVIEW OF LITERATURE

In order to communicate well both written and speech, learners should learn the rules of a language. A learner cannot avoid errors because errors mostly and naturally occur in learning process. It happens because the learner uses different forms to deliver their ideas, feeling, or messages. Vildomec (in Richard 1974: 8) observes that interference between the bilingual’s languages is generally on the productive rather than receptive side. It is important that students know how to identify an error in order to avoid it in the future.

2.1 Error

According to behaviorist, error were the result of non-learning, rather than wrong learning (in Ellis 1995:22). Corder (in Ellis 1995:47) explains that language learners make errors in order to test out certain hypothesis about the nature of the language they are learning. Corder sees the making of errors as a strategy, evidence of learner-internal processing. George (in Ellis 1995:53) argues that errors derive from the learner’s need to exploit the redundancy of language by omitting elements that are not essential for the communication of meaning.

2.1.1 The Sources of Error Occurrence.

In language learning, making errors is a predictable part that cannot be avoided. Dulay and Burt say that you cannot learn without goofing (in Richard 1974:95). Brook (in Ellis 1995:28) gives four causes of learner error: (1) the learner does not know the structural pattern and so make random response. (2) the correct model has been
insufficiently practiced. (3) distortion may be induced by the first language, and (4) the student may follow a general rule which is not applicable in a particular instance.

Richard and Sampson (1974) identify seven factors characterizing second-language learner system, namely: (1) language transfer, (2) intralingual interference, (3) sociolinguistic situation, (4) modality, (5) age, (6) succession of approximate system, and (7) universal hierarchy of difficulty (Richards 1974: 5-12)

2.2 Error Analysis

Error analysis is a study in linguistics focusing on error made by learners established by Corder and colleagues in 1970. Corder (in Richard 1974:169), divides error analysis into two objects: theoretical and applied object. The theoretical object is to understand what and how a learner learns when he studies a second language. The applied object is to enable the learner to learn more efficiently by using the knowledge of his dialect for education purposes.

Why is error analysis useful? Corder mentions error significant in three different ways: (1) to the teacher; they show a student’s progress, (2) to the researcher; they show how a language is acquired and what strategies the learner uses, and (3) to the learner himself; he can learn from these errors. (Richards 1974: 25).

A good written communication should be correct in grammar and spelling. Error analysis will ensure your writing clear, precise, and comprehensible. Correct grammar and spelling make a positive impression on readers. In identifying errors, a researcher must understand what the errors are and must be sensitive about the language being analyzed. Rod Ellis explains four steps in analyzing learner’s errors, namely: (1) Identify errors, (2) Describing errors, (3) Explaining errors, and (4) Error evaluation (Ellis 1997: 15-19).
Corder (in Ellis 1995: 51-52) explains the procedure of error analysis: (1) A corpus of language is selected, (2) The errors in the corpus are identified, (3) The errors are classified, (4) The errors are explained, and (5) The errors are evaluated. Error evaluation is necessary only if the purpose of the error analysis is pedagogic.

Dulay, Burt, and Krashen (1982:138) mention four descriptive taxonomies to analyze errors, namely:

1. **Linguistic Category Taxonomy.**

   Linguistic category taxonomies classify errors according to either or both the language component (phonology, syntax and morphology, semantics and lexicon, and style) and other particular linguistic constituent.

2. **Surface Strategy Taxonomy.**

   Surface strategy taxonomy deals with how the surface structures are changed by the learner. Among the common errors are:

   a. **Omission Errors.**

   Omission errors are the absence of an item that must appear in a well-formed utterance.

   e.g  **There is doll in my room.**

   There is a doll in my room.
b. *Addition Errors.*

Addition errors are the presence of an item which must not appear in a well-formed utterance. Three types of addition errors are:

1) Double markings: * She didn’t went back.

2) Regularization: * eated for ate, childs for children.

3) Simple additions: * The fishes doesn’t live in the water.

c. *Misformation Errors.*

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. The types of errors are:

1) Regularization errors: *The dog eated the chicken.

2) Archi-forms: *I see her yesterday, *Her dance with my brother.

3) Alternating forms: *I seen her yesterday.

d. *Misordering Errors.*

Misordering errors are the incorrect placement of a morpheme or group of morphemes in an utterance.

E.g. I don’t know what is that.
3. **Comparative Taxonomy.**

Comparative taxonomies classify errors based on comparison between the structure used by learner and certain other types of construction. The errors are classified into developmental errors, interlingual errors, ambiguous errors, and unique errors.

4. **Communicative Effect Taxonomy.**

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors. ([http://teachingenglishonline.net/study-on-error-analysis/](http://teachingenglishonline.net/study-on-error-analysis/))

2.3 **English Grammar**

Whenever people read, write, speak, or listen, they are using their knowledge of grammar. Grammar is very important key in order to make a good communication both in writing and speech. Grammar deals with the form and the structure of a language. Dictionaries define grammar as the rules in a language for changing the form of word and joining them into sentences (Hornby 2003: 586).

It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms. Studying grammar will help someone to talk and learn how to communicate more effective and more persuasive and how to correct mistakes that commonly occur while doing a communication.

English has hundreds of words; every word can be placed into at least one of eight groups, the classification is based on their function known as the *parts of speech*. Traditionally, English words are classified into eight parts of speech, namely:
**Noun** is used to name of a person, place, or thing, a quality or an activity (Hornby 2003: 904). Classification of nouns in English: (1) Proper nouns and common nouns, (2) Agent nouns, (3) Countable and uncountable nouns, (4) Collective nouns, (5) Concrete nouns and abstract nouns, (6) Noun phrases, (7) Pronouns, and (8) Subject.

**Pronoun** is a word that is used instead of a noun or noun phrase (Hornby 2003: 1057). There are several kinds of pronoun, including: (1) personal pronoun (I, you, he, etc.), (2) possessive pronoun (my, mine, etc.), (3) reflexive pronoun (myself, etc.), (4) relative pronoun (who, which, that, etc.), and (5) demonstrative pronoun (this, that, etc).

**Verb** is a word or group of words that expresses an action ‘walk’, ‘learn’, an event ‘happen’, or a state ‘exist’ (Hornby 2003: 1498).

**Adjective** is a word describes a person or thing, such as red wine, a clever idea (Hornby 2003: 16). Most adjectives can be used either attributively (the green hat) or predicatively (the hat is green).

**Adverb** is a word that adds more information about place, time, manner, cause or degree to a verb, an adjective, a phrase, or another adverb: speak kindly, just in time (Hornby 2003: 20).

**Preposition** is a word or group of words such as ‘in’, ‘from’, ‘to’, ‘on’, etc used before noun or pronoun, to show place, position, time, or method (Hornby 2003: 1037).

**Conjunction** is a word that joins words, phrases, or sentences for example ‘and’, ‘but’, ‘or’, (Hornby 2003: 274). Conjunction can be either simple or compound. Conjunction can be coordinating also called as coordinator that join two or more items of equal syntactic form, such as words, main clauses, or sentences using ‘and’, ‘but’, ‘or’, ‘for’, ‘nor’, and subordinating (if, although, because, that, when, so that). Conjunction
also can be subordinating, also called subordinator, that join an independent clause using ‘after’, ‘although’, ‘as if’, ‘because’, ‘when’, etc. Other types of conjunction is correlative conjunction that join words or group of words with equal weight in sentence, such as ‘either…or’, ‘not only…but also’, ‘both…and’, etc.

Interjection is a short sound, word, or phrase spoken suddenly to express an emotion: ‘Oh!’, ‘Look out!’, ‘Ow!’, etc. (Hornby 2003: 710). Interjection is also called as an exclamation (http://en.wikipedia.org/wiki/Part_of_speech)

2.4 Writing.

Writing is the representation of language in a textual medium using a set of meaningful signs or symbols. Writing is a tool for communication and learning that allows us to document, collect, and widely circulate detailed information. Writing also provides a means of expressing oneself and persuading others. In order to make a good writing, a writer should have clear purposes. The writing also should consist of specific information connected and arranged orderly using appropriate word or sentence.

(http://en.wikipedia.org/wiki/Writing) and (http://www.adlit.org/article/27894/)

Writing is also a communicative act, is a way of sharing observations, information, thoughts, or ideas with others. In other words, writing can be defined as a way of communication by transforming observations, information, thought, or ideas into language, so it can be shared with others.


Akhaidah (1994:1-2) states that there are some functions of writing for students. Through writing students will recognize themselves more and their potential. Writing also helps students to develop their ideas and information, trains the students to organize
the ideas systematically and express it consciously and helps students to think and speak orderly.

_How to make students enjoy in writing:_

1. Start this activity by modeling the first journal entry as a class.

2. Ask students to write a journal based on various themes they like (hobbies, work-related themes, observations of family and friends, etc.).

3. Helps the students while the writing process happened. Direct correction will help students more understand their mistake and give them more chance to make better writing. (http://esl.about.com/od/writinglessonplans/a/processw.htm)

### 2.5 Sentences

Sentence is often defined as a grammatical unit consists of one or more words and consist a syntactic relation to the words that precede or follow it. In dictionary, sentence is a set of words expressing a statement, a question or an order, usually containing a subject and a verb. In written English sentences begin with a capital letter and end with full stop (.), a question mark (?), or an exclamation mark (!) (Hornby 2003: 1212).

#### 2.5.1 Sentence Classification.

1. **By structure**
   - A simple sentence contains of one subject and predicate (Frank 1972: 1).
     
     “He lives in New York”
   - A compound sentence contains two or more sentences join into one by: punctuation only, punctuation and a coordinate conjunction such as ‘and’, ‘or’, ‘but’, ‘yet’, ‘so’, and ‘for’ (Frank 1972: 1).
“The weather was very bad, so all classes were cancelled”

- A complex sentence contains one or more dependent (subordinate) clauses. A dependent clause containing a full subject and predicate beginning with a word that attaches the clause to an independent clause (called the main clause) (Frank 1972: 1).

“All classes were cancelled because the weather was bad”

- A compound-complex sentence contains two or more independent clauses and one or more dependent clause (Frank 1972: 1).

“All classes were cancelled because the weather was bad, and students were told to listen to the radio to find out when classes would begin again”

2. By purpose.

In Wikipedia website sentences can also be classified based on their purpose:

- A declarative sentence or declaration is commonly used to make a statement. Declarative sentences can be either positive or negative. A declarative sentences ends with a period (.) : "I have to go to work."

- An interrogative sentence or question is commonly used to request information. The interrogative form ends with a question mark (?): "Do I have to go to work?"

- An exclamatory sentence or exclamation is generally a more emphatic form of statement expressing emotion. The exclamatory form ends with a exclamation point (!): "I have to go to work!"

- An imperative sentence or command tells someone to do something (and if done strongly may be considered both imperative and exclamatory). The imperative form ends with either a period (.) or an exclamation point (!): "Go to work." or "Go to work!"
2.5.2 Parts of the sentences.

Sentence is traditionally divided into subject and predicate.

a. *The subject* is the agent of the sentence in active voice; it is the person or thing that performs or is responsible for the action of the sentence, and it normally precedes the verbs. The subject may be a single noun, a noun phrase, a pronoun, etc (Pyle and Page 2005: 40).

"Coffee is delicious". "coffee" is the subject.

b. *The predicate* contains all parts of the sentence other than the subject. It provides information about the subject, such as what the subject is, what the subject is doing, or what the subject is like.

"Bobby kicked the ball". "kicked" is the action

2.6 Paragraph.

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea (Persadanta et.al: 4). The start of a paragraph is indicated by beginning on a new line and sometimes the first line is indented. There is no standard for the length of a paragraph; it is based on the writer.

A paragraph has three major structural parts:

- *Topic sentence.*

A good paragraph should have a clear topic sentence explains the main idea of the paragraph. The topic sentence should be a complete sentence, contains both a topic and a controlling idea, and it is the most general statement in the paragraph. It is usually
the first or the last sentence in the paragraph. Topic sentence briefly indicates what the paragraph is going to discuss and limits the discussion (Persadanta et.al: 43).

- **Supporting sentence.**

  Supporting sentence functions to develop the topic sentence by giving reasons, examples, facts, statistics, and quotations (Persadanta et.al: 42). A topic sentence may be developed using more than one supporting sentences in order to clear the idea.

- **Concluding sentence.**

  Concluding sentence is not absolutely necessary. In longer paragraph concluding sentence helps the reader because it signals the end of the paragraph and leaves the reader with important points to remember. Concluding sentence is positioned in the last sentence of paragraph and uses some common signal such as: *finally, in conclusion, in summary, as a result, in short, etc* (Persadanta et.al: 49).

  Other element that is needed in order to make a good writing is unity means the writer only discuss one main idea in the paragraph and coherence means the paragraph should be easy to read and understand because the supporting sentences are written in logical order and the ideas are connected using the most appropriate transition signal (Persadanta et.al: 42). In order to have coherence in writing, the sentences must be logical and flow smoothly from one sentence into the next one. There are some ways to achieve coherence: repeating key of nouns and using pronouns, using transition signal, and arrange the sentence in logical order.

  The most important factor in writing exercises is that students need to be personally involved so that the learning process will be more effective. The teacher also
should have a good competency in teaching and managing the class in order to get the best result.

2.6.1 Report Paragraph

Basically, there are four types of paragraph: (1) an exposition paragraph or explanation paragraph that purposes to explain or telling about something, (2) an argumentative paragraph that purposes to convince others, (3) descriptive paragraph that purposes to describe something physically and mentally, and (4) a narrative paragraph that purposes to tell a story. The fourth of them basically are related one another because they try to communicate something to the reader clearly and systematically.

A report presents factual information about news, activity, event, research, etc. Structure of report paragraph is:

• Opening statement; Lead in sentence to state the topic and capture interest, May include a short description of the subject and definition, and also may include classification or categorization of types.

• Paragraphs; each paragraph is about a different aspect of the subject. It begins with a topic or a preview sentence and focuses is on facts not opinion.

• Conclusion; summarizes the information presented and does not include any new information (http://www.sac.sa.edu.au/Library/Library/Topics/Literacy/information.htm).