

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Research Paper

##### 2.1.1 Definition of Research paper

According to Sierra College (2013), research paper is an essay to explain what we have learned after exploring our topic in depth and it includes information from sources such as books, articles, interviews, and Internet sites. We also use our own ideas, knowledge, and opinions. Most of paper (as a rule of thumb, at least 80%) must be in our own words. Furthermore, Kumar (2015) states that research paper is a primary source that reports the methods and results of an original study performed by the authors. The kind of study may vary (it could have been an experiment, survey, interview, etc.), but in all cases, raw data have been collected and analyzed by the authors, and conclusions drawn from the results of that analysis. Therefore, research paper contains the data from the experts and also contains our own words as the comparison.

##### 2.1.2 Functions of research paper

The University of Minnesota (2015) states that functions of research paper are to organize thoughts, make narratives or make arguments based on research, and share our research knowledge with the world. According to Kumar (2015), [research papers help](#) your teachers and professors better understand your ability to find information, *understand it and re-state the material in a comprehensible manner*. By completing this assignment, researchers are also able to show their ability to form opinions and logical arguments based on facts and statistics. Therefore, research paper helps us to share newfound knowledge and improve our ability in writing skill.

##### 2.1.3 Structure of a Research Paper

According to [Shuttleworth](#) (2009), **the most important aspect of science is ensuring that you get all the parts of the written [research paper](#) in the right order**. These are the building blocks of constructing a good research paper: title, abstract, introduction, literature review, methods, results, discussion/conclusion, and references/bibliography. Furthermore, Ellinger (2011) states that while academic disciplines vary on the exact format and style of

journal articles in their field, most articles contain similar content and are divided in parts that typically follow the same logical flow. Following is a list of the parts commonly found in research articles:

1. **Title:** The title should be specific and indicate the problem the research project addresses using keywords that will be helpful in literature reviews in the future.
2. **Abstract:** The abstract is used by readers to quickly review the overall content of the paper.
3. **Introduction:** The introduction begins by introducing the broad overall topic and providing basic background information.
4. **Literature Review:** The purpose of the literature review is to describe past important research and it relate it specifically to the research problem
5. **Methods:** The methods section will describe the research design and methodology used to complete to the study.
6. **Results:** In this section, the results of the analysis are presented. How the results are presented will depend upon whether the research method is quantitative or qualitative in nature.
7. **Discussion/Conclusion:** This section should be a discussion of the results and the implications on the field, as well as other fields.
8. **References/Bibliography:** The research paper is not complete without the list of references. This section should be an alphabetized list of all the academic sources of information utilized in the paper.

In addition, parts of the research paper are contains equal parts from title to reference list and it has introduction chapter in the beginning.

## **2.2 Introduction Chapter**

### **2.2.1 Definition of Introduction chapter**

According to the University of Melbourne (2012), introduction needs to include background information which is generally accepted as fact in a discipline. We also need to explain why the research we are reporting is important. It is usually presented in the present tense. Furthermore, Samraj (2002, p.15) states that though introduction to any writing is frequently associated with beginning, this is not about an introduction to a research paper. Here introduction serves as a crucial outlining part, which presents our topic to the reader. While creating an introduction for

research paper, students frequently get lost in the consistency of their thoughts. By following the structure and simple rules, we will succeed with our academic writing. Therefore, when we write the introduction we need to pay attention to its rules and also the tense, so that the readers will be understand what we are going to present.

### **2.2.2 Function of Introduction Chapter**

According to Monica (2016), introduction is an important part to be presented. Introduction is the first chapter that will lead the reader to understand what exactly will be written in research paper. The functions of the introduction in a research paper are: As an introduction the readers will be able to understand what exactly is written in the scientific work. The readers will be guided to understand the beginning of the problem written in the research paper itself, As background the readers will be guided to answer what exactly is being researched in the research paper, As an introduction of the problem the readers will find various questions to be searched for answers through the writing of research paper, As the purpose helps the readers to know what the real goal is to achieve from the paper they read, and As a benefit the readers will be guided to find out what exactly is the benefit of research paper they read. Furthermore, according to Grant and Pollock (2011), the functions of introduction should be;

1. Present the limits of the problem under study clearly.
2. Direct the readers (a brief literature review may be included).
3. Research methods should be stated, and if it is necessary it also writes down the reason why the method is selected.
4. State important research results.

In addition, Introduction is actually written at the beginning, before proceeding to the next chapter, because in this section the writer delivers the readers to the contents of the article and the introduction should also serve as a 'hook' that attracts readers to continue reading the article.

### **2.2.3 Tense Use in the Introduction**

<b>Types of information</b>	<b>Verb forms</b>	<b>Examples</b>
Facts	Present tense	There <u>is</u> no current legislation which forces manufacturers to recycle used products.

Signaling the problem or our gap in knowledge	Present tense (active or passive)	There <u>is</u> an urgent need to define a suitable test method for these types of boilers.
Purpose of the report	Present tense, common verbs: discusses, outlines, describes, considers, deals with, presents, concerned with, investigates, compares, determines.	This paper <u>looks at</u> an area which has so far been given little consideration.

Table 1  
Tense Use in the Introduction

### 2.3 Simple Present Tense

Azar (2003, p.17) states that simple present expresses daily habits or usual activities. The simple present expresses general statements. In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future. According to Penston (2005, p.17), simple present tense is a grammatical tense whose principal function is to locate a situation or event in present time. The term present tense is usually used in descriptions of specific languages to refer to a particular grammatical form or set of forms; these may have a variety of uses, not all of which will necessarily refer to present time. Furthermore, according to Talia (2014) a sentence is presented in simple present tense when it is used to describe an action that is happening at present and does not indicate when the action is expected to end. Simple present tense is used when:

1. The action that is taking place in general
2. The action is not only occurring now; it repeats after regular intervals of time
3. To indicate facts those are generally true.
4. The action for relating habits and routines that happen all the time, be it in the future, past or present.

Therefore, the writer concludes that present tense is a tense that explained a situation in present time. It usually used in descriptions of a habitual or characteristics that always necessarily true.

#### 2.3.1 Structure of Simple Present Tense

According to azar (2003), structure of simple present tense are:

Formula with verb:

**Statement:** Subject (I-You-They-We) + Verb<sub>1</sub> / infinitive

Subject (She-He-It) + Verb<sub>1</sub> / infinitive “+ s/es”

**Negative:** Subject (I-You-They-We) + do + not + verb<sub>1</sub> / infinitive

Subject (She-He-It) + does + not + verb<sub>1</sub> / infinitive

**Question:** Do + Subject (I-You-They-We) + verb<sub>1</sub> / infinitive

Does + Subject (She-He-It) + verb<sub>1</sub> / infinitive

Formula with tobe:

**Statement:** Subject ( I ) + tobe (am) + adj/c

Subject (You-They-We) + tobe (are) + adj/c

Subject (She- He- It) + tobe (is) + adj/c

**Negative:** Subject ( I ) + tobe (am) + not + adj/c

Subject (You-They-We) + tobe (are) + not + adj/c

Subject (She- He- It) + tobe (is) + not + adj/c

**Question:** tobe (am) + Subject ( I ) + adj/c

tobe (are) + Subject (You-They-We) + adj/c

tobe (is) + Subject (She- He- It) + adj/c

The examples of using present tense can be seen bellows:

1. The sun **sets** in the west.
2. All the cars **stop** at this crossing.
3. Michael **teaches** social studies in a school.
4. That notice **reads**, “No parking”.
5. **Do** you play tennis?
6. **Does** he write novel?

## 2.4 Error Analysis

Brown (1994 as cited in Agustina and Junining 2014, p.3) defines error as “a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.” Furthermore, Richards & Schmidt (2002) defined error analysis as a technique for identifying, classifying and systematically interpreting the unacceptable forms of a language in the production data of someone learning either a second or foreign

language. In addition, the error is clear deviation in grammar while error analysis is the way how to interpret the error itself.

In error analysis, it is not enough to just interpret the error. It also needs the description of the error. To describe the error Dulay et, al (1982 as cited in Tizazu 2014, p.72) mentioned that “The most useful and commonly used taxonomies for error descriptions are linguistic taxonomy, surface structure taxonomy, communicative effect taxonomy, and comparative analysis taxonomy.” The following are the explanations about error description:

#### A. Linguistic Taxonomy

This taxonomy classifies errors according to the language component or linguistic constituent (or both of them) which is affected by the error among language components we count phonology, syntax and morphology, semantics and lexicon, and discourse (Dulay et.al. 1982 as cited in Sitorus and Sianipar 2015, p.5)

#### B. Surface Strategy Taxonomy

This taxonomy concentrates on the ways in which surface structures are altered. Using this taxonomy, Dulay et.al. (1982 in Sitorus and Sianipar 2015, p.7) divides errors into the following categories: omission, additions, misinformation, and misordering.

##### 1. Omission

This type of error is characterized by the absence of an item, which must appear in a well-performed utterance. For instance, in the sentence *My father teacher* the grammatical morphemes *is* and *a* are omitted.

##### 2. Addition

This type of error is characterized by the presence of an item, which must not appear in a well-performed utterance. The characteristic for additions are divided into three categories: double markings, regularization, and simple addition, which contains the rest of additions.

(a) Double markings, as in *Did you went there?*

(b) Regularization, e.g. *sheeps*, “*cutted*,” and

(c) Simple addition, which contains the rest of additions.

### 3. Misinformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. There are three types as well: in regularizations, Archi-forms, alternating forms.

- (a) In regularizations an irregular marker is replaced by a regular one, as in *sheeps* for *sheep*.
- (b) Archi-forms refer to the use of one member of a class of forms instead of using all the members, e.g. using *this* in the situations when either *this* or *these* should be used.
- (c) Alternating forms are presented by free alternation of various members of a class with each other, as in *those dog* and *this dog* used by the same learner.

### 4. Misordering

This type of error is characterized by the incorrect placement of a morpheme in an utterance. As in *I get up at 6 o'clock always*, where *always* is misordered. Whereas the correct order is *I always get up at 6 o'clock*.

## C. Communicative Effect Taxonomy

This taxonomy focuses on the effect the errors have on the listener or reader.

## D. Comparative Taxonomy

The comparative taxonomy classifies errors on the basis of comparing the structure of second language errors to other types of constructions, most commonly errors made by children during their first language acquisition of the language in question.

