

CHAPTER II

LITERATURE REVIEW

A. The Nature Of Writing

1. Definition of Writing

Writing is a way of communication in written form. In writing, the writer conveyed the ideas and intentions of the goals that we want to convey. Writing is more than just a medium of communication (Evayani; 2013). In writing, it's necessary to think first, investigate, observe, ask questions, experiment and read. Writing encourages thinking and learning, It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed (Yuniati, 2015). In this case, writing plays an important role as a means of communication and as a means of solving problems and arguing in foreign language learning. But in writing students need a series of words to convey ideas and goals in writing. Writing is a complicated skill, students need to understand the form of words that will be assembled into a writing by understanding the correct vocabulary and grammar so that the results of the writing are clearly conveyed in meaning and purpose. Writing encourages thinking and learning, It motivates communication and makes thought available for reflection when thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed (Khasanah, 2015).

Based on the explanation above writing can be concluded as a tool to transfer our thoughts into written form, because writing is a complicated skill which is need to make observations and identify the results of writing. In this case practice for understanding the structure of writing needs to be improved.

2. The Importance of Writing

Writing skill is very important to improve for students. The reason is that teaching writing to students in English as a foreign language includes

strengthening, language development, learning styles, and most importantly writing as a separate skill Harmer in Khasanah (2015).

In writing there are several important things in improving writing skills Harmer in Khasanah (2015), that are:

- a. Writing can encourage students to focus more on the use of language that is more accurate because it can make them think, how to solve a problem in their mind when writing.
- b. Writing is also used as a means of strengthening the language that has been thought of. Which is students use writing skills to take notes about their learning process that they have learned.
- c. Writing can be useful as preparation for some other activity.
- d. Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting, or speaking.
- e. Writing is also used in this type of questionnaire activity. Where writing is needed for questionnaire test activities such as student exams.

3. Process of Writing

In writing there are several important processes that researchers need to know. process of writing has four main elements. That are planning, drafting, editing, and final version Harmer in khasanah (2015).

1) Planning

In the planning process in writing, there are three main things that students to be thought. The first in writing students decide what they are should to write and the purpose of their writing. Second, students must to understand and thought about the use of language styles in writing. and the last students should consider the content of their writing.

2) Drafting

Drafting is one of the first actions in writing. which is the students should be given more time to focus more on developing their ideas in writing such as developing and organizing these ideas in perfect grammar, punctuation or spelling.

3) Editing

In the editing step, students reread what they have written. and then check the mistakes that they made in writing. it can make students minimize their mistakes in writing by revising the writing that contains errors.

4) Final Version

The final version is the last stage in writing. In this stage the students have completed all the processes in writing and the students make the final version of writing. in this process students re-examine the results of the writings that have been made, in this process can show the written results are not in accordance with the draft according to the writing plan. it happens because there are many editing processes. if the final process has been completed, the results of the writing that have been made can be read by the reader.

4. The Purpose of Writing

In writing, the author has a purpose in conveying his writing to the reader. in this case the author's goal in conveying the meaning so that the reader can feel the meaning and conveyed by the author so that the reader can feel that life is in the writing. To convey a clear meaning to the reader in the results of the writing, the writer must use a correct and clear structure. According to Grenville, there are three purposes of writing: to entertain, to inform and to persuade.

1. To entertain

In writing to entertain, the writer use the imaginary or creative writing. in this case the author use his creativity in writing to make the reader feel the writing with feelings and not entertain by making the reader laugh at the writing.

2. To inform

In this case, writing has a purpose to inform something that happened or important things that need to be known by many people. This type of informative writing can focus on objects, places, procedures, and events.

This can be seen in newspapers and articles, scientific or business reports, instructions or procedures, and essays for schools and universities.

3. To persuade

In this case the author will convince the reader with the point of view that the article is valid by presenting facts and data so that the reader will have the same understanding as the author. In conclusion, the purpose of writing is not only to express the ideas, feeling or thought in written symbol but it has also specific purposes such as to entertain, to inform and to persuade the readers.

5. The Aspect of Writing

To get a good and clear writing, there are several aspects that we must considered such as understanding grammar and understanding how to make correct writing. The results of the writings that have been made will be scoring according to the aspects of writing. The aspects of scoring are organization, content, grammar, vocabulary, and mechanic, Nurgiyantoro in Yuniati (2015). The following is an explanation of some aspects of writing:

1) Organization

In this aspect, the students are seen how they organize their ideas in writing. how they arrange paragraphs well. how the students organization of the text is fluent in expressing, expressing ideas clearly, good organization, logical sequence, and cohesive.

2) Content

In this aspect, the content of the writing refers to the topic, explanation, discussion, evaluation, and conclusion. in terms of writing must be clear, specific, and relevant. The good content had to fulfill the criteria such as full of information, substantive make a clear thesis development and relevant with the problem.

3) Language

In this aspect, the students use effective complex sentence construction and make only few faults in the using of grammar.

4) Vocabulary

In this aspect, the students can choose the right words according to their function and master the words to inform the reader about something.

5) Mechanic

Paragraph is a combination of some sentences which needs good spelling and punctuation. If the use of punctuation is not appropriate, the paragraph will be unreadable. So the students should be mastered in writing good paragraph. Based on the explanation above, the researcher will use five of aspects to measure students' writing ability. In determining students' abilities, researcher will use a scoring rubric to measure students ability levels in writing.

B. Recount Text

Recount text is a type of writing in english, from the explanation recount text is a text that tells an event that has happened such as someone's experience and things that related to events that have passed. Speaking or writing about past events is called recount. They further explain that a recount is a text that retells past events, usually in the order in which they occur Anderson and Anderson in Muhammad Naufal Izzuda (2019).

In writing recount text the students have to understand the tense used in describing and explaining events that have occurred. The purpose of writing recount text is to tell and describe the events that the writer has done to the reader. Recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience Derewianka in Izzuda (2019).

Gerot and Wignell states that recount is retells an event, tend use past tense, material process, and particular participants. It means that recount is a series of events in the past and has its own generic structure. Recount text consists of orientation which introduces the participants, place and time, series of events that happened in the past, and re-orientation which states personal comment of the writer.

1. The purpose of recount text

Writing recount texts has a communicative purpose that is convey its purpose to report genesis, events or activities that serve to comfort the reader with no conflict in his story. According to Derewianka (2004: 18) the purpose of recount is to list and describe past experiences by retelling events in the order in which they occurred (chronological order).

In writing recount text, the aim is to retell events that have occurred and to provide information or entertain the reader. In recount text, the sentences that are often used in the text such as words, which connect events in rhe time, review such as we are next, after, when, before, first, at the same time. In this case, the recount text describes an event so it uses a lot of verbs and adverbs.

2. Generic Structure of Recount Text

In writing recount text, there are several generic structures that must be considered. There are three generic structures in writing recount text,that are Orientation, events, and re-orientation, Hardy and Klarwein (in Emilda, 2010: 13).

a. Orientation

In writing a recount text, it begins with an orientation where the aim is to tell the reader who was involved, what happened, where this event took place and when it happened.

b. Events

In the events section is an important activity or event contained in a recount text, the function of the event is to provide an explanation that is more important than orientation.

c. Re-orientasi

Re-orientation is a conclusion from the story that is made. In other words, re-orientation is a type of text that tells about how something in the past happened chronologically. Some recount texts have evaluative comments or conclusions which may be the author's comments about the events described previously. The conclusion is written in the last

paragraph, and because this section is optional, some recounts may not have this conclusion paragraph.

Broken Cell Phone

(Orientation)

Last Friday, a friend of mine asked me to accompany him to buy shirt at a department store. As soon as we arrived there, we went to the clothes section.

(Event 1)

I let him choose one. An hour later, I got bored watching him co in choosing a shirt. So I left him and went to the cassette counter minutes later, I went back to the clothes section but I couldn't find him. My cell phone was broken so I couldn't call him. I went to the parking saw his motorcycle was there but I couldn't find him. I waited for him few moments then finally I gave up and decided to go home.

(Event 2)

When I arrived home, my mother told me that my friend calle said that he was in the department store looking for me. My mother ask to come back to the department store Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not parking area. He just went home.

(Re-orientation)

I was very tired. There was no other choice. I had to walk home. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could no laughing

*Adapted from Baku Bahasa Inggris SMP MTX VIII for panor high school:
Intan Parnara 2013.*

3. Past Tense

1) The Definition of Past Tense

Past tense is a form of time that expresses an event in the past or an event that has been done. The past tense is used to provide information that

the time described has occurred. The time used can be in the form (yesterday, last week etc.). In using the past tense to tell the light period begins and ends with a sentence that aims to provide information that the event has occurred. So all the contents of the text described are in the past tense. Simple past tense is used to state an event or activity that has been done in the certain time in the past or that the certain time is not exposed if the event or activity is really has hapenned in the past. The simple past tense is used for activities or situations that began and ended in the past Cowan (2008) in Ekawati (2017).

Based on the explanation above, the writer concludes that past tense is used to express a certain event in the past without showing any relationship with the present. The past tense is also used if the event happened completely in the past, even if the time is not stated.

2) The Type of Past Tense

In total there are four types of past tense that are, simple past tense, simple past continuous tense, simple past perfect tense, and simple past perfect continuous tense. here are the types of past tense and the explanations:

a. Simple Past Tense

simple past tense is used to express an action or activity carried out by the subject in the past or a verb tense that is used to talk about things that happened or existed before now.

Structure of simple past tense

Positive sentence

S + Verb2 + O

Example

She joined the English club class at school yesterday



Negative sentence

S + Did + Not + Verb1

Or

S + To Be (Was / Were) + Not

Example

I did not sleep well last night

Isti was not the smartest students in the class



Interrogative sentence

did + s + verb1

or

Was / Were + S

Example

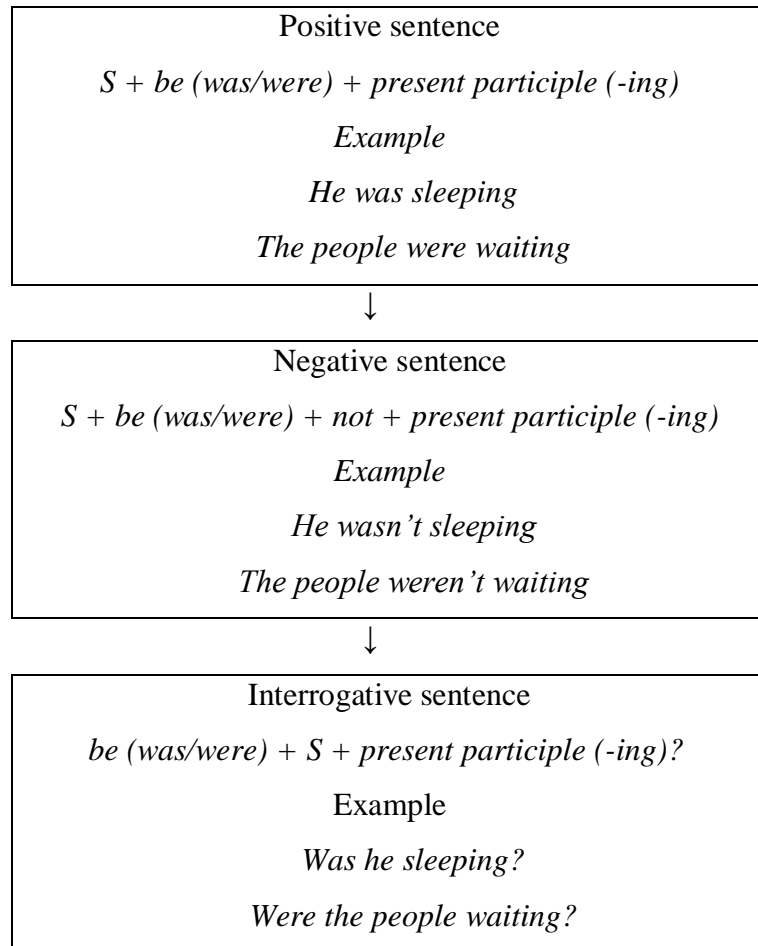
Did you see my bag on the table?

Were you late to come to the office at 11 am yesterday?

b. Simple Past Continuous Tense

The past continuous tense is used to refer to an event that the subject was doing in the past or this form shows that the action began before, was in progress during, and continued after time or other actions that occurred in the past.

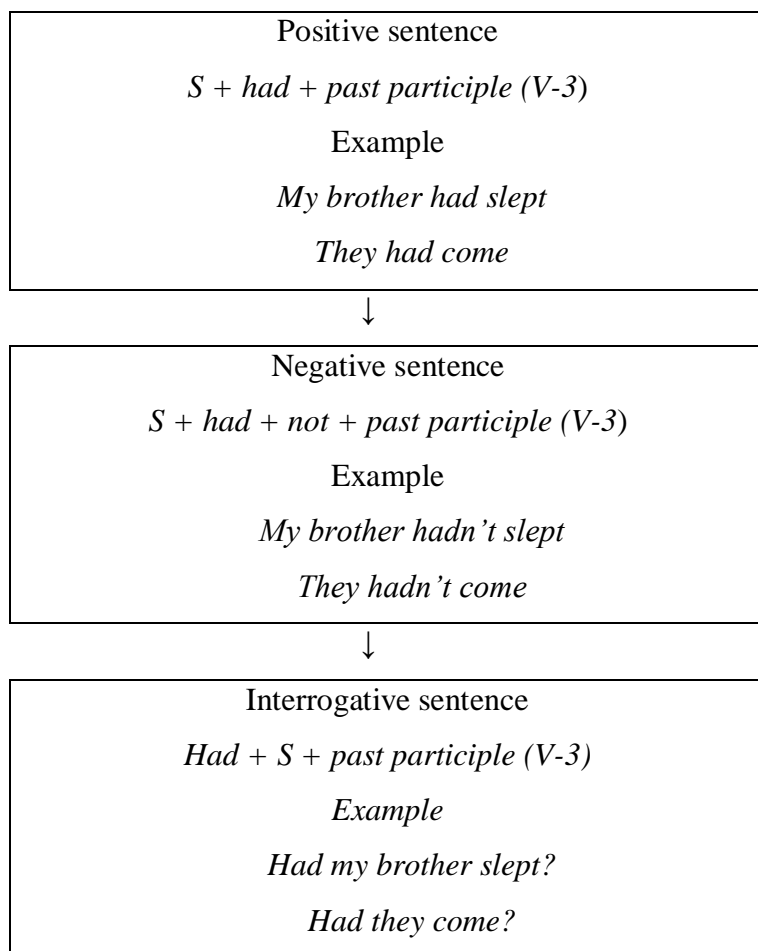
Structure of past continuous tense



c. Simple Past Perfect Tense

The past perfect tense is a tense that represents the past tense of the present perfect tense. The characteristic of the past perfect is that had is added to the third form of the verb (verb3).

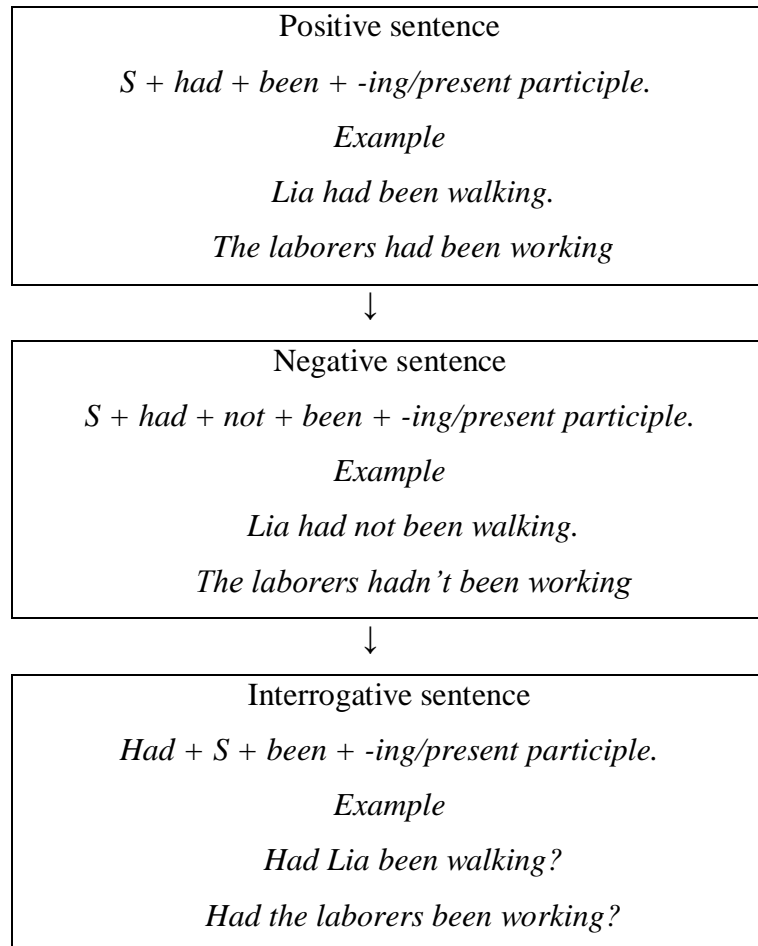
Structure of past continuous tense



d. Simple Past Perfect Continuous Tense

Past perfect continuous tense is a form of verb used to express an action (with a certain duration of time) that was completed at a certain point in time in the past.

Structure of past perfect continuous tense



C. Error

1) Definition of Error

In learning and using a foreign language, the barriers that always occur to students are making mistakes and their fear of making mistakes. But making mistakes in learning a foreign language is very natural because students have to understand the vocabulary of the language well. In this case, many students tend to not understand the structure of the foreign language they're learning. This shows that students have not mastered the language well, therefore to overcome the errors that students made researchers use error analysis strategies. Errors have a positive role in

learning language, it's mean that error analysis has an important role in determining appropriate remedial and effective teaching and learning strategies for students and can be used as a guide to minimize errors in their writing (Sari, 2019:25).

In this case the errors' analysis of student will be measured based on evidence of errors that students made in obtaining foreign language learning. With the process of using error analysis, it's possible to determine the occurrence, nature, and causes of the student's failure to acquire foreign language lessons. And by using error analysis as a tool to investigate identifying, describing, analyzing, and explaining learner errors in gaining understanding of a foreign language.

2) Type of Error

Grammatical errors occur due to the students' lack of understanding of grammar knowledge in English. In this problem, the researcher will examine students' mistakes in writing using grammar. In grammatical errors there are four classified (Dulay et al. 1982) as cited in (Izzuda, 2019) :

a. Omission

Omission means that in writing a sentence there is no item that should appear in the sentence. In this case, it often occurs in the first stage of learning a foreign language. It's happens because students often omit grammatical morphemes such as nouns, verbs, adjectives, adverbs. Dulay, Burt, and Krashen (1982:154) state that omission is the loss of an item that must occur in a sentence to form a correct sentence.

Example :

"It use by us to fullfill daily needs"

Correction: *It is used by us to fullfill daily needs.*

b. Addition

Addition is a mistake that students made by adding words that should not appear in the sentence. In this case it will cause the meaning of the writing to be different from the purpose of writing. According to Krashen (1982:156) that the addiction occurs because of the emergence

of things that destroy the integrity of the sentence. There are three type of addition errors that are double marking, regularization, and simple addition. These are the explanations:

1) Double Marking

Double marking happens when two items rather than one are marked for the same feature.

For instance : (In Past Tense).

(Erroneous) : we didn't went there.

(Correct) : we didn't go there

2) Regularization

In Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous) : Laura camed to her mother house 2 months ago.

There has regularization of regular past, the verb come does not become camed, because come is irregular verb .

(Correct) : Laura came to her mother house 2 months ago.

3) Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For instance, in the sentence:

(Erroneous) : I can played the game.

There has simple addition of verb one after modal

(Correct) : I can play the game.

c. Misformation

Misformation is an error that students made by applying the wrong sentence in the right place. It's because the students choose the wrong form of phoneme, morpheme, structure, or vocabulary. Misformation

errors occur due to using the wrong form part of a morpheme or structure (Dulay et al., 1982: 158). There are three of misformation errors, that are:

1) Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* for *gooses* for *geese*. For instance, in these following sentence:

(Erroneous) : He rided his motorcycle.

There has wrong change of verb ride, it should be rode.

(Correct) : He rode his motorcycle.

2) Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. Forinstance, in this following sentence:

(Erroneous) : This pencils are mine.

This is not appropriate for plural, the appropriate one is these.

(Correct) : These pencils are mine.

3) Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other. For instance, look at these sentence below:

(Erroneous) : I written a letter yesterday.

The form of the verb written is wrong, the correct one is wrote, because the example is past santence.

(Correct) : I wrote a letter yesterday.

d. Misordering

Misordering is an error that students made with the wrong placement of morphemes or groups of morphemes in a sentence. It's happens because the order in the writing does not match the placement of the correct order. Spelling is related to the combination of letters to build a word (Sawalmeh, 2013:12).

Example :

is on Sunday going to rain?

Correct sentence : *Is it going to rain on Sunday?*

3) The Causes of Error

In writing cannot be separated from errors that students made, especially in writing recount text. Errors occur because there are causes, in this case there are several causes of errors that students made which is carelessness, first language interference, and translation, John Norrish in Cholipah (2014).

a. Carelessness

Carelessness happens because the students lack motivation in learning. Because many teachers will admit that it's not always wrong if the student loses interest in learning or maybe the material and presentation style is not suitable for them.

b. First Language Interference

In this case students will have difficulty with forming a foreign language that is learn from their native language.

c. Translation

Perhaps what most students do is translation. This happens because a student translates them first language sentence from an idiomatic expression into the target language word by word. So that the results of the translation are not in accordance with its intended purpose.

D. Previous Relevant Study

Relevant previous studies are presented to avoid duplication, plagiarism, replication, and ensure the validity of the study. In this study, many researchers have been involved. The first is a thesis from Tiara Juwita (2019) "An Analysis Of Grammatical Error In Writing Recount Text At The Eleventh Grade Of Students' Smk Negeri 1 Abung Selatan Kotabumi In The Academic Year 2018/2019". In her research she used descriptive qualitative research to describe her findings on the type of grammatical error by students make in

writing recount text based on surface strategy taxonomy and the errors the students make in total based on surface strategy taxonomy. In her findings she describes the types of errors such as omission, addition, misordering and misformation. the results of her findings found as many as 143 errors, there were omissions of 16 items or 11%, addition of 2 items or 1,4%, misordering of 8 items or 5,6%, and misformation of 117 items or 82%.

The second is a thesis from Muhammad Naufal Izzuda (2019) "Grammatical Error Analysis On Students' Recount Texts (A Case Study of the Tenth-Grade Students of SMK Texmaco Semarang in the Academic Year 2017/2018)". In this study, he used a descriptive qualitative study to find the grammatical errors made by the students, the most frequent errors, and the source of the errors in their recount texts. In this study he took a sample of 30 students from the tenth grade. From his findings, he found 620 errors consisting of 184 omission errors or 29.68%, and 99 addition errors or 15.97%, 242 misformation errors or 39.03%, and 95 misordering errors or 15.32%. Then he also found the cause of the errors made by the respondents, namely the cause of errors with a total of 441 errors or 71.13%, and dominated by errors caused by interlingual transfer as many as 179 errors or 38.87%.

The third is a thesis from Mila Roza (2017) "An Analysis On Students' Errors In Writing Recount Text" in her research she used a descriptive quantitative method to find the types of error made by students in writing recount text, and the most dominant type of error made by students in writing recount text, in her research she took the population from the tenth grade of SMK PRIVATE PAB. 2 HELVETIA as many as 76 students. From that population she took 38 samples from tenth grade AP 1. From his research she found four types of errors, namely omission, addition, misformation and misordering. Then from her findings she found the dominant error in writing recount text, namely misformation as many 88 or 44% error, then omission 47 items or 23.5%. Next addition error with 42 items or 21%. And the last misordering error with 2 items or 11.5%. then the findings also explained that

the cause of the error is caused by intralingual interference, interlingual interference and carelessness.

The fourth a thesis from Ida Rahmah Andansari, Okta Widia Sari, and Didik Murwantono (2019) "The Students' Error Analysis of Writing in Recount Text for The Milineal Students" in this study they used descriptive qualitative methods to describe the research results. in this study they were took a sample of 30 tenth grade students of SMAN 1 Landing. From that study they were found a total of 248 errors, of omission 102 (41.10%), addition 37 (14.90%), substitution 77 (31.00%), and errors of permutation 32 (13.00%). In this study, the dominant error was the omission error.

The fifth a thesis from I.P.B. Erlangga, I.W. Suarnajaya, P.A.K. Juniarta (2019) "An Analysis Of Grammatical Errors Made By The Seventh Grade Students Of Smp Negeri 2 Sukawati In Writing Descriptive Texts In The Academic Year 2018/2019". In this research, there were two problems, that were what are the types of grammatical errors made by seventh grade students of SMP Negeri 2 Sukawati in writing descriptive text? and what are the causes of grammar errors made by seventh grade students of SMP Negeri 2 Sukawati in writing descriptive text?. In this study, the researchers used document studies, interview methods, and recordings to collect the data. The instruments used in this research were researcher, writing task, guideline, interview guide, and mobile recorder. In this study, the findings contained five errors, namely omission, addition, misformation, misordering, and spelling. The total number of errors was 541 errors. There were three causes of error found in this study, namely: carelessness (40.67%), first language interference (53.42%), and translation (5.91%).

Based on all previous relevant study, in this research was different from the research described above. In this study, the researcher used a student writing test to analyze the errors made by students in writing recount text. Although, there may be some similarities in the data collection techniques with the research described, the researcher only focused on analyzing the four errors raised by Dulay et al. The four errors are omission, addition, misformation and

misordering. Then the researcher classifies the errors based on the grammatical system in the sentences and makes the frequency in each category to find the cause of the grammatical errors.