

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter gives the definition and the explanation of each parts of the title. Those parts are writing recount texts for second year of senior high school, error analysis, mistake and error.

2.1 Writing

According to ramelan in English phonetics (1985:11) writing is very important as part of culture because it can be used to preserve thoughts, ideas, and also speech sounds. From those two definitions of writnig, the writer say “writing is the most complex skills to show the relationship of ideas which need the willingness to write and some practices step by step on knowledge or massages”.

Writing involves more than just produsing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatical and logically linked. So that the purpose we have in our mind would suit the intended reader.

Just like speaking, writing is a way of communicating a massage with an intended audience. It is a means of expressing thoughts, ideas, and feeling. By writing we may flow out a burden occupying our mind offer our ideas and concepts to others, and share our knowledge and experiences.

2.2 Reount Text

Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Recount begin with by telling the reader who was involved, what happened where this event took place and when it happened. The sequence of event is then discribed in some sort of order, for instence a time order (Seaton, 2007) in Rosidani Siti nur.

The generic structure of a recount consist of three parts :They are the setting or orientation, event, and conclusion. The setting or orientation is the background information answering who, when where, and why. It is also where you give an outline of what you are writing about event are where you write about the things that happened and are identified and described in cronological order. And the conclusion expresses a personal opinion regarding the events discribed. In other words, this is where you bring your writing by ; saying how things went, saying what you felt about the thing that happened and/or mentioning shomething which will or my happen later.

A recount has a title, which summarizes the text. Since recount tells about past experiences, it use past tense, such as simple past, past perfect, past continous, past perfect continous tense. A recount describes event, so olenty of me is made of verbs (action words), and of adverb (descibe or add more detail to verbs).

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audiences there is no complication among the participants and recount the differences from narrative.

Example : Our trip to the blue mountain

2.2.1 Orientation

On Friday we went to the blue mountain we stayed at Romla and Adi's house. It has a big garden with lots of colourful flowers and a tennis court.

2.2.2 Events

On Saturday we saw three sisters and went on the scenic railway. It was scary then, mummy and I went shopping with Adi we went to some antique shops and I tried on some old hats on Sunday we went on the scenic skyway and it rocked we saw cockatoos having a shower.

2.2.3 Reorientation

In the afternoon we went home. That was very pleasant moment with my family that I ever go.

2.3 Definition of Error

According to James (1998) there are four causes of error:

2.3.1 Interlingua Error (mother-tongue influence). These kind of error are influenced by native languages which interfere with target language learning. Learners translate word by word idiomatic expression, vocabulary and even the grammatical rules of the learners' first language into the second language. In contrastive analysis, it is believed that the type of errors made by the learners of

the target language can be predicted and their causes can be determined. In order to prevent and eliminate these errors, Richards (1974) has given the following figures. Between 3-25 percent of all errors are errors of mother tongue influence and 75 percent of error are 'non-contrastive' errors.

2.3.2 Intralingua Language Error: These types of error are caused by the target language (TL) it self. Apart from recourse to L1 transfer, the learners in ignorance of a TL form on any class can do either of two things: either they can set about learning the needed item, engaging their learning strategies, or they can try to fill the gap by resorting to communication strategies. Learning strategies are used for code breaking while communication strategies are encoding and decoding strategies. Both types of strategy can be the source of error-prone

2.3.3 Induced Error: These errors are the result of being misled by the way in which the teachers give definitions, example, explanation, and arrange practice opportunities. In other words, the errors are caused mostly by the teaching and learning process.

2.4 Definition of Mistake

Mistake is different from error. A mistake refers to a performance error that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly (Brown, 1980:165)

A mistake refer to performance errors that are a random guess or a slip, in that it is failure. On other words, mistake refers to the failures to use the language system correctly caused by some factor such as carelessness, memory lapses, physical condition, hesifation, and slip of the tongue. The learner, who makes mistakes, sometimes use one form and sometimes the others. This shows an

inconsistency. For example: if learners produce “ he must go” and “ he must to go”.

2.5 Error Analysis

According to James (1998:1), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

As a learner, making errors in language process is very common. It involves making mistakes and error. Error help the learner to establish the closer and closer approximations to the system of the target language. Brown (1980:163) Stated, “By gradual process of trial and error and hypothesis testing, the learner slowly and tediously succeeds in establishing closer and closer approximation to the system used by native speakers of the language.”

The students get problems in learning English because there are many differences between Indonesian and English term of grammar, vocabulary, etc. The study of learners errors has been a primary focus of foreign language research. It is called error analysis.

2.6 Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: Learner may *omit* necessary items or *add* unnecessary ones; They may *misform* items or *misorder* them.

Researchers have noticed, however, that surface elements of a language are altered in specific and systematic ways which we enumerated briefly at the beginning of this chapter.

Analyzing errors from a surface strategy perspective hold much promise for researchers concerned with identifying cognitive processes that underlie the learners reconstruction of the new language. It also makes us aware that learners errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.

2.6.1 Omission

Omission errors are characterized by *the absence of an item that must appear in a well-formed utterance*. Although any morpheme or word in a sentence is a potential candidat for omission, some types of morphemes are omitted more than others.

Language learners omit grammatical morphemes much more frequently than content words. Within the set of grammatical morphemes, however, some are likely to be omitted for a much longer time than other.

Omission of content words, although typically in the early stages of L1 acquisition, is not as common in sequential L2 acquisition where the learner is older and more cognitively mature. If content word are omitted in L2 specch, it is usually occasioned by lack of vocabulary, and learners usually indicate their awareness of the missing constitute. Some use gestures to make their intended meaning clear.

2.6.2 Additions

Addition error usually occur in the later stages of L2 acquisition, when the learner has already acquired some target language rules. In fact, addition errors result from the all-too faithful use of certain rules.

2.6.3 Mis-formation

Misformation errors are characterized by the *use of the wrong form of the morpheme or structure*. While in omission errors the item is not supplied at all, in misformation errors the learners supplies something, although it is incorrect.

2.7 The Type of Error

Student's error may be distinguished as error of performance or errors of competence. Error of performance are non-systematic and not very serious, because the student's themselves can correct. These errors are attributed to carelessness, lapse of memory, emotional state, etc. Error of competence, on the other hand are persistent and systematic, Richards (1971) says mistakes (errors of performance) are not serious as error of competence and that proper analysis of student's error can be invaluable to language teaching.

The main sources of error are interference from the mother tongue, from the target language, and from second and third foreign language the student may be simultaneously learning.

According to Corder (1973:277) errors fall into four main categories: omission of some required element, addition of some unnecessary or incorrect element that misformation, and ordering of element.

2.8 Source of Errors

According to Richards in Dewi Novita (1974:124), "The sources of errors in studying a language might be derived from the learners mother tongue and the general characteristics of the rule learning are also called the intra-language errors. And the errors caused by the interference of the learners' mother tongue are called the inter-language errors."

Richards distinguishes three sources of competence errors: Interference errors occur as a result of the use of element from one language while speaking another. Intra-lingual errors ‘reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply. Developmental errors occur when the learner.

2.9 Grammatical Error

As the researcher said before, there were 4 kinds of grammatical errors. It was based on its function on sentences.

2.9.1 Noun

There were 2 kinds of noun errors found in students’ written work. First was noun-verb agreement. Here, the verb must agree with the subject in number. If the quantity is only one, we should use singular form. On the other hand, if the quantity is more than one we use prural form. It was difficult for the students to apply the noun-verb agreement. For example:

- 1) My hobby *are* sport.
- 2) The *benifits* of doing it is healty.

In sentences number (1) and (2) the quantity was only one (only have one hobby), they should use *is* as verb and did not need to add –s ending on the word *benefid*.

According to Betty (1999:100), such kind of errors occur because of the students’ mother tongue only has a grammatical category of number, similar but not necessarily identical to that of English

2.9.2 Verb

The other example of verb errors made by the students were:

- 3) I *usually* listening music and *sleeping*.
- 4) I *always* sharing with Ulfah.
- 5) My husband *is work* a mechanic.

In sentences (5) and (6), though students used the words *always* and *usually* in their sentences, it referred to present time. They still have to use present tense. While in sentence (5), there were 2 verb (*is* and *work*). It needs only one verb to make a right sentence. We could use the word work (s).

2.9.3 Pronoun

There are some forms of pronoun. One of them is possessive pronoun. Though in student' native language they have the similar form of possessive pronoun, still they made error. From example:

- 6) *Her* name is Susilowati and Rini.

Her as possessive pronoun always refers to a single person.

To make the reader understand clearly about all of these analysis and its explanation, it was explained what kind of error the students had make.