**CHAPTER 2:**

**LITERATURE REVIEW**

**2.1 Writing**

**2.1.1 Definition**

English is one of the second languages commonly used in Vietnam, has become the language of teaching and learning in regular programs, a compulsory subject for students. However, to learn English as an L2 is not an easy task.*Alamargot and Chanquoy (2001) believed in order to write, one “needs a coordinated implementation of a large set of mental activities.”**Acorrding to Pierpont (1991) “writing skills are specific abilities which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.”*

Researchers have given different definitions of Writing skills.*Kutz,Groden, and Zamel (1993) defined that writing was as “a creative discovery procedure characterized by the dynamic interplay of content and language: the use of language to explore beyond the known content.” Allen (1965);Corder (1974) stated that in ESL "writing is the most difficult of the language abilities to acquire".* In other words, writing is a complex process that takes time and effort to become a skillful writer. Basically, these definitions have the same meaning while the difference lies only in the way researchers construct them.

In conclusion, "Writing" is the process of using symbols (alphabet letters, punctuation, and spaces) to convey thoughts and ideas in a readable form.Generally, we write with a pen/pencil (handwriting) or a keyboard (typing). With pens/pencils, we usually write on a surface like paper or a whiteboard. Keyboards are usually attached to typewriters, computers, or mobile devices. Speech recognition programs allow people who cannot see or use their hands to record their thoughts.

**2.1.2 The role of writing**

According to Shannon Kennedy “Writing is one of the most important exercises related to language learning and a very effective way of converting passive vocabulary to active. Other benefits include its ability to polish the learner’s grammar, particularly when you have the opportunity to have your writing corrected. And, as a creative activity, the process can be rather enjoyable**.”** Jamie Grill stated that **“Writing is important because it improves communication skills, creative thinking and creativity.**Writing is necessary for both school and work. Writing also helps the writer express ideas, beliefs and personality.”

According to  Staff Writer (2020) “Professional writing and writing for school have a different role than personal writing. Formal writing encourages critical thinking in the form of essays, research papers and articles, which helps the writer learn how to interpret the world around him in a meaningful manner. Writing about a topic improves the writer's understanding of the topic, and papers with a slant help the writer understand how to successfully construct professional arguments and debates about a topic. Learning how to structure arguments and articulate opinions in writing translates well to the spoken word, helping people to be better at presenting facts and opinions in a calm, rational way.”

In short, writing is an important part of life, whether at work or school, as a hobby, or in personal communication. This skill helps writers express feelings and thoughts to others in a relatively permanent form. Personal writing builds a connection between writer and reader in a different way than oral communication, and it helps people organize their thoughts when they see them on paper or on a screen.

**2.1.3 Using tools to improve writing**

Mary Walton(2017) said that “Writing is a multilayered and difficult skill to master. Many students struggle with getting their writing to express what they mean, so they get frustrated. The key to improving writing skills involves practice, practice and more practice.” ***Mary Walton*** is a professional [*tutor and writer*](http://simplegrad.com/) based in Santa Monica, California. The author ’has found seven online tools that are useful to help high school or college students hone writing skills and make them more effective writers.

**2.1.3.1**[**Australian Help**](http://australianhelp.com/)**:** The author asks all my students to bookmark this comprehensive resource. Whatever causes them issues, they can probably find answers here. The site offers a detailed grammar guide, a guide on listing citations, and assistance on writing assignments from research papers to book reviews and more.

**2.1.3.2** [**Visuwords**](http://www.visuwords.com/)**:** If your students are visual learners, this tool helps them understand words. When they type a word, they get a visual map of the word's meanings and derivations, among other things. The maps show how words relate to one another, as well as how to use them in everyday writing.

**2.1.3.3** [**Easy Word Count**](http://easywordcount.com/)**:** You give your students word counts so they learn to keep their writing in check. They can paste their essays into this tool and get an instant, accurate word count. Then, if they're running too long, they can start making edits and tightening up their writing.

**2.1.3.4** [**750 Words**](http://750words.com/)**:** As mentioned earlier, good writing comes about through practice. This website gives your students a place and motivation for daily writing. Students earn badges the longer they keep their writing streaks going, so it taps into students’ competitiveness.

**2.1.3.5** [**TwinWord**](https://www.twinword.com/)**:** This app offers a great alternative to Microsoft Word for students learning to write. As they type into the app, they get real time feedback on what they're saying. The app also provides an option for checking tone in each article and a synonym tool so students can switch up their word choice and increase their vocabulary.

In summary, these tools can provide a variety of help to every student whenever they need it.

**2.2 Grammar**

**2.2.1 Definition**

According to Richard Nordquist(2020), The word grammar comes from Greek, meaning "craft of letters."It's an apt description. In any language, grammar is:  
• The systematic study and description of a language (as compared with usage).  
• A set of rules and examples dealing with the syntax and word structures (morphology) of a language.

The Editors of Encyclopaedia Britannica said that” grammar, rules of a language governing the sounds, words, sentences, and other elements, as well as their combination and interpretation. The word grammar also denotes the study of these abstract features or a book presenting these rules. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding vocabulary and pronunciation.” While Yule stated that “grammar is the process of describing the structure of phrases and sentences by considering its order in a language (2006: 74)”

## Resume, grammar is the structure and system of a language, or languages in general, usually considered to consist of syntax and morphology.

## 2.2.2 Types of Grammar

 Richard Nordquist (2018) was found nine types of grammar

## 2.2.2.1 [Comparative Grammar](https://www.thoughtco.com/what-is-comparative-grammar-1689884): R. Freidin, Principles and Parameters in Comparative Grammar. MIT Press, 1991 stated that “Contemporary work in comparative grammar is concerned with "a faculty of language that provides an explanatory basis for how a human being can acquire a first language . In this way, the theory of grammar is a theory of human language and hence establishes the relationship among all languages"

## 2.2.2.2 [Generative Grammar](https://www.thoughtco.com/what-is-generative-grammar-1690894): The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand is [mental grammar](https://www.thoughtco.com/mental-grammar-term-1691380).

## 2.2.2.3 [Mental Grammar](https://www.thoughtco.com/mental-grammar-term-1691380): The generative grammar stored in the brain that allows a speaker to produce language that other speakers can understand is [mental grammar](https://www.thoughtco.com/mental-grammar-term-1691380).According to P. W. Culicover and A. Nowak, Dynamical Grammar: Foundations of Syntax II. Oxford University Press, 2003 “A grammar formulated by a linguist is an idealized description of this Mental Grammar"

## 2.2.2.4 [Pedagogical Grammar](https://www.thoughtco.com/pedagogical-grammar-1691600): "[Pedagogical grammar](https://www.thoughtco.com/pedagogical-grammar-1691600) is a slippery concept. The term is commonly used to denote (1) pedagogical process the explicit treatment of elements of the target language systems as (part of) language teaching methodology; (2) pedagogical content--reference sources of one kind or another that present information about the target language system; and (3) combinations of process and content"(D. Little, "Words and Their Properties: Arguments for a Lexical Approach to Pedagogical Grammar." Perspectives on Pedagogical Grammar, ed. by T. Odlin. Cambridge University Press, 1994).

## 2.2.2.5 [Performance Grammar](https://www.thoughtco.com/what-is-linguistic-performance-1691127): John Carroll, "Promoting Language Skills." Perspectives on School Learning: Selected Writings of John B. Carroll, ed. by L. W. Anderson. Erlbaum, 1985 stated that “[Performance grammar](https://www.thoughtco.com/what-is-linguistic-performance-1691127)  centers attention on language production; it is my belief that the problem of production must be dealt with before problems of reception and comprehension can properly be investigated"

## 2.2.2.6 [Reference Grammar](https://www.thoughtco.com/english-grammar-4133049): A description of the grammar of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences.

## 2.2.2.7 [Theoretical Grammar](https://www.thoughtco.com/theoretical-grammar-1692541): "[Theoretical grammar](https://www.thoughtco.com/theoretical-grammar-1692541) or syntax is concerned with making completely explicit the formalisms of grammar, and in providing scientific arguments or explanations in favour of one account of grammar rather than another, in terms of a general theory of human language" (A. Renouf and A. Kehoe, The Changing Face of Corpus Linguistics. Rodopi, 2003).

## 2.2.2.8 [Traditional Grammar](https://www.thoughtco.com/traditional-grammar-1692556):  “[Traditional grammar](https://www.thoughtco.com/traditional-grammar-1692556) is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language"(J. D. Williams, The Teacher's Grammar Book. Routledge, 2005).

## 2.2.2.9 [Transformational Grammar](https://www.thoughtco.com/transformational-grammar-1692557): A theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures.

## 2.3 Relation between writing and grammar

## According to Melissa Donovan(2021) “Grammar and writing go hand in hand.”Grammar, spelling, and punctuation are the most basic components of good writing. Grammatically correct texts are easier to read, easier to get published and easier to sell to readers; in many cases, a firm understanding of grammar also makes the writing process easier.

The connection between grammar and writing is a very important one. The rules of grammar help to govern the way writing takes place, and ensure that it can be easily understood by the people who read it. Every language in the world has different rules for grammar and writing. They all have specific conventions regarding [syntax](https://www.wisegeek.com/what-is-syntax.htm), or the way words are arranged in a sentence, as well as [punctuation](https://www.wisegeek.com/what-is-punctuation.htm) usage, [verb](https://www.wisegeek.com/what-is-a-verb.htm) conjugation, and other important aspects of written..B. Miller( 2021)

Resume,writing skills are widely applied in the work and life of most English users. To write well, learners must master grammar knowledge, how to handle rich vocabulary, and fluent writing methods.As a simple example, in an office environment, writing skills are used up to 80% through email transactions, reports, plans, contracts.In order to have a proper and coherent writing style, learners need to master grammar points and accumulate a rich vocabulary.

**2.4 Errors**

**2.4.1 Definition**

There are various defined to “error” . According to Cunningworth (1987) “error is are systematic deviations from the norms of the language being learned.”Besides, James (1998) “ error is failure of competence owing to leaners’ systematic violation from rules”. Although "error" is defined very differently, other authors such as Dulay and Burt (1982), Norrish (1987), Lennon (1991) also agree at three common features in the definition of ‘error’; those are ‘systematic’, ‘deviation’, and ‘competence’. According to Ellis (2003 : 17) “error reflect gaps in learner’s knowledge, they occur because the learner does not know what is correct.

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In addition to the definitions of "error" of the above authors. Below is the definitions of "error" in the Merriam-Webster dictionary:(1) Error is the quality or state of erring.(2)Error is something produced by mistake.(3)Error is  an act that through ignorance, deficiency, or accident departs from or fails to achieve what should be done.(4)Error is an act involving an unintentional deviation from truth or accuracy.  In fact, there are many meanings to "error", all definitions are  academic in nature, giving readers an overview of what "error" is.There is an some mean about error is display by some expert.In Bahri and Sugeng (2009), James (1998: 77) defined that error is a systematic deviation; when learner has not learnt something consistently gets it wrong. While in Gass and Selinker ( 2001: 78), Corder defined that error is a systematic deviation from the norms of the language being learned.

In conclusion, language learners will often make "errors", because they do not often use it as a first language, sometimes they use features in the first language to learn a second language so that this can easily arise errors when writing.

**2.4.2 Classification of errors in writing**

There are two types of error according to Tarigan (1995: 85), “First, Interlanguage errors. This error is caused by interference of students’ mother tongue towards the target language being learned. Second, Intralanguage errors. This error reflects general characteristics of the language rules, for example generalization, imperfect rules’ application, and failure in learning condition of rules’ application.”

**2.4.3 Errors analysis**

There are some steps of error analysis according to Tarigan ( 1995 : 71)

* *Collecting Data:* It is the data which contain the errors made by the students, forexample; the result of the test, students’ writing, or students’ dialogue.
* *Identifying or classifying error:* knowing and choosing errors based on language category for example error in spelling, word formation, word fusion, and sentence arrangement.
* *Ranking the error:* arrange the error based on the frequency of occurrence.
* *Explaining error:* describing the place of error, the cause of error and giving example of the correct ones.
* *Predicting the area which is risk by error:* predicting the language area which has potency to cause error.
* *Correcting the error:* correcting the error and if it is possible, elicit the error through compiling the correct material, appropriate hand out,and relevant teaching technique."