CHAPTER II
LITERATURE REVIEW

This chapter contains the information about research report, research methodology, tenses, error analysis, and previous study.

2.1 Research Report

Research report in politeknik level is regarded as a final report. In writing a final report, students of politeknik use the terms and regulation as in a research report. According to Politeknik Negeri Sriwijaya (2010, p.4), final report is one of academic activities that must be done by every student before finishing the study. In doing the final report the student must present the result by writing the paper. The paper can be written as research report. Therefore in this research, research report is taken as the main literature review.

2.1.1 Definition of Research Report

The followings are the definition of a research report. According to Pandey and Pandey (2015, p.110)

> A detailed account of the research experience from selection and definition of the problem, formulation of hypotheses, gathering, analyzing and interpreting data, testing of hypotheses, making conclusion and suggesting further research in the related problem area is called a research report.

Furthermore McMillan (1992, p.14) states that a research report includes sets of problem, collected data, analyzed and interpreted data, and the conclusion is written in a document, usually a paper or article. In conclusion, a research report is a report that have been written in a document, usually paper or article after completing the research study and it consists of selection and definition of problem, data that have been gathered, analyzed and interpreted, tested hypotheses, conclusion and suggestion.

2.1.2 Organizational Structure of Research Report

The organizational structure of a research report, according to McMillan (1992, p.14-17), includes title and author(s), abstract, introduction, review of literature, specific research question or hypothesis, method and design, result, discussion, and conclusions and references. The followings are the description of each element of research report:

1. Title and author(s)

   A good title presents something about the major factors and the types of subject in the study.

2. Abstract

   The summary of entire study including the problem, method used, and major findings are written in an abstract.

3. Introduction

   The introduction usually provides background information and the development of the research problem.

4. Review of Literature

   The formal literature review begins after the research problem, it presents references and other research of literature, and summarize previous research on the same problem.

5. Specific Research Question or Hypothesis

   A specific research question or hypothesis often, but not always follow the review of literature. It is an informed guess or prediction about the result.

6. Method and Design

   Some parts described in this section are the subject, instrument used to gather the data, the procedure of collecting data , and experimental study.

7. Results

   The data that have been analyzed are presented in graphs or tables. This section also presents the description of what was found without interpretation or discussion.

8. Discussion

   This section presents the result in which the data are interpreted. There is a possibility that this section also present the weaknesses in the methodology of the study.

9. Conclusions

   The summary of the results, weaknesses in the study, and relationship of the results to previous literature are described in this section.

10. References

    This section contains list of the sources cited in the report. The common style of writing is by using APA (American Psychological Association).

Furthermore, Sigh (2006, p.245-246) states that the general format of research report is evolved and it has become a tradition in academic area; the following is the outline of general format for research report:

A. Preliminary Section

   1. Title page
   2. Preface or acknowledgements
   3. Table of content
   4. List of tables (if any)
   5. List of figures (if any).

B. Main Body of Report or Textual Body

   1. Introduction

        (*a*) Statement of the problem
        (*b*) Objectives of the study
        (*c*) Hypotheses to be tested
        (*d*) Significance of the problem
        (*e*) Assumptions and delimitations.

(*f*) Definitions of Important terms used.

2. Review of related literature.

3. Design of the study

    (*a*) Method and procedure used

    (*b*) Tools of research or sources of data

    (*c*) Techniques of data collection

    (*d*) Description of techniques used.

4. Analysis and presentation of data

    (*a*) Analysis of data

    (*b*) Tables and interpretation

    (*c*) Figures and interpretation.

5. Conclusions

    (*a*) Discussion of results

    (*b*) Main Findings and inferences

    (*c*) Implication of the findings and limitations

    (*d*) Suggestions for further studies.

C. Reference Section

1. Bibliography

2. Appendices (if any)

3. Index or glossary (if any).

To sum up, in writing research report there are preliminary section, main body and reference and every section has its own contents. The preliminary section consists of title and author(s), abstract, preface or acknowledge, table of content, list of table and list of figure. The main body section presents introduction, review of literature, method or design of study, result and discussion or analysis and presentation data, and conclusions. The last section, reference includes bibliography, appendices, and index or glossary.

2.2 Research Methodology

2.2.1 Definition of Research Methodology

Kothari (2004, p.1) states that "research methodology is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. Furthermore, "The methodology section of a research study explains how the study was conducted. It is similar to the methodology section of a research proposal, but in the study write-up, this section explains what actually was done rather than what was intended to be done." (Gehle, 2013 p.1).

From the explanation above the writer concludes that research methodology is a way to solve the research problem systematically and the way to explain how the study was conducted.

2.2.2 Contents of Research Methodology

There are some experts explain the contents of research methodology. According to Lynch (2014, p.29) in research methodology the possible elements are overview of the experiment/design, population/sample, location, restrictions/limiting conditions, sampling technique, procedures, materials, statistical treatment. Furthermore, Sigh (2006, p.248-249) explains that research methodology presents the method, population and sample of the study, the tools and techniques employed in the research, the procedure of the study, administration and scoring procedure, and the data organization and presentation.

According to Nayak and Sigh (2015, p.281), the research methodology chapter usually describes the research design and the research procedures adopted. It may also indicate sampling methods, research instruments and statistical methods employed. The purpose of this is to inform the readers on the methods used to collect the data and generate the findings reported.

Gibson (2017, p.2) explainsthat the research methodology is generally divided into five sections:

1. Choice of research design – how to carry out research and why

2. Details of the methodology – describe And explain the method used to collect data.

3. Sample- decide which data/information should be gathered and from who and why.

4. Procedure – steps taken to collect the data.

5. Analysis – how you will analyze the data/information you collect.

It is clear that the possible contents of research methodology are choice of research- overview of design/ research design, details of methodology or method of the study, location, restriction/limiting condition, sample – population/sample, sampling technique, sampling method, sample of study, procedure – research procedure, tools and technique of the study, materials-data organization and presentation, research instrument, and analysis – administration and scoring, statistical method.

2.3 Tenses

2.3.1 Definition of Tenses

According to Nordquist (2017 p.1),"tense is the time of a verb's action or state of being, such as present or past". Moreover, The University of Melbourne (2012, p.1) states that verb tenses have a relationship between the present moment (now), and another moment or period in time (which may be long or short). These moments or periods may be in the past, present or future. Tenses manage time by placing them within particular relationships or 'time frameworks'. Furthermore, according to Siddiqui (2014, p.1) "The correct use of tenses helps you to raise the level of readability of your business writings on the other by allowing your readers to comprehend accurately what you have written using English tenses".

2.3.2 Tenses in Academic Writing

According to Lincoln University (2016, p.1-2), there are some of the more common uses of tense in academic writing. The tenses are simple present tense, simple past tense, present perfect tense and past perfect tense. The followings are the uses of tenses based on the content of research report.

1. Introduction and literature review are written by using some tenses: simple present tense, simple past tense and present perfect tense. Simple present tense is used to explain the facts, truth and to report the original author's opinion. Besides, simple past tense is used to mention a "historical" fact and to report results of one specific study. While, present perfect tense is used to make general statements about previous research, or summarize previous research by several researcher and to introduce a new area or researcher before going on to the results of a specific study, and present or past to state your purpose.

2. Materials and methods are usually written by using three tenses: simple present tense, simple past tense and past perfect tense. Simple present tense is used to explain general population and conventional material. While, simple past tense is used to describe sample and specifically designed materials, and both of past tense and past perfect can be used to write the method.

3. The results are usually presented by using simple past tense to explain specific findings

4. Discussion is presented by using simple past tense to describe specific findings and to refer back to hypothesis or purpose and to restate findings and explain findings. Besides, both simple past tense and present perfect tense are used to discuss previous research, and simple present tense is used to compare current findings with others' findings and implications.

There are some advice about the various tenses mentioned by University of Melbourne (2012, p.1-4). They are explained below:

1. Abstract usually refers to your unpublished results and it is written by using past tense.

2. Introduction needs to include background information which is generally accepted as fact in a discipline. It is usually presented in the present tense and present perfect tense to report research

3. Methods are written by using past tense to describe what had been done and present tense to describe the diagrams and figures

4. Results are written by using past tense for results obtained and present tense to refer to figures, tables and graphs

5. Discussion is explained by using present tense to explain significance of results and past tense to summarize findings, with present tense to interpret results

6. Conclusion is described by using combination of tenses to highlight past research and future directions.

2.3.3 Tenses in the Research Methodology Chapter

According to Wallwork (2011 p.220-221), most method sections are written in the past simple using the passive form. The past simple is required because the actions described took place in the past. The past simple also helps to distinguish what the writer did from what others have done. Furthermore, Hewings (2001, p.29) explains that "passive verb forms have one of the tenses of the verb to be and a past participle." As in the sentence "This research was conducted by using qualitative research."

Additionally, University of Melbourne (2012, p.1) also explain that in writing research methodology, two tenses are usually used: simple past tense and simple present tense. Simple past tense is used to describe what had been done in study and simple present tense is used to describe figures and diagrams.

Moreover, Lynch (2014, p.33) states that in research methodology, when describing the procedure either the active or the passive voice can be used. The passive voice is used to describe procedure in order to depersonalize the information. Therefore, the pronoun does not need to mention explicitly.

In conclusion, both present and past tense can be used for writing the explanation in research methodology; however the experts prefer to use passive voice to express the sentences in research methodology.

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 are 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 Sinatiar (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-formed 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-formed 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. Misformation

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 represented 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 to errors made by children during their first language acquisition of the language in question.

2.5 Previous Study

Some research on grammatical error analysis and tenses has been conducted. Hidayat (2016) conducted a research entitled "an analysis of students' errors in writing introduction of thesis of English department students of IAIN Raden Intan Lampung" He had conducted the research by using qualitative research. His study was done by classifying and analyzing the graduating paper as the objects based on the types of grammatical errors such as singular/plural error, verb-tense error, subject-verb agreement error, verb-form error, and word-form error. The results of the study were singular/plural noun form (19.11%), verb-tense error (23.53%), verb-form error (16.17%), subject-verb agreement (30.88%) and word-form Error (10.29%).

In Addition, Hamida (2016) conducted a research entitled "the errors in writing descriptive text at second semester of English department students." She had conducted the research by using writing test method to collect the data. The data were collected through written product which was made by second semester students of English department students. After getting the data, she calculated and made the percentage of errors into a chart. After that she had found that there were 182 errors on descriptive writings of English department students' academic year 2015/2016. There were 64.28% of omission error; the most students omit s/es in transitive verb. Besides, there are 28.57% for misinformation, 6.04% for addition error and the last 1.095 for misordering error. After calculating the result, she made the rearrangement of the error that she found in the writing test.

In the current study, the tenses in the research methodology were become the focus of the study and document review is used to collect the data. While for the analyzing data, the errors were not only classified but also revised.