CHAPTER II
REVIEW OF LITERATURE

2.1 Related Studies

To supporting the idea of choosing the topic, some previous studies are needed such as:

Batubara (2009) in her thesis entitled *An Error analysis of auxiliary Verbs Made by the 2006/2007 Ninth Grade Students of Madrasah Tsanawiyah Al-Ulum Medan*, concludes that the most error made by students is the using of do (36,26%), the using of be (32,90%), and an error in using have (30,84%).

Pujiasi (2010) in her thesis entitled *The Errors of Unity and Coherence In Writing English Paragraph Made by The Sixth Semester Students of D-3 English Study of USU : A Case Study*, concludes that the percentage made by the students in a sequence: 3.25% in using the topic and controlling idea into a good subject and verb, 9.74% in limiting the controlling idea into a good specific idea, 11.04% in using the irrelevant sentences, 2.59% in making the repetition of key nouns, 4.55% in making the constituent of pronouns, 44.15% in applying the true transition signals, and 24,68% in applying the chronological orders.

Napitupulu (2010), *The Errors of Using Adverb by the Eleventh Years Students of SMA Negri 7 Medan*, concludes that the errors made by the students are omission of adverb of time 5.63%, Omission of adverb of place 5.63%, Omission of adverb of manner 9.85%, Misformation of adverb of time 7.04%, Misformation of adverb of place 4.22%, Misformation of adverb of manner 14.08%, Misordering of adverb of time 11.26%, Misordering of adverb of place 5.63%, Misordering of adverb
manner 7.04%, Overgeneralization of adverb of time 9.85%, Overgeneralization of adverb of place 4.22%, Overgeneralization of adverb of manner 15.49%.

Idawati Situmorang (2011), An Error Analysis in Using Tenses Made by the Third Year Students of SMK 7 Medan, concludes that the kinds of error made by the students in using tenses are Misformation 78.87% (Misformation of Simple Present Tense 6.16%, Misformation of Present Continues Tense 8.27%, Misformation of Simple Past Tense 18.31%, Misformation of Pas continues Tense 25.88% and Misformation of Simple Future 20.25%), Omission 13.73% (Omission of Simple past Tense 2.11%, Omission of Present Continues Tense 7.92, Omission of Simple Past Tense 0%, omission of Past Continues Tense 3.52%, and Omission of Simple Future Tense 0%, Overgeneralization of Simple Past Tense 3.52%, Overgeneralization of Past Continues Tense 0%, and Overgeneralization of Simple Future Tense) and Incomplete Rule of Application 3.87% (Incomplete application of Rules of Simple Past Tense 2.29%, Incomplete Application of Rules of Past Continues Tense 0%, and Incomplete Application of Rules of Simple Future Tense 0%).

Rukiah (2012) An Error Analysis In Using Passive Voice Made By Eleventh Year Students Of MAN 1 Panyabungan, concludes that the percentage of correct and incorrect answers of passive voice by students of 32 questions. Finds the most error made by students in simple future tense (27.75%), simple past tense (26.59%), and the last is simple present tense (20.23%)

Djayanti (2012) An Error Analysis of the Use of Simple Sentence Made by the Ninth Grade Students of SMP Negri 2 PancurBatu, concludes that Misformation error is the highest error which is 48.52%, involves: preposition, conjunction, noun, adverb, adjective, gerund, modals, be, article, pronoun, and determiner. Omission
error with 25.15%, involves: -ing article, verb, preposition, reflexive pronoun, pronoun, determiner, 3rd person singular, possessive maker, and be. Misordering with 19.95%, involves: misordering of verb phrase and misordering of noun phrase. And the lowest error is addition error with 11.39%, involves: addition of determiner, plural maker (s/es), -ing, modal, be possessive maker, verb, preposition, pronoun, adjective, article, noun, and 3rd person singular verb maker.

Sri Wahyuni (2014), *Teaching Writing Design Based On the Students’ Difficulties in Writing Narrative Texts*, concludes that From 35 Second Grade Students of Junior High School, there were 9 students did not face difficulty in writing narrative text and 26 students faced difficulties as below:

a. In using Past tense occurred 152 cases or 80.85% from all cases.

b. In using conjunction occurred 26 cases or 13.83% from all cases.

c. In using adjective occurred 10 cases or 5.32% from all cases.

2.2 Definition of Writing

The meaning of writing is about the way we arrange a sentence. If we can arrange sentence well, we will be able to write down anything easily. Generally, EFL learners tend to write down a long and complex sentence without keeping a clear meaning related to the sentence, even the sentence has no meaning at all (Pratyasto, 2011: 1)

According to Patel and Jain (2008: 125), writing is a kind of linguistic behavior; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. They also say that writing is a skill which must be taught and practiced.
Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. It becomes an important aspect of students’ expression at higher stage.

Langan (2008:4) explains the important difference between reading and writing is that in writing, any idea that you advance must be supported with specific reasons or details. Supporting ideas can be expressed by words, phrase, sentence, or paragraph which consists in written text.

From those definitions, it can be concluded that writing is organizing experience, ideas or information, in the form of arranges sentences or even paragraphs. We can also add that in order to make a good written text we have to pay attention to the rules of writing when we are going to write a composition such as grammar, sentence structure, vocabulary, punctuation, spelling, adjective, adverb and capitalization.

2.3 The Features of Effective Writing

According to Kathleen Cali and Kim Bowen on (http://www.learnnc.org/lp/editions/few/686, 2014), there are five features of effective writing as mentioned in the following:

a. Focus

Focus is the topic or subject developed by the learner.

b. Organization

Organization is the progression, relatedness, and completeness of ideas. The students provide a well-organized writing which shows a constancy of purpose.
c. Support and Elaboration

Support and elaboration is the extension and development of the topic. The students provide sufficient elaboration to present the ideas and/or events clearly.

d. Style

Style is the control of language that is appropriate to the purpose, audience, and context of the writing text. The writer’s style is evident through word choice (using appropriate, words, phrases, and description to engage the audience) and sentence fluency (using a variety of sentence styles to establish effective relationship between and among ideas, cause, and/or statements).

e. Convention

Conventions involve correctness in sentence formation, usage, and mechanics. The learner has control of grammatical conventions that are appropriate to the writing task.

2.4 Text and Genre

Saragih, A. (2013) states that a text is a semantic unit not a formal one, which may be realized by a sound, word, phrase, clause, sentences of paragraph. Texts are classified into genres on the basis of the intent of the communicator.

Genre is an intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and situations in which they occur.

The concept of genre is based on the idea that members of community usually have little difficulty in recognizing similarities in the texts they use frequently and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily.
Based on Hartono (2011) cited in http://www.polines.ac.id, Genre, one area in the discourse analysis, has been characterized either by Kress (1989) or Swales (1990) as being comprised of communicative events whose members share sets of communicative purposes that are recognized by parent discourse community. The purpose, then, shapes schematic structure and influences choice of content and style (Swales 1990: 58). The points from the two opinions about genre are: (1) cultural events; (2) socially recognized; (3) purposeful language activity, (4) using pattern or structure to realize meanings. Hammond et al. (1992: 2) clarifies that genres refer to culturally evolved ways of getting things done which involve use of language. Each is characterized by a distinctive schematic structure through which its social function is realized.

According to Pardiyono (2007 :18) there are thirteen types of text, they are:

a. Recount
   Social function: to retells events for the purpose of informing and entertaining.

b. Analytical Exposition
   Social function: to persuade the reader or listener that something is the case.

c. News Item
   Social function: to inform readers, listeners or viewers about events of the day which are considered newsworthy or importance.

d. Report
   Social function: to describe the way things are, with reference to arrange of natural, man mad and social phenomenon in our environment.

e. Anecdote
   Social function: to share with an account of an unusual or amusing incident.
f. Narrative
   Social function: to amuse, entertain and deal with actual or vicarious experience in different ways; Narrative deals with problematic events which lead to a crisis or turning point of some kind, which is turn finds a resolution.

g. Procedure
   Social function: to describe how something is accomplished through a sequence of actions of steps.

h. Description
   Social function: to describe a particular person, place or thing.

i. Hortatory Exposition
   Social function: to persuade the reader of listener that something should or should not be the case.

j. Explanation
   Social function: to explain the processes involved in the information or working of natural or socio cultural phenomenon.

k. Discussion
   Social function: to present (at least) two points of view about an issue.

l. Reviews
   Social function: to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, concerts, etc.

m. Spoof
   Social function: to retell an event with a humorous twist.
2.4.1 Narrative Text

Pratyasto (2011: 39) states that a narrative text is a kind of texts which tells a series actions from time to time that is outlined through early action, cfrisi actions and then resolution. This text is to entertain the readers and even sometimes the take makes the readers are experiencing themselves the action told in the story.

Thus, Pratyasto adds that narrative text has the basic purpose namely to entertain and to gain and hold the reader’s interest in a story. Narrative may include fairy stories, science fiction, romance, horror stories, adventure stories, fables, myths and legend, historical narrative, ballads and personal experience.

2.4.2 The Generic Structure of Narrative Text

Pratyasto (2011: 39) adds the generic structure of narrative text include orientation, complication and resolution.

a. Orientation: As the first stage, orientations which introduce the major characters, the topic of story and established setting – time and place that the story happens.

b. Complication: As the second stage, complication which is the series action unfold. This stage contains the event falls on the major characters and explains a conflict among the characters. The conflict can be shown naturally, socially, or psychologically. He adds that complication is the main element in the narrative text.

c. Resolution: In this stage, the conflict crisis or crisis is resolved, and all things return to normal. The thing is related whether the characters are
success or not, but the main point is that the appeared-conflict has become extinct.

2.4.3 The Language Feature of Narrative Text

Pratyasto (2011: 39) also gives explanation about the significant lexico-grammatical features (language features) of narrative:

a. Using opening words that interesting the readers

b. Focus on specific and usually individual participant

c. Use storytelling convention especially on myth and fairy story, such as once upon a time

d. Use of past tense

e. Use variated-sentences: simple compound, or complex sentence

f. Use of time words: after that, then, a few moment later, etc, to connect an event with others, and

g. A noun group describes and setting.


a. Past tense

One of the most frequently used tense to tell about past activities or events is past tense. It is marked with the use of past tense verbs in predicate.

Example:

– We left for Yogyakarta at about 7:00.

– They watched the movie last week.
b. Adjective

The language feature of narrative text is by using adjective with the purpose is for showing the personal attitude, for example: frightened, quite, calm, worried, confused, anxious, happy, beautiful, etc.

c. Adverb

Adverb plays important in its role of contributing for better clarity of the message conveyed in the sentence. It can express the information about time, place, reason, purpose, status, and frequency. Lot of adverbs is marked with the use of prepositions: in, at, after, as, to, as, etc. Adverb can be in the form of word or phrase.

Example:

- My teacher always speak English
- Please stand over there
- I will go to Bali tomorrow

d. Conjunction

A sentence is a group of words that contains a subject and verb to express a complete thought, which begins with capital letter and ended with period. A sentence can be formed from one or two clauses that joined with conjunctions or relative connectors.

Example:

- He couldn’t go because he was ill.
- My mother bought me a beautiful dress and a wallet.
- She is not American but British.

Furthermore, there some mechanics aspects when we want to write narrative text, there are: spelling, punctuation and capitalization.
a. Spelling

Harmer (2004:12) says that spelling is one factor of writing. A good spelling makes meaningful writing. It will influence the meaning of the sentence; misspelling will change the meaning of the words.

b. Punctuation

Cowan and Cowan (1980: 660-661) states that punctuation is very important in indicating the writer’s purpose. It is a series of rules that are applied in sentences. Memering and O’Hare (1980: 401-421) state that one of the best tools a writer has is punctuation. They add that with a view small signal, the writer can tell the reader how to interpret the ideas on the page and how to understand the relationships among them. There are dozen significant marks in the punctuation system, they are:

a. Period (.): *Open the window, please.*
b. Question mark (?): *Is he a student?*
c. Exclamation mark (!): *Be careful!*
d. Comma (,): *Mary, by the way, received your mail last night.*
e. Semicolon (;): *The pianist was very ill, therefore, the concert was cancelled.*
f. Colon (:): *The following words are conjunction: and, but, or, …*
g. Quotation mark (“”): *“I am going for a walk,” she said.*
h. Apostrophe (‘): *Can’t you run faster?*
i. Parentheses ((…)): *If it rain (and we hope it doesn’t), the picnic will be cancelled.*
j. Dash (---): *There are four skills in English—listening, speaking, reading, and writing.*
k. Triple dots (…): *The most important part of speech is the verb …*
l. Hyphen (-): *Forty-three plus twenty-nine equals seventy two.*
c. Capitalization

Memering and O’Hare (1980: 438) says that the basis rule, to which there are very few exceptions, it to capitalize “first” words and words that are considered proper names or titles. They have three main purposes; to let the reader know a sentence is beginning, to show important words in a title, and to signal proper names and official titles.

Example: I go to school every day.

I live in Medan

My father and Mr. Robin arrived in Jakarta at 19.00 o’clock

2.4.4 The Example of Personal Narrative

This text is taken from https://sites.google.com/witing-links/writing-examplars/narrative--my-first-talent-show/.

My first Talent Show

Standing backstage, I could feel my heart thumping in my chest. “Just relax,” my friend Jenny whispered “You’re ready for this.” I nodded. Jenny was right. I’d been practicing my song for the school talent show for six weeks. Still, picturing an audience packed with kids, parents and teaches made me want to run out the door.

Mr. Peterson announced my song. Jenny gave me a nudge, and suddenly I was on the stage. Standing in the spotlight, I grasped the microphone and belted out the lyric. I heard my voice pour through the speakers and fill the room.
I looked out at the sea of faces. The auditorium was dark, but I could see hundreds of eyes staring back at me. The smell of candy bars and popcorn filled the room and I hope Jenny was saving some for me.

As I finished the song, the audience began to clap. I took a bow and walked offstage with a smile plastered across my face. It was such an unforgettable experience in my life, I never thought that I can stand in front of many people like that.

2.5 Grammar

A good written language should be correct in grammar and spelling. Error analysis will ensure your writing clear, precise, and comprehensible. Correct grammar and spelling make a positive impression on readers. Knapp and Watkins (2005:31) state, one of the cornerstones of this approach to genre, text and grammar is the relationship generated between genre and grammar. While systemic-functional grammar forges a relationship between context and grammar, as we have seen, such a relationship is often problematic. In many respects the gap between context and grammar is simply too wide, often resulting in deterministic relationships.

The genre and grammar-based approach creates a closer congruity as the concept of genre is not deterministic or derivative, but relies upon the relationship between social purpose and available grammatical resources. Grammar remains simply a set of rules for correctness or appropriateness.

The knowledge of grammar in this sense is not just concerned with rules for what can and can’t be done with the organization and use of words in English
sentences, but also with the way written English functions to communicate experiences and knowledge of the world. In addition, narrative genres often deliberately break the rules of grammar and punctuation for literary effect.

The genre and grammar model of language which are describing requires us to become aware of the forms that language takes in the social contexts in which texts are commonly used. It requires us to look at the structures and grammatical features that make up these forms, and to look at the way that language serves the intentions of those who use and produce it, as well as the effects it has for audiences.

2.6 English Tenses

In learning English language, we cannot be separated from learning grammar, especially learning tenses. When we are learning English, one of the general and base problems that are usually faced is tenses problem. Pardiyono (2007: 114) says that most of students do not understand what is spoken tense problem.

Edward (2001) says that tense is a form of a verb that shows the time of an action or condition. If someone wants to talk about tense, he or she may not escape from grammar because tense is part of structure. Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning. According to Pardiyono (2007: 114) tense is a variation of the change of verb form includes full verb, be and auxiliary that are usually used as predicate in the sentence, which should be appropriated with the kinds of time expression.

There are three main tenses: simple present tense, simple past tense and simple future tense.
a. Simple Present Tense

Simple present tense is a tense used to assert an activity that has been a habit or action. There are two types of present tense; verbal and nominal (Sujardi et.al, 1980)

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + V₁(s / es)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative (-)</td>
<td>S + do/does not + V₁</td>
</tr>
<tr>
<td>Question (?)</td>
<td>Do/does + S + V₁?</td>
</tr>
</tbody>
</table>

For Example:

a. She swims in the swimming pool every morning (+)
b. She doesn’t swim in the swimming pool every morning (-)
c. Does she swim in the swimming pool every morning (?)

b. Simple Past Tense

Thompson (1986: 162) says that simple past tense is used for an action whose time is not given but which occupied a period of time now interminated, or occurred at a moment in a period of time now interminated.

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + V₂</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative (-)</td>
<td>S + did not + V₁</td>
</tr>
<tr>
<td>Question (?)</td>
<td>Did + S + V₁?</td>
</tr>
</tbody>
</table>

For example:

a. They made a cake last week (+)
b. They did not make a cake last week (-)
c. Did they make a cake last week? (?)
c. Simple Future Tense

Present future tense is a form of time to express a plan that we will do; either it is short time planning or long time planning (Pardiyono, 2007: 68)

<table>
<thead>
<tr>
<th>Positive (+)</th>
<th>S + Shall/Will + V₁</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative (-)</td>
<td>S + Shall/Will not + V₁</td>
</tr>
<tr>
<td>Question (?)</td>
<td>Shall/Will + S + V₁ ?</td>
</tr>
</tbody>
</table>

For example:

a. She will study to America next year (+)

b. She will not study to America next year (-)

c. Will she study to America next year? (?)

2.7 Definition of Error Analysis

We often hear that people make a lot of mistakes in learning foreign language. Error is a deviation that is made by the learners because they do not understand the rules of the second language and cannot be corrected by themselves while they are learning. While the diminishing of errors is an important criterion for increasing language proficiency, the ultimate goals of second language learning is the attainment of communicative fluency in a language. Error analysis is used to analyze and classify the learners’ error from which the learners learning problem can be inferred.

Brown (2000: 218) says that the errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis.
Corder (1981: 23) cited in Ellis (2010) says that error analysis is the study of the errors made by the second foreign language learners to predict the errors or the difficulties in learning foreign language. Error analysis may be carried out in order to:

a. Find out how well someone learns a language.
b. Find out how well someone knows language, and
c. Obtain information on common difficulties in language learning.

Thus, error analysis is the study and the analysis of the errors made by language learners which function as to give the information on how they learn a language, how well they know the language and what difficulties faced by them in achieving the objective.

2.7.1 Types of Error

According to Dulay, Burt, and Krashen in James’ book (1998: 106) errors can be classified into four types, they are:

a. Omission Errors

Omission errors are characterized by the absence of items that must be present in a well-formed utterance.

Example: I very happy during my holiday.
It should be: I am very happy during my holiday.

b. Addition Errors

Addition errors are the opposite of mission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance.

Example: My mother is makes a sweet cake for me.
It should be: My mother makes a sweet cake for me.

c. Misformation Errors

Misformation errors are characterized by the use of the unacceptable forms of the morphemes or structure. While in omission errors the item is not supplied at all. In misformation errors the learner supplies something, although it is incorrect.

Example: She don’t know anything.

It should be: She doesn’t know anything.

d. Misordering Errors

The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering occur systematically for both L1 and L2 learners.

Example: Mark doesn’t know who is she.

It should be: Mark doesn’t know who she is.

On the other hand, Ellis (2010) states, human learning is fundamentally a process that involves the making of mistakes. An error takes place when the deviation arises as a result of lack of knowledge (lack of competence) and mistake occurs when learners fail to perform their competence feature of native speaker speech: competing plans, memory limitations, lack of automaticity.

2.7.2 Sources of Error

Richard and Sampson (1974:12) indentify seven factors characterizing second-language learner system, namely: (1) language transfer, (2) intralingual interference, (3) sociolinguistic situation, (4) modality, (5) age, (6) succession of approximate system, and (7) universal hierarchy of difficulty.
Communication strategies are obvious that communication is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons.

**2.7.3 The Causes of Error**

Brown (2000: 224) says that the cause of errors can be divided into 2 categories, they are:

a. Interlingual errors, that is error caused by interference of the learner’s mother tongue. A different class of error is represented by sentences

b. Intralingual errors, that is cause of errors resulting from complicated system of the target language itself.

Richards (1985: 47) says that the intralingual errors are divided into 4 terms, they are:

a. Over-generalization

Over-generalization happens when a learner uses a certain structure that is over-generalized in the target language. It is caused the learners’ basic experience of certain structure. Generally, overgeneralization is the creation of one deviant structure in place of two regular structures, for example: “She can swim”. In this case, there is an over form of a structure verb “swim” becomes “swims”. It should be “She can swim”. Because “she” usually use verb + s. For example: She swims

b. Ignore of rule restriction

Ignore of rule restriction is failure to observe the restriction of existing structures. That is the application of rules to context where they do not apply.

Example: the cat running was

It should be: the cat was running
c. Incomplete application of rules

Incomplete application of rules means errors are due to the occurrence of structures whose deviancy represents the degree of development of rules required to produce acceptable utterance. The learners fail to produce a correct sentence according to the standards rules.

Example: I am is student
It should be: I am student

d. False Concepts Hypothesized

False concepts hypothesized means basically errors are the result from faulty comprehension of distinction in the target language.

Example: they are not go to cinema yesterday
It should be: they did not go to cinema yesterday