CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories that relate to the topics. It covers basic
concept of errors, mistakes and errors, simple past tense, and narrative writing.

2.1 Previous Researches

There are several researches done by the researchers in finding errors made by
the university students in writing argumentative essay. One of the researchers is
Rahayu (2014), in her research entitled “Error Analysis of the Fourth Semester
Students of English Department of University Muhammadiyah Malang in Writing
Argumentative Paragraph”, she analysed the errors using taxonomies proposed by
Dulay et. al, (1982) and focused in errors which categorized as surface strategy
taxonomy and communicative effect taxonomy. For in the surface strategy taxonomy,
there are the errors related to subject verb agreement and sentence. For in the
communicative effect taxonomy, there are errors related to transitional signal. On the
other hand, Rosa (2005) in his research “Error Analysis in Writing Argumentative
Essay” found that the errors made by the second year students of English Department
of Padang State University. 264 errors or 92% of 287 errors were about grammatical
structure. There were also 14 errors in coherence or about 5%. Next are errors which
were related to supporting ideas with 5 errors or about 1.7 %. Error in unity was the
least dominant type of errors which only 4 errors or 1.3 % of 287 errors were found.
Samples for previous errors:

Table 2.1 Samples for Previous Errors

<table>
<thead>
<tr>
<th>Errors Type</th>
<th>Example of Learner’s Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rahayu</td>
<td></td>
</tr>
<tr>
<td>1. Errors related to subject verb</td>
<td>Incorrect: Learner only <em>make</em> two <em>group</em>, each <em>consist</em> of fourth persons.</td>
</tr>
<tr>
<td></td>
<td><em>Correct: Learner only makes two groups,</em> each <em>consists</em> of fourth persons.</td>
</tr>
<tr>
<td>2. Errors related to sentence</td>
<td>Incorrect: In games is very possible to be noisy, (missing subject)</td>
</tr>
<tr>
<td></td>
<td>*Correct: In games, <em>it</em> is very possible to be noisy.</td>
</tr>
<tr>
<td>3. Errors related to transitional</td>
<td>Incorrect: <em>And</em> the second is direct method.</td>
</tr>
<tr>
<td>signal</td>
<td><em>Correct: The second is direct method.</em></td>
</tr>
<tr>
<td>b. Rosa</td>
<td></td>
</tr>
<tr>
<td>1. Errors in grammatical structure</td>
<td>Incorrect: In this essay, I try to explain <em>some</em> effective way in teaching English for beginner.</td>
</tr>
<tr>
<td></td>
<td><em>Correct: In this essay, I try to explain <em>some</em> effective ways in teaching English for beginner.</em></td>
</tr>
</tbody>
</table>
2. **Errors in coherence**

**Incorrect:** Teaching English through group discussions is much useful to rise students’ awareness in learning, to improve students’ speaking and listening ability, and to build students’ personality. (needless repetition in writing)

**Correct:** Teaching English through group discussions is much useful to improve students’ awareness in learning, speaking and listening ability, personality.

3. **Errors in unity**

**Incorrect:** I try to explain some effective way in teaching English for beginner. (sounds like announcement rather than statement)

**Correct:** There are some effective ways in teaching English for beginner.
2.2 Writing

There are many definitions of writing which the writer got according to some experts. Writing can be called as communication tool. Weigle (2009) denotes that it plays a significant role not only in giving information, but also in transforming knowledge to create new knowledge. Not only in speaking, writing allows people from different culture or background to communicate by using e-mails, letters, newspapers, or web pages. Communicating by using writing has a particular form for each kind of writing. Writing a newspaper is different from writing an e-mail or other kinds of writing. Writing also plays a significant role in transforming knowledge to create knowledge. Almost all scholars transfer or share their knowledge by using books or research report. By using thesis, dissertations, or other research reports, they transform the knowledge.

Related to teaching learning process, there is essay writing which is a widespread form of assessment (Coffin, et.-al, 2003). Types of essays writing have a variety of purposes depend on discipline area, lecture’s asks, and other purposes. By writing, lecturers can know how well the students organize their thought and transforms it into the writing. It also can make students express their feelings, ideas, thoughts, and opinions. Yet, writing is not a simple thing although everyone can write. In writing, the students need much time to create good writing. They should give attention in the content of every paragraph, the structure or grammar and the diction.
2.2.1 Steps to Write an Essay

There are five steps which pointed by Greetham (2001) to make a better essays. The steps are interpreting question, research, planning, writing, revising. The first step is interpreting the questions or topic, the writer can get the clear idea about what to do, know the aim of the essay, and brainstorming the topic of the essay. After interpreting the question, the writer know what to do and can easily doing a research then get the deep resources about the topic. After getting the clear understanding about the topic and have adequate resources, the writer move to the planning step. In this step, they organize the material and try to make a draft of the essay. In the writing step, the writer puts the idea into a writing and producing essays that are clearly structured, written in clear, light prose that holds the reader’s attention. The final step is revision, the writer reread the essay, improve the structure of the sentences or omit unnecessary words, each extra revision can always improve the essay.

Omitting one of the steps may emerge a common problems in writing. Writing without worrying the steps can make the writer lack of fluency between the paragraphs, stuck in the middle of writing and do not know what to do next. They will spend much more time when writing the essay. Following every step clearly can give a better result in the content and the structure of the essay.

2.3 Argumentative Essay

Based on the aim of writing, an essay is divided into four types namely description, narration, exposition, and argumentation. A description is a written
picture of a person, place, or thing. In narration, a writer tells the story of something which is happened (Langan 1997, as cited in Rosa, 2005). Exposition is a kind of writing that explains, informs, defines, or interprets (Baker & Philips, 1979, as cited in Rosa, 2005). In other words, these three kinds of essays are in the term of explaining or analyzing.

Argumentative essays use all the technique of exposition, narration, and description, but for own purpose which is to make the readers do or believe something (Gillespie, et-al, 1986). The writer should touch readers’ emotion by using good dictions or language, and try to make the readers feel angry, sad, or passionate. After all of these components are nicely delivered, writer can easily persuade and make readers stand in writer’s side.

2.4 Characteristic of Argumentative Essay

Different from these three essays, Argumentative essays have their own characteristic. Zemach & Rumisek (2005) states that the thesis statement of argumentative essays is not a sentence that only gives a fact, but it is something which can be discussed or argued about, and clearly gives the writer’s opinion. In other word, the issue must be debatable statements, which mean the readers may agree or disagree with the statements, rather than non-debatable statements or sometimes called “fact”.

Argumentative essays is not just stop in explaining, informing, and defining, the writer should make supporting statements or paragraph to support a debatable point or defend a position and persuade the readers to adopt a certain position or act
by underlying rationality, an ideology about what makes sense and what does not (Newell, et.-al, 2015; Vesterman, 1988; Richards & Schmidt, 2010). In the supporting paragraph, there are connectives to link the statements to each other and to the premise. The connectives are: firstly, in addition, furthermore, moreover, secondly, in fact, indeed. Besides presenting the supporting statements or paragraph for the premises, the writer should also present the statements or paragraphs which oppose the premises which is called as counter-argument, to show that the writer has considered both sides of the argument or readers viewpoint (Bailey, 2011). The opposing statements or paragraph should be followed by rebattle statements or paragraph to convince the reader that the opposing statements or paragraphs seem like a problem or untrue. In the counter-argument and rebattle, there should be a problematising phrase and contrasting connectives (ex: However, but, still, yet, etc.). Problematising phrase are:

**Table 2.2 Lists of Problematizing Phrases**

<table>
<thead>
<tr>
<th>It</th>
<th>May be / Is / Has been</th>
<th>Argued that</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Asserted that</td>
</tr>
<tr>
<td>Could be / Is / Has been</td>
<td>Contended that</td>
<td></td>
</tr>
<tr>
<td>Maintained that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Might be / Is/ Has been</td>
<td>Claimed that</td>
<td></td>
</tr>
<tr>
<td>Said that</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples:

**Table 2.3 Example of Argumentative Paragraph**

<table>
<thead>
<tr>
<th>Debatable Statement</th>
<th>It is my contention that there are many advantages to be had from using childcare and the government should provide more financial assistance to parents who do so.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting paragraph</td>
<td>Parents and children need to spend some time apart. <em>Moreover</em>, children become less dependent on their parents and parents themselves are less stressed and more effective care-givers when there are periods of separation. <em>In fact</em>, recent studies indicate that the parent-child relationship can be improved by the use of high-quality childcare facilities.</td>
</tr>
<tr>
<td>Counter-argument and rebattle.</td>
<td><em>It could further be asserted that</em> the government and the economy as a whole cannot afford the enormous cost involved in supporting childcare for working parents. <em>However</em>, working parents actually contribute to the national economy. They are able to utilize their productive skills</td>
</tr>
</tbody>
</table>
and pay income tax, while non-working parents can become a drain on the tax system through dependent spouse and other rebates.

2.5 Mistakes and Error

Mistake and error have similar definition. In general, these terms are defined as an action which is done incorrectly. Errors are the gaps in learners’ knowledge (Ellis, 2003). Whereas, a mistakes reflect a performance errors which are a “slip” or a failure to reveal a known system correctly (Brown, 2007). Hence, mistakes can be described as a failure in performance, and errors can be described as a failure in competence.

Mistake is not the result of lack of competence but the results of inadvertence or imperfection while producing sentences. The speaker or writer knows the correct form of the sentence which they produce, but still they produce the incorrect one because of the failure of performance. It is normally happen to native speakers. Usually, native speakers can recognize and correct the mistake immediately. In speaking, mistakes can happen in the result of hesitation and slip of the tongue, and for in writing, they can happen in the result of fatigue or other individual problems.

Whereas, Errors are something wrong which resulting from lack of knowledge of the rules of the language. As learning students, they could not exempt from making mistakes and errors. It is the part of teaching learning process that has to be experienced by learners. The students could not directly absorb the lessons
perfectly after their teacher gave them the explanation. They need more practice and face more mistakes and errors until perfectly absorb the lessons. Every student has different types and level of making mistakes and errors. Brown (2000) exemplifies that the competence of learner is seen from the errors they made.

2.6 Error Analysis

As learning students, they are always making mistakes while learning the second language. As explained above, the students have levels of competence, there are some students make countless errors and some do not. The activity of studying, analyzing, and classifying errors in order to reveal something of the system operating in the students is called Error Analysis (EA) (Brown, 2002). The error analysis activity are mostly studying, analyzing, and classifying the errors in the second language acquisition students.

There are some steps in conducting the research in error analysis which should researcher follows. Ellis (2003) noted that the errors could be analyzed by five steps which are collecting the sample of learner language, identifying the error made by learner, describing the error, Explain the errors, and the last is evaluating the errors.

First, researcher can get the samples from students’ essay writing. If researcher is the teacher of the class, they may ask students write an essay for research purposes. If the researcher is not the teacher, they also can ask the students write an essay as long as allowed by the teacher. The second option, researcher can
get the sample from the tasks or assessments which given by the teacher to the students before.

Second, identifying the errors made by the learner. To identify the errors, researcher must compare the sentences in learners’ essay with the normal or correct sentence. But sometimes, it is difficult to identify the errors and compare it with the correct one because nescience about students mean in the sentences.

Third is describing errors. After identifying the errors, they can be classified into types. There are several types of errors which will researcher presents in the next discussion. Classifying and describing errors can help the researcher or teachers to know students’ learning problems and their level of competence.

Fourth is explaining the errors. This step is explaining why the errors occur. For example, if a leaner keeps doing the same errors of using past tense, it can be concluded that they have lack of knowledge about the rules in producing simple past tense. For the other example, if the learner always misordering the word in the sentence, it can be concluded that be they are influenced by their native language structure.

The last is evaluating the errors. Since error analysis purposes is to help students and teachers improve their teaching learning process, it is important to evaluate the errors. Some errors can be classified more serious than others. The errors which are classified as global errors can affect the whole meaning of the sentence. Also there are errors which are classified as local errors, it has a minor problems in the sentence meaning. Further explanation about global and local errors is explained by the researcher in the next discussion.
Analyzing students’ errors is important in second language acquisition, the result of the study can be the base reference for second language teacher to move to the next step of teaching learning process. Teachers can understand students’ weaknesses so that they can improve their teaching process. Analyzing the students’ errors is not only done by teachers, other scholars may be studying the errors of the students in schools or universities. It can help teachers or lecturers because not all teachers or lecturers have time or competence to conduct error analysis research.

2.7 Types of Errors

The most useful and commonly used for the descriptive classification of errors are the four taxonomies proposed by Dulay et.-al, (1982). Since these four taxonomies deal with descriptive classification of errors, they focus on classifying errors based on observable surface feature of the errors itself and separate the task of inferring the sources of those error. Those taxonomies are linguistic category, surface strategy, comparative analysis, and communicative effect.

2.7.1 Linguistic Category

This taxonomy implements the specification of error in term of linguistic aspects. According to Dulay, et.-al. (1982), the linguistic category taxonomy classifies errors according to either or both the language component or the certain linguistic component. Language components consist of phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style). The example of linguistic category as follow:
Here is the example for phonology:

**Incorrect:** She *lays* to me.

**Correct:** She *lies* to me.

Here is the example for Syntax and Morphology:

**Incorrect:** He got some *leaf*.

**Correct:** He got some *leafs*.

Here is the example for Semantic and lexicon:

**Incorrect:** He *thought* me how to swim.

**Correct:** He *taught* me how to swim.

### 2.7.2 Comparative Taxonomy

Comparative taxonomy is the taxonomy which is based on comparison between the structure of second language errors and certain other types of construction (Dulay, et.-al, 1982). Sometimes students do the errors because of the mother-tongue influence. They translate the first language sentence directly to second language without worrying about the structure of second language. This taxonomy is divided into two types of errors which are developmental errors and interlingual errors. Dulay, et.-al (1982) says “developmental errors are errors similar to those made by children learning the target language as their first language. Whereas, interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner’s native language”.
2.7.3 Communicative Effect Taxonomy

Communicative effect taxonomy has different point of view from the other taxonomies. It is the errors which deal from the perspective of their effect on the reader or listener (Dulay, et.-al, 1982). This taxonomy focuses on the errors seem to cause a miscommunication or not. If the errors affect the overall organization of the sentence, it can make miscommunication to the readers. The receivers may catch different understanding of the message from the writer’s intent. This may happen when writer is wrong in ordering major constituents, or wrong in placing sentence connectors, etc. These errors called as global errors. But if the errors just affect a single element of the sentence, which is called as local errors, the readers or listener still can seem to understand the message which is transferred. These errors usually happen in noun, articles, etc.

Example for Global errors:

Incorrect: He started to go to school since he studied very hard.
Correct: since He started to go to school, he studied very hard.

Example for Local errors:

Incorrect: Why we like each other?
Correct: Why do we like each other?

2.7.4 Surface Strategy Taxonomy

Surface strategy taxonomy underlines the ways surface structures changed. Errors happen in the surface of the sentence. Students can be omitting necessary
items, adding unnecessary items, misforming or isordering items. It divides into 4 categories which are omission, additions, misinformation, and misordering (Dulay, et.-al, 1982). Here is the explanation including the examples:

2.7.4.1 Omission

Omission errors are defined as the missing of item(s) which must appear in a well-formed utterance or sentences. The learners delete or omit the morphemes or words such as nouns, verbs, adjectives, and adverbs in the sentence. Although some morphemes or words may be deleted such as in phrase, but the errors in here means the omission which makes the sentence becomes incorrect. The morphemes which are omitted also can be the grammatical morphemes such as noun and verb inflections, articles, verb auxiliaries, and preposition. For example:

Incorrect: Surip the ruler of this country.
Correct: Surip is the ruler of this country.

The writer omits the grammatical morpheme which is verb auxiliaries.

Incorrect: last day I saw Surip kicked.
Correct: last day I saw Surip kicked the chair.

“kick” is a transitive verb which should be followed by object(s). Here, the writer does not put the content morpheme which is object in the sentence.

2.7.4.2 Additions

Additions errors controvert with omission error. They are defined as the attendance of item(s) which must not appear in a well-formed utterance or sentences. The learners add unnecessary morphemes or words such as nouns, verbs, adjectives,
and adverbs in the sentence. There are three categories of addition errors, these are double markings, regulations, and simple additions.

a. Double Marking

Double marking occurs when the learners add more than one tense marker in producing sentence. For example:

**Incorrect:**  Gery didn’t putted the plate.
**Correct:**  Gery didn’t put the plate.
In the example here, the writer adds more than one past tense marker.

b. Regularization

Regularization is the type of errors in which a marker which is usually added to a linguistic item is inaccurately added to exceptional items of given class which do not take a marker. The students change the item by doing the same rule which is usually used in regular form to irregular form. For example:

**Incorrect:** 1. There are many *mouses* in my house.
**Correct:**  1. There are many *mice* in my house.
**Incorrect:** 2. There are many *mouses* in my house.
**Correct:**  2. There are many *mice* in my house.

c. Simple Addition

Simple addition errors are the errors which are not categorized as double marking or regularization errors. It means the students add an item or morpheme which should not appear in in well-formed utterance.
2.7.4.3 Misformation

Misformation errors happen when the students use the wrong form of the morpheme. There are three types of misformation errors which are regularization, archi-forms, and alternating forms.

a. Regularization

Regularization errors happen when regular marker used in an irregular form such as goed for went, readed for read, or childs for children. It means the students have a lack of knowledge about the varieties of forms.

b. Archi-form

Archi-form occurs when the students select one member of class of forms to represent others in the class. In other words, archi-form means the wrong use of form, but the form is still in the same class of word such as wrong use of determiners or verb in the sentence. For example:

Incorrect : This dogs are naughty.
Correct : Those dogs are naughty.

c. Alternating forms

Alternating forms occurs when the students use the wrong word in the sentence. It happens in vocabulary and grammar grow level. For example, the students place “I” as an object whereas in the object, it should be “me”.
2.7.4.4 Misordering

Misordering errors is the errors of miss placement of a morpheme or group of morpheme in the sentence. In other words, students are confuse in placing a word in a sentence. Here is the example:

Example in interrogative sentence:

Incorrect: What they are doing?
Correct: What are they doing?

Example in active sentence:

Incorrect: I don’t know who is she
Correct: I don’t know who she is