

CHAPTER II

THEORETICAL REVIEW

In this chapter, the researcher presents a review of theories related to the research discussion.

A. The Nature of Writing

1. Definition of Writing

Basically, writing can be interpreted as a way to convey messages to readers for a specific purpose. Writing is one of crucial skills that must be mastered by the students. Being able to write is the effective way that we can make as an alternative to convey news, information, views, and ideas to others. According to Brown (2001: 339), writing is a way of living. It can be interpreted that writing has many functions in our lives. In addition, Harmer (2001:323) states that people are knowledgeable, if they can write and read in certain circumstances and for certain purposes, some of which are more prestigious than others. It can be concluded that people who are able to read and write will get a good recognition in their social life. Students in the realm of education should not only have the ability to write, but they should be able to master structured and scientific writing skills and also students are expected to be able making scientific works that can compete globally.

According to Nunan (1991:7), successful writing involves mastering the mechanics of letter formation and obeying of spelling and punctuation, using the grammatical system to convey one's intended meaning, organizing content at the level of the paragraph, completing text to give new information about topic or

comment structures, and polishing and revising one's initial efforts: selecting an appropriate style for one's audience. Do, in writing in English, we have to know about knowledge about that language, such as grammar, punctuation, sentence structure, vocabulary, spelling, and formatting. Since writing becomes complicated to be learned.

2. Types of Text

According to Macken (1990: 12), there are two kinds of genre in writing, namely story genre and factual genre. Story genre consists of five genres; they are narrative, news story, exemplum, anecdote, and recount. Besides, the factual genre is divided into procedure, explanation, report, exposition, and discussion. Here are the explanations of each text type.

a. Narrative Text

Macken (1990: 6) states that narrative text has a purpose to construct a view of the world that entertains or informs the reader. Narrative is the form of writing used to tell or relate the story of act or event. It places occurrences in time and tell what happens according to the natural time sequence. Narrative text can be formed as imagination or even as factual such as stories about fairy tale, mystery, science fiction, horror, fable, romance, and so on. The structure of narrative text consists of orientation, complication, and resolution.

b. Descriptive Text

Descriptive text is one type of writing. It is the form used to describe something such as a person, a place, an object, and others. Descriptive text

reproduces the way things look, smell, taste, feel, or sound. It may also evoke moods, such as happiness, loneliness, or fear. A descriptive paragraph explains how a person looks or how a person may behave. This type of paragraph can also explain the way a place or object and the surrounding environment appears and behaves. It is usually used to create visual image of people, place, and event. The purpose of description is to describe and reveal a particular person, place, and thing.

c. Exposition

Exposition writing aims for informing and making the readers understand the idea about phenomenon surrounding. It is often called informative writing because the writing texts give information or knowledge and explain idea to the readers. An expository paragraph is giving out information, explaining idea, like giving direction, or showing how a phenomenon happens. It includes editorials, essay, and informative material used in combination with narrative, exposition, and illustrated texts. The purpose of exposition text is to argue or persuade by presenting one side of an issue.

d. Discussion Text

Discussion text has a purpose to present different opinion about a subject matter to readers (Macken, 1990: 6). Discussion text is a process of finding out a common ground between two different thoughts and opinions. In addition, discussion text is a text which presents a problematic discourse discussed in different viewpoints. General structure of discussion text consists of (a) issue, where in this section, the writers have to decide the issue to be discussed, (b)

argument pro is presenting the point that support the issues, (c) argument cons is presenting the other point that disagree with the supporting issue, and the last is (d) conclusion or recommendation of the current issues.

3. Writing Skills

Writing in English is not easy task for English Foreign Learners because it involves not only the logic in thinking to put the ideas but also they have to understand about the target language structures. When it comes into written texts, the teacher should encourage students to be aware of grammar or language accuracy (Silalahi, 2014: 163). Besides, writing is a complex process that adapts the words into written forms. Writing skill begins by utilizing language expressively and imaginatively like writing diary or letters to friends.

The writers can practice writing many times until they are able to produce good writings. To improve their knowledge, they also need to read from many sources, watching videos, listening to experts, talking with others to discuss, and others. Furthermore, the writers also have to improve their skill in writing with understanding the rules of writing in the target language. Davies and Pearse (2002: 101) categorize writing into low level skills (typing or handwriting, spelling, punctuating, and constructing grammatical sentences) and high-level cognitive skill (gathering ideas, organizing, structuring, drafting, and editing).

4. Teaching Writing

Richards and Renandya (2002: 303) state that writing is the most complicated skill to be mastered by the second language students. The difficulty is not only in generating and organizing ideas, but also in translating the ideas into a

readable text. The second language students have to pay attention to higher level skill of planning and organizing as well as skill of spelling, punctuation, word choice etc.

The process of writing is more important than the product. Writing process helps us to understand the step that should be used in writing. There are several steps in the writing process such as brainstorming, making notes, planning, writing draft, editing, and final product. Each step has different role. Harmer (2001: 4-5) says that the first step in the writing process is planning. Experienced writers plan what they are going to write. The second step is drafting which is the first version of a piece of writing. Third is editing which includes the process of reflecting and revising. The fourth is final product which is produced once the writers have edited their drafts, made the change they consider to be necessary, and created the written text.

According to Richard and Renandya (2002: 315), the steps in writing process are planning, drafting, responding, revising, and editing. In planning, the writers gather information or ideas for writing, so that they know what they are going to write. After that, the writers develop their draft. Then, in the responding stage, the writers revise their writing and rewrite their text. The last steps is editing where the writers are involved in tidying up their text.

The result of writing process is the product of writing. According to Brown (2001: 335), writing products are often the result of thinking, drafting, and revising procedures that require special expertise, that is not possessed by every speaker naturally. The result of the compositional nature of writing has produced

writing pedagogy that focuses students on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical convention to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product.

It can be summarized that in general, the steps in writing process are prewriting, writing, and rewriting. Prewriting can be divided into two. There are preparation and planning. Writing is the activity of putting ideas into sentences and paragraphs in the written form. After that, rewriting includes the activities done after writing process. Writing process has a purpose to produce the product of writing. The products of writing are letter, journal, magazine, newspaper, and others.

5. Problems in Writing

In the process of writing, there are some problems faced by the students. In general, Nurgiantoro (2001: 298-299) states that the problems of writing consist of organizing idea, lacking of vocabulary, and grammar accuracy. In organizing idea, the students usually have a problem in the process of choosing theme first before they write the composition. In writing composition, the students will put their ideas and thoughts to be developed. After that, the students make an outline to help arranging the sentences or paragraphs. The problem is not only about organizing idea. The students also have difficulties to develop the composition of idea to be a good writing.

Besides, lacking of vocabulary also becomes the problem in writing. The problem is related to how many vocabularies the students are memorized.

Sometimes, it is not only about not knowing the words in English but also the students choose incorrect words in their written text. Another problem also occurs pertinent to grammar accuracy. Grammar becomes very crucial aspect in writing, especially in English. That kind of rules is being a big issue when the students do not mastering the rules of target language.

B. Errors Analysis

1. The Nature of Errors

Language learning is a process to develop the language ability of the students, both oral and written. In developing the ability, students are often making errors. Students usually make errors when they lack of knowledge of the grammatical rules and they do not have the opportunity to use the target language in their daily life conversations. It makes the students find that writing in English is more difficult than writing in their first language. Because of that, the students often commit errors in their writings. Yet, many researchers have acknowledged that making errors in producing English in speaking and writing is a common issue for all students in learning English whose their native language is not English (Hussain, Hanif, Asif & Rehman, 2013; Gustilo & Magno, 2012)

Technically, the meaning of mistakes and errors are different. According to Edge (1989) in James (2013: 80-88) divide “*mistakes*” in three types: (1) slips, caused by processing problems or careless, the student can auto-correct them if pointed out and if given chance; (2) errors, wrong forms that the student cannot correct even if their wrongness were to be pointed out; (3) attempts, this is when the students try to say something but they have no idea how to use the right form.

According to James (2013: 78), an error is an example of a language that is accidentally distorted and cannot be repaired by the author himself. It means that the students make errors because they lack knowledge of the rules of the target language. They cannot correct the errors by themselves quickly. They need instruction to correct the errors. In short, errors are flawed side of the students' speech or writing. This means that the students cannot learn languages without systematically making errors first.

Assuming to identify and describe errors, we have to distinguish between errors and mistakes. Ellis (1999: 58) purposes how to identify stage of errors analysis which presented in Figure 1. Any deviations from the target language norms can reflect problems in performance or in competence. It will be helpful to recognize two different types of performance errors. Those results come from various types of processing problems and come from strategies such as solubility and paraphrasing that students use to overcome lack of knowledge.

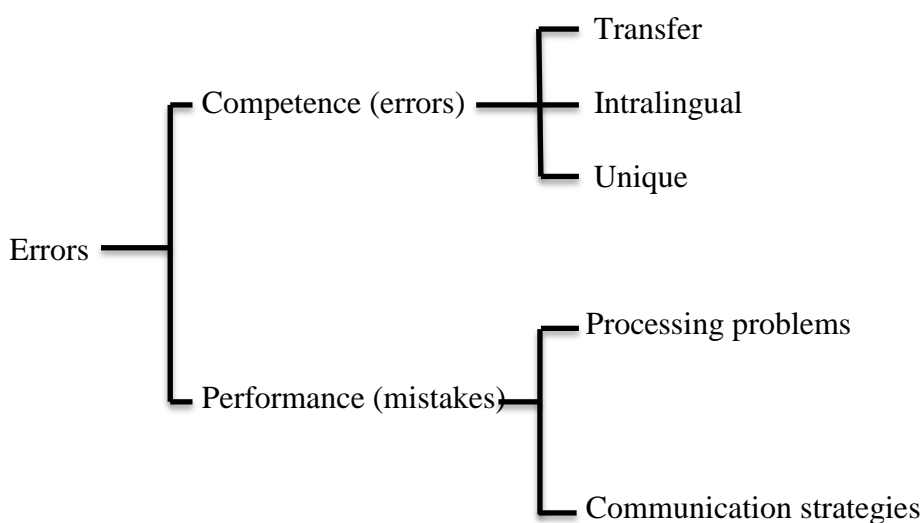


Figure 1. Psycholinguistic Sources of Errors (Ellis, 1999)

In figure 1, we can see that errors are divided into two. The first is competence (errors) consisting of transfers, intralingual, and unique. At this stage, the ability of the students to be a benchmark whether errors will appear or not in their writing. Transfers are more directed to errors made by students who are influenced by their first language (between two languages). Intralinguals are errors made by the students due to lack of mastering the target language or students attempting to build hypotheses about target languages (within the language). Whereas, unique can be defined as errors that are not similar to those children make during first language development, they must be unique to second language learners and since they are not interlingual, some must be unique reflections of creative construction.

The second is performance (mistakes) consisting of processing problems and communication strategies. Mistakes are made by the students when writing which is caused by lacking of attention, carelessness, tiredness, or others aspects of performance. It is different from errors that are resulted from incomplete knowledge. A mistake refers to a performance error that is either a random guess or a “*slip*”, in that is a failure to use a noun system correctly. Both native and second language learners make mistakes.

In short, James (1998) states that if the students are able to correct errors in their output, then it can be assumed that the form they choose is not the intended form, and it can be said that the errors is a mistake. If, the student in any way is unable to make corrections, it is assumed that the form used by the student is the intended form, and that is an error.

In addition, Brown (2007: 259) states that the fact students made errors, it can be analyzed, observed, and classified to reveal something of the system operating within the students, where it can be called as an error analysis. From error analysis, the students can learn more about a language because the student will know their errors and can fix it to improve their progress in the language learning system.

2. Errors Taxonomy

Taxonomy of errors is a branch of science that classifies types of errors. James (2013:102) states that many criteria are in principle available for use in errors taxonomies: such as the sex, age, or nationality of the student, type of school attended, type of activity which gave rise to the errors, such as translation, dictation, free speech, guided composition, dictogloss, and so on. Some of these will be more revealing than others, and more informative for some sorts of decision-making than others. Besides Duly, Burt and Krashen (1982) in James (2013: 106-108) divide four principal ways in which students “*modify*” target form of target language. Furthermore, James also suggests one category is added (Blends) as follows.

a. Omission

Omission is the types of errors which refer to omit a certain linguistic item that must be exist in a well-formed construction. From the statement, it can be concluded that what is meant by errors of omission is the removal of elements that should appear in a speech. Students often make errors. Here are the errors that often occur: (1) Omission of *-s* as a plural maker, usually, students do not

understand that countable noun should be followed by phonemes *-s* which has a function as plural markers afterwards. For example: *There are many car.* (It should be "*there are many cars*"). (2) Omission of *-s* in verb of the third singular person of Present Tense. In the Simple Present Tense, the subject of "*he*" and "*she*" must be followed by verb attached to the phoneme *-s*. For example: "*He eat rice*". (It should be "*he eats rice*"). (3) Omission of suffix (*-ed*) in regular Past Verb. In this case, the students usually do not understand if they have to add *-ed* as a regular past verb. An example is "*I walk yesterday*". (It should be "*I walked yesterday*").

b. Addition

These errors are characterized by the presence of an item which must not appear in a well formed utterance. Error of addition is considered as a higher level type of errors compared to the errors of omission in second language acquisition. At this level, most of the students already have a comprehension on the grammatical rules of the second language, yet they often make some errors related to the grammatical rules in creating any sentences. There are three types of errors of addition; double markings, regularization, and simple additions.

1) Double Markings

Double markings occur when the students erase certain items that are actually needed in linguistic construction but not in other cases. For example, "*he doesn't knows me*" and "*you didn't went there yesterday*". The purpose of those sentences is correct, but the structures of those sentences are not correct. In the first sentence, auxiliary verb "*does not*" helps to negate the

subject form “*he*”. However, the error lies in the word “*knows*” which is the marker of a single third-person verb. Therefore, it should be written “*know*” instead of “*knows*” since the word “*does not*” is already stated in the sentence. In the second sentence, the same errors occur since the word “*went*” should be changed into the present tense verb “*go*”. Thus, the errors from the two sentences above are called double markings.

2) Regularization

The error of regularization is to change an item by equating rules that are irregular to the regular ones. For example, in the sentence “*some mouses are eating cheese in the kitchen*”. The plural form of “*mouse*” becomes “*mouses*” instead use “*mice*”. In addition, the irregular verb of “*write*” should be “*wrote*” in the form of Verb₂ and “*written*” as Verb₃ instead of “*writed*”. That is to say, regularization is included in terms of overgeneralization.

3) Simple Addition

Simple addition is indicated by additional errors other than double markings and regularization. For example: “*Two deers are sleeping*”. The location of the sentence errors is the addition of the phoneme *-s* to “*deer*”. “*Deer*” is one of uncountable noun which means the students do not need to put suffix *-s* after that word.

c. Misformation Errors

Misformation errors are characterized by the use of the wrong forms of morphemes of the structure.

1) Archi-forms

Archi-forms error is type of errors in the selection of a form to declare any particular issues, such as the error of determiners (*this, that, these, those*) within a sentence. For example, “*that boys are naughty*” in which it should be written as “*those boys are naughty*”. Determiner “*that*” is for singular noun, because “*boys*” in that sentence is plural, it also needs determiner for plural “*those*”.

2) Alternating Forms

The present error is indicated errors in choosing the right word. For example when the students use subject “*I*” as an object instead of using “*me*”. Such as in the sentence “*me like ice cream*”, the sentence should “*I like ice cream*”. Another example is “*I seen her yesterday*”, the sentence should “*I saw her yesterday*”. This sub-category of misformation is also referred as mis-selection.

d. Misordering Error

Misordering error is characterized as a form of linguistic items which are not common in the target language constructions. According to James (2013: 110) in the category of misordering error, some languages have stricter word order rules. Modern English includes more stringent word order regulations. In English, certain word classes seem to be very sensitive to misordering error and produce errors in the forms of adverbs, interrogatives, and adjectives. For example, “*I don't know why is he getting sad*” in which it should be written as “*I don't know why he is getting sad*”.

e. Blends

This category is added by James (2013: 110) because there is a situation the student is unsure about which of the two targets they thinks. In such situations, the type of errors that manifests is a mixed error, sometimes called contamination or cross association or hybridization errors. Blends occur when two or more morphemes appear in a sentence and they have the same function (James, 1998:111). An example is **The only one thing I want*. (Correction: *The only thing I want*). Blending is exemplified in **according to Erica's opinion* which appears when two alternative grammatical forms are combined to generate an ungrammatical blend. We have to choose between “*according to Erica*” and “*Erica's opinion*”.

On the other hand, Margana (2012: 137) has given the example about errors from his article in the Table 1.

Table 1. The Example of Errors in Four Categories (Margana, 2012)

No.	Types of Errors	Example	Reference
1.	Omission	(1) *She (is) sleeping (2) Another problem is insufficient number of rubbish *like singular/Plural around the canteen compound.	Ellis (2003) in (Darus and Subramaniam, 2009)
2.	Addition	(1) We didn't *went (go) there (2) *The books is here	Ellis (2003) in Erdogan (2003: 264)
3.	Mis-formation	(1) The dog *ated (ate) the chicken. (2) This is due to the irresponsible attitude of the canteen *staff	Ellis (2003) in (Darus and Subramaniam, 2009)
4.	Mis-ordering	(1) *What daddy is doing? (2) We don't know *why are we facing these problems.	Ellis (2003) in (Darus and Subramaniam, 2009)

3. Levels of Errors

James (2013: 129-145) classifies errors into three criteria, namely modality, medium, and level. Modality refers to a situation portraying the students' behavior which can be included into either receptive or productive behavior. In language processing, the passive terms requires great mental activity and interpretive involvement of the recipient. Then, the second criterion, which is medium, indicates whether the language produced or received between spoken or written. At this stage, the errors made by the students can be seen from the speech sounds or written symbols, and it can be determined from the four language skills learned by students at the time of errors. In addition, the third criteria level determines what level of language that the students use when they are considered making errors in which there are three language levels identified, namely the level of substance, text, and discourse.

a. Substance Errors

Substance errors are regarded as errors related to the substance level of writing. More specifically, these errors are concerned with two items: misspellings and mechanics. The former happens when the learners use the wrong spelling words. The latter occurs while they produce deviant forms in term of (1) punctuation where some writers use most frequent are overuse of the exclamation (!), mis-ordering of closing inverted commas (,), underuse of apostrophe ('), over-inclusion of a comma between an antecedent and a restrictive relative clause, and miss-election of the colon instead of the comma after the salutation in letters; (2) typographic errors which are made during the typing process. This term includes

errors due to mechanical failure from hand or finger slip, but does not include errors arising from author ignorance, such as spelling errors since it can be mentioned as mistakes (of manual execution) rather than errors (of linguistic competence); (3) dyslexic is a mis-selection from two letters that can represent the same sound in English, such as “*parc*” for “*park*”, or mis-ordering like “*tow*” for “*two*”; and (4) confusable suggests that the line of demarcation between lexical and spelling errors is vague in which it happens since there are two or more words that have similarities in spelling.

b. Text Errors

The term of text is sometimes used to refer exclusively to written language units that are larger than sentences. The concept of text does not have to be limited to grammar above the sentence, because it can also be used to be a habit in linguistics. Halliday and Hasan (1995) in James (2013: 142) make it clear that texts can be spoken or written and not limited to larger units as it is stated that word text is used in linguistics to refer in every part, oral, or written, whatever the length, which form a unified whole. The text errors deal with the linguistic units such as letters, words, clauses, sentences, and combination of sentences. Text errors arise from ignorance and errors in applying lexico-grammatical rules of the language, including how these rules are exploited to achieve texture.

c. Lexical Errors

Lexis has been considered as a quite different form of grammar. Grammar is claimed to be regulated in a “*closed*” system, to be systematically and orderly. Furthermore, grammar is a part of language that can be described in terms of

generalizations or rules while lexis relates to all certain facts about language that cannot be generalized the rules (Leech, 1981: 179). Lexical errors are likely to involve spelling errors, exceeds the length of the identifier or numeric constant, appearance of illegal characters, and others.

d. Grammar Errors

Grammar has been discussed in terms of morphology and syntax that deals with text structure. In learning the foreign language, the students commit various types of errors of language, such as morphology errors and syntax errors. Morphology errors are regarded as the errors that related to the formation of words. Every language has its own process of the word formation which differs in varying degree from that of native language of the students. The students of a second language equated with the morphological processes of the target language gradually. Because of the complexities of the morphological processes of the target language, the students tend to commit the errors relating to the nominal and verbal categories of words such as number, gender, case, tense etc. Moreover, in morphological errors, the most troublesome things that are likely to appear are related to the third singular *-s*, plural *-s*, past tense *-ed*, and progressive *-ing*. Third person singular *-s* is aspect of concord, suffixed to lexical verbs, and to auxiliaries. Plural *-s* is less troublesome than third-person singular since it appears redundant when preceded by numerals and other quantifiers such as **six book* and **several tree result*. It seems though that these two rules of English (third-person singular *-s* and plural *-s*) strike the students as incompatible: they are confused by

what arises to them to be the similar marker being used to signal noun plurality and verb singularity.

On the other hand, syntax errors refer to phrase structure errors, clause errors, sentence errors and inter-sentence errors (cohesion). The first error of syntax, which is phrase structure errors, is likely to occur since there are many types of phrases. Such as Noun Phrases (NP), Verb Phrases (VP), Adjective Phrases (AJP), Adverb Phrases (AvP), and Preposition Phrase (PP). It can be concluded that there are 5 syntactic errors that can be produced, but in reality the type of phrase is not a lucrative entity as NP could be found in PP and NP. For practical purposes of doing EA at phrase level, James suggests to use the tripartite structure: modifier + head +qualifier (MHQ) where M and Q can refined in terms of positional subclasses m₁, m₂, m₃... and q₁, q₂, q₃ etc. Apart from its simplicity in use, this scheme has the advantage of consensus: syntacticians seem to agree that heads have Ms and Qs, or if you prefer specifiers and complements. So let us illustrate by analyzing a few phrasal errors: *(He is) *a cleverest boy in the class*. Mis-selection of the article placed m₁ in NP. Note that m₂ is “*cleverest*”, head is “*boy*”, and Q is “*in the class*”. The second type of syntax errors is clause errors, involves the ways in which phrases are well formed and operated with clauses. There are some of deviation on this condition, such as; the (phrase) in question is superfluous, such as *he shaved himself (*the beard)*, it is omitted: *Give *[NP] to the dog*, it is misordered: *Watson sent [to him] the letter; In 1820 [were] many villages near Berlin*, it is misselected: *He seems *{crying, to cry}*, t is a blend or hybrid: **You would be most likely get (first prize)* which is an amalgam

of *-'./ You would be likely to get and -'./ You would most likely get*. The third type of syntax errors, which is sentence errors, involves the selection and combination of clauses into larger units. Shaughnessy (1977) in James (2013: 158) calls consolidation errors, comprising the two sub-types coordination, and subordination errors. The last type of syntax errors, which is intersentence errors (cohesion), as stated by Halliday and Hasan (1976) is the term of cohesive which is used as an indicator in determining whether a text consists of a group of unrelated sentences or consisting of a group of sentences that are well connected.

4. Diagnosing Errors

a. Mother Tongue Influences: Interlingual Errors

Mother tongue or L1 affects in L2 learning causing interlingual errors. It refers to a situation in which the students have a problem to master L2 because of their mother tongues. In this case, it is believed that there are transfers from L1 to L2. It can be justified because the structures of those two languages have similarities “*positive-transfer*”. Moreover, it might prove unjustified because the structures of those two languages are different causing “*negative-transfer*” or interference, and it constraints the students in learning L2. In line with the theory of Ellis (1999: 302), negative transfer causes the students produce errors in process learning L2. However, positive transfer can be facilitation in learning L2.

b. Target Language Causes: Intralingual Errors

Intralingual errors refer to the difficulty of the second language learning. It usually occurs when the students have difficulties in using the target language, difficulties occur when the students lack of knowledge of the target language or

because the students do not know the target language very well. However, Richards (1974) states that intralingual errors refer to error made by students who are not from another language transfer but from their competence at a particular stage and illustrate some of the general characteristics of language acquisition. In the other words, intralingual errors are similar to the errors made by students in learning the language as their first language. He also classifies intralingual errors to be similar to developmental errors where errors occur during the learning process of the second language learning at a stage when the students have not really acquired the knowledge.

It can be said that intralingual errors are the cause of errors made by students because either they lack mastery in the target language or they have difficulties in using the language. James (1998: 78) states that if the students are able to correct errors in their output, then it can be assumed that the form they choose is not the intended form, and it can be said that the errors is a mistake. If, the student in any way is unable to make corrections, we assume that the form used by the learner is the intended form, and that is an error. In addition, intralingual errors refer to an item created by students, which is not based on the structure of the target language and is not influenced by their first language or mother tongue, as it is generally based on exposure from some things of the target languages. That is to say, it is likely for the students to not learn and use the target language thoroughly and apply some provisions to items that should have different provisions; thus, the errors occur (Richards, 1974:6). Richards (1974:120) distinguishes intralingual errors as follows.

1) Overgeneralization

Overgeneralization is an error that happens when the student creates a deviant structure on the basis of their experience of other structures in the target language. Littlewood (1984) in Richards (1974:120) cites the example of forming plural by adding “-s” to even irregular plurals, also generalizing the “-ed” past form. The example: “*he can sings*” (It should be “*he can sing*”) because after modal, Verb₁ should be implemented.

2) Ignorance of Rule Restrictions Involves

Richards (1974: 121) asserts that ignorance is specific in the sense that one is normally said to be ignorant of structure; the students of the second language does not obey the structure of the target language. In this type of error, the student fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the learning process of language rules. The example: “*he made me to rest*” (It should be use “*he asked/wanted/invited*”) because that is not in accordance with the intended meaning.

3) Incomplete Applications of Rules

This error may occur when student fails to apply the rules completely due to the stimulus sentence. In this case, the student fails to learn more complex types of structures because they think they can successfully communicate effectively by using only relatively simple rules so that it is likely for the students to apply incomplete rules. The incomplete rules may arise when students do not fully develop certain structures needed to produce

acceptable sentences. Examples of the application of incomplete rules can be seen on the inquiry form. Frequently, questions are used by raising sentences rather than finding something that changes practice. For example: “*do you read much?*” “*yes, I read much*” (It should be “*yes, I do*”) because “*read*” is main verb and “*do*” is auxiliary verb to be employed in present simple. Thus, the answer should be followed by the auxiliary verb.

4) False Concepts Hypothesized

Students’ faulty understanding of distinctions in the target language items leads to false conceptualization. In other words, the students’ faulty understanding of distinctions in the target language items is likely to lead to a false concept hypothesized. The example: “*he is speaks English*” (it should be “*he speaks English*”) because the term of “*speaks*” is referring to present tense so that it just needs Verb₁ as the main verb.

Additionally, Margana (2012: 137) has given the example related intralingual errors from his article which is presented in the Table 2 as follows.

Table 2. The Example of Intralingual Errors (Margana, 2012)

No	Type of intralingual Errors	Source	Errors
1.	Overgeneralization	He sings well He can sing well	*He cans sing well *He can sings well
2.	Ignorance of rule restrictions involves	He asked me to	*He made me to rest.
3.	Incomplete applications of rules	Do you like to sing? Why do you like English?	*You like to sing? *Why you like English?
4.	False concepts hypothesized	It was last Sunday.	*It was Happened last Sunday.

On the other hand, James (2013:184) states that besides L1 transfer, the learners can also produce errors when they do not know the form or the rules of target language. Here the classifications types of intralingual errors based on learning strategy-based errors are explained as follows.

1) False Analogy

The students assume that the rule of the target language from item B behaves like item A. For example, the word “*boy*” (singular) will become “*boys*” (added by “-s”) in plural. This provision tends to be applied by the students to the word “*child*” being the “*childs*” instead of “*children*”.

2) Misanalysis

The students have formed an unfounded hypothesis in the L2 or target language and the hypothesis is applied in language practice. Mostly, the hypothesis is not related to their first language, but the hypothesis does not have a strong foundation. For example, “*They are carnivorous plants and *its (~their) name comes from*”, where they use the pronoun “*its*” instead of using “*their*” since they assume that “*its*” is a plural form of “*it*” to refer to the word “*carnivorous plants*”.

3) Incomplete Rule Application

This is the converse of overgeneralization, and it can be called as under-generalization. It can be seen from the order of subject and verb “*be*” in “*Nobody knew where *was Barbie (~Barbie was)*”. In this case, the students have applied only two components of the interrogative formation rule. From the example above, it can be seen that the student uses wh-questions

involving “*verb*” followed by “*subject*“. The word of “*where*” in the sentence should be used as a conjunction. Therefore, it should be started by mentioning the “*subject*” followed by the “*verb*”.

4) Exploiting Redundancy

Exploiting redundancy can be considered as the use of words that are not needed. The characteristics of exploiting redundancy can be described by the presence of morphological forms that are considered unnecessary as well as by the use of multiple signals. Most excessive use of words comes from verbs and words that cannot be counted. The example is from the sentence “*Every day with great expectation I looked for the mail but I am **very sorely** disappointed*”. In the example above, the students should choose whether to use the word “*very*” or “*sorely*” as both words have the same function. Other example is presented in a sentence “*Tina replays that video again*” in which the right term is “*Tina replays that video*” without using the word “*again*”.

5) Overlooking Co-occurrence Restrictions

Overlooking co-occurrence restrictions means that student does not know that certain words go together with certain complements, preposition, and others. For instance, “*I would enjoy **to learn** (learning) about America*”. In the sentence, it should directly use the word “*learning*” without the need to use *to infinitive*. Another example is the use of the word “*fast*” and “*quick*” which are assumed to have the same meaning yet actually have different functions. The word “*quick*” refers to the speed of time and has an adverb form of “*quickly*” while the word “*fast*” is more directed to the measurement

of speed not in terms of time and has the same form between adjective and adverb. In the sentence “*People in America live more *quick than we do*”, it should be used the word “*fast*” because it leads to speed in terms of activity.

6) Hypercorrection (monitor overuse)

Hypercorrection results from the students over-monitoring their L2 output, attempting to be consistent. In addition, the student uses one rule of a set of forms as well in situations when the other rule must be used. In the use of the target language, the student assumes that by monitoring the use of language that is too excessive in accordance with the provisions of the target language will produce a better language, even though in general this does not apply. This happens usually because the students are afraid to make excessive errors. For example, the sentence “*seventeen year (-s) old girl*” is likely to occur in which it is considered as the simple sentence but the students are likely to make errors in using plural words. Students over monitoring their target language output, but in the other chance the students use the right rules.

7) Overgeneralization

In this case, an error occurs because the use of the target language is not suitable since it is assumed that a word can be used in all situations. For example, the words of “*other/another, much/many, none/neither, some/any, and others*”. It is not restricted to lexical pairs of course. System options such as tense-marking are also susceptible. In this area, tense-marking takes place on the verb or in the verb phrase that relate to a situation in time and situations are typically expressed. Such as in the sentence from Richard

(1974), “*she can sings*” it could be “*she can sing*” because “*can*” as a modal just need Verb₁ without suffix –s.

In reference to the above theories, this research employs seven types of intralingual errors proposed by James (2013) as the grand theory. The theory is believed as a specific and up-to-date theory from the others. The choice of theory is intended to get categorization that is more specific than other theories. When it is related to competence, it can be said that the errors which occur are purely from the lack of students’ ability in terms of competence. However, there is also a possibility that actually students are capable but sometimes errors still occur. For example, students make errors using grammar in words or phrases in a sentence, but it turns out that students do not make errors in the other sentences with the use of grammar, words, or phrases. It can be said that it is not a matter of competence but can be caused by other factors. The issue can be answered in James’ theory, which is included in the type of intralingual errors namely *hypercorrection*.

5. Factors of Errors

There are many conditions causing students to make errors. However, in general, it can be categorized into two criteria, namely internal factors and external factors. Internal factors are more directed at students themselves in mastering a language. It can be seen from a behavior of the students in the learning process. As stated by Brown (2007), those internal factors are specified by the individual students, such as motivation, attitude, personal practice, and study habits. Each of these factors is in accordance with the learners’ ability to acquire a target language.

Motivation is a combination of intellectual or physical effort and emotional arousal to achieve a set of goals in language learning (William & Burden, 1997). It is considered as an important process or complex phenomenon whereby goal-directed activity is instigated and sustained in a foreign language classroom which students make choices to pursue their goal (Dornyei, 2001; Brown, 2007). In brief, motivation is the students' willingness, impulse, or enthusiasm that involves the effort to achieve the goal in language learning.

There are two types of motivation as stated by Deci in Brown (2001), which are intrinsic and extrinsic motivation. Intrinsic motivation is the one in which there is no apparent reward except one itself. According to the perspective of intrinsic motivation, people seem to engage by their own sake not because of the leading to get rewarded. On the other hand, extrinsic motivation is carried out in anticipation of a reward of outside and beyond one self. The typical extrinsic rewards are prizes, money, grades, and even certain types of positive feedback. From both of them, intrinsic motivation strongly plays a significant role in one's success in foreign language learning. Then, language teaching and learning in the classroom must be done by building up students' intrinsic motivation.

On the other hand, attitude is a major internal factor that gives significant influence to the success of foreign language learning and teaching. Attitude, in which it meets the concepts of way of behaving or behavior, is defined as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related (Hermann-Brennecken, 2013). Attitudes are

crucial in language learning. Language attitude is an important concept because it plays a key role in language learning and teaching. Attitudes are internal states that influence what the learners likely to do (Istiyani, 2014: 101).

Moreover, the rule of attitude is affecting the students' motivation in increasing their quality of personal practice, and study habits. Attitude is included into the main internal factor to language learning, and it also becomes the predictor of successful language learners. The mutual dependence dynamic of attitudes and language learning requires a holistic interpretation. The dynamic relationship between attitudes and language learning affects the students not only with respect to the processing of information and identification with people of groups, but also with respect to motives and the relationship between language and culture as well as their place within the existing linguistic and cultural diversity.

Apart with internal factor, external factors highlight the causes why the students make errors from outside or from the student environment. As stated by Browns (2007) that external factors can be different for each individual, but their common attribute is that they are based solely on the circumstances outside of the control and influence of the students. In this case, external factors can cause the students to lose focus while writing texts or in examinations. The lack of focus, nervous and depressed can make the students over-monitoring their L2 output, attempting to be consistent.

To sum up, internal and external factors can be the reasons why the students produce errors. However, internal factors become the main cause

influencing students to produce errors, especially in intralingual errors. It is because intralingual errors are related to master the target language. If the students master the target language well, the less error they make. While external factors affect more students making errors related to hypercorrection. This could be due to lack of student focus, under conditions of stress, fatigue and so on in writing.

C. Review of Previous Research

This research employs five prior previous studies. The first research was conducted by Alfiyani (2013) who conducted the research entitled “*An Analysis of Grammatical Errors in Writing Among The Second Semester Students of English Department of Yogyakarta State University in The Academic Year of 2011/2012*”. The topic of this research was related to the students’ issue in grammatical errors, especially on writing that happens in the final examination. The objective of this research was to portray the grammatical errors in writing made by second semester students of English Department and to decide the causes of sources of those errors. The subject of this research was taken from class G which had 20 students and 8 repeaters. The researcher used qualitative and quantitative research design. The researcher also used writing test results as the key of instrument. In this research, the researcher used comparative taxonomy that involves intralingual, interlingual, ambiguous, and unique errors to classify of errors. The results of the research showed that intralingual has percentage 35.99 % and frequency 302, interlingual has percentage 22.76 % and frequency 191, ambiguous has percentage 35.04 % and frequency 294 and the last is unique that has percentage 6.19 % and frequency 52%. It means that the highest percentage of students’

errors source is intralingual factor. On the other hand, the unique factor was the lowest percentage of errors' source.

The second research was carried out by Muslim (2014) who conducted the research entitled "*Error Analysis of The Second Semester Students' Writing of Study Program of The English Education of Stain Palangka Raya*". The topic of this research is related to errors that performed by the students in descriptive paragraph. The purposes of this research are to describe the types of errors and to discover the causes of errors of the students on writing descriptive paragraph. The data are taken from sixteen students who had studied about descriptive paragraph. To analyze the data, the researcher used Dulai's theory which consists of nine types of errors and Jack C. Richards's theory which consists of five causes of errors. The researcher used quantitative approach and content analysis method. The researcher also used two instruments (test and documentation) in collecting the data. Then, for analyzing the data, the researcher used several techniques involving identifying errors, describing errors, explaining errors and evaluation errors. The result of the research shows that there were 33 errors (28.70%) in omission: grammatical morphemes, 23 errors (20%) in omission: content morphemes, 18 errors (15.65%) in addition: simple addition, 16 errors (13.91%) in misordering 12 errors (10.43%) in misformation: alternating forms, 8 errors (6.96%) in misformation: archi-forms, and 5 errors (4.35%) in addition: double markings. Those 103 errors made by the students categorized in 4 of 5 causes of the errors which are: Intralingual errors: Incomplete application of rules: 49.51%, Intralingual errors: Ignorance of rules restrictions: 23.30%, Intralingual errors: False Concepts Hypothesized: 4.85%

and Interlingual errors: 22.33%. It means that the highest percentage of students' errors source was intralingual factor.

The third previous research was conducted by Sari (2015) who conducted the research entitled "*Interlingual Errors and Intralingual Errors Found in the English Narrative text Written by SMP, SMK and University Students' in Lampung*". This research is related to a phenomenon about any errors from target language created by the students. The purposes in this research are to investigate the errors committed by these EFL students in order to find out (1) the types of interlingual errors and intralingual errors, (2) the frequencies of interlingual errors and intralingual errors, (3) the similarities and differences of interlingual errors and intralingual errors in Junior and Senior high school and also in university. The researcher used qualitative descriptive as the research design, and used writing test as the data collecting technique. Respondents of this research are 90 consisting of 30 eight-grade students of Junior High School, 30 eleven-grade students of Vocational school, and 30 fourth-year students of university. The result of this research shows that (1) the types of interlingual errors and intralingual errors performed by Junior High School students, Vocational students and University students are divided into 2 levels; they are morphological level and syntactical level, (2) the frequent of interlingual errors in SMP were 36 cases (30.26%), in SMK were 39 cases (36.77%) and 9 cases (10.98%) in University. The frequent of intralingual errors in SMP were 83 cases (69.74%), in SMK were 70 cases (64.23%) and 73 cases (89.02%) in University, and (3) The similarities of interlingual errors and intralingual errors are found in SMP, SMK and

University are 2 types in morphological level, they are the use of L1 structures and omission of BE in nominal sentences, also 2 types in syntactical level, they are the use of present BE in past event and the use present Verb in past event. The differences of interlingual errors and intralingual errors are found in SMP, SMK and University were (1) in SMP there were eight types' errors that found in the students' writing, (2) 3 types of errors are found in SMK, and (3) 2 types of errors found in University. The conclusion of this research confirmed that the highest error performed by the participants is the intralingual errors.

The fourth research was conducted by Pratiwi (2015) entitled "*Interlingual and Intralingual Errors of Writing Narrative Text Made by Junior High School and Senior High School Students*". The topic of this research is about the interlingual and intralingual errors committed by English Foreign Language students in writing narrative text. The aims of this research are to find out (1) the types of interlingual errors and intralingual errors, (2) the frequencies of interlingual errors and intralingual errors, (3) the similarities and differences of interlingual errors and intralingual errors in Junior and Senior high school. The result of this research shows that (1) the types of interlingual and intralingual errors performed by Junior High school and Senior High School divided into 2 levels, they are morphological level and syntactical level, (2) the common of interlingual errors in Junior High School 27,82% and 14,04% in Senior High School while the common of intralingual errors in Junior High School 72,17% and 85,96% in Senior High School, and (3) The similarities of interlingual and intralingual errors found in Junior High School and Senior High School are 2

types in morphological and 2 types in syntactical. The conclusion of this research confirmed that the students performed a large number of errors. Most errors performed by both Junior High School and Senior High School students is intralingual errors. The most students' errors in intralingual were in overgeneralization and incomplete application of rule.

The fifth research was conducted by Chandra (2017) entitled "*An Analysis of grammatical errors in EFL College Students' Proposal Thesis Writing*". In this research, the researcher conducted the research because of writing thesis proposal is indeed the most complicated subject course to conduct for many college students. As a result, the research wants to focus on exploring the errors made by the students since in writing thesis proposal the students often make errors. The aims of the study were formulated as (1) to discover the most common grammatical errors performed by the students in writing their thesis proposal and (2) to discover the source of the grammatical errors performed by the students in writing thesis proposal. Qualitative descriptive was applied as the method, and documentation was used as instrument in this research. The data were collected from 15 thesis proposals of fourth semester English Department students. The result reveals that the most common error performed by the students in linguistic taxonomy fall into the errors use of passive voice, subject-verb agreement, tense verb, part of speech which are comprised 79.38 % of total grammatical errors, while in the surface taxonomy falls into the omission and misordering errors which are comprised 71.73 % of total errors. The sources of errors are found in intralingual transfer such as overgeneralization and incomplete application of

rules which involve 65,64 % of total of errors. The conclusion of this research was the students have significant problematic issues in grammar mastery in writing thesis proposal. The most dominant grammatical errors performed by the students in writing thesis proposal falls into intralingual errors which compromised 65.64 % of total sources of the errors they made.

In this research, the researcher conducts different case from the previous studies. Firstly, all the previous research conducts the research in order to discover errors in interlingual errors and intralingual errors. However, the result shows that intralingual errors rank the highest error performed by the students in the process of writing. It can be proven from the results of the research that conducted by some researchers. Because of that, in this research, the researcher deals to conduct research focusing on intralingual errors with different theory suggested by James (2013) that goes into more details than other theories. He divides seven categories of intralingual errors as learning strategy based on errors including false analogy, misanalysis, incomplete rule applications, exploiting redundancy, overlooking co-occurrence restrictions, hypercorrection and overgeneralization (system-simplification). The choice of theory is intended to get categorization that is more specific than other theories. Related to competence, it can be said that errors occur in the writing text are purely from the lack of students' ability in terms of competence.

Secondly, the previous researchers are mostly conducting the research at Junior High School, Senior High School, as well as at the university focusing on the first-year students. In this level, second language learners certainly still have

deficiencies in the mastery of a language which caused the errors still occur on their writing. Thus, the results of the research at that level have already been confirmed. Conducting research in the fourth semester is needed to determine the level of success of language learning. However, no research had been found yet in the fourth-semester or in high level students, especially in Ahmad Dahlan University. In the fourth semester, students are expected to have more adequate abilities and should be making errors as minimal as possible. If some errors still occur, correcting methods, learning materials and all that supports the learning process have to be done.

Thirdly, in the previous research, the researchers used narrative and descriptive text while this research uses discussion text. The selection of discussion text as a writing test is also adjusted to the curriculum of the university. Actually, there are some types of texts including reviews, discussion, explanation, and argumentation. However, in this research, the researcher decided to choose discussion text in order to improve their critical thinking and explore their opinion. Moreover, in the 21st century, the students are expected to be more creative in improving their critical thinking. It is very crucial to relate it with the learning material to support the goal of teaching and learning.

D. Conceptual Framework

The purpose of the research is to investigate linguistic problems in grammatical within the process of writing by analyzing intralingual errors of the student's writing at English Department. The present research is also intended to draw teacher's attention to the students because it is necessary to determine the

areas that require remedy in order to think of appropriate solutions to improve the writing skill of the English Department students, where the students of English Department are expected to demonstrate a great English proficiency in writing research to fulfill graduation requirements.

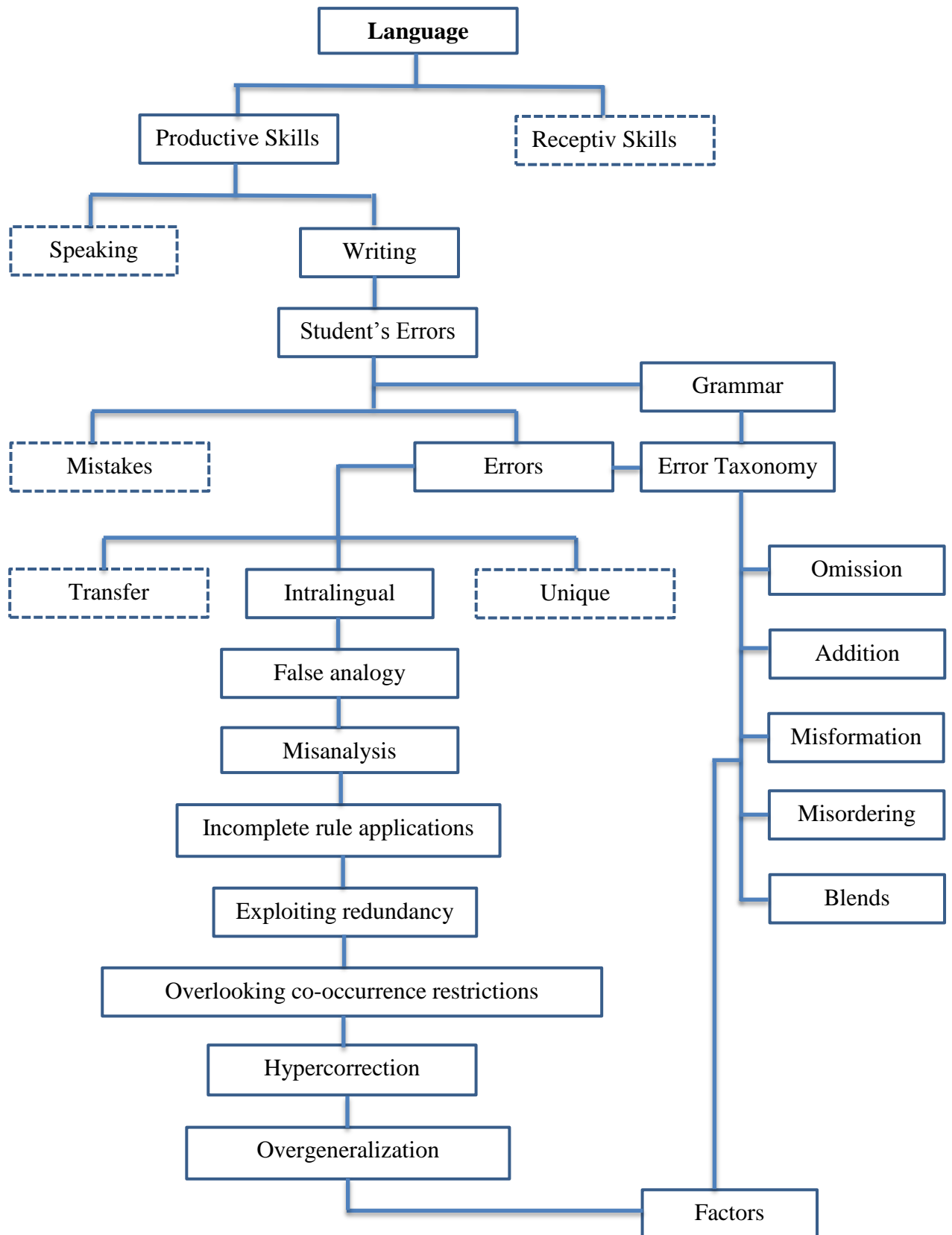


Figure 2. The Conceptual Framework

