

CHAPTER II

LITERATURE REVIEW

A. English Grammar

1. Definition of English Grammar

For EFL learners, the most common interest in language learning lies in understanding how they think the language works for a lot of different ways and one of them is grammar. Grammar is a science of linguistics or the study of language which is comparable to words and phrases which when combined will produce sentences in the language (Corder, 1981). In the field of language learning, grammar is the most discussed one because grammar is specifically designed for the purpose of teaching or learning foreign languages, or to develop awareness of the existence of mother tongue. According to Corder (1981), grammar like this prioritizes the accuracy of using a language and does not concentrate on a style of analysis and theory. On the other hand, Halliday & Matthiessen (2004: 29) define grammar as the rules of a language governing classes of words, their interpretation, functions and relations in the syntactic structure of sentences in a language.

In simple terms, grammar of a language can be interpreted as a structure or system of language by using a syntactic structure properly according to the rules of the target language. In other words, it is important for language users to be able to accurately produce sentences according to the order in which words are placed and the types of words used. As a result, teaching language skills and developing a command of a known language, are often necessary to allow language users to communicate using the language, in this case, English.

2. Grammatical Errors

Grammatical errors are descriptions of prescriptive grammar which aim to express unconventional or controversial examples of grammatical

errors. This is like an error that occurs due to the location of the change in the wrong place or using the wrong verb. There are several things that are included in grammatical errors such as errors in factual logic, typography, spelling and errors in punctuation (Corder, 1981). In other words, errors can occur at the level of individual words (e.g., in orthography where affixes, vowel and consonant clusters and inflected forms play an important role).

Keizer (2015: 14) explains that the most common challenge in English grammar is at sentence level involving the order of words and punctuation marks, as well as combining simple phrases into compound sentences. After that, the errors in connecting sentences and identifying them with the rest of the text produce discourse problems. Uibu & Liiver (2015: 62) suggest that ignoring mistakes can affect a student's linguistic development. Hence, it is crucial for teachers to respond to students' grammatical errors in an appropriate way by determining the sort of error and whether it is necessary to correct it, or when it should be corrected, and which method to employ.

3. Causes of Grammatical Errors

There are some causes that affect learners to make errors when learning language. These errors may appear in the process of writing including the pre-writing and proofreading, which is closely related to the awareness of errors and students' strategy to avoid them (Ellis, 2015: 65). Other than that, grammatical errors are also caused by other factors and Richards (1997: 3-18) states there are two main causes: interlingual and intralingual errors. According to James (2013: 179), the interlingual errors mostly occurred due to the interference of the learner's mother tongue (L1), while intralingual errors occurred due to overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized. In the following, the causes are illustrated briefly.

a. First Language Interference

The interference of the learner's mother tongue appears because the learners' target language is affected by their mother tongue which contains different construction with the target language. For example: *uniform school, book interesting.*

b. Overgeneralization

Over-generalization happens when the learner makes an unusual construction based on his experience of different construction in the target language. For example: *He will runs.; It is occurs.; We are study*

c. Ignorance of Rule Restrictions

Ignorance of rule restrictions is caused by the learners are failed to learn the limitations of target structures, that is, the use of regulations to contexts where they do not use. For instance: *That is the girl who I met her.; This is not fit to drink it.*

d. Incomplete Application of Rules

Under the category of incomplete application of rules, the appearance of construction deviancy shows the level of development of the rules needed to make correct sentences. For instance: *How long does it take? It take one minute.; What's she doing? She opening the door.; What was he doing? He doing his homework.*

e. False Concepts Hypothesized

False concepts hypothesized happens because there is misunderstanding on the difference in the target language. For instance: the confusion on the use of too, so, and very, the confusion on the use of articles, prepositions, and so on.

4. Types of Grammatical Errors

In the taxonomy of surface structure, Ellis and Barkhuizen (2005:61), conclude into four categories which are then proposed to provide an explanation regarding how sentences are derived in the right form. This is because the students are changing the surface structure.

a. Addition

Addition is indicated by the presence of items that should not appear in the sentence. This is because in well-formed speech there is no occurrence of unwanted items, for example:

- 1) My husband did not bought me flowers on our anniversary (Wrong)
- 2) My husband did not buy me flowers on our anniversary (Correct)

b. Omissions

Omission is characterized by no particular item that must appear in the sentence. This can usually happen at the initial stage of acquiring a second language, for example:

- 1) My sisters very pretty (Wrong)
- 2) My sister is very pretty (Correct)

c. Misordering

Misordering is indicated by the incorrect placement of certain morphemes, for example:

- 1) She fights all the time her brother (Wrong)
- 2) She fights her brother all the time (Correct)

d. Misformation/Selection

Misformation or selection is characterized by the use of incorrect morpheme forms or certain structures, for example:

- 1) Me don't like it (Wrong)
- 2) I don't like it (Correct)

5. The Importance of Grammar in English Writing

Grammar plays an important part as the foundation of our ability to communicate. Mitchell *et al.* (2013: 94) the more we understand how it works, the better we can take account of the meaning and effectiveness of the language we and others use. On the other hand, it can aid in the development of precision, the detection of ambiguity, and the utilization of the richness of expression accessible in English as suggested by James (2013: 7). As a result, a good English writing is also a writing that has a characteristic of correctness in its grammar usage.

It is also believed that communicating using written media can run smoothly under certain situations. Fontaine (2013: 139) suggests that if the language used in the writing is neat and organized according to the correct grammatical rules, only concrete language and in accordance with the context can help the reader understand the meaning or intent of each sentence that has been written by the author. This is fundamental as the cause of the importance for students to be able to learn a foreign language or English, especially in composing sentences that are correct and grammatically acceptable.

Language acquisition has evolved over the years with a growing concern for appropriate grammar. Educators are more focused with language fluency rather than syntax, which originates from a communicative language education approach rather than a traditional syntactical approach (Hu, 2012: 596). This lack of grammar instruction correlates with a technological era that has similarly influenced a generation to abandon traditional communication approaches. In professional career, it is crucial to evaluate not only employer requirements, but also how clients think and feel about informal communication methods while researching how a lack of grammar in school affects the professional context.

A study by Soegiyarto *et al.* (2022) explains that the translation method of traditional grammar is a concept in which there are things that emphasize certain things. For example, more emphasis on teaching language rules and translations while teaching communicative grammar leads to teaching English for things. This then aims at communicative that prioritizes the system of language meaning. Richards & Rodgers (2014: 80) then conclude that this concerning idea requires a balance between the communicative language approach and traditional syntactical approach in the classroom, so that teachers can support the students to develop good writing skills in academic setting and in professional path later on. This once again highlights that appropriate grammatical structure and sufficient grammatical knowledge are still important in communicating through English writing.

B. Recount Text

1. Definition of Recount Text

Recount text is a text that is written to tell events or events in the past. According to Janssen *et al.* (2006: 37), recount text is one of the materials contained in English subjects, which uses a sequence of events and transition of tenses (past and present) in the text. For this reason, recount text can be challenging and teachers will need to make it easier for students to write the text by providing assistance to the students in the writing process as well as in sessions.

2. Language Features in Recount Text

Recount text is a type of text that contains stories about the past or experiences that existed in the past in a simple way from the context. This means retelling a story that happened in the past, so the tenses used when writing the story are simple past tense, adverb of time that implies past time, and connecting words that implies a sequence most likely (Koski *et al.*, 2016: 126). From the simple past tense, the writer must also use an

adverbial phrase or adverb of place and time to make it sound more real because the reader will also want to know about where and when the story happened in the recount text writing.

3. Types of Recount Text

Recount Text is divided into several sections. According to Knapp & Watkins (2005: 235), a recount text is included in the 3 types, namely factual recount, personal recount, and imaginative recount.

a. Factual recount

In factual recount, the writer writes the text of the story according to the facts of the story that apply or happened in the past, these facts such as scientific reports, police reports if there are incidents involving certain authorities, or real events in history.

b. Personal recount

In personal recount, the author writes a story based on events or experiences that the author has experienced in the past.

c. Imaginative recount

In imaginative recount, the writer writes a story based on the imaginative experience that the writer gets through his imagination.

4. Generic Structure of Recount Text

As explained before, recounts are sequential texts that do little more than order a series of events in a chronological order. Every text, no matter how simple, contains generic structure. According to Knapp & Watkins (2005: 225), recount texts have generic structure as follow:

a. Orientation

In this orientation section, the author must write down the characters or figures contained in the story, the location where the story occurs and the time or time the event or story begins.

b. Events

In this section the author illustrates about something that happened in the past in accordance with a series of writings to indicate and clarify what happened in the event the author can use the sentences on the first time, when, on the next day, on our last day, in Friday morning, etc.

c. Re-orientation

In this section is the final part of the recount text writing framework, in this section the author can write the conclusion of the story and can also write down the impression of the story.

Last Wednesday, I came late to my school because I played Play Station until 2:00 a.m. in the night, because that I woke up late.

I woke up about 6:30 a.m. and the class would be begun at 7:00 a.m. I ran to bathroom to take a bath., but in that day I did not do that.

I always went to school by my motorcycle, but in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time, I arrived at school at 7:15 a.m., I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

Figure 1.1. Example of Recount Text taken from Bashir (2017)

C. Grammatical Errors Classification of the Present Study

Category of error classification Ellis & Barkhuizen (2005: 56), error categories should be organized systematically according to the similar features of each error not only that Ellis and Barkhuizen propose 3 techniques which are very helpful in classifying error categories: 1) Pre-selected categorical approach; 2) Let the errors determine the categories; and 3) Quick check approach.

1. Pre-selected Categorical Approach

The error categories have previously been determined based on preconceptions related to the most common problems. The errors that have been previously assessed are errors found in previous occurrences that serve to fill in the categories. This technique looks very easy and fast to do. This is because the error is only intended as a check mark on the list of category words that have an error.

2. Category Self-Determining Error

This technique is a process for grouping errors that occur when collecting problems that exist in certain grammar. This technique has a great opportunity for errors to determine the selected category after data collection by using the sorting and resorting process in the end the errors will select and categorize themselves.

3. Quick Check Approach

This technique is more suitable if applied by classroom teachers who have the intention to immediately investigate the extent to which the teaching materials that have been taught by them are two grammatical error classifications and the current study in this research the researcher applies the pre-selected category approach. It is one of the error classification techniques which is under the error analysis proposed by Ellis & Barkhuizen (2005: 56). Previous researchers made a design related to the grammatical error classification framework which contains two main types of grammatical errors, morphological errors and syntactic errors.

D. Relevant Previous Studies

There have been many researchers who made grammatical errors in the English language of the research title. Several previous studies were presented

to ensure that there was no plagiarism or duplication there were several studies that had been researched and related to this research.

The first, Qamariah *et al.* (2020) conducted a research entitled “An Analysis of Students' Grammatical Errors in Writing English Text in the Second Grade Students' of SMK-SMTI Banda Aceh”. In this study, the researchers used qualitative research. The results of this study were that there were 11 categories of grammatical errors, namely errors in using verbs, tenses, (singular/plural nouns), adjectives, prepositions, to be, articles, modal/axillary nouns, objective pronouns, and phrasal verbs. but the biggest factor of error in this study is the use of verbs which reaches 15 errors there are also errors when using tenses which consist of 13 words. The 10 students still have difficulty in placing the time of an event (past, present, and future). In the use of adjectives there are 5 errors using prepositions, 1 error from articles, 1 error from using nouns, 1 error from using objective pronouns, the last 1 error from using phrasal verbs.

Second, Wulandari (2014) conducted research entitled “Grammatical Error in Article Abstract of Indonesia Scholarly Journal”. Based on this study found 159 grammatical errors in abstract journal articles. The biggest error was in error of omission reaching 72 writing errors with a percentage reaching 41.9%, formation errors reaching 57 with presentations reaching 33.1%, addition errors reaching 27 with presentations reached 15.7%, the last one was error of misordering 16 errors with a percentage reaching 9.3%.

Third, Erlangga *et al.* (2019) with the research title “An Analysis of Grammatical Errors Made by the Seventh Grade Students' of SMP Negeri 2 Sukawati in Writing Descriptive Texts in the Academic Year (2018/2019)”. This study aims to describe the types of errors made by students in descriptive texts of 7th grade students of SMP Negeri 2 Sukawati. There are two problems in this study, namely 1. What types of grammatical errors were made by students? which is the cause of grammar errors made by students in this study using research instruments including writing assignments, guidelines, interview guides, and cell phone recorders. The results of this study found a

total of 541 errors, omission is the biggest mistake made by students, there are three causes, namely: correlation (40.67%) this is caused by first language interferences (53.42%) and translations (5.91%).

In conclusion, the findings of several previous studies showed that the biggest factor that affects errors is Omission and the most common grammatical features with errors of use in writing are verbs, tenses, singular/plural nouns, adjectives, prepositions, articles, modal/axillary verbs, objective pronouns, and phrasal verbs. However, these studies focused more on the errors made by the students in their writing. Hence, the present study focuses on this issue and adds another to describe the focused problem as mentioned in Chapter 1 Introduction, which is the causes of the grammatical errors made by the students in their writing.