CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Study

Some writers have conducted the research about Error Analysis. They are (1) Sunardi Hasyim (Universitas Kristen Petra, 2002), (2) Rochmat Budi Santosa (STAIN Surakarta, 2011), and (3) Ratnah (Makassar Tourism Academy: 2013).

1. Hasyim's work

The first research has been conducted by Sunardi Hasyim (Universitas Kristen Petra, 2002). He conducted a research entitled *"Error Analysis in the Teaching of English"* in which discusses (1) the importance of error analysis in the teaching of English as a foreign language; (2) for the teacher, it aims to evaluate whether they succeed in teaching English.

The method which is used by the writer is descriptive method. The data source is taken from the sentences of the abstracts of the post graduate student's theses, Hasanuddin University. The data is the English sentences that consist of grammatical errors. The data collecting technique is by underlying error in the abstracts of the post graduate student's theses, Hasanuddin University. After that, he categorized the kinds of grammatical error and analyzed them in descriptive explanation.

In the end of the research, the writer concludes that (1) error analysis is required in developing or increasing the techniques in teaching English; (2) the teacher can evaluate himself, thus he can concentrate on the materials in which most learners made error.

2. Santosa's Work

The fourth research has been conducted by Rochmat Budi Santosa (STAIN Surakarta, 2011) entitled *"Error Analysis on the Use of "Be" in the Students'Composition."* This study aims to (1) identify, (2) analyze and (3) describe the structure of the use of some errors in the writing of English sentences on the Student Semester 3 of English Department STAIN Surakarta.

The data source of this research is the document. It is taken from writing assignment undertaken by the students of semester 3 STAIN Surakarta. The writing's form consists of some genre of text, namely narrative, descriptive, expositive, and argumentative form. The data is errors in the student's writing of the genre text, mainly in the form of be, whether linking verb or auxiliary verb.

The data collecting technique refers to technical note. The writer reads and records all the sentences that contain "be" written by the students of semester 3 STAIN Surakarta. The method of analyzing data that is used namely intra lingual and extra lingual method. These methods are used to connect the linguistic elements in sentences, especially some of the elements either as linking verb or as auxiliary verb in English sentences in the text and language problem with things that are beyond language.

The results of the study are:

 (1) the researcher finds out the accuracy and errors in the use of 'be' in English sentences;

(2) the analysis of error regards the use of 'be' it can be concluded that there are five types of errors made by students;

(3) the types of the errors can be described as follows: the absence (omission) of *be*, error about the addition of *be*, the error on the application of *be* , errors in placements of *be*, and a complex error in the use of *be*. These errors occur due to inter lingual transfer, intra lingual transfer and learning context.

3. Ratnah's Work

The last previous study entitled *"Error Analysis on Tenses Usage Made by Indonesian Students"* has been done by Ratnah (Makassar Tourism Academy: 2013). The goal of her research is to find out (1) types, (2) sources, and (3) causes of errors on tenses usage in translating Indonesian into English made by second language learner.

The form of sentences which has been translated by the first semester students of Tour and Travel Management of AKPAR Makassar, academic year 2010/2011 is the data source of the research. Meanwhile, all of errors in the

tenses of the sentences which have been translated by the students are the data of the research.

She used descriptive method in which intended to give a descriptive account of the types of errors, sources of errors and the causes of errors in using English tenses. In collecting data, the writer asked the students to translate the Indonesian sentences to English using the correct tenses. In analyzing the collected data, the writer applied the technique of error analysis though test by using the following steps: (1) *Error Identification (identified and classified)*; (2) *Error Description (deviating sentences, whether they are proved contain errors).*

 In the result of the research, the researcher found that: (1) types of error, that are made by the first semester students are error of omission, error of selection, error of addition. (2) The sources of error, which are made by the students, are intra lingual error and inter language errors. (3) The causes of error are interference, overgeneralization, ignorance of rule restriction, and false concept hypothesis.

4. The Position of the Current Study

The writer differentiates the research from the previous study above. In the current research, the writer focussed on the comparative learner's error made by the first and the third semester students of English Department UMS 2014/2015 Academic Year. She reduced the research on the type of error, the similarities of error, and the differences of error.

The similarity between this research with the other researches is the object of the research that is error. All of the researches try to analyze learner's errors in second language learning. The differences between this research with the other researchers are the subject of the research, data sources and the scope of the research. In the first research, the data were taken from the abstracts of the postgraduate students' theses, Hasanuddin University. The second research is gotten from writing assignment undertaken by the Student Semester 3 STAIN Surakarta. The scope of the research is student's writing composition in use *'Be"* form. The last previous

one, the writer selected the first semester students of Tour and Travel Management of AKPAR Makassar, academic year 2010-2011. They had taken 19 students randomly and limited the research on the types of errors, sources of errors and the causes of errors in using English tenses.

B. Error Analysis

Error analysis is an approach of foreign language learning that focusses on error, which is made by the learner during their constructing language. It has some advantages to foreign language learning, namely: (1) explaining to the teacher what material should be taught and (2) giving knowledge for the writer how the process of language learning is. Here, the writer will explain terms, which are related to error analysis.

1. Notion of Error Analysis

Before error analysis emerged, there was an approach that had observed and had compared two or more languages or subsystems of languages. The study compares the learner's native and target language. Derived from this study, learner's error has been found as the attempt to transfer their source language to the target language. From these phenomena, error analysis comes out to analyze the learner's error in foreign language learning. The major of the object is learner's error, mainly in constructing target language. It is supported by Dulay's argumentation:

> Dulay, H *et al*. (1982: 141) argues "The EA movement can be characterized as an attempt to account for learner error that could not be explained or predicted by CA or behaviorist theory and to bring the field of applied linguistics into step with the current climate of theoretical opinion."

Based on Fauziati (2009: 151) "Error analysis as an approach to the study of SLA in which its primary focus is on learner's errors and the evidence of how learner errors can provide an understanding of the underlying processes of second language learning or second language acquisition." Derived from the notions of error analysis above, the writer concludes that error analysis is a method used to describe the systematic errors that appear in language

learners during they learn second language learning or second language acquisition.

2. The Pedagogical Purpose of Error Analysis

Error analysis that emerges as the consequence of learners' error has some pedagogical purpose. The pedagogical purpose refers to the learners, the teachers, and the researchers of foreign language.

> Based on Corder (1981: 4) "in the field of methodology there have been two schools of thought in respect of learners' errors. Firstly the school which maintains that if we were to achieve a perfect teaching method the errors would never be committed in the first place, and therefore the occurrence of errors is merely a sign of the present inadequacy of our teaching technique."

In the other word, learner's error has come as the result of imperfect teaching method and inadequacy of teaching technique. Thus, error analysis has function to decide a perfect teaching method and teaching technique in foreign language teaching.

Whereas Dulay, *et al* (1982:138) states:

> "Studying learners' errors serve two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which parts of target language students have most difficulty producing correctly and error types detract most from learner's ability to communicate effectively."

Thus, learner's error has some advantages, namely (1) providing data that represent the process of language learning which is done by the learner. (2) it can be used by the teachers and the curriculum developers to prepare the suitable strategies and techniques of teaching foreign language.

James(1998: 12) in Fauziati (2009: 135) states, "Errors tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language."

Otherwise, it can be said that error analysis has functions to identify cases that should be solved by the teacher related to learner's error. It is also to inform the researcher about the process of language learning and to find

the most appropriate instrument test for learners in foreign language learning.

3. Error and Mistake

We can differentiate error and mistake based on the action of a fault. Dulay,*et al*. (1982:139) state

> "Sometimes researchers distinguish between errors caused by factor such as fatigue and inattention (what Comsky, 1965, called "performance" factors), and errors resulting from lack of knowledge of the rule of language (what Chomsky, 1965 called "competence"). In some of the second language literature, performance error have been called *"mistake"* while the term *"errors"* was reserved for the systeatic deviations due to the learner's still developing knowledge of the L2 rule system (Corder, 1967)."

Corder in Freeman and Long (1991: 59) argues, "A *mistake* is a random performance slip caused by fatigue, excitement, etc. And therefore can be readily self-corrected, and *error* is a systematic deviation made by learners who have not yet mastered the rules of the L2."

James (1998: 78) in Fauziati (2009: 139) asserts, "If the learner is able to correct a fault in his or her output, it is assumed that the form he or she selected was not the one intended, and we shall say that the fault is a *mistake.*"

From all of the definition, the writer concludes that *error* is results of knowledge of the rule of language. It is caused by deviation of the learner who has not yet mastered the rule of the L2. The learner cannot correct a his or her fault. Meanwhile *mistake* is a fault of the learners caused by fatigue and inattention. Therefore the learners are able to correct the fault in their output. It was not the one intended.

4. The Algorithm for Conducting Error Analysis

James (1998: 267) in Fauziati (2009: 136) argues the term algorithm to refer to the specification of the set of procedures you need to carry out, together with a statement of the best order to follow, to perform a complex operation". Corder (1978: 126) in Fauziati (2009: 136) arranges a set of

procedures for conducting Error Analysis that consist of three major stages, namely: recognition, description, and explanation of errors. These stages were subsequently elaborated by Sidhar (1980:103) into the following steps:

(1) Collection of the data (either from free compositions by students on a given theme or from examination answer);

(2) Identification of errors (labeling with varying degrees of precision depending on the linguistic sophistication brought to bear on the task with respect to the exact nature of the deviation, e..g., dangling prepositions, anomalous sequences of tenses, etc;

(3) Classification into error types (e.g errors of agreement, articles, verb forms, etc);

(4) Statement of relative frequency of error types;

(5) Identification of the areas of difficulty in the target language; and

(6) Therapy or remidial lessons.

The above set of procedures is a rough representative of the majority of error analysis in traditional framework; Duskova and Rossipal (in Sridhar, 1980;103) then proposed a more complete set of procedures by adding two more stages to the above procedures, namely:

(7) Analysis of source of error (e.g. mother tongue interference, intralingual error, developmental error, etc.);

(8) Determination of the degree of disturbance caused by the error (the seriousness of the error in the terms of communication, norm, etc).

5. Classification of Error

Richards, Burt, Krashen, and James in Fauziati (2009: 144) present the most useful and commonly classificatory system used bases for the descriptive classification of errors. Errors can be described using different kinds of taxonomy, namely linguistic category, surface strategy, comparative

taxonomy, and communicative effect. Based on the four taxonomies, the first two are elaborated here since they are employed in the present study.

a) **The Linguistic Category**

The linguistic category is the type of error classification in which error is located in the overall system of the TL based on the linguistic item that is affected by the error. In the other word, error is classified by the linguistic item system of the TL. For instance, in syntax, the error can be in the main or the subordinate clause; or within a constituent that is affected such as the noun phrase, the verb phrase, the auxiliaries, the preposition, and the adjective.

> Dulay, *et al*. (1982: 146) states
> "These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth."
> Some researchers use the linguistic category taxonomy as reporting

tool, which organizes the error have collected. Politzer and Ramirez in Dulay, *et al*. (1982: 147) introduce their classification into three main categories of error, i.e.: morphology, syntax and vocabulary.

1) **Morphology**, refers to error in the construction of word, whether free morpheme or bound morpheme and the affixes. Derived from English – test.net (2015) states " In the field of language, morphology means the stucture of words, how words are formed, and how the parts fit together. If you get the wrong morpheme (i.e, word part) in the wrong place at the wrong time, you've commited a morphological error."

In this case, Dulay divides morphological error into following aspects:

a) **Indefinite article incorrect**

   (1) *a* used for *an* before vowels e.g. *a ant.*

   (2) *an* used for *a* e.g. *an little ant.*

b) **Possessive case incorrect**

   (1) omission of *'s* e.g. *the man feet.*

c) **Third person singular verb incorrect**

   (1) failure to attach *–s* e.g. *The birth help man.*

   (2) wrong attachment of *–s* e.g. *The apple fall downs.*

d) **Simple past tense incorrect**

  (1) Regular past tense

     (a) Omission of *–ed* e.g. *The bird he save him.*

  (2) Irregular past tense

     (a) Regularization by adding *–ed* e.g. *He putted the cookie there.*

  (3) Past participle incorrect

     (a) Omission of *–ed* e.g. *He was call.*

  (4) Comparative adjective/ adverb incorrect

     (a) use of *more + er* e.g*. He got more higher.*

2) **Syntax,** refers to error in the main or subordinate clause; and within constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, etc. Derived from Crystal in Srijono (2010:61) defines" syntax as the study of rile governing the way word are combined to form sentences".

a) **noun phrase**

  (1) Determiners

     (a) Omission of the article e.g. *He no go in hole.*

     (b) Substitution of definite article for possessive pronoun e.g. *He fall down on the head.*

  (2) Nominalization

     (a) Simple verb used instead of *–ing* e.g. *by to cook it.*

     (b) Preposition *by* omitted e.g. *The dove help him putting leaf on the water.*

(3) Number

    (a) Substitution of singulars for plurals e.g. ***He got some leaf.***

    (b) Substitution of plurals for singulars e.g. ***He stab him in the feet.***

(4) Use of pronouns

    (a) Omission of the subject pronoun e.g. ***(He) pinch the man.***

    (b) Omission of the "dummy" pronoun it e.g. ***Is nice to help person.***

    (c) Omission of object pronouns e.g. ***I don't know (it) in English.***

    (d) Use of *me* as subject e.g. ***Me forget it.***

(5) Use of prepositions

    (a) Omission of preposition e.g. ***He came (to) the water.***

b) Verb Phrase

    (1) Omission of Verb

        (a) Omission of main verb e.g. ***He (fell) in the water.***

        (b) Omission of ***to be*** e.g. ***He in the water.***

    (2) Use of progressive tense

        (a) Omission of ***be*** e.g. ***He going.***

        (b) Replacement of ***–ing*** by the simple ***verb*** form e.g. ***The bird was shake his head.***

    (3) Agreement of subject and verb

        (a) Disagreement of subject and number e.g ***The apples was coming down.***

c) Verb and verb construction

    (1) Omission of *to* in identical subject construction e.g ***I go play***.

d) Some Transformations

    (1) Question transformation

        (a) Omission of auxiliary e.g. How the auxiliary helps?

    (2) There transformation

        (a) Omission of *there* e.g. ***Is one bird.***

3). Vocabulary, refers to error in the diction of word and spelling.

Beside the lingistic category theory above, the writer want to add a error classification in syntactical error, namely conjunction error. Derived from Ehrlich (2004: 128) *"Subordinating conjunction* links clauses. The common subordinating conjunction is *as, as if, as long as, because, before, etc"*. The example of subordinating conjunction is "They arrived in our town *before* the other did". *Coordinating conjunction* links words, phrases, and clauses. The common coordinating conjunction is *and, but, for, or, etc.* The example if coordinating conjunction is "The chair in the living room *and* the one in the den." Coordinating conjunction links phrases.

b. **The surface strategy taxonomy**

Dulay, *et al.* (1982: 150) argue "A surface strategy taxonomy highlights the ways surface structure are altered: Learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them." Dulay,. *et al.* clasified error analysis into four types of error, namely: omission, addition, misformation, and misordering.

1) **Omission**

Omission errors are characterized by the absence of an item that must appear in a well − formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. For example *"She look pretty with the dress"*. The sentence omits bound morpheme {− s } on the main verb *look*. The bound morpheme {− s } functions as third singular person on the sentence. It should be written *"She looks pretty with the dress"*

2) **Addition**

Addition errors are the opposite of omissions. They are characterized by the presence of an item which must not appear in a well − formed utterance. For example in the sentence *"He doesn't eats"*. The sentence consists of auxiliary verb *doesn't* and main verb *eats*. It becomes incorrect when it involves *suffix s* as tense marker in main verb *eats*. The tense marker shoud be placed on the first verb *doesn't.* The sentence should be written *"He doesn't eat"*.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not suplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, in *"The dog eated the chicken"*.

In the sentence, a past tense marker *–ed* was suplied by the learner on main verb *eated.* It becomes incorrect when the learner supplies *suffix – ed* as tense marker. The main verb *eated* should be written *ate.* Thus, the correct sentence becomes *"The dog ate the chicken"*.

4) Misordering

Misordering errors are caracterized by incorrect placement of a morpheme or group of morphemes in an utterance. For example *"He is all the time late"*. The sentence shows that there is incorrect placement between a free morpheme *late* and a group of morpheme *all the time*. The sentence should be written *"He is late all the time"*. Misordering errors may happen because there is differences between L1 and L2 construction. For example in Indonesian, the construction is *diterangkan – menerangkan*, while in English *menerangkan- diterangkan.*

Meanwhile, James (1998: 106) in Fauziati (2009: 144) states "The surface strategy taxonomy is a classification system based on the ways in which the learner's erroneous version is different from the presumed target version". Under this category, errors can be classified into four types: *omission, addition, misformation,* and *misordering*.

1) Omission is a type of error in which an item that should exists on the utterance but *omits* or *neglect*. Some types or morpheme are omitted more than other. For example:

  a) ***You reading a book.***

  b) ***Mary president new company.***

The first sentence is not well- formed utterance and consist of an error. It is classified into omission error. It is a present continuous tense. It omits *to be* form (*are*). It should be written *You **(are)** reading a book.* Whereas the second sentence is also omits *to be* form *(is), definite article (the)* and *preposition (of).* It should be written *Mary **(is) (the)** president **(of) (the)** new company.* The word *is, the* and *of* are called **grammatical morphemes.** They play a minor rule in expressing the meaning of a sentence. They involve noun and verb inflections (the −s in *coats*, the −s in *Father's*, the −ed in *played*, the −ing in *crying*, etc); articles (*a, the*, etc); verb auxliaries (*is, will, can,* etc); (*is, was, am,* etc); and prepositions (*in, on, under*, etc).

2) **Addition** is a type of error, which is an item that should not appear in the utterance, but it comes on the well-formed utterance. It is categorized into three types of addition error, namely: a) double markings; b) regularizations; and c) simple additions.

   a) **Double Markings** happen when two items are marked for the same feature (tense). For instance: *He **doesn't knows** my name.* It is not well formed utterance because there are two verbs used in the same feature (tense). The sentence is a simple negative declarative sentence that uses simple present tense. In English rule, we have to place tense marker on the first verb. In the sentence where an auxiliary is required in addition to main verb, the auxiliary, not the main verb, takes the tense. Thus, the correct sentence is *He **doesn't know** my name.*

   b) **Regularization** is characterized if there are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the regular ones to those that are irregular. For example: the verb I **(eat)** is **an irregular form.** The verb II form **does not become (eat) + ed,** which refers to rule to mark **regular form** but it should become **(ate),** which refers to **irregular form.**

c) Simple Addition

If an addition error is not a double marking nor a regularization, it is called a simple addition. In the other word we can say that it involves all addition error except regularization and double marking error. For example: *The fishes **doesn't** live in the air.* The sentence is an error in which on the auxiliary verb is added by 3rd person singular –es. It should be written *The fishes **don't** live in the air.*

3) Misformation error is signed by the use of the wrong form of a structure or morpheme. While in omission errors the item is not supplied al all, in misformation errors the learner supplies something, although it is incorrect. For example: *"The dog (**eated**) the chicken."* This sentence is not well-formed utterance and consists of misformation error. The learner supplied a past tense marker; it was just not the right one. The learner want to express the past tense of (eat), so he or she includes *(ed)* in the verb. However, it makes wrong structure. To show the right past tense form,it should be written (ate). Thus, the correct sentence is *"The dog (**ate**) the chicken."* Misformation error is divided into three type of errors, namely: (1) Regularization errors; (2) Archi-forms; (3) Alternating forms.

   a) Regularization errors happen when a regular marker is used in place of an irregular one. For example: *runned* for *ran* or *ghooses* for *geese*.

   b) Archi – Forms is the selection of one member of a class of form to represent others in the class. Learner may also select one member of class of personal pronoun to function for several others iin the class. For example: (*Me) hungry.* The word *(me)* is an object pronoun that is supplied by the learner to represent subject pronoun *(I).*

   c) Alternating Forms

   Dulay, *et al*. (1982: 161) states "As the learner's vocabulary and grammar grow, the use of archi forms often gives apparently fairly

free alternation of various members of a class with each other". Thus, we see for demonstratives:

Those dog

This cats

4) **Misordering** is signed by incorrect placement of morpheme in the well-formed utterance. such as:*What daddy is doing?*

This sentence is classified into interrogative sentence. The structure of interrogative sentence is question word + to be + noun, so the sentence should be written what is daddy doing?

C. English Text

English text refers to some genres of text that are taught in teaching learning foreign language. Based on *oxford dictionary.com* text is defined as "a piece of written or printed material regarded as conveying the authentic or primary form of a particular work". The genre text has some variation, namely: recount text, descriptive text, discussion text, explanation text, narrative text, procedure text, etc. The explanation will presents as follows:

1. **Recount Text**

This type of text usually tells the past events which happened in a sequence. The part of this text is divided into a. social function; b. generic structure; c. language features.

a. Social Function.

Social function declares the purpose why the text is made. Every type of text has function or purpose its selves.The function and the purpose has differentiated the particular text with the other.

b. Generic Structure

Generic structure refers to the way in which elements of a text are arranged to match its purpose. This structure able to be observed by readers and writers will use this knowledge to structure their writing, depending on their purpose (*http://goo.gl/5fJMbY*).

c. Language Feature

Language feature is characteristic of language and grammatical rule that signs the type of text. Every types of text have language feature their selves. It has differentiated them with the other.

Social Function	Recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.
Generic Structure	**1)** Orientation It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened. **2)** Events A series of events, ordered in a chronological sequence. **3)** Re-orientation A personal comment about the event or what happened in the end.
Language Feature	a) Using the simple past tense, past continuous tense, past perfect tense and past perfect continuous tense b) Using the temporal sequence, e.g. on Saturday, on Monday, on Sunday. c) Focus on specific participant, e.g. I (the writer). d) Using the conjunctions, such as; then, before, after, etc. *e)* Using action verb e.g. went, stayed. *(britishcourse.com)*

This is an example of recount text

BEING LATE

ditulis oleh Era Meiswarawati

Orientation	Last morning, Dinar, my roommate woke up late and she had to go to campus.
Events	When she wanted to take her motorcycle, in fact she couldn't move it because there were some motorcycles that blocked up her motorcycle. She tried to move all of the motorcycles, so that her motorcycle could move from the garage. But she couldn't do it. Then, she called Adel who had that motorcycle which blocked it up.
Re-orientation	After that, her friend who had that motorcycle helped her. Finally, she could move her motorcycle and rode it to go to campus. Source: *www.englishindo.com ›* *Recount*

Except this kind of the text, there are types of text assumed below:

2. Descriptive Text

Social Function	Descriptive text is a one of genre text that have goal to illustrate certain persons, places, or something in specific ways. This text describes something specifically

Generic Structure	identification and description
Language Feature	a) Using certain nouns, such as teacher, house, my cat, etc. b) Using simple present tense. c) Using action verbs, such as our new puppy bites our shoes, etc. d) Using adverbials to give additional information about manner, such as fast, at the tree house, etc. (*www.mediafire.com*)

3. **Discussion Text**

Social Function	Discussion is a text, which present a problematic discourse. This problem will be discussed from different viewpoints.
Generic Structure	a) Statement of issue; stating the issue which is to discussed b) List of supporting points; presenting the point in in supporting the presented issue c) List of contrastive point; presenting other points which disagree to the supporting point d) Recommendation; stating the writer' recommendation of the discourse
Language Features	a) Introducing category or generic participant b) Using thinking verb; feel, hope, believe, etc c) Using additive, contrastive, and causal connection; similarly, on the hand,

	however, etc
	d) Using modalities; must, should, could, may, etc
	e) Using adverbial of manner; deliberately, hopefully, etc
	(*http://pakpuguh.wordpress.com)*

4. **Explanation Text**

Social Function	Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography and history text books.
Generic Structure	a) General statement: stating the phenomenon issues which are to be explained. b) Sequenced explanation: stating a series of steps which explain the phenomena.
Language Features	a) Featuring generic participant; sun, rain, etc b) Using chronological connection; to begin with, next, etc c) Using passive voice pattern d) Using simple present tense (*freeenglishcourse.info*)

5. **Narrative Text**

Social Function	Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers.
Generic Structure	a) Orientation: Introducing the participants and informing the time and the place. b) Complication: Describing the rising crises, which the participants have to do with. c) Resolution: Showing the way of participant to solve the crises, better or worse.
Language Features	a) Using processes verbs b)·Using temporal <u>conjunction</u> c) ·Using <u>Simple Past Tense</u> (*freeenglishcourse.info*).

6. **Procedure Text**

Social Function	to give instruction or ways for making or doing something completely.
Generic Structure	a) Goal/ Aim b) Materials needed/ equipments c) Steps to accomplish/ methods
Language Features	a) The sentence type is imperative, such as cut, don't mix, etc. b) Use of action verbs, such as turn, put, don't mix, etc.

	c) Use of connectives to order actions, such as then, while, etc. d) Use of adverbials to state detailed time, place, accurate ways, such as for five minutes, 2 centimeter from the top, etc. (*www.mediafire.com*)

7. **News Item**

Social Function	to inform readers or listeners about events of the day which are considered newsworthy or important.
Generic Structure	a) News worthy event (tells the event in a summary form) b) Background events (elaborate what happened, tell what caused the incident) c) Sources (comments by participants, witnesses, authorities and experts involved in the event)
Language Features	a) Use of action verbs(hit, attack) b) Use of saying verbs(said, added, claimed) c) Use of passive sentences (Aceh was hit by Tsunami in 2004) d) Use of adverbs in passive sentences (The victims were badly injured) (*http://nazwablogger.blogspot.com*)

8. Report

Social Function	to describe the way things are (for example: a man -made thing, animals, plants). The things must be a representative of their class.
Generic Structure	a) General classification (introduces the topic of the report/tells what phenomenon under discussion is.) b) Description (tell the details of topic such as physical appearance, parts, qualities, habits/behavior).
Language Features	a) Use of general nouns (Whales, Kangaroo, Computer) b) Use of present tense c) Use of behavioral verbs (Snakes often sunbathe in the sun) d) Use of technical terms (Water contains oxygen and hydrogen) e) Use of relating verbs (is, are, has) (*http://nazwablogger.blogspot.com*)

9. Analytical Exposition

Social Function	to persuade the readers or the listeners that something in the case, to analyze or to explain
Generic Structure	a) Thesis (usually includes a preview argument. It introduces topics and indicates the writer's position) b) Arguments (consists of a point and

	elaboration sequence. The number of points may vary, but each must be supported by discussion and evidence) c) Reiteration (restates the position more forcefully in the light of the arguments presented)
Language Features	a) Emotive words such as : alarmed, worried. b) Words that qualify statements such as: usual probably c) Words that link arguments such as: firstly, however, on the other hand, therefore. d) Usually present tense e) Compound and complex sentences (*http://nazwablogger.blogspot.com*)

10. Hortatory Exposition

Social Function	to persuade the readers or the listeners that something should or should not be the case.
Generic Structure	a) Thesis (stating an issue of concern) b) Arguments (giving reasons for concern, leading recommendation) c) Recommendation (stating what ought or ought not to happen)
Language Features	a) Emotive words: alarmed, worried b) Words that qualify statements: usual probably c) Words that link arguments: firstly, however, on the other hand, therefore d) Usually present tense

	e) Compound and complex sentences
	f) Modal auxiliary: can, may, should, must *(http://nazwablogger.blogspot.com)*

11. Spoof

Social Function	to tell an event with a humorous twist.
Generic Structure	a) Orientation (who were involved, when and where was happened) b) Events (tell what happened in a chronological order) c) Twist (provide the funniest part of the story)
Language Features	a) Use of connectives (first, then, finally) b) Use of adverbial phrases of time and place (in the garden, two days ago) c) Use of simple past tense (he walked away from the village) *(http://nazwablogger.blogspot.com)*

12. Review

Social Function	to critique an art work or event for a public audience
Generic Structure	a) Orientation (background information on the text) b) Evaluation (concluding statement : judgment, opinion, or recommendation. It can consist of more than one. c) Interpretative Recount (summary of an art works including characters and plot).

	d) Evaluative summation: the last opinion consisting the appraisal or the punch line of the art works being criticized.
Language Features	a) Focus on specific participants b) Use of adjectives c) Use of long and complex clauses d) Use of metaphor e) Reviews are used to summarize, analyze and respond to art works. They may include: movie, TV shows, books, plays, concerts, etc. (*http://nazwablogger.blogspot.com*)