CHAPTER II

LITERATURE REVIEW

This chapter explains the theoretical review and theoretical framework of this research. This chapter briefs the researchers' theoretical used in this research.

A. **Theoretical Review**

1. **Writing**

Writing is one of the language skills in addition to listening, reading, and speaking skills. In this section, the author will explain the definition of writing. There are several opinions about writing. According to Silaban (2017), basically writing is not only in the form of generating thoughts and feelings, but also ideas, knowledge, knowledge, and one's life experiences in written form. Therefore, writing is not a simple activity and does not need to be learned, but must be mastered. Indot (2018) argues that writing ability is the ability to be able to express new ideas in written form clearly and completely. So, these ideas are easy to understand and reach by others. In addition, Virdyna (2016) defines that writing is an interesting activity, it can provide benefits for students even though basically there are difficulties in writing but it is still a useful, essential, integral, and fun part. Based on some of the above, it can be said that writing is a series of ideas in conveying ideas or through writing to be visited.

2. Grammar in Writing

Zhang (2011) states that grammar is the language rules that apply in speaking and writing. Grammar is the most important aspect of writing. This reflects the meaning, genre, and results of the discourse of an article (Wahyuningsih, 2015). Faisan and Suwandita (2013) say that grammar contains the rules that make up a language. In the opinion of Djiwandono (2011: 130-131) explains that grammar is related to the ability to understand words at the morphological level, and the ability to understand sentences at the syntactic level. Based on some of these opinions it can be said that grammar is a description of the ways in which words can change the form of sentences and grammar is also a theory of language, about how to open and how it works. Therefore, grammar is very important to be understood and mastered by students in English skills, especially in writing skills.

Writing by paying attention to the grammatical rules that really makes the writer successful in conveying the information contained in the writing to the reader. In this case it can be said that the correct grammar will produce good writing. The correct grammar consists of the correct article, correct sentence structure or arrangement, correct subject-verb agreement, and so on. If a writer can use the correct grammar in his writing, it is considered successful in producing effective and communicative writing.

3. Grammatical Error

Based on the statement of Garner in Owu-Ewie and William (2017), grammatical error is a term used in grammar which aims to indicate incorrect, unusual usage, for example the wrong modifier or the wrong verb. In addition, Owu-Ewie and William (2017) also classify grammatical errors as agreement errors (subject-verb agreement and noun agreement), tense errors (past or present, etc.), errors in numbers (singular or plural), errors in prepositions, errors in articles, and errors in conjunctions. Hernandez (2011) states that grammatical errors can occur due to incorrect structures, such as incorrect verbal forms and syntactic problems. James in Fara (2020) classifies errors in grammar into two types, the first is morphological errors which are related to words and morphemes, then the second is syntactic errors which are related to phrases or sentences. Burt and Kiparsky in Parisa (2011), grammatical errors are errors that are not in accordance with grammatical rules and cause bad writing results. Meanwhile, according to Ellis in Danylenko (2020) explains that grammar in general is about the principles that determine the formation of words, phrases, and sentences.

Based on several definitions from these experts, it can be concluded that grammatical errors are significant deviations from the written grammar. Therefore, grammatical errors are an important thing for learners to pay attention to because they will affect the system of a

language. In addition, grammatical errors in an article will affect the meaning of the text. In this case, English learners must be able to understand what are the rules of grammar in English as well as how to apply them properly, especially in terms of writing in order to produce good and correct writing and the information contained in it can be conveyed properly.

4. **Errors Analysis**

Errors that occur in learning foreign languages, especially in English, are cases that are often made by students and are quite difficult to avoid. Carl James in Pichette (2018) defines that error analysis is the process of determining the occurrence, nature, causes, and consequences of unsuccessful language. Richards in Tira (2018) states that error analysis is an activity carried out to reveal errors found in writing and speaking. This error analysis is also a study of the mistakes made by foreign language learners. Error analysis activities can be carried out to (a) find out how far someone knows language, (b) find out how someone learns language, (c) obtain information about common difficulties in language learning. In the definition it emphasizes the error analysis function. In addition to this definition, there is another concept that explains error analysis, namely from Brown in Selvia (2018) which explains that error analysis is a process for observing, analyzing, and classifying deviations from the second grammatical rules. The concept is the same as that stated by Crystal in Nur (2016) that error analysis is a

technique that aims to identify, classify, and systematically interpret unacceptable forms produced by someone who learns a foreign language, using one of the following: principles and procedures provided by linguistics. From these definitions, it can be concluded that error analysis is an activity that aims to identify, classify and interpret or describe the errors made by someone in speaking or writing, especially in English.

5. **Sources of Errors**

Based on the opinion of Brown in Agung (2014) that there are four sources of error including, interlingual transfer, intralingual transfer, learning context and communication strategy.

a. Interlingual transfer

This is a negative influence of the first language. Students are familiar with their first language which the students themselves can refer to.

b. Intralingual transfer

This is a negative transfer within the target language itself which results in an incorrect generalization of the target language.

c. Context of learning

This is related to the context to which it refers. For example, in a classroom context, teachers or textbooks can guide students to make false hypotheses about the language. that is, students have the wrong hypothesis on the teacher's explanation.

d. Communication strategy

This is related to learning style. The students use production strategies to enhance their message clearly.

Another expert who discusses the source of error is Richards in Schumman, Stenson, and Akhmad (2017) in his article "Error Analysis and Second Language Strategies". He classified the sources of error into six points, namely:

a. Interference, namely errors made due to the transfer of grammatical and/or stylistic elements from the source language to the target or target language.

b. Overgeneralization, is an error that occurs due to the expansion of the target language rules to an area that does not apply.

c. Performance errors are unsystematic errors and occur due to memory lapses, fatigue, confusion, or emotions.

d. Markers of transitional competence, are errors that occur from a normal sequence of development in the process of learning a second language.

e. Strategy of communication and assimilation, is an error that occurs due to efforts to communicate in the target language without paying attention to grammatical elements.

f. Teacher-induced error is an error caused by the pedagogical procedures contained in the text or used by the teacher.

6. Types of Errors

According to Corder in Bandar (2019) errors are divided into four categories, namely as follows: (1) missing mandatory sentence elements, (2) insertion of non-mandatory elements, (3) incorrect sentence selection of elements, (4) errors in the placement of sentence elements. Another type of error is in Dulay's theory in Dewi (2017), classifies errors into four categories of errors, namely:

a. Errors based on linguistics category

In this category, errors are classified according to one or both of the language components or certain linguistic constituents of the consequences of these errors. These language components contain phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

b. Errors based on surface strategy taxonomy

This category focuses on the way the surface structure is changed. There are four categories presented to explain how sentences are conveyed in the correct form, this is because students usually change the surface structure. Not infrequently students omitted, omitted words that were needed, added unnecessary, misformed, and misordered. Therefore, Dulay classifies errors based on the surface strategy taxonomy into four categories, including Omission, Addition, Misinformation, and Misordering.

1) Omission

   In this omission error, it is indicated by the omission of a certain item that must be in the right sentence form. There are two kinds of omission errors, namely the omission of content morphemes and the omission of grammatical morphemes. When you make a mistake, omitting the contents of a morpheme will greatly affect the meaning of the sentence and can change the meaning of the sentence. For example, the omission of the predicate in a sentence. While the omission of grammatical morphemes is related to grammatical errors. For example, *"While I sitting, she hear something."* In this sentence there is an error in the omission of *verb to be* and inflection *'-d' or '-s'* from the verb. The correct sentence should be, *"While I **was** sitting, she **heard** something."*

2) Addition

   This addition error is indicated by the addition or appearance of certain items that should not be part of the sentence. There are three kinds of errors in addition errors, namely double marking, regularization, and simple addition. Double marking is two items marked for the same feature. For example, *"He **did not meets** me last night."* The sentence is in the form of a negative past tense where the past *verb to do + not* formula is used, and there is no need to add any inflection to the verb regardless of the subject of

the sentence. The correct sentence should be, *"He **did not meet** me last night."*

The next addition error is regularization which can occur because of the uncertainty between regular and irregular forms. For example, *"I **putted** your **snacks** on the table yesterday."* In this sentence there are two addition errors that occur in the words *'put'* and *'snack'*. *'Put'* is an irregular verb, so, adding the inflection *'-ed'* at the end of the verb is grammatically wrong, and *'snack'* is a noun that cannot be counted and cannot be added with a plural inflection. The correct sentence should be, *"I **put** your **snack** on the table yesterday."*

And the last addition errors are simple addition errors which are addition errors that are not included in double marking or regularization. For example, *"**I going** to office every day."* In the sentence there is a simple addition of inflection *'-ing'* at the end of the word *'go'*. The correct sentence should be, *"**I go** to office every day."*

3) Misformation

This error is characterized by improper composition or morpheme in a sentence. In this misformation errors are divided into three types, namely, regularization, archi-forms, and alternating forms. Regularization in misformation errors occur when an irregular form is incorrectly formed, and a regular form

is placed instead. For example, *"I **sitted** on the terrace <u>this</u> <u>night</u>."* In this sentence, the verb *'sit'* is intended to change into an irregular past form because the context of time is past. In order to use the correct form, the verb is misformation thinking that the verb is a regular form, so, to change it to verb 2, an inflection is added. The correct sentence should be, *"I **sat** on the terrace <u>this</u> <u>night</u>."*

The next type of misformation errors is archi-forms. This error occurs when there is an error in the choice of students from one form to represent those in class. For example, *"Rei **are** not know of the exam material."* In the sentence there is a misformation of the verb in the sentence. Instead of a *verb to do*, a *verb to be* is used. The correct sentence should be, *"Rei **does** not know of the exam material."*

The last misformation errors are alternating forms. This error is caused by the development of the learner's linguistic knowledge, especially in grammar and vocabulary. For example, *"She will go to the store book **when she to house**."* In the sentence there is a phrase in bold which is difficult to understand because the grammar used is wrong, but if you look at the context, it should mean *'when she go to house'* or *'goes home'*. The correct sentence should be, *"She will go to the book store **when she goes home**."*

4) Misordering

In this error is indicated by the wrong order of morpheme(s) in a sentence. For example, *"Dini has **parents rich**."* In the sentence there is an adjective phrase at the end of the sentence that is in the wrong order. The sentence should be, *"Dini has **rich parents**."*

c. Error based on comparative taxonomy

This taxonomy classifies errors by comparing errors in the second grammar commonly made by learners with other types of constructions that are often made by children learning the first language. In this comparative taxonomy it is divided into four categories of errors, including developmental errors, interlanguage and course errors, ambiguous errors, and other categories of errors (Dulay in Dewi, 2017).

d. Errors based on the communicative effects taxonomy

This taxonomy is different from the surface strategy taxonomy and the comparative taxonomy. This taxonomy deals with errors from perspective and their effects on listeners or readers. In this taxonomy there are two types of errors, namely global errors and local errors.

In this study, the researcher focuses on analyzing grammatical errors using Dulay's theory, namely Surface Strategy Taxonomy.

7. Step of Error Analysis

Gass and Selinker in Emmaryana, they give the opinion that there are several procedures in the analysis of errors made by students, namely:

a. Fault identification. This is related to what the error is. For example, wrong order of tenses, wrong verb form, etc.

b. Classification forms. It's about whether it's a mistake or just tense only.

c. Quantify errors. This relates to how many errors occur in the sentence.

d. Error source analysis

e. Remediation

In addition, according to Corder as quoted by Ellis and Barkhuizen in Fara (2020) states that there are five steps in error analysis, including:

a. Collection of a samples of learner language

At this stage, it provides data for error analysis. Then the researcher must determine the number of students who are the samples of the research and the researcher will give a written test to the students to collect data.

b. Identification of errors

At this stage, the researcher will identify errors from the data that has been collected. In this case, the researcher compares the

sentences made by the students with the correct sentences in the target language.

c. Classification of errors

At this stage, after the error identification stage has been carried out, the next stage is a description of the error. In this case, all errors that have been identified will then be classified into error types.

d. Explanation and evaluation of errors

At this stage will be explained about why the error occurs and evaluate the error and must decide on the criteria for the error to be corrected. The purpose of evaluating errors is to distinguish which errors will be corrected.

In this study, the researcher will use the error analysis procedure according to Corder as quoted by Ellis and Barkhuizen to analyze the grammatical errors made by students in constructing cause and effect essay.

8. **The Importance of Essays**

One of the practical activities that involve writing activities is writing essays. According to Davies (2017: 3) interprets an essay as a prose essay that discusses a problem from the author's perspective. An essay is a piece of writing that describes the opinion of the author on a particular subject that he is trying to assess (Dalman, 2011). From the two definitions above, it can be concluded that an essay is a short essay that looks at the problem and formulates an opinion in passing from the

author's point of view. According to Abdallah (2015), in terms of writing an essay, there are several steps in order to produce a good essay, including choosing a topic, outlining and describing the essay, writing a thesis statement, then starting each paragraph with an introduction, after that providing specific details in the essay. paragraph of content, and the last is to conclude. Essay writing activities by English learners properly and correctly will provide many benefits in their lives, especially for communicating with other people.

By writing a good and correct essay will provide an important role in everyday life. Like writing an article on a blog, writing a report or paper, writing a story, writing on social media, some of these writing activities certainly all require good and correct essay writing skills. It aims to help readers to understand the contents of the reading effectively. The importance of good and correct essay writing also has benefits in the academic field, namely when writing scientific articles or thesis for students it is very helpful. Not only that, writing an essay is one of the tasks that are often given by teachers and lecturers. Therefore, a good and correct essay is very important to get good grades in the subject. According to Dawson (2013), it is stated that acquiring and having good and correct essay writing skills will make it easier for students to acquire soft skills such as note-taking, critical thinking, organizing good ideas, and effective communication skills because these skills are mainly

developed when writing essay. Essay writing skills have benefits and will help in the world of work and in everyday life.

9. Cause and Effect Essay

The cause and effect essay is an essay consisting of several paragraphs containing the author's analyzes of the causes and effects of an event. The cause and effect essay contains a causal relationship or relationship between two or more events that occur. This essay provides an explanation of why an event can occur and what the consequences of the event are. Davis and Liss in Riska (2021) state that the cause and effect essay is an essay whose part can be the cause of an event which is then followed by the effect, or vice versa. In this essay, the author needs to provide an explanation of how specific the causes that can lead to a certain effect are. Cause and effect essays have language styles including using tenses that depend on the context of time in a sentence, using a lot of verbs in the sentence, and also using conjunctions to connect cause and effect clauses. In other words, the writer's job is to show how one thing can lead to another logically. This essay is included in the 2021 KD (*Basic Competencies*) English lesson plan module for class XII students at the Vocational High School level, which means that every class XII student must have received and learned the lesson.

The structure in a cause and effect essay is the same as in other essays. Davis and Liss in Riska (2021) mention the composition of the cause and effect essay structure, including: (1) an introduction which

contains an introduction to the reasons, background, and thesis statement, (2) content that contains a topic sentence for each paragraph followed by supporting details that arranged in a logical order, (3) conclusions containing restatements, evaluations, and suggestions.

10. Learning Media

a. Definition of Learning Media

Some experts provide an explanation of learning media. Arsyad (2014: 2) states that learning media is an integral part of the teaching and learning process in order to achieve educational goals and learning objectives in schools. Usep Kustiawan (2016) explains that learning media are all things used to distribute learning materials so that they can stimulate the interests, concerns, feelings, and thoughts of students in learning activities in order to achieve certain goals. Azhar Arsyad (2011: 4-5) provides an explanation that learning media is a means that can directly be used to convey learning materials, for example there are books, tape recorders, cameras, video recorders, slides, photos, graphics, and computers. Wandah Wibawanto (2017) state that learning media is a means that aims to assist the learning process related to the senses of sight and hearing. With the existence of learning media, it will be able to accelerate and facilitate the learning process to be more effective and efficient so as to make students understand faster. From several definitions according to these experts, it can be concluded that learning media

are all supporting facilities, both physical and non-physical, that are used to convey material in learning activities so that the learning process becomes more effective and efficient.

b. Digital Learning Media

Digital media are electronic media that operate on digital codes and computers, laptops, and smartphones which are machines and interpret binary digital data as information or commonly referred to as software media. Digital media is an internet-based media with a computer or smartphone. The Internet and the use of computers are the beginning of the power of change. According to McQuail (2011) the key to the power of computers is how the process of digitizing information allows all information to be processed efficiently and mutually assimilated. Digital learning media works by producing and then delivering learning materials using digital sources. So, in this case the material will be stored in digital form. In this digital learning media, the presentation of learning material uses a monitor screen which is practiced in class with the help of computer, laptop, smartphone, screen and LCD so that they can be used as learning tools to be more effective. Azhar Arsyad in Hani (2013) mentions several characteristics of digital media (both hardware and software), including: (1) digital media can be used randomly, non-sequentially, or linearly, (2) digital media can be used according to the wishes of the participants. students or according to the wishes of the designer

or developer as planned, (3) in digital media ideas are usually presented in an abstract style with words, symbols and graphics, (4) to develop this digital media using the principles of cognitive science, (5) learning activities can be student-oriented and involve maximum student interactivity.

11. WPS Office

Writer, Presentation and Spreadsheets Office or abbreviated as WPS Office is an office software package that can run on Microsoft Windows, Linux, Ios, and Android OS operating systems, which was launched by Kingsoft, a software developer from China based in Zhuhai. In WPS Office there are three components, including: WPS Writer, WPS Presentation and WPS Spreadsheet Harianja (2019). The use of the WPS Office application in learning is chosen based on several factors, namely (1) the WPS Office application is easily accessible via Android or Windows (2) the WPS Office application contains interesting features that can be used by teachers as an interesting learning medium, for example in making Power Point (3) the process of using the WPS Office application is not too difficult for beginners (4) learning to write can use this application so that writing activities do not seem monotonous and become more interesting.

Based on research that has been done by Herfia Rhomadhona, et al. (2020) in his journal entitled "Implementation of WPS Office as an Alternative Office Administration" the results of the study stated that

WPS Office is the most compatible free software for file existence with Microsoft Office, therefore this software is suitable to be used as training material as well as for learning and This software provides word processing, data processing, and presentation programs. Furthermore, in research conducted by Rosandi Surya Wijaya (2019) in his journal entitled "Analysis of the Use of Work Preparation Sheets and the Role of Instructors on Skills for Making Square Threads in Advanced Lathe Machine Operation Practice Subjects for Bhineka Karya Vocational High School Students" the results of the study stated that there was a useful contribution made by the WPS Office software to the instructor's role as a valuable contribution. WPS as a learning media gives better results.

12. **The Existence of WPS Office Media in Constructing Cause and Effect Essay**

According to Muchyidin and Fathoni (2012) "Digital Learning Media emphasizes the position of the media as a distributor of messages or learning information so as to condition a person to learn". Currently, the use of digital learning media is important in the learning process, because these media help teachers make the learning process more effective and efficient, so that they can help increase interest and learning outcomes, especially in learning to write. To improve the quality of learning to write, the presence and use of appropriate media will certainly be useful. The media used by teachers or students properly can affect the effectiveness of teaching and learning programs. Because the media

serves as a tool to encourage, increase the activeness, and effectiveness of student learning.

In this case, the use of the WPS Office application in learning to write was chosen based on several factors, namely, to introduce new technology that had never previously used this media to learn English, as the use of new technology to learn English, especially in writing essays because previously it only used paper, the WPS Office media is easily accessible via Android, the WPS Office media contains interesting features that can be used as learning media, especially in learning to write, the process of using the WPS Office media is not difficult for beginners, by using this application writing activities do not seem monotonous and become more interesting. Therefore, the selection of this software is suitable for use as a medium for learning to write.

B. Previous Study

Research on grammatical errors made by students in writing essays has been carried out for many years. The research conducted by Alfayed (2017) entitled "An Analysis of Students' Grammatical Errors in Writing Recount Texts" in this study aims to investigate and find out the most dominant grammatical errors and sources of errors in recount texts regarding students' personal experiences written in writing. independently by class X SMA Babul Maghfirah Aceh Besar. The study used Betty S. Azar's classification theory which aims to find grammatical errors made by students and uses Richard's theory of the source of the errors. The results of

this study indicate that the most grammatical errors made are in the verb tense, which is 117 errors and the most common source of errors is intralingual errors. The similarity between Alfayed's research (2017) and this research is the goal. While the difference is in the theory used, the type of text to be analyzed, the supporting digital media used, the grade level, and the school that will be used by the researcher.

There is another study conducted by Julianti (2017) with the research title "Analyzing the Students' Grammatical Errors in Spoof Text Writing of The Twelft Grade at The First Semester of SMAN 1 Belalau West Lampung in Academic Year of 2017/2018" in this study aims to find out the types of errors found in spoof texts and the frequency and percentage of grammatical errors made by class XII students of SMAN 1 Belalau West Lampung in the 2017/2018 school year. The study used Dulay's theory (1982) namely Surface Strategy Taxonomy, the research method used descriptive qualitative methods with data collection techniques in the form of student essays. The results of this study indicate that the most common errors found in students' essays are misformation errors with a total of 51 grammatical errors. The similarities between this research and this research are the objectives, the theory used, and the method. While the difference is in the type of text used and the subject.

Then the research conducted by Latupeirissa and Sayd (2019) with the research title "Grammatical Errors of Writing in EFL Class" in this study aims to explain grammatical errors in writing made by State Polytechnic

students in the city of Kupang, East Nusa Tenggara. The study used descriptive qualitative research methods with document analysis data collection techniques. The results of this study indicate that the most common errors found in writing are verb errors with a total of 65% errors found. The similarities between the research and this research are the research objectives and methods. While the difference lies in the theory and research subjects.

Furthermore, there is a recent study conducted by Nanning, Saepuddin, and Munawir (2020) with the research title "An Analysis of Grammatical Errors of English Students in Writing Skill" in this study aimed to determine the types and most common grammatical errors found in 20 backgrounds. behind the undergraduate thesis. The study used the theory from La Trobe University Handout for Students about eight grammatical errors, the research method used quantitative descriptive methods with document analysis data collection techniques. The results of this study indicate that the most common grammatical errors occur in the verb category with a total of 86 errors. The similarities between the research and this research are the objectives, data collection techniques, and the object, namely students' grammatical errors. While the difference lies in the theory, the method used, the type of text, and the research subject.

From several previous studies that have been mentioned above, there is no research that has analyzed grammatical errors in constructing cause and effect essay made by students at the third grade of SMKN Ngadirojo.

There are similarities between these studies which lie in the objectives, methods, and theories used. While the difference between this research and the previous research is the type of text used, the research subject is the XII grade students of SMKN Ngadirojo.
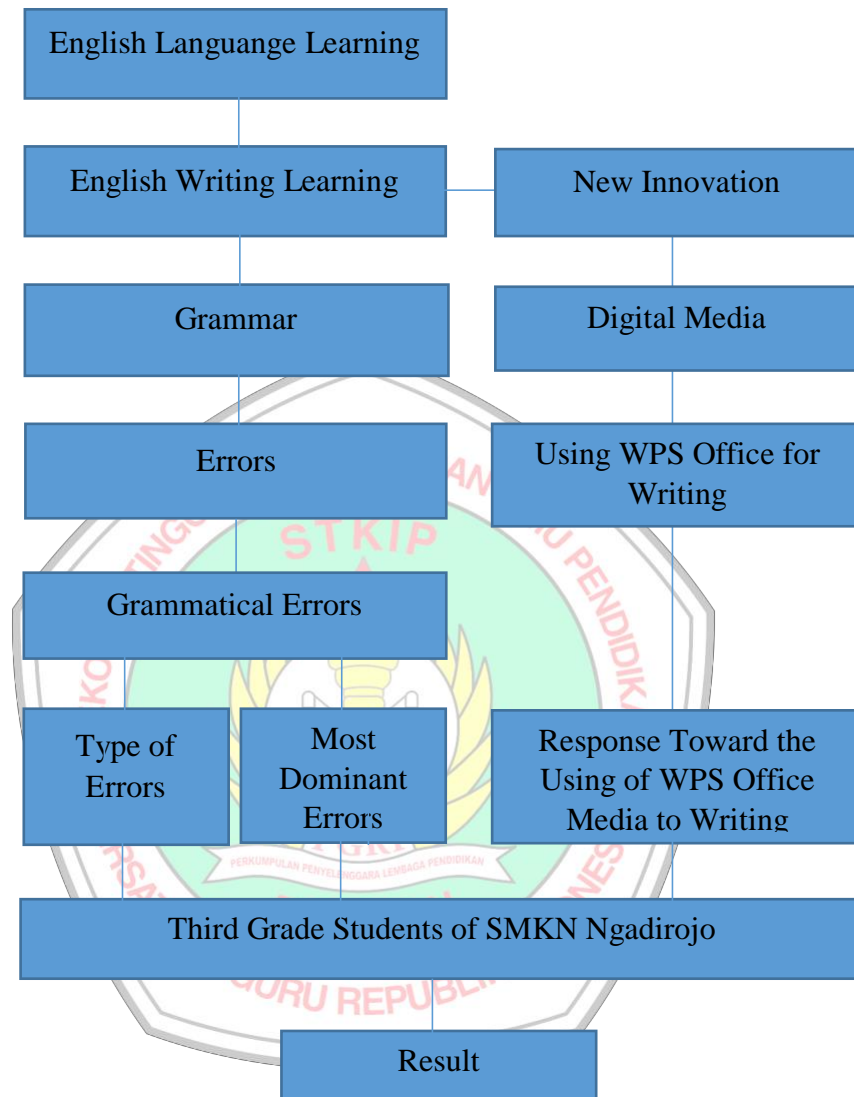
C. Conceptual Framework

Figure 2. 1 : Conceptual Framework

Learning English there are several learning skills, one of which is writing skills. Writing is one aspect of mastering English. In writing there is a very important aspect, namely the rules of grammar. However, in writing it is not uncommon for students to make errors. One of the phenomena of students' errors in writing is grammatical errors. Grammatical

errors mean obvious deviations from written grammar. Types of errors, and errors that are most dominant in students must be identified so that these errors can be corrected. Thus, student writing will be better and correct. On the other hand, in learning to write, new innovations are introduced. The innovation is the using of digital media. The media is WPS Office as a media for writing. From the using of WPS Office media for writing, this is what finally wants to know how the response from the students.