CHAPTER II

REVIEW OF LITERATURE

A. The Theoretical Framework

To doing the research, some of concept needed to explain. The terms must be clarified in order to avoid confusion among the readers. The following terms are used in this study:

1. The Definition Errors

In learning English and using a foreign language, one of the most inhibiting factors in appears of making mistakes and errors. The making of errors is a sign that the students have not mastered the rules of the language being learned. Language learning as any other human learning involves making mistake and errors.

Since language is a process that involves the making of mistakes and errors, errors are considered as the product of learning. It is important for the English teacher to realize that errors made by learned need to be analyze correctly in order to arrange learning strategy effectively.[1]

According to Sanal error analysis is a study to identify, to describe and systematically to explain the learners' error by using any of the principles and techniques

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[1] Nurul Fitrah Syams, (2016), *Error Analysis of Word Order Used In Writing Recount Text Made By Students' At SMK Negeri 1 Pinrang,* Makasar: UIN Alauddin, p.11-12

provided by linguistics. It can be said that error analysis as a process based on an analysis of the students' errors.[2] Brown as cited in Sanal asserts that error analysis is the activity to observe, to analyze and to classify the students' errors for conveying something of the system operating.[3]

According to Khansir states that error analysis is a type of linguistic analysis that focuses on the errors learners made. It consists of a comparison between make errors in target language and that source language itself. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.[4] Writing itself is a medium of human communication that involves the representation of a language with written symbols.[5]

According to Quran writing consist of three root words, namely pen (qalam), ink (midad) and write (kataba). Many verses of Quran order human being to achieve the knowledge in many different ways. In Quran consist some verses that discuss about writing, namely verses Al- Alaq, Al- Qalam and Luqman.

الَّذِي عَلَّمَ بِالْقَلَمِ (٤)

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[2] Sanal in Nurul, (2016), *Error Analysis of Word Order Used In Writing Recount Text Made By Students' At SMK Negeri 1 Pinrang,* UIN Alauddin: Makasar,p.12

[3] Brown in Nurul, (2016), *Error Analysis of Word Order Used In Writing Recount Text Made By Students' At SMK Negeri 1 Pinrang*, UIN Alauddin: Makasar,p.12

[4] Khansir, A.a. (2002). *Error Analysis and second language.*Journal of theory and practice in language Studies.Vol.I, No.5, pp 363-370.

[5] En.m.wikipedia.org, 20 Mei 2021, 22.36

Meaning: Who teach by the pen. (Al- Alaq:4)[6]

Allah also said in Quran verses Al- Qalam:1

ى ۚ وَٱلۡقَلَمِ ن وَ ۘطُرُو
هَ ۚ يَسۡۨطُرُونَ

Meaning: Nun. By the pen and that which they write (therewith).(Al- Qalam:1)[7] And also

Allah said in Quran verses Luqman: 27

و ۚ هَٰٓأَنَّ مَا قَ ۚ وَۨةٍ آقۡ وَٱللّٰهِ بَعۡدِهِۦ يۤ عَبۡرِهِ ۚ عِظَ أبَجِرُ هٰا ۚ ۨةَ كۘ لِ ۚ ۨۨلَّ ۚ ۨةً ۚ ۨۨلَّٰ
ۨةَ ۚ رِفِها ۚ كَلِمٰج ۚ حُرۨلُو ۚ ۚ ۚ ۚ سَبۨ ۚ ۚ سۨ ۚ ۨ ۚ ۨوۨ ۚ ۨ ۚ ۨٱۨوۨى
عزۛٓيز حُڪِۨۚن(٢٧) ۨةَ ۚ وَ
ۨةَ ۨ آوَ ۚ ۨةۨت ۚ ت

Meaning: And if all the trees in the earth were pens, and the sea, with seven more seas to help it, (were ink), the words of Allah could not be exhausted. Lo! Allah is Mighty, Wise. (Luqman:27)[8]

Based on explanation about error analysis above, the researcher can be conclude that error in writing is students' have the error in writing, because students not mastered and not enough understanding about the structure of writing.

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[6] https://adinawas.com/surat-al-alaq-dan-artinya-dalam-bahasa-inggris-dan-indonesia.html, Monday, 2 November 2020, 08.30

[7] https://tafsirweb.com/37310-quran-surat-al-qalam.html, Monday, 2 November 2020, 08.30

[8] https://adinawas.com/surat-luqman-dan-artinya-dalam-bahasa-inggris-dan-indonesia.html, Wednesday, 4 November 2020, 21.00

2. The Types of Errors in Writing

All of the errors were classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments. Likewise, Runkati categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers.

As the present study focused on errors in English sentences, the analysis of errors found at the sentential level and the word level was adopted. The one regarding sentential level errors included fragments, subject-verb agreement, word orders, tenses, capitalization and punctuation. The other concerning errors at the word level were articles, prepositions, word choices, nouns, pronouns and verbs.

In any case, Ellis in Siti inspected that "grouping errors in these ways can assist us with diagnosing learners" learning issues at any phase of their turn of events and to plot how changes in errors designs happen after some time." This arrangement can be exemplified as follows:

1) Omission

Omission is something that has been forgotten about or barred. Illustration of Morphological omission: something abnormal happen to me yesterday. Linguistic omission: Should say additionally the names?

2) Addition

The activity or cycle of adding something to something different illustration of morphology: The books is here; In punctuation: The London; In dictionary: I remained there during five years prior.

3) Selection

The demonstration of pick the something from numerous selections of words. Illustration of morphology: My companion is most established than me; In punctuation: I need that he comes here.

4) Ordering

The demonstration of placed something to bode well. Illustration of elocution: fignisicant for „significant"; prulal for „plural"; In morphology: get increasing for „getting up"; In grammar: He is a dear to me companion.[9]

5) Capitalization

Capitalization is writing a word with its first latter as a capital letter and the remaining letters in lower case, in writing systems with a case distinction. Capitalization is not only used in the initial letters but in certain words that are set. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt. The main function of capitals is to focus attention on particular elements within any group of people, places, or things

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[9] Siti Maharani, (2019), *An Error Analysis In Writing Skripsi Abstract Of English Education Department Students At Tarbiya And Teachers Training Faculty State Islamic University Of North Sumatera*, Medan: UIN Sumaera Utara, p.23-24

6) Spelling

Spelling errors means an error occurred in writing because there is an error in writing of the words. Spelling is how to write well and correctly. It is the process or activity of writing the letters of words in correct sequence. The error of spelling is characterized by writing the letters of word according to unaccepted usage. So that it is changes the meaning or has no meaning.

7) Punctuation

Punctuation is a set of marks that regulates and clarifies the meanings of different texts. The purpose of punctuation is to clarify the meanings of texts by linking or separating words, phrases, or clauses. The error of punctuation is characterized by the unclear meaning of writing marks as in ending a sentences or separating clauses.

8) Preposition

Preposition combines with a noun, noun phrase, or pronoun to demonstrate a relationship between the noun and another component of the sentence, often another noun and verb. In other words, prepositions help readers understand the relationship between different nouns and verbs in a single sentence.

9) Repetition

Repetition is a literary device that involves intentionally using a word or phrase for effect, two or more times in a speech or written work. For repetition to be noticeable, the words or phrases should be repeated within close proximity of each other. But repetition of inappropriate words can make sentences ineffective and make sentences look redundant in using the same word.

10) Suffix

Suffix is a letter or group of letters that is placed at the end of a word or root or the simplest form (base form) of a word and cannot be deciphered. The purpose of adding a suffix or suffix is to produce a new word. Inflectional suffix is added at the end of the word, will bring a grammatical change but does not change the part of speech of the word or its meaning drastically. Suffix –s, the addition of a noun causes the noun to have a plural meaning.

11) Diction

Diction is the choice of words in writing that is used to give meaning according to the wishes of the author. The terms of diction are correct, and common. The selection of the wrong diction causes differences in meaning and the author's message is not conveyed.

Based on the explanation above, the researcher conclude that types of errors in writing has some types, such as punctuation, limited vocabulary, capitalization, spelling, preposition, diction, and others that means part of writing.

3. **The Process of Making Errors**

It is a commonly known, error analysis is kind of process to observe, analyze and classify the errors made by students in learning language. The learners make errors in every composition and could not be separated from learning foreign language and making errors. They will produce the utterances which are ungrammatical, due to English is used as foreign language. To detect the errors made by the students during their learning process, the linguists propose some process can be used by the teacher in analyzing the students writing.

The methodology of error analysis consists of:

The procedure of error analysis comprises of:

a). Piece by understudies on offered subject or from examination responses).

b). Recognizable proof of blunders (marking, with fluctuating degrees of accuracy

relying upon the etymological refinement brought to bear on the assignment,

regarding   the specific nature of the deviation).

c). Characterization into blunder types.

d). Explanation of relative recurrence of blunder types.

e). Recognizable proof of the spaces of trouble in the objective

language.

f). Treatment (medicinal drills, exercises, and others).

Tarigan also has the ideal methods:

a). Collecting error samples.

b). Identifying and classifying errors.

c). Giving errors state.

d). Explaining errors.

e). Interpreting errors places.

f). Correcting errors.

From the theories above, the researcher concluded that error analysis is kind of technique process to identify, to classify and to interpret the errors. Process of making errors doing to analyze students' error in writing, with the way that collecting error sample,

identify and classify error, giving error, explaining errors, interpreting errors and correcting errors.[10]

4. The Reason of Making Errors

There are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called inter lingual errors. Interlingual errors are also called transfer or interference errors.

Intralingual and formative errors are because of the trouble of the second/target language. Intralingual and formative variables incorporate the accompanying:

1) Disentanglement

Students regularly pick basic structures and developments rather than more intricate ones.

2) Overgeneralization

This is the utilization of one structure or development in one setting and stretching out its application to different settings where it ought no matter.

3) Hypercorrection

Now and again the energetic endeavors of educators in remedying their understudies' error actuate the understudies to make mistakes in any case right structures. Stenson calls this kind of error "initiated errors".[11]

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[10] Henny Irawati, (2015), *Error Analysis On Grammatical Aspects Of Student's Narrative Writing,* Malikussaleh University, p.11-12

4) Defective educating

Once in a while it happens that students' mistakes are instructor actuated ones, i.e., brought about by the educator, showing materials, or the request for show. This factor is firmly identified with hypercorrection above. Additionally, it is fascinating to take note of that a few educators are even impacted by their students' errors throughout long instructing.

5) Fossilization

A few errors, uncommonly mistakes in elocution, endure for extensive stretches and turn out to be very hard to dispose of.

6) Evasion

Some syntactic constructions are hard to create by certain students. Therefore, these students keep away from these constructions and use rather more straightforward designs.

7) Lacking learning

Lacking learning is predominantly brought about by obliviousness of rule limitations or under separation and fragmented learning.

8) Bogus ideas speculated

Numerous students' mistakes can be credited to wrong theories shaped by these students about the objective language.[12]

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[11] Stenson in Siti Maharani, (2019), *An Error Analysis In Writing Skripsi Abstract Of English Education Department Students At Tarbiya And Teachers Training Faculty State Islamic University Of North Sumatera*, Medan: UIN Sumaera Utara, p.26-27

[12] Siti Maharani, (2019), *An Error Analysis In Writing Skripsi Abstract Of English Education Department Students At Tarbiya And Teachers Training Faculty State Islamic University Of North Sumatera*, Medan: UIN Sumaera Utara, p.28

Norrish arranges the reasons for error into three sorts that is carelessness, first language, and translation. Those are talked about beneath.

a. **Carelessness**

Carelessness is regularly firmly identified with absence of inspiration. Numerous instructors will concede that it isn't generally the understudy's issue in the event that he loses interests; maybe the materials and additionally style of show don't exactly measure up for them.

b. **First language**

Norrish (in Hasyim, 2002: 47) states that language learning is matter of propensity development. At the point when somebody attempts to learn new propensities the old ones will meddle the new ones. This reason for mistake is known as the main language obstruction.

c. **Interference**

Interference is one of the reasons of errors. It happens in light of the fact that an understudy deciphers his first language sentence or colloquial articulation into the objective language word by word. This likely the most widely recognized reason of reason.[13]

d. **Limited Knowledge of English Grammar and Vocabulary**

Limited knowledge of English grammar and vocabulary was another important source of participants' errors. Due to the lack of knowledge of students in English grammar

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[13] Norrish in Nurul, (2016), *Error Analysis of Word Order Used In Writing Recount Text Made By Students' At SMK Negeri 1 Pinrang,* Makasar: UIN Alauddin, p.16-17

and English vocabulary, students have difficulty conveying ideas in written form, and make mistakes in writing.

Based on the explanation above, the researcher conclude that cause of errors because some factors, there are interference from the native language, first language, carelessness, limited knowledge of English grammar and vocabulary.

5. The Descriptive Text

Descriptive text is description about characteristic features of a particular thing. Descriptive is kind of writing that tries to put a picture in the reader mind. It tells how something looks or sounds or tastes or smell or even feels. Descriptive writing always has a primary purpose, either to present an accurate description of something real or a picture that reveals the authors' feelings or belief. The ideas can be written in several kinds of the text, such as narrative, descriptive, recount text.[14]

According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. In addition, a good description is like a "word picture", the reader can imagine the object, place, or person in his on her mind. A writer of a good description is like an artist who paints a picture that can be "seen" clearly in the mind of the reader.[15]

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[14] John Langan, *College Writing Skills*, Media Edition (Mc Graw Hill), p.175

[15] Oshima and Hogue,(1997), *Introduction to Academic Writing,* New York: Addison Wesley Longman, p.50

Description is a text containing two components namely identification and description. The identification is to identify the object to describe, while the description to describe part, qualities, and the characteristic of the part of the object.[16]

From the explain above, can be conclude that descriptive is a written English text about an object such as people, place, animal, and others based on what something looks, sounds and feels. Writing descriptive text based on generic structure of the descriptive text.

5.1 The Kinds of Descriptive Text

As we realize that illustrative content is a text to depict something, like people, place or things. In this way, it regularly takes on three structures, they are:

a. The Description of People

Individuals are unique, and writing description of individuals is unique. You are most likely effectively mindful of a portion of the complexities since you have frequently been inquired "What's so-andlike?" in answer, you may turn to identification, an impression, or a person sketch, contingent upon the circumstance.

1) **The Identification**

Despite the fact that you may give identification, you would likely need to go farther than that. Utilized for the most part in true records and reports, ID comprise just of

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[16] Sanggam Siahaan dan Kisno, (2008), *The English Paragraph*, Yogyakarta: Graha Ilmu, p.90

certain measurable data (stature, weight, age), noticeable attributes (shade of hair, skin, and eyes) and conspicuous imprints (scars, pigmentation).

2) The Impression

In contrast to the distinguishing proof, the impression may not recognize an individual. However it passes on a general thought of that person. Numerous subtleties might be absent, yet the essayist gives in a couple of over generalized terms an overall inclination about the subject. Despite the fact that impression is normally less complete and instructive than ID, it could be more successful in catching a person's striking or particular characteristics.

3) The Character Sketch

More complete depictions of individuals are generally called character sketch; they may likewise be alluded to as profile, artistic representations, and personal portrayals. As its name shows, a person sketch outlines the personality of an individual, or if nothing else their principle character qualities. Simultaneously, it might incorporate recognizable proof and an impression, however it will accomplish more than determine what individuals look or appear.

b. The Description of Places

In describing a place for instance a room, what would it be advisable for you to portray first? The dividers?, The Floor? In contrast to a sequentially created passage, there is no set example for orchestrating sentence in graphic section. It isn't important in the first place one region and afterward continues to another. All things considered, the sentence ought not be arbitrarily masterminded.

The description should be coordinated so the reader can distinctively envision the scene being portrayed. To make the section seriously intriguing, you can add a controlling thought that expresses a demeanor or impression about the spot being portrayed. The course of action of the subtleties in your depiction relies upon your subject and reason.

c. The Description of things

To write description about something, the writer should have a decent creative mind about what will be describes. Beside, to make our subjects as intriguing and as distinctive to our readers as they are to us: using proper nouns and effective verbs.

1) **Using Proper Noun**

As well as filling our descriptive writing with substantial subtleties and interesting expressions, we may likewise need to incorporate various formal people, places or things, which as we probably are aware, are the names of specific people, spots, and things.

Example; Arizona, College of Tennessee. Counting formal people, places or things that the perusers perceive effectively can make what we are depicting more recognizable to them.

2) **Using Effective Verb**

We realize how significant action words are to narration, yet verbs can likewise add a lot to bits of description. Writer use action words to make descriptions more specific, accurate, exact, and interesting.[17]

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[17] Liliana Harahap, (2018), *An Analysis of Students' Ability in Writing Descriptive Text at the Tenth Grade of Senior High School 1 Tambang,* Pekanbaru: Uin Suska Riau, p.20-23

5.2 The Types of Descriptive Text

As indicated by Carrol and Wilson there are a few kinds in distinct composition:

1. Physical description might zero in on the appereance of the individual,   place or thing.

2. Description of idea utilize substantial pictures or analogical to help readers understands unique or confounded ideas.

3. Functional description outlined paramount pieces of the author's past by depicting an individual, spot, things and others.

4. Character Sketches represent the appereance and character of genuine character.

5.3 The Structure of Descriptive Text

a). **The Generic structure of writing descriptive text**

According to Wardiman, generic structure of descriptive text are:

1. Identification   : identifies the phenomenon to be described

2. Description of Features   : describes features in order of important:

(1). Parts or things (physical appearance)

(2). Qualities (degree of beauty, excellent, of worth/ value)

(3).Other characteristic (prominent aspect that are unique[18]

Table 2.1

The Generic Structure of Descriptive Text

Generic Structure	Function
Identification	- It is a statement or a short paragraph that identifies the object that is going to describe. - It is usually interesting and able to provoke the readers to be eager to read the text.
Description	- It may consist of one or several paragraph. This part is used to give sufficient description about the object that mentioned in the identification part. - The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.[19]

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[18] Mark Anderson and Kathy Anderson, (1998), *Text Type in English*, Australia: Macmilan, p.26

[19] Liliana Harahap, (2018), *An Analysis of Students' Ability in Writing Descriptive Text at the Tenth Grade of Senior High School 1 Tambang,* Pekanbaru: Uin Suska Riau, p.23

b) **The generic features of descriptive text**

1). Verb in the present tense.

2). Adjective to describe the features of the subject.

3). Topic sentence to start passage and arrange the different aspects of the description.

4). The factual description framework.

a. Opening statement in the first paragraph:

1) This assertion presents the subject of the description to the audience.

2) It can give the audiences brief insights concerning the when,

where, who, for sure of the subject.

b. A series of paragraphs about the subject

1) Each paragraph typically starts with a point sentence.

2) The subject sentence reviews the subtleties that will be contained in the remainder of paragraph.

3) Each section ought to describe one component of the subject.

c. Concluding paragraph (optional)

1). The concluding paragraph signals the end of the text.

c**. The Language Features of Descriptive text**

Language highlights of the descriptive text have been observed by a few scholars like Derewianka, Emilia, Knapp, Watkins , Hawa and Andrew in Liliana are:

1) The utilization of simple present tense.

Example: glasses, eat, sing, lays, swim.

2) The utilization of adjective.

 Example: two in number legs, sharp white tooth.

3) The utilization of relational verbs.

Example: my number one thing is my hand phone on the grounds that it is

significant for me.

4) The utilization of thinking verbs.

Example: I think it is a shrewd creature.

5) The utilization of action verbs.

Example: our new doggy nibbles our shoes.

6) The utilization of mental verbs.

 Example: she felt miserable, he enjoyed moving.

7) The utilization of linking verbs.

 Example: is, are, has, have

8) The utilization of noun phrase.

Example: sweet young woman.

5.4 The Purpose of Descriptive Text

As social creatures, we need to share our experience, so we keep in touch with others to describe things like vacations, youth homes, and individuals we experience. We even use description to convince others to think or act especially; sponsors depict items to convince us to get them: travel planners describe districts to allure us to visit them and realtors portray properties to invigorate a craving to see them. Depiction empowers us to engage, express feelings, relate insight, inform, and convince.

Table 2.1

The Purpose of Descriptive Text

Purpose	Description
To Entertain	An amusing description of a teenager's bedroom
To Express Feelings	A description of your favorite outdoor retreat so your reader understand why you enjoy it so much
To Relate Experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform for a reader unfamiliar with the subject) To inform (to create a fresh	A description of a newborn calf for a reader who has never seen one A description of an apple to help the

appreciation for the familiar)	reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music Video.[20]

B. The Previous of Study

There are a few of related study the first is study that conducted by Siti Maharani (2019) entitled "An Error Analysis In Writing *Skripsi* Abstract Of English Education Department Students At Tarbiyah And Teachers Training Faculty State Islamic University Of North Sumatera". The result of this study show there are types of errors by students that addition word, word choice, capitalization, omission word, spelling, punctuation, tenses and word form. The errors can be occurred because of inter-lingual interference, intra- lingual interference, limited knowledge of English grammar and vocabulary and carelessness.

The second study that conducted by Nurul Fitrah Syams (2016) entitled "Error Analysis of Word Order Used In Writing Recount Text Made By Students' At SMK Negeri 1 Pinrang". The result of this study the researcher said that there were 218 sentences errors related with word order either in using verb or to be or distributing words in noun phrase

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[20] Ibid, p.24-25

committed by respondents and the data is explained below. There were many kinds of errors that found by the researcher on word order in past tense and noun phrase.

And the last related study conducted by Doni Ramli (2013) entitled "An Analysis On the Students' Error In Writing Recount Text". The result of this study, there are 275 errors made by the students in writing in recount text. There are 95 errors at writing content of the text, 21 errors at vocabulary, 123 errors at grammar and 36 errors at mechanics.