

CHAPTER II

LITERATURE REVIEW

A. Writing Skill

1. Basic Concept of Writing

Writing is not as simple as transcribing spoken language into written form, but it is a process skill. According to Nunan (2003) Writing is the process of coming up with concepts, considering how to convey them, and putting them into sentences and paragraphs that make sense to the reader. It means that there are several process in this skill to produce the writing product that can be acceptable for readers. In process of coming up with writing concepts or ideas, Ramendra et.al (2021) argue that the concepts or ideas must be presented by writers in a way that will result in an appropriate understanding in the context that is intended. For this, the authors' intentions in their writing can be effectively communicated to their readers.

Besides, writing is an important skill to learn for language learner. According to Harmer (2004), to show foreign

language learners' language ability, foreign learners will be required to do the writing exam. It means that writing skills can help them to pass the test. Nanning (2020) also added that as part of language learner, University students who taken foreign language class can utilize writing skill to sharing knowledge that they gain from university. Furthermore, Putri and Arumiliani (2022) explained that there are many writing outcome can be the medium for sharing knowledge by university students such as educational textbook, scientific articles and essays, thesis, school module and so on. Here, university students can share their knowledge through various kind of writing products.

The researcher can infer from the definition given above, writing is a skill within several process in which the process intended to make the writing understandable for the readers.

In addition, writing skill is also very important to be mastered because it can be useful for many individuals and for oneself.

2. Process of writing

Writing is a skill that have several process to make the output understandable. It means that there are several steps

will be done in writing activity. Alliota (2018) divided the process into five steps:

a. Pre-writing

Prewriting is the first step that must be done by the writers. Aliotta (2018) convey that there are three things that writers need to do in this step; gathering information, take a notes, and organize it. The first thing is gathering the information. According Aiyub, et.al (2022), prewriting is about generates ideas for getting started. , investigating all of information that related to the topic will be discuss is important for writer. All of the data is crucial to generates the ideas that supported by facts.

The second thing is takes a note. Jourdan, et.al (2023) also added that in order to organize the ideas, writers need to take a note on the information. The writers should take a note to prevent them to the situation where they accidentally forget the information. In addition, the notes also can facilitate them to organize the idea.

Jourdan, et.al (2023) state that to organize the ideas, the writers here asked to make an outline. The outline

contain the generated idea and all the facts from the information that has been collected and noted before. By outlining, the writers organize the ideas line by line, start from the common information until specific one. The outline will be change to the rough draft form.

b. Drafting

After planning, the next step to do in writing process is drafting. Aliotta (2018) said that drafting is the writers' first time to write. In this stage, the writers begin to write the outlined idea into paper. Aiyub, et.al (2022) added that the focus on this stage that the writing fluency. They need to make sure the thesis statement is clear. Here, the thesis statement must point out the main idea of essay. The absent of thesis statement of ambiguous thesis statement tend to make the writing content out off the topic and readers will facing difficulty to follow it.

Jourdan, et.al (2023) assert that in this step, the writers only need to focus on content of writing. Again, the focus of this step limited to the meaning. The important thing is make the readers understand the writing product or essay

well. For this, deciding writing or essay structure need to done in this step too. In addition, follow the writing structure rule when it has been choose. This attempt to prevent the readers from confusion.

c. Revising

When the writers done with drafting all things related to the ideas, it is time to revising. According to Aliotta (2018), revision or revising stage is about organizing the ideas from drafting stage purposed to refining the writing. Here, revising means that the writers should refining the common problem from draft writing.

Moreover, revising is not only about correcting the grammatical error, according to Aiyub, et.al (2022), it is also improving the idea. This statement shows that revising consuming much time in the process. Once the writers done with the language issue, then they begin to check the idea and improving it into the better version. For this, Jourdan, et.al (2023) that revising is the substantive changes on writing's draft. It is natural that most of the draft will be

different because revising involve the faulty organization which caused by some improvement.

d. Editing

The next step after revising, the writing draft need to be edited. According Aliotta (2018), editing step spend enough time to check that the writing draft is clear, precise, and substantiated. Not only spend much time, but also, editing process requires detailed analytical skills. Because this is not a rough draft anymore, the writer asked to re-check their writing carefully to find the error in this new draft.

According Suprpto, et.al (2022), the types of errors that need to edit in editing process are punctuation, spelling, and capitalization mechanism. Here, can be seen the different lies on the error. If in revising process the writer need to focus on may things, but in this process the writer only need to take a look at mechanical aspect of writing.

Aiyub, et.al (2022) assert that the writer should edit multiple times to ensure that there are no errors. For this,

the writers should take a look on many things related to mechanism of writing. Even though the part to be edited in this editing process less than in the revising process, the writers tend to unsure about the editing's result although it has been done multiple times. So, it would be better if the writer ask for critics and suggestion from another person or the editor to read their draft. This aim to get the description about the things that should be revise in the writers' draft

e. Proofreading

Proofreading is the last checked on written product. According to Bailey (2018), proofreading aim to avoid the small error which make the final version of writing hard to understand. In this stage, writers need to pay more attention on the detail such as word choice, punctuation, transition signals that potential to produce the awkward meaning if it is unnoticeable. Alliota (2018) convey that proofreading is about analyze the details matter of writing. The small matter such as grammar error, incorrect punctuations, spelling checks, citation, and bibliography.

Jourdan, et.al (2023) added that proofreading is iteratively edit until no error is left. Create the list of every detail matter is a way to unsure all of errors disappear from the text. Read loud the edited draft of writing also can help the writers to notice errors. It is like double check, both vision and sounds. For this, proofreading can be assumed as the final steps before writing process come to the final draft which is the product of writing.

B. Error Analysis

1. Error Analysis

a. Definition of Error Analysis

Error analysis is an activity to reveal the learning outcomes achieved by learners in developing their language ability. According to Corder (1981) error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language. Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of foreign language acquisition. Yusuf, et.al (2021) added that errors

analysis is a type of linguistic analysis that focuses on errors made by language learners. This means that the teachers or researchers should be focus on observe, analyze, and classify the deviations of the rules of the target language and then to reveal the systems operated by learner.

Another opinion from Natalia (2020) convey that students expect to get feedback from their teachers and hope that it would be very helpful for them to be good writers. So, by analyzing the errors, teachers would be able to have knowledge of what areas should be focused on and tell the learner to revise their error in their writing. Furthermore, error analysis according to Depega and Jufrizal (2020) can prevent students to make a permanent error. It means that if error detected earlier, students can avoid the “fossilization” phenomena or permanent error.

From the definitions above, it can be clarified that error analysis is an activity to identify, classify and describe the errors made by learners in target language and give the feedback as the refinement for learners’ language development. Furthermore, error analysis also can help

learners to avoid the permanent error in producing sentence in target language.

b. Types of Error

Corder (1981) classify language learners' error into four type of error; omission, addition, selection, and ordering. Each of types will be explain below:

1) Omission Error

The absent of a component that is necessary for a well-formed utterance is known as an omission error.

Corder (1981) explained that omission error is type of error where some element is omitted which should be present. For illustration, the omission error can be analyze through the sentence "I went to movie". The sentence shows that there is an absent of necessary component, specifically define article of the, to complete the sentence.

Setiyorini, et.al (2020) affirm that when learners omit the necessary part of sentence that is what called as omission error. It means that omission error is the type of error committed by learners that ruin the sentence's structure. Yusuf, et.al (2021) argue that omission error

identified when the necessary part of sentence tend to omit by students. Indeed, some of morpheme potential to be dropped out from a sentence without problems, but some of morphemes are crucial to the sentence.

Hence, the target language produced by learners that omit necessary component of sentence is omission error. For example: **she not a teacher**. This is a nominal sentence. The sentence is incorrect because it is omitted the necessary component for nominal sentence which is **“To Be”**. The correct version should be “she **is** not a teacher”.

2) Addition Error

Omission error are the reverse of addition errors. According to Corder (1981), when some element is present which should not be there that is what being called as addition errors. From the sentence “Does can he sing?” can be seen that there is the addition of auxiliary “do”. This addition is not necessary because it only ruin the sentence. Without adding “do”, the sentence have already complete and grammatically correct.

Rahayu, et.al (2021) also added that addition error is type of error that arise because of the existence of unnecessary word in producing target language. It means that learners add the component that should not be exist in target language's grammar. Sulaiman and Indrawan (2022) also state that the unnecessary component that added into the sentence categorize as addition error. It can be identified by the inclusion of a word or phrase that should not be in a well-formed sentence. In addition, learners should be aware about the difference between native language and target language rule to avoid making addition error.

It can be conclude that addition is the vice versa of omission error in which learners tend to add the unnecessary component in the process of producing the target language. For instance, the sentence “**they are always go to school at 7 a.m**” is committed addition error. It is because the sentence is the example of simple present tense in verbal sentence. The verbal sentence does

not need auxiliary verb such **as is, am, are**, and so on. The correct version is **“they always go to school at 7 a.m”**.

3) Selection Error

When the form of word in a sentence incorrect, that is categorized as selection error. Corder (1981) explained this type of error as the wrong item has been chosen in place the right one. For illustration, in the sentence “I lost my road”. For this, the sentence shows that the substitute of “road” in the sentence is incorrect. Instead put “road” in sentence, it will be perfect to replace it with “way” to form the sentence “I lost my way”.

According to Keshavarz (2015) selection is an incorrect form of word that should be replace with the correct one. It means that learners who committed this error made an incorrect information in a sentence because wrong selection of word is called as selection error. Setiyorini, et.al (2020) also added that selection error is the error when a sentence choice is the incorrect word. For this, learners should determine how to form the word in a sentence correctly to prevent the selection error.

As the example, take a look to the sentence “**the chrysanthemum flower is different to marigold flower**”. The word “**to**” in the sentence incorrect word choice to form a sentence in target language. It should be “**from**”. So, “the chrysanthemum flower is different from marigold flower” is the correct version.

4) Ordering Error

Ordering is type of error that related to word order. In Corder’s view (1981), Ordering is the confusion of word order in which the elements presented are correct but wrongly sequenced. He describe it through the sentence “I to the store went” which if being notice slightly will make the readers confuse about the meaning. For this, the sentence has a problem with the word order, correct sentence should be “I went to the store”.

According to Meylinda (2023), ordering error is the wrong of word order in a sentence. It means that ordering error can be discover in learners’ utterance or sentence when they presented word order incorrectly. Liu, et.al (2023) define ordering as an error of syntactic elements

that wrongly sequenced. The syntactic element in ordering error is correct, but it is being positioned incorrectly within an utterance or sentence. To illustrate it, pay attention on sentence “I did not know why was she hungry”. The syntactic element which is the auxiliary verb or to be “was” in sentence was correct, but the placement of it was wrong. The correct ordering in sentence should be “I did not know why she was hungry”.

c. Factors of Error

According to Brown (2007), there are four factor causing errors; those are; interlingual transfer, intralingual transfer, context of learning, and communication strategies.

1) Interlingual Transfer

Interlingual transfer as one of the error’s factors closely related to first language or mother tongue interference. Brown (2007) convey that this factor of error occurs at the first stage of second language acquisition. For this, it is very natural for learners to face the interlingual transfer since at the first stage of second language acquisition they must be unfamiliar with the

rules of target language. Manik and Ni (2020) also argue that learners, because of unfamiliar with target language rule, they tend to use the pattern of language from their native language. The tendency to use the pattern of language from their native language because it is the only linguistic system that they comprehended.

Furthermore, Sulaiman and Indawan (2022) assert that the insufficient of linguistics rule of target language made interlingual transfer as the factors of learners' error become more natural. It is because learners do not have any linguistic system back up except their native system. Brown (2007) also added that situation could be worsen when the target language is not their second language but their third or event fourth language. For this, the language interference not only comes from the native language, but also can be the second language, especially if they begin learn the language immediately after start to learn their second language.

Therefore can be conclude that interlingual transfer is the factor of causing error which arise as the result of

learners unfamiliar with the linguistic system of target language. In addition, this transfer occur in the beginning of language learning step. For example, a learner's first language is *Bahasa Indonesia* and he or she just starting learn English. Here, in produce utterance or sentence, he or she would apply *Bahasa Indonesia's* language pattern because he or she still unfamiliar with English language pattern.

2) Intralingual Transfer

If interlanguage transfer related to the native language interference, then intralingual transfer is target language's rules confusion. Brown (2007) explain that intralingual transfer causing error because the structure inside target language itself. This error's factor happen at the next stage after begin learning the target language that is called as acquire the parts of new system. Also Yusuf, et.al (2021) convey that intralingual transfer mixed up the elements inside target language. Here, learners still confuse about how to apply the grammatical rule from target language that their just

acquired. This situation lead them to mixing between one linguistic elements to another element.

Overgeneralization rule in target language was the common phenomena occurred because of intralingual transfer. Manik and Ni (2020) state that most of learners tend to overgeneralize rule from target language. Intralingual transfer cause overgeneralize rule committed by language learners because learners not fully comprehend the grammar of target language.

Therefore, Intralingual transfer is the factor that causing error in language learning when learners for the first time acquiring the language rules of the target language. Learners tend to confuse to apply the language rules or grammar aspect into their sentence.

3) Context of Learning

Context of learning is the factor of error in language learning that is no longer related to language interference. Brown (2007) convey that context of learning is related to the error come from the outside of learners. It means that what causing error is not

themselves but perhaps their teacher or material. Manik and Ni (2020) argue that misleads materials explaining by teachers will lead learners to the error. To illustrate, learners will write inappropriate sentence that lack of some language aspect because of their teacher mislead the concept when she or he was teaching in the classroom.

In addition, Sahril and La (2022) state that the textbook or learning material can be the source of error to in context of learning. The textbook that contain material is one of the important thing in classroom for supporting language learning activity. If there is the problem with the material inside the textbook or perhaps the writing style of textbook kind of not understandable for learners, then it would causing them producing error.

Therefore, the context of learning causing error by some context outside the learners. For this, incorrect concept explained by teachers or the textbooks that have writing style not understandable can lead the learners

hypothesize the language incorrectly then the error is made.

4) Communication Strategies

Communication strategy is a strategy that students applied in their language production data. Brown (2007) said that learners will make their own strategy to conveying message in the target language. For this, they will create the way to deliver the meaning through the sentence understandable by the reader.

Moreover, based on Manik and Ni (2020) perspective, even though have not mastered the target language, language learners will apply their own way to communicate in the target language which led them to the error production. Here, explained that the language learners' attempt to overcome their less knowledge in target language can be the source of error.

Furthermore, the errors that committed by learners, according to Agustinasari, et al (2022), came from their attempt to fill the gap in sentence by their own strategy. For this, when they are facing difficulty in sentence

construction rather than think about the appropriate phrase to fill in the blank in accordance with the target language, they tend to create their own rule. That attempts will lead them to the error.

Therefore, communication strategies causing error from inside learners' themselves in which they applied incorrect strategy to deliver their message in the target language. This strategy not overcome their difficulty, it is only led them to produce the error.

C. Some Previous Studies

There are several studies related to this thesis. The first study or research from Yusuf, et.al (2021) in which their research "An inquiry into grammatical errors in writing committed by high achieving EFL students" analyzed which type of error based on Dulay, et.al theory that commonly found in English Foreign learners' writing. The result shows that students from High achieving class still faced problems in using the correct grammar in their writing. The findings shows that the most dominant errors committed by the students were of the

omission type (61.04%), followed by misinformation (18.78%), addition (16.85%), and misordering (3.31%).

The second research from Fitriani (2021) with the title “Grammatical Error Analysis of English Abstracts Translation in *Jurnal Ilmiah Ekonomi Islam* (JIEI) Journal” that also analyzed English Foreign learners’ error based on Dulay, et.al theory about four type of error; Omission, addition, misinformation, and misordering. Fitriani found that misinformation was the most frequently error found in students’ abstracts translation with percentages 98 data or 44.5% that following by omission error with 69 data or 31.36%, and addition error with 53 data or 24.09%.

The third study, Perdana and Dian (2022), they have conducted the research on students’ language error analysis in writing manual procedure text by eleven grade students at SMKN 1 Batusangkar which they discussed about the most common grammatical error found in students’ manual procedure text. The result shows that the most frequently grammatical error found in writing manual procedure text committed by eleven grade students of SMKN 1 Batusangkar

academic year 2021/2022 was determiner error with the percentage of 46,80%.

The fourth study conducted by Putri and Hilma (2022) at *Pondok Pesantren Darul Hadist, Air Riau Kinali, Pasaman Barat*. Under the research title “Error Analysis of Written Peer Feedback on Students’ Writing Task at *Pondok Pesantren Darul Hadist, Air Riau Kinali, Pasaman Barat*”, they were investigating about type of error in students’ writing based on type of error theory by Dulay, et.al. The result shows that there are 31 data of misformation error in students’ writing task which are the most frequently error found in students’ writing task.

The fifth study was conducted by Meylinda (2023) in her article “A Grammatical Error Analysis in the Narrative Writing of the Third Semester of Pamulang University”. She was investigated the type of error in the Narrative Writing of the Third Semester of Pamulang University. The result shows that addition error was the most common error found with 18 data and following by ordering error with 17 data, omission error with 15 data, and selection error with 12 data.

The previous studies contribute on providing this study to aware about language error in students' writing. They show several types of errors that commonly found in students' writing. The several types of error indicate that there are differences result of commonly error found in students' writing based on where the researcher conducted the research. This encourages the researcher to analyze type of error that will be found in students' writing at UIN Fatmawati Sukarno Bengkulu.

However, all of the previous studies mostly focus on the type of error. In fact, there is another important problem that should be analyze namely the cause of error or the factors that causing language error in students' writing. It was supported by Corder (1981) statement about factors of error. He said that by identify factors of error, researcher will understand the relation between linguistic system and learners' cognitive process. It is mean that the reason of language error committed by students have been discerned by identify the factors of error. Therefore, researcher analyzed the factors of error to find out the reason that underlie types of errors found.

D. Conceptual Framework

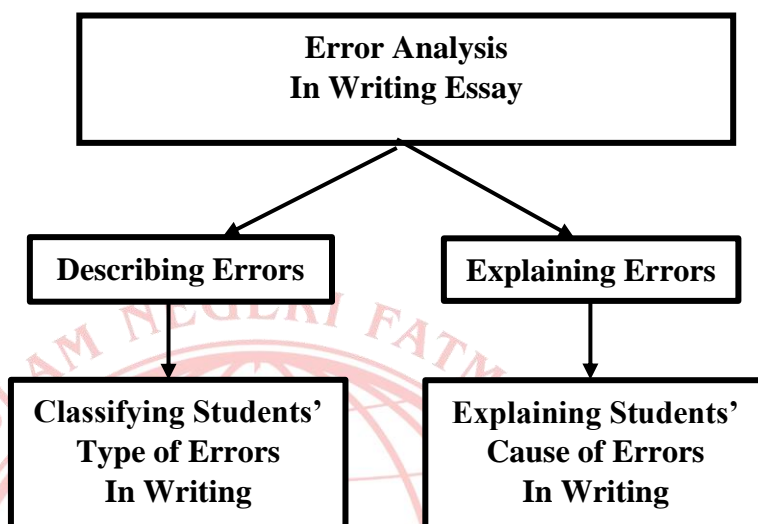


Figure 2.1

The conceptual framework is a general description of the research to be carried out in which the procedure and what will be studied in research is described in this framework. For this, Figure 2.1 shows that this research applied the procedure of error analysis by Ellis (1997) which are contain four steps; identifying Error, describing, explaining, and evaluating. Figure 2.1 involves describing errors and explaining errors from the data obtained. This procedure of error analysis applied to describing the error by classifying students' error in writing based on Corder's theory about four type of error.

Corder (1981) classified language learners' error into four categories namely omission, addition, selection, and ordering. The data were identified from students' writing. In addition, the procedure of error analysis also explaining error in which explaining about students' cause of error in writing. Brown (2007) convey that there are four source that possibly causing error in students' writing which are from interligual transfer, intralingual transfer, context of learning, and communication strategies.

