CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Review

1. Study of Writing

   A. Definition of Writing

   Writing is one of the language skills that should be acquired in learning the English language. Hasani (2005) states that writing is the activity of a person in pouring ideas, thoughts, and feelings in a logical and systematic in written form, so that the message can be understood by the reader. Brown (2001) states that written product is often the result of thinking, drafting and revising procedures that require specialized skill, a skill that not every speaker develop naturally.

   Writing is a progressive process which relates to the thinking process of producing the ideas by using the right language form (Hedge, 2000). Reciprocally, writing skill is the skill that requires the students' comprehension to apply their knowledge about complex cognitive and linguistic in the writing process (Hyland, 2003).

   B. Process of Writing

   According to Graves, there are five-step process writing approach, that is:

   2) Prewriting

The goal of this step is to produce ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor is all way to produce ideas.

3) Drafting

Drafting is the first attempt of writer to catch ideas on paper. Drafting is a way to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during prewriting can be shaped into a successful piece of writing.

4) Editing

This is the step where students' correct grammar, spelling, and punctuation errors. The fastest way to fail a good writing project or damage.

2. Study of Writing Error

A.   Definition of Error

In learning the target language, most learners will make errors. Error is a common thing that happens in the process of teaching and learning a language. Hedge (2000) stated that the error is an unavoidable part of language learning. In addition, Hedge (2000) claimed that error is now seen as reflections of learner's stage of interlanguage development. Thereof, the error is one of the inescapable processes that shows the event phase in learning the interlanguage. Moreover, Norrish (1983) argued that error is regarded as the important part of learning language. Thus, the error

as the significant role that shows the part or the stage of students' competence in learning the language.

In addition, according to Larsen-freeman and Michael (1992), an error is a noticeable deviation which will reflect various stages the learners' competence in learning the language. Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Another opinion comes from Susan M. Gas and Larry Selinker (2008), error analysis is a type of linguistic that focuses on the errors learners make in producing the target language and the target language form itself.

B.   Types of Error

In Dulay, Burt, and Krashen's (1982) surface strategy taxonomy, there are four categories of the error sentences, namely, omission, addition, misordering and misformation.

1) Omission

Omission is identified by the absence of an item or a morpheme that must appear in a well-formed utterance (Dulay et al., 1982). Regularly, students make this error when they want to add –s or –es (Liasari et al., 2011). Omission also appears when they do not put the definite article in a sentence (Norrish, 1983). Moreover, omission happens when the learners forget to write the necessary items which must emerge in the sentence. Additionally, this error occurs when the learners do not add the items in writing a sentence. Mostly, the learners failed to add the suffix s or es after

verb, to add to be is, am, and are, to add auxiliary of have or has, and to add to-infinitive. For example, "She has best friend" should be "She has a best friend". "I want give beautiful bag" should be, "I want to give a beautiful bag."

2) Addition

Addition is the type of error which is the opposite of omission. Addition means to put the unnecessary item in a sentence. It is indicated by applying the item that does not need in a sentence (Hasanah, 2017). Commonly, it happens when the learners use double markings and the unwanted items (Suhono, 2016). Moreover, this error happens when the learners have obtained several rules of the target language (Dulay et al., 1982). Generally, the learners use the infinitive with 'to' after the modal (must, can, etc.). It could be because of their equation about the verb want (+to), so when they write "must or can" they produce 'to' (Norrish, 1983). For instance, "She can to sing a song" should be "She can sing a song". "If we are make a mistake" should be "If we make a mistake."

3) Misformation

Misformation is the use of wrong morpheme or structure. Some of students misform "be" (am, is, and are), auxiliary verb (have/has) and object pronoun. In this type, the students use the incorrect be or verb. In addition, misformation is using the wrong forms in a sentence. Due to their misunderstanding of language in using some forms (Soetikno,1996). For example, "She have a tall body" should be "She has a tall body". "Her

favorite food is fried rice, donut and pizza" should be "Her favorite foods are fried rice, donut, and pizza."

4) Misordering

Misordering is identified by placing the incorrect morpheme. In this case, some students felt difficult to put the adjective with noun in a correct order. Misordering is indicated by the incorrect placement of certain morphemes. In addition, it happens due to the differences between the word sequence in English and Indonesian (Saad & Sawalmeh, 2014). For example, "She has a hair long and black" should be "She has a long black hair."

3. The study of Narrative text

A.   Narrative Text

Meyers (2005) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener.

A. S. Hornby in Oxford Advanced Learner"s Dictionary defines "Narrative is a description of events, especially in a novel or story, the act or process of feeling a story". It similarly with John Langan says,

"Narration is a writer tells the story of something that happened" through narrative, we make statement clear by relating in detail something that has happened to us". According to Djuharie (2007), "Narrative is kinds of text about story of legend and resolution to amuse and to give entertain to readers". On the other hand, according to Pardiyano (2007), "Narrative is a story talk the past activities or events which order to problematic and to give lesson to readers". In Curriculum 2004, narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

B.   Generic Structure of Narrative Texts

Neo (2005) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way. Climax Rising action Fallling action Exposition Resolution That picture is known as the Freitag triangle. The idea of the Freitag triangle is to serve as akind of blue print or map which can be used to guide us systematically ijnour writing. The Freitag triangle consists of:

a. The composition, it establishes the characters and situation.

b. Rising action, it refers to a series of complication leads to the climax.

c. The climax is the critical moment when problem/ conflics demand something to be done about them.

d. Felling action is the moment away from the highest peak of excitemen.

e. The reolution consists of the result or outcome.

On the other hand, Anderson (1997) states that the steps for constructing a narrative are:

a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpcted did not happen. This complication will involve tha main charcters and oven serves to (temporally) toward them from reaching their goal.

c. Sequence of event/Climax

This is where the narrator tells how the character reacts to the comlication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audiens is given the narrator‟s poiunt of view.

d. Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible

in certain tyoes of narrative which leaves us wondering „How did it end"?)

e. Reorientation It is an optional closure of event.

C.   Types of Narrative Texts

According to Neo (2005) There many different types of narrative texts, among others:

a. Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

1) Orientation: the narrator tells the funny characters names in unusual setting.

2) Complication: in this part, something crazy happen.

3) Sequence of event: there are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.

4) Resolution: All"s well that end well.

b. Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual fetures:

1) Orientation: it contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.

2) Complication: boy meets girl.

3) Sequence of event: it contains the development relationship, jealously, love, hurt, pian, warm, sharing, and overcoming problems.

4) Resolution: boy gets girl, marry and live happy ever aafter.

c. Historical Feature

Here are the feature of a typical historical fiction text:

1) Orientation: a setting in the past and description of a period in history.

2) Complication: good meets evil.

3) Sequence of event: action related to a period in history, character"s lives affected by the events of history, description of live at the time.

4) Resolution : characters survive the chaos of the time (for example, the war ends).

d. The Diary Novel

This type of narrative has the text presented like diary entries. Here are the features of a typical diary- novel:

1) Orientation: main character is the narrator. Time setting is given by diary entries.

2) Complication: given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.

3) Sequence of event: diary entries tell of feelings, hopes, and happening.

4) Reorientation: the narrator tells what happens to solve the complication.

e. Fantasy

Below are the features of a typical fantasy narrative:

1) Orientation: setting may be in another dimension with goals, witches, wizard, and so son. Hero who may has magical power.

2) Complication: evil forces affect the goodies.

3) Sequence of event: use of magic. Action includes elves, dragons and mystical beasts, heroism.

4) Resolution: God defeats evil forces.

f. Science Fiction

Science fiction narratives ese the setting involving science and technology. Here are the typical features of the text type:

1) Orientation: a feature setting and a world with technology.

2) Complication: an evil force threatens the world.

3) Sequence of event: imaginative description. Action involves technology, science, and super invention.

4) Resolution: good defeats evil.

5) Coda: take care that science is used for good, not evil.

D.   The Language Elements of Narrative

According to Djuharie (2007), the language elements use in writing narrative paragraph are nouns, individual participant, past tense, conjunction, action verb, and saying verb.

a.   Noun

According to Wren and Martin (1966) Noun is a word used as the name of a person, place or thing.

b. Individual participant

According to Djuharie (2007) Individual participant means that the subject who takes part in a situation or the story of specific subject.

c. Past Tense

According to Betty Schrampfer Azar (1993), "Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past."Meanwhile, according to Jayanthi Dakshina Murthy (2003), "Simple Past Tense is when a verb is used to shown that an action was completed. So, Simple Past Tense is a sentence or story as do past thus, can see of used verb and adverb of sentences.

d. Conjunction

Conjunction is a word which used to join one word to another word, or one sentence to another sentence. According to Slamet Riyanto dkk (2008), conjunctions are words that are used to connect words or a group of words or sentence. So, conjunction is the word as function combine a word or sentences.

e. Action verb

According to Ahmad Kardimin (2009) The action verb divided into two forms.

1) Regular verb is a verb which has a normal inflection or normally added by "ed" or "d" to the infinitive.

2) Irregular verb is a verb which does not have a normal inflection or normally added by "ed"d" to the infinitive form
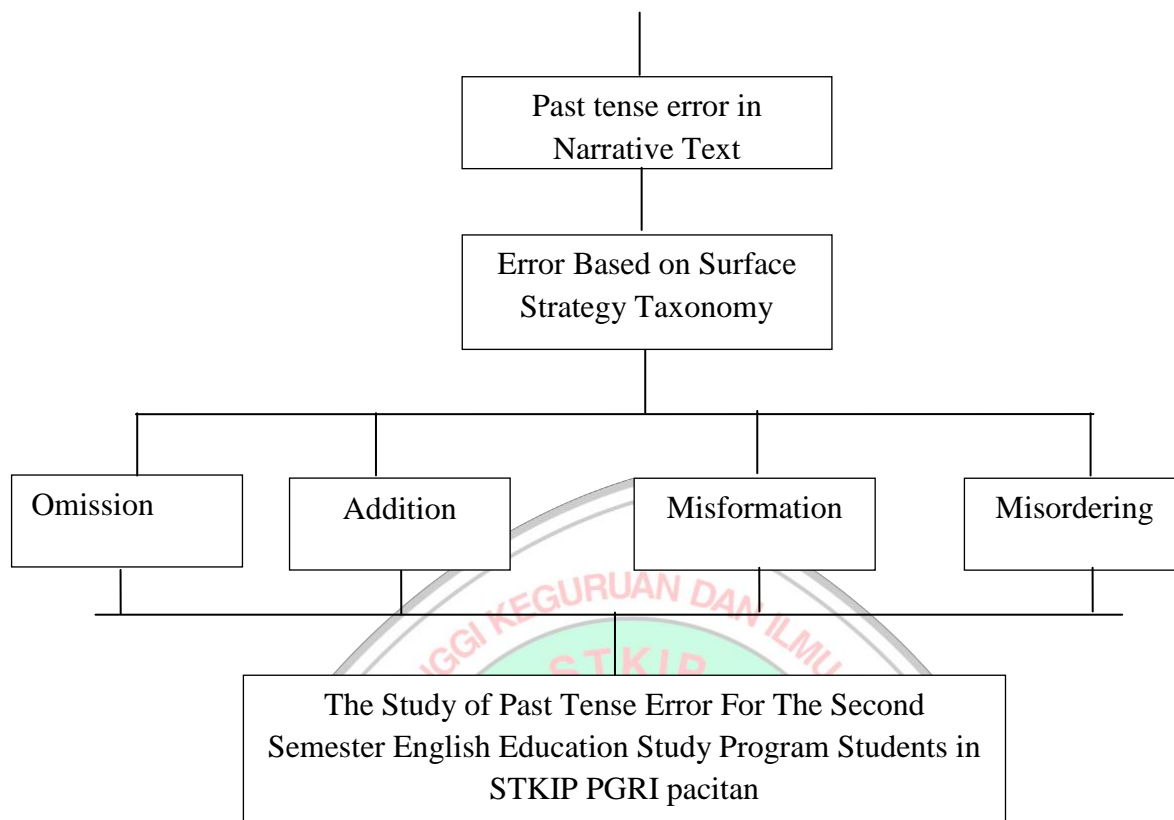
E. **Previous Study**

There are several Study that have same field with the researchers:

1. Wahyuni Amaliyyah Setti, 10535609514. Entitled An Error Analysis on The Use Of Simple Past Tense In Narrative Text Made By The Third Semester Of English Department Students At Muhammadiyah University OF Makassar. This research aimed to find out the kinds of error on the use of simple past tense in narrative text and dominant error made by the Third Semester of English Department Students at Muhammadiyah University of Makassar. The method of this research was descriptive research. The population of this research was the Third Semester of English Department Students of Muhammadiyah University of Makassar. The sample consisted of 35 students taken from each class in Academic Year 2018/2019. The data were collected through the students' written test. The findings of this research indicated that there were 371 total error that students made which were classified into four categories based on the surface strategy taxonomy. The different is this research used Third Semester of English Department Students, just researching errors in the simple past Tense, and use narrative text for the instrument.

2. Sjafty Nursitti Maili (2018), Entitled Error Analysis on UNINDRA Student's Sentences Tenses Assigment. This research used the descriptive methods which students make the sentence in writing based on the pattern, identified, and analyzing. The researcher took the data from the first Semester students of UNINDRA. It is the basic structure for them.

3. Isabella Faradila Yanti, 15091102049. Entitled The Analysis on Students' Error in Using Simple Present Tense at SMP N 5 Manado, the objectives of this research are to identify, classify, and analyze descriptively type of errors and the errors frequently made by students in using simple present tense at SMP N 5 Manado. This research is expected to help in developing language learning process and to give information about the errors especially in using simple present tense. In this research, the writer used case study method and the theory from Ellis (2003). She categorizes three types of errors in the language learning namely omission, misinformation, and misordering. There were 61 participants involved from two classes of SMP N 5 Manado in VII 6 and VII 7. The writer used a writing test consists of simple present tense material to get the data from the student. The different is this study just research in simple present Tense error, the subjects of this research use Students in high school level.

F.   **Conceptual Framework**

English Language Teaching

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                    │    Past tense error in  │
                    │      Narrative Text     │
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                    │  Error Based on Surface │
                    │     Strategy Taxonomy   │
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          │  Semester English Education Study Program     │
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Writing skill in english is quite difficult to learn. Many students make error in doing writing text. In this conceptual framework the researcher Conducting research on errors made by students in writing English texts. The researcher uses narrative texts as assignments for the students. Then the researcher grouped error based on surface strategy taxonomy, consisting of Omission, Addition, Misformation, and Misordering. This research will be carried out at the second semester English education study program.