

CHAPTER II

LITERATURE REVIEW

This chapter discusses theories of error analysis, writing hortatory texts, and sentence fragments as an error in writing. Furthermore, it is explained the relationship among the theories.

2.1 Studies on Mistakes and Errors

In learning writing, students often make mistakes. Kessler and McDonald (1984) stated that learning writing is a lifelong process. So, it is possible to make mistakes in learning writing. Next, Ancker (2006) has explained mistakes that is defined as a performance failure because of random guess or a slip in which it is a failure to utilize a known system correctly. In addition, slip is defined as a consequence of processing problems or carelessness that learners can self-correct (Edge, 1989). On another side, error is defined as a noticeable deviation from the adult grammar of native speakers that reflects the competence of the learners (Brown, 1994 in Brawn, 2006).

However, there are differences between mistakes and error. Mistakes is a performance failure that is able to be self-corrected by the learners after using an incorrect expression or utterance. It can happen both in first language learning and the second language learning. Corder (1967) also stated that mistakes do not reflect defect knowledge. On another word, mistakes are a failure that is unconsciously happen when learning and it can be self-corrected. Meanwhile, error is defined as wrong forms that learners could not correct even if their failure

were to be pointed out (James, 1998). Furthermore, He has explained that it reflects learners' knowledge and it only happens in second language learning. In another word, error is a failure that is done by learners continuously because of their lack of knowledge.

James (1998: 92) has mentioned four sequences step to identify error that are detecting errors, locating errors, describing errors, and classifying errors. First, the errors have to be detected. When there is a suspicious part that is found in the group of utterances that is produce by learners, it will be an awareness related to the erroneous part and the error is being spotted. Second, it has to be located. Before the erroneous part is pointed out, it will be determine where the error is. After the location is found and it is pointed out, it can be said "the error is right here". Third, it has to be described. In the system that is used to describe an error, there two important characteristics. The system has to be well- developed and highly elaborated. The grammar that is use to describe it must be the most comprehensive and the one that capable of maximum "delicacy" of descriptive detail. Then, the description must be as simple, self- explanatory, learnable. Error description is a prerequisite for counting errors that is used to determine how many instances of each type. It eases to classify the errors. Error description also needs to be done to create error categories. Fourth, the errors have to be classified. After describing the error, the next step is classifying or categorizing the errors. Once it is done, it can be known the location of error and the error types.

2.1.1 Error Taxonomies

Error taxonomies are divided into four types that are comparative taxonomies, communicative effect taxonomies, descriptive taxonomies that consist of two types (Dulay, Burt, and Krashen in James, 1998). Comparative taxonomies, communicative effect taxonomies deal with cause and the gravity of the errors. Meanwhile, descriptive taxonomies are divided into linguistic category classification and the surface structure taxonomy.

2.1.1.1 Linguistic Category Classification

In linguistic categories, the location of the error in the overall system is affected by the error (Dulay et al., 1982:146 in James, 1998). This taxonomy indicates on what level of language the error that is located: in phonology, graphology, grammar, lexis, text, or discourse. Then, it specifies the category of linguistic unit where the error occurs. If the errors occur in grammar level, the error involves in what particular grammar construction, for example in auxiliary system, passives, or sentence complements. After the level of error is established, it will be classified into its class. If it occurs in grammar level, it involves in what class, such as noun, verb, adjective, adverb, preposition, etc. Last, it is specified to what grammar system the errors affect, such as, tense, number, voice, accountability, transitivity, etc. In conclusion, the step in linguistic category classification is specifying the error based on its level of language, its linguistic unit, its class, and its grammar system.

2.1.1.2 The Surface Structure Taxonomy

The Surface Structure Taxonomy is the second type of descriptive taxonomy that is described as the way the surface structure are altered (Dulay et al. In James, 1998:106). Moreover, as target modification taxonomy, it is based on the ways in which learner's erroneous version is differ from the presumed target version. This taxonomy has four principles in which learners modify the target forms that are omission, addition, misformation and misordering (Dulay et al. In James 1998). Moreover, James (1998) suggested one more principle that is blend.

Omission is different from ellipsis. Omission is ungrammatical meanwhile ellipsis is allowed according to the rules of grammar. For example:

They'll go to Jakarta but I won't [go to Jakarta]. Ellipsis

They'll go to Jakarta but I'll [ç] too. Omission

Omission tends to affect function words rather than content words. Then, Addition consists of four types that are regularization *e.g. buyed for bought*, irregularization *e.g. dove for dived*, double marking *e.g. he doesn't knows me*, and simple addition that caters for all addition that is not describable as double marking or regularizations.

Misformation is the use of the wrong form of a structure or morpheme. There are three subtypes of misformation that are misselect, regularization and alternating forms. Then, misordering is the result of learner relying on carrying out 'word-for-word translation of native language surface structures (Dulay et al., 1982:163 in

James, 1998). Misordering is a disorder of arrangement of a form that is used in a context *e.g. He every time comes late home; The words little*. The last is blends. Blends occur when two alternative grammatical forms are combined to produce ungrammatical blend *e.g. *according Erica alternative according to Erica and in Erica t opinion* seem to have been blended.

2.1.2 Levels of Error

There are three levels of error that are substance errors, text errors and discourse errors (James, 1998, p. 129-172). In substance errors, there are two types that are misspellings and mechanic errors. In level of text errors, it is divided into lexical errors (Word misselection, Misformation, and Distortions) and grammar errors (morphology errors and syntax errors). In discourse level, the type's errors are coherence, pragmatic errors, and receptive errors.

2.1.3 Causes of Errors

Errors can appear because of four factors, that are interlanguage, intralanguage, communication-strategy, and induced (James, 1998). Errors that students made can be caused by mother-tongue influence in which known as interlingual errors. Interlingual errors is errors that happen because of the greater differences of items or structures between the first language and the target language (Lado, 1957 in James, 1998). The greater differences between the first language and the target language can make students face more difficulties in learning the target language.

Second, Intralanguage factor can be a cause of intralingual errors. Intralanguage is a factor in which students ignore a target language form on any level and of any class (James, 1998). On another word, intralanguage is a state in which students have incomplete competence of English grammar. In this situation, students can set about learning the needed item, engaging learning strategies or try to fill the gap by resorting to communication strategies. In deal with learning strategies, students can made errors because of false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking coocurance restrictions, hypercorrection, and overgeneralization. Third, errors also can appear in communication strategy because of students wrong assumption and expressing a concept indirectly.

Fourth, induced is a factor in which errors is caused by the result from classroom situation. It is because of the materials, teacher- talk, exercise, pedagogical priorities, and dicionary use.

2.1.4 Error Analysis

Error analysis is a linguistic analysis which focuses on the errors made by students. It is a process of determining the incidence, nature, causes, and consequences of unsuccessful language. Moreover, it provides a comparison to locate mismatches between interlanguage and the target language.

Error analysis has two functions that are theoretical and practical (Corder, 1981 in Susanti, 2013). Theoretical refers to “elucidate what and how a learner learns when he or she learns a second language. The function of it is to

know the process of learning that the learners have gone through. On another side, practical refers to enable learner to learn more efficiently by exploiting the knowledge of his or her dialect for pedagogical purposes. Furthermore, it is used to guide learners for remedial action regarding the errors that they made.

2.2 Writing Hortatory Exposition

Writing is one of the ways to communicate. It is defined as a thinking tool (White, 1986; Bjork and Raisanen, 1997; Rowlands, 2014). Different from speech, writing is more than just the way to communicate; it is more like the result of careful thinking. Moreover, Bjork and Raisanen (1997) have explained that writing is a tool for language development, for critical thinking and extension for learning all disciplines. Writing is a system that consists of permanent marks that is used to represent an utterance without the intervention of the utterer (Daniels and Bright, 1996).

There is several importance of writing. First, it conveys message that did not depend on time and space (Hughes, 1996 in Farooq et al., 2012). Next, it is more important than spoken because it can represent any thought that cannot be uttered in spoken (Hughes, 1996 in Farooq et al., 2012 and Pei, 1949). But, learning writing is not easy because it is not a natural activity. It needs explicit instructions to learn it. Learning writing does not only a matter of how to write. White (1986:4) has stated that almost any kind of writing that is for readership have to present the writer thoughts in an acceptable and comprehensible manner by adopting a standard usage of correctness and organization. Therefore, White

stated writers have to follow the rules unless they share the reason to break the rules. In learning writing, rules are important. It is used as a tool to learn how to build a good piece of writing that is understood by the readers.

2.2.1 Characteristics of Good Writing

There are (4) four characteristics of a good writing; (1) the appeal to a target audience, (2) a coherent structure, (3) a smooth, detailed development, (4) an appropriate style (White, 1986: 7-9). First, the appeal to a target audience means the writing is worthy to share and to publish with others. Second, a coherent structure means the paragraphs is well organized by including an introduction, body and conclusion. Third, a smooth, detailed development means the paragraphs of the writing have general points that are discussed in details. Fourth, it uses an appropriate style. The language use in the writing is clear in which the sentence is well constructed. The term well-constructed here means that the idea is transmitted in a crisp, readable manner with minimal interference, such as uneven, ambiguous, and wordy.

Sentence fragments is one of the examples of failure in term of inappropriate style of writing. As has been mentioned above, students have to use a language that is clear by constructing a well-constructed sentence in the writings. Well- constructed sentence in term of grammar means a sentence at least consists of a subject and verb that contains a clear meaning. It is very important to make good sentences in building paragraph of writing in which readable for readers.

2.2.2 Types of Writing Text

There are many types of writing text that is learned by senior high school students. It consists of short functional texts and essays, such as, are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review (Standar Isi SMA)

Each of the text has its own purposes and characteristics. Procedure is used to tell how to make or to do something, Descriptive is used to describe person or things, Recount is to retell past experience, Narrative is to entertain with fiction story, News item is to inform an important event, Analytical exposition is to persuade readers that something is the case, Hortatory exposition is to persuade readers to believe in what writer believes, Spoof is to entertain with funny story, Explanation is to explain how something happened, Discussion is to discuss something, Review is to inform the strengthen and the weakness of any creative works.

Procedure, recount, narrative, news item, discussion and spoof are the texts that can include any spoken or verbal communication that is in a written form. Meanwhile, descriptive, report, analytical exposition, hortatory exposition, explanation, and review are the texts that require making paragraphs that consist of complete sentences.

2.2.3 Hortatory Exposition

Exposition is one of the texts that are learned by students in second grade of senior high school. It is defined as a text that is used to explain, or give information about its subject (Harper, 1982:126). Furthermore, exposition is used to persuade readers to believe something by presenting one side of the argument. On another words, exposition is used to make readers agree with what the writer believes.

Hortatory exposition is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not or be done (Goner, 2009 and Interlanguage, 2008). The function of the text is to persuade readers to agree with the thesis. In simply, hortatory exposition is a text that is used to persuade listeners or readers to agree with the writer thought by explaining. In explaining, arguments are used to strengthen the thesis.

The general characteristic of hortatory text consists of generic structure and grammatical features. The generic structure of hortatory text is thesis, arguments, and recommendation. First, thesis is a statement or announcement of the issue that is being concerned. Second, arguments is the reasons for the concerning subject. Third, recommendation is the final statement of the arguments. Furthermore, there are some grammatical features of hortatory exposition text that are using simple present tense and present perfect tense, action verbs, modals and adverbs, linking words, emotive words, evaluative words, and mental processes words.

2.4 The Relationship between Grammar and Writing

Grammar is the rules of writing. It is needed to make meanings clear and understood by the readers. As has been mentioned above, grammar is an essential part as a set of rules in writing. It is defined as a system that governs the way words come together to form meaning (Hancock, 2005). This system is more than just a set of rules. Moreover, it evolves structure of the language (Kleisar, 2005 in Farooq et. al, 2012). In addition, it is rich and complex to be learned (Hancock, 2005). It requires a great deal of concentration, diligence and patience.

2.4.1 The importance of Grammar In Writing

People rarely use grammar in daily communication, but it is important to be applied in a form of writing. Kessler and McDonald (1984:8) have stated:

“If the variety of our language is not infinite, it is at least mind-boggling. But our minds should not be boggled when we write. We need a system to help us select, use and link these words. We need grammar. Grammar is the system we use to combine words into larger units- phrases, clauses, sentences, paragraphs- to convey ideas and information. Grammar tells us how words relate to one another and presents us with guidelines for using those words.”

The explanation above refers to the importance of using grammar in writing which gives a clear way to convey thoughts in writing. Furthermore, it

gives a clear meaning when grammar is used in writing rather than fragments, or pieces, of sentences (Harper, 1982).

2.5 Sentence fragments

2.5.1 Definition of Sentence

Sentence is the largest unit that is described in grammar (Greenbaum, 1991). It is a group of words that expresses a complete thought (Hancock, 2005). It is linked grammatically according to rules of grammar. A sentence always starts with a capital letter and end with a full stop. There are some characteristics to define sentences, such as, it stands alone, and it completes an idea by itself and at least consists of a subject and a finite verb (Gerber, 1967:391). In another words, sentence can be defined in two ways as grammatically correct and expresses a complete thought or idea.

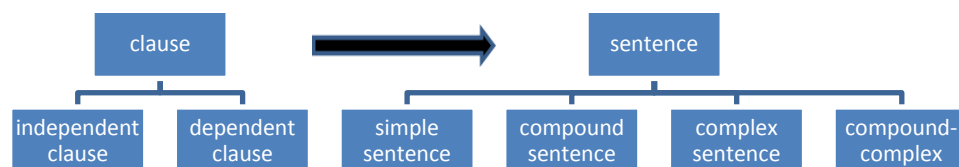
2.5.2 Sentence Patterns

A basic grammar of sentences consist of kinds of words that are composed, the functions of those words, the patterns on which sentences are build and the ways those patterns can be expanded and elaborated (Fowler, 1983:187). A sentence consists at least a subject and a predicate. The simple subject is the word of group of words that is an actor that done an action in a sentence. Generally, noun is one of the word classes that functions as subject. Then, a predicate represents the action that is done by the actor of the sentence. Part of

speech that functions as predicate is verb. Furthermore, predicate can be followed by object as a complement to complete sentences.

2.5.3 Types of Sentence

Sentences are the smaller part to build up a piece of writing. In writing, it can be found several types of sentences. Sentences are described as in the cart below:



A clause is a group of words that consists of a subject and a predicate. This definition and the form of clauses is more likely the same as sentences. In fact, it is not. Clauses are the building blocks of sentences (Hogue and Oshima, 1999: 153). Clauses are part of sentences which can be divided into two. First, Independent clauses are defined as a group of words consists of a subject and a predicate which can stand alone as a sentence by itself. Second, dependent clauses, a group of words consists of a subject and a predicate which begin with a subordinate, such as when, while, if, that, who. So it cannot stand alone as a sentence itself.

As the largest unit described in grammar, sentences can be classified into simple sentences, compound sentences, complex sentences, and compound –

complex sentences (adapted from Hogue and Oshima, 1999; Fowler, 1983; Frank, 1972). First, simple sentence is a sentence that only consists of one independent clause that is subject and predicate. Second, compound Sentence, compound sentence is a sentence that consists of two or more sentences that joined into one sentence. Third, a complex sentence consists of one main clause and one subordinate clause. Fourth, compound - complex sentence consists of two main clauses and one subordinate clause.

2.5.4 Definition of Sentence Fragments

Sentence fragments is text errors in a level of grammar that is syntax errors in which specified as sentence errors. It is defined as a set of words that is punctuated as a sentence even though it is not grammatically an independent sentence (Sidney Greenbaum, 1991). Although it is punctuated as a sentence and the writer thought that it was a sentence, sentence fragments is not a sentence (The Memorial university of newfoundland writing Centre, 2004; Rael, 2004; Hacker, 2011; Greenbaum, 1991). It is because sentence fragments consists of a sentence that structurally is not correct according to the rules of grammar *e.g I swimming in the pool*. The sentence is lack of verb because the word *swimming* cannot functioned as verb which makes the meaning become unclear. Sentence fragments can occur in a context of formal writing which can decrease the quality of the writing itself. As has been explained above, sentence fragments that are found in writing confuse the readers about the information in the writing. Moreover, it can reflect a level of the writer as inexperienced writer.

2.5.5 Causes and Exceptions of Sentence Fragments

Gerber (1967:391- 393) stated that there are some causes of sentence fragments that is not allowed by grammar rules. First, it is because the sentence lack of a finite verb *e.g. The house on the hill*. Second, it is because of confusion of verbals with finite verbs *e.g. I going to town*. Third, there is a confusion of modifiers, sentence elements, with complete constructions *e.g. The girl who was chosen to represent our school in the speech contest this year*. Last, There is a misuse of semicolon *e.g. I don't think I will go; because I haven't the invitation card*.

Sentence fragments can commonly found in daily life because people rarely use grammar in daily communication. There are some exception of sentence fragments which is acceptable according to the rules of grammar which are questions, exclamations, saying and proverbs, and dialogs (Gerber, 1967). In another words, it is acceptable as long as it is in a context of spoken or verbal communication. In addition, Schuster (2006) has stated sentence fragments as a new fresh look in writing. It is explained that sentence fragments can be used in developing students writing nonfictions categories. However, it is important to write with the rules of grammar. Moreover, it is safer for students as beginners to write by considering the rules of grammar (White, 1986; Harper, 1982; Kessler and McDonald, 1984; Greenbaum, 1991).

2.5.6 Types of Sentence Fragments

Based on three causes above, sentence fragments are classified into four types ;(1) no subject, (2) no verb, (3) No subject and No verb, (4) dependent clause (Hogue and Oshima, 1999). However, sentence fragments can be revised in two ways. First, complete the sentence fragments with subject or verb to make it as sentences. Second, combine sentence fragments with the main clause. The table below shows the three types of sentence fragments and the way to revise it (adapted from Fowler, 1983; Greenbaum, 1991; Hogue and Oshima, 1999; Hacker, 2011).

2.5.6.1 Sentence Fragments Type 1: No Subject

The first type of sentence fragments that is sentence fragments without subject. It means sentences can be fragments because of its lack of subject. Besides, it is because the sentences started with pronoun or subordinated words. Sentences that start with pronoun or subordinated words can be classified as a dependent clause. This type of sentence fragments can be revised in two ways:

- a. Adding subject e.g. Is often hot and humid during the summer. It is corrected into “It is often hot and humid during the summer.”.
- b. Deleting words that mark it as subordinate and adding a subject e.g. The pilots ejected from the burning plane, landing in the water not far from the ship. **And** immediately pooped their flares and life vests. It becomes “The pilots ejected from the burning plane, landing in the water not far from the ship. **They** immediately pooped their flares and life vests.”.

2.5.6.2 Sentence Fragments Type 2: No Verb

The second type of sentence fragments that is sentence fragments without verb. It means sentences can be fragments because of its lack of verb. As has been explained before in the theory of sentences, a sentence consists of at least a subject and a finite verb. It means sentences can be fragments not only because it has no verb, but also the verb is not a finite verb. This type of sentence fragments can be corrected in three ways:

- a. Adding verb e.g. Students usually very busy at the end of the semester. It becomes “ students are usually very busy at the end of the semester”. Another example is “Four years of study and the graduation.”. after corrected, it becomes “Four years of study **precede** graduation.”.
- b. Changing the verb e.g. **The increase** in the cost of renting an apartment. It becomes “The cost of renting an apartment **increased.**”.
- c. Combining with the main clause and replacing the full stop with a comma e.g. The kit comes complete with an instruction leaflet. **All for £. 18.50.** It becomes The kit comes complete with an instruction leaflet, **all for £. 18.50.**

2.5.6.3 Sentence Fragments Type 3: No Subject and Verb

The third type of sentence fragments that is sentence fragments without subject and verb. It means sentences can be fragments because of its lack of subject and verb. This type of sentence fragments can be corrected in two ways:

- a. Adding subject and verb, e.g. Feeling lonely and failing most of his classes. It becomes “He felt lonely and failing most of his classes.”.
- b. Combining with and Independent clause, e.g. Feeling lonely and failing most of his classes. It becomes “ Feeling lonely and failing most of his classes, **the student wisely decided to make an appointment with his counselor.**”.

2.5.6.4 Sentence Fragments Type 4: Dependent Clause

The fourth type of sentence fragments is dependent clause. A dependent clause cannot stand alone. To make this type of fragments become sentences, there are three ways:

- a. Add an independent clause, e.g. Many young people who leave home at an early age. It becomes “Many young people who leave home at an early age **do not manage their money well.**”.
- b. Combining with the independent clause, e.g. He stared at the woman. **Who had once been his wife.** It becomes “He stared at the woman **who had once been his wife.**”.
- c. Combining with the independent clause and replacing the full stop with a comma, e.g. Boy’s bullying has always attracted attention. **Because it is crudely obvious.** It becomes “Boy’s bullying has always attracted attention, because it is crudely obvious.”.

This type of sentence fragments are easily realized by looking at its characteristic that start with subordinate words. The examples of subordinates

words are after, although, as, as if, before, even though, how, if, since, so that, then, that though, unless, until, when, where, whether, which, while, who, whom, whose, and why. That is why, it is better to avoid making sentences that starts with subordinate words.

2.7 Theoretical Framework

This study uses theory from Hogue and Oshima in 1999 to categorize sentence fragments into 4 types that are (1) no subject, (2) no verb, (3) No subject and No verb, (4) dependent clause. This study also used theory from James in 1998 to classify in what level error occur and to find out the causes of sentence fragments. Those theories is appropriate to this study that want to analyze the types of sentence fragments into more specific categories and to find out the reason students committing sentence fragments.