

CHAPTER II

REVIEW OF RELATED LITERATURE

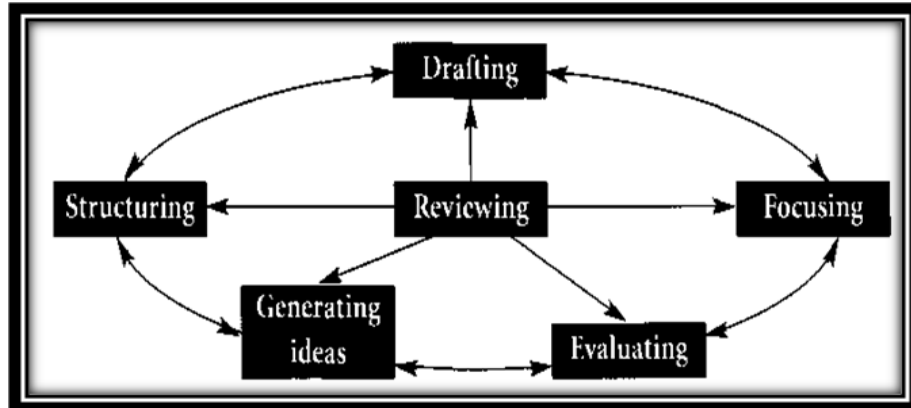
This chapter discusses the review of related literature

2.1 Writing Test

In English teaching and learning, there are four skills, namely, speaking, reading, listening and writing. According Sokolik in Nunan (2005: 98), “writing is a combination of process and product”. Furthermore he said that the process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to reader. Almost similar Brown said (2001: 347), “writing is a composing process and usually requires multiple draft before an effective product is created”. Meanwhile Burton (2007: 8), “writing is a means of thinking widely and deeply about what I do, and why”.

2.1.1 Writing Process

According Terrible in Harmer (1991: 258), “writing process in reality is more complex than this, of course, and the various stages of drafting, reviewing, re-drafting, and writing etc are done in a recursive way”. Furthermore White and Arndt in Harmer (1991: 258) state “writing is re-writing; that revision- seeing with new eyes- has a central role to play in the act of creating text.” In their model process writing is illustrated in diagrammatically below.



From the diagram, White and Arndt give some stages for process writing, they are drafting, structuring structuring (ordering information, experimenting with arrangement, and etc), reviewing (checking context, connections, assesing impact, editing), focusing (it is about focusing on getting the message across), generating ideas and evaluation are assesing the draft or subsequent drafts).

Therefore in Hadfield’s view, states “writing process is a way of helping learners to express their ides and organize them logically “(2009: 120). Hadfield divide the writing activity into several stages:

1. Brainstorm ideas about what to write
2. Choose ideas and group them under headings
3. Order the idea and plan the structure, for example introduction, arguments for, arguments against, conclusion.
4. Write rough notes to expand each idea.
5. Write a rough version or draft
6. Pass it to another learner for feedback.
7. Edit, read through, rewrite and correct.

Based on definition quoted above when combined, it can be concluded that the process of writing have some steps from the beginning until the final of the process writing.

2.2 Errors and Error Analysis

Making error is the most natural thing in the world and it is evidently attached to the human being. It also occurred when we learning second language. Errors would be appearing when learning it. The definition of error can be seen. Maria (2000: 169) says that, “error to be the result of the social cognitive interaction”. This means that the error implicit carries a social norm as well as a cognitive process. Whereas Corder (1982: 1) says, “Error is the result of interference in the learning of a second language from the habits of the first language”. Based on definition quote above, it can be concluded that error is influenced by difference between native mother tongue and the target language.

In Brown view’s, error analysis led to a surge of study of learners’ errors furthermore he says that error can be observed, analyzed and classified to reveal something of the system operating within the learner (2000: 218). Similar Corder says that error analysis is the study analysis of the errors made by the second of foreign language learners to predict the errors or the difficulties in learning foreign language (1981: 23). From the definitions quoted above it can be concluded that error analysis is the study or learners errors.

2.2.1 Types of Error

To categories error into classification based on the types or the source of error is not easy. The types of error cannot be traced back into one source. According to Dulay, Burt, and Krashen (1982: 154) classification of error is based on linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

2.2.1.1 Error Based on Linguistic Category Taxonomy

Dulay, Burt and Krashen (1982: 146-150) have classified error based on linguistic category taxonomies according to either or both the language component and the particular linguistic constituent the error effects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

2.2.1.2 Error Based on Surface Strategy Taxonomy

According Dulay, Burt and Krashen (1982: 150), error based on surface strategy taxonomy learned the way surface structures are altered. Furthermore the surface strategy elements of a language are altered in specific and systematic ways. The types of error based on surface strategy taxonomy are:

2.2.1.2.1 Omission

Dulay, Burt and Krashen (1982: 154) explained omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Furthermore, they

say language learners omit grammatical morphemes much more frequently than content words.

Example: **Mary president new company.**

The correct sentence **Mary is the president of the new company.**

2.2.1.2.2 Addition

Dulay, Burt and Krashen (1982: 156) state that addition errors are the opposite of omission; furthermore they say these errors are characterized by the presence of an item which must not appear in a well-formed utterance. According Dulay, Burt and Krashen (1982: 156-158), there are three types of addition error are:

Double markings are an error in which two items rather than one are marked for the same feature.

Example: He doesn't **knows** my name.

The correct sentence: He doesn't **know** my name.

Regularization when the students apply the regular rules to the irregular ones.

Example: Nick **eated** water melon three days ago.

The correct sentence: Nick **ate** water melon three days ago.

Simple addition if an addition error is not double marking or regularization. The use of an item which should not appear in a well-formed utterance.

Example: The **fishes** doesn't live in the water.

The correct sentence: **The fish** doesn't live in the water.

2.2.1.2.3 Misformation

According to Dulay, Burt and Krashen (1982: 158), misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect. Furthermore, Dulay, Burt and Krashen (1982: 158-162) divided misformation errors into three types of error:

Regularization errors when a regular marker is used in place of an irregular one.

Example: The **childs** are singing a song together.

The correct sentence: **Children** are singing a song together.

Archi-form is the selection of one member of a class of forms to represent others in the class.

Example: Give **me** that, **me** hungry.

The correct sentence: Give **me** that, **I am** hungry.

Alternating form as the students exchange the form freely.

Example: this **cats** eats fish.

The correct sentence: this **cat** eats fish.

2.2.1.2.4 Misordering

Dulay, Burt and Krashen (1982: 162) say misordering are types of error characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

Example: He is **all the time late**.

The correct sentence: He is **late all the time**.

Perhaps not all types of errors stated above are made by students.

2.2.1.3 Comparative Taxonomy

Dulay, Burt and Krashen (1982: 163) classified error in term of comparative taxonomies based on comparison between the structure of language learner errors and other structure.

2.2.1.4 Communicative Effect Taxonomy

Dulay, Burt and Krashen (1982: 189) stated communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. Furthermore it focuses on distinguishing between errors that seem to cause miscommunication and those that do not.

2.3 Grammar

Grammar related to how a language. According Cameron (2001: 98), “grammar as the process of describing the structure of phrases and sentences in such a way”. Each language has different ways of forming grammatical phrases or sentences. Grammar is the important elements that should be given more attention, especially in writing skills.

2.3.1 Tense

According Davidson (2003: 47), “tense is a verb that shows whether the action of the verb happens in the past, the present or the future whether it is a single action or a repeated action, whether the action is completed or unfinished and soon”. In English, there are three kinds of tenses, such as “Cows eat grass” this action occur in the present

time. “We went back into the house” this action occurs in the past action, “I will be more careful in future” this situation is for future time.

2.3.2 Simple Past

Simple past tense tells us only about the past. In Azar’s view, simple past tense is a time signal to express a situation that began and ended at a particular time in the past.

(1992: 24).

(+) S + [Verb + ed] or Irregular Verbs

Example: To listen simple past = listened

To work simple past = worked

(-) S + DID Not + Verb 1

Example: I didn’t steal your wallet

(?) Did + S +Verb?

Example: Did you lose my book?

Negative interrogative

Example: didn’t you go?

2.3.2.1 The use of Simple Past Tense

- **It is used for completed action that took place at a definite time in the past.**

It is therefore used:

For a past action when the time is mentioned

Example: I met her yesterday

When the action took place at a definite time even though the time is implied

Example: Peter won first prize in the art competition

- **The simple past tense is used for a permanent situation in the past**

Example: John lived in Ireland for 15 years. (He doesn't live there any more)

- **The simple past also used for a past habits or repeated action in the past**

Example: When Paul was younger, he often went fishing with his father.

- **The simple past is used in conditional sentence type 2**

Example: If you worked hard, you would give much money.

2.4 Recount

Recount text is a kind of genre text which tells the sequence of events in the past, for example the personal (Pardiyono in Laili Nur Rochmatin, 2011: 16). Similarly in oxford dictionaries, recount text is a kind of text to tell someone about something. From definition quoted above it can be concluded that recount text is to retell some events that happened in the past. It has a purpose to inform or entertain the readers. But recount text is different with narrative text, in narrative text there is a conflict but the recount text is not. There is example of recount text:

orientation	{ . Last week I went to east Java for holiday
Event 1	{ On the first day, I went to Mount Bromo. I stayed At my uncle's house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and a fish pond.
Event 2	{ The next day, my aunt, my uncle and I saw Gunung Batok and went on scenic ride on horse back. It was scary. Then we went to get a closer look at the mountain. We took a picture of beautiful sceneries there. On the last day we went to the zoo at Wonokromo. We saw cockatoos having shower.

Reorientation ←In the afternoon we went home. It was fun.

2.4.1 The Generic Structure of Recount

Orientation : An introduction that provides the setting and introduction participant.

Events : Account that tells what happened, in a sequence

Event 1

Event 2

Event 3, Etc

Reorientation (optional): Closing of events.

2.4.2 The Generic Features of Recount

- The use of nouns and pronouns
- The use of action verbs
- The use of past tense
- The use of time conjunction
- The use of adverb
- The use of adjectives

2.5 Previous Study

Achirani (2011) in her thesis discussed about An Analysis Errors of Using Present Tense Made by Students of Second Year Junior High School of Madrasah Tsanawiyah Al-Washliyah 16 Perbaungan. The result of the analysis showed that the students made errors in present perfect continuous, simple present, present perfect and present

continuous. While the result showed, the dominant error is in using present perfect continuous.

This research is conducted because there is some previous study “Error Analysis of Simple Past Tense in Written Narrative Text at the First Grade of Students SMA Muhammadiyah 2 Sidoarjo,” by Rofidah, 2008. The writer analyzed how the students made error in using simple past tense. As a result, the writer found the most errors is misformation with percentage 55 %, errors of omission 19 %, errors of addition 12 % and errors of misordering 11 %.

From the previous studies above, the writer conclude that this research has not been conducted before. The focus of the research is on eighth grades in written recount text and focus on surface strategy taxonomy.