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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Definition of Writing

Writing is one of the skills of language that students should master. Writing is the expression of ideas in the form of words. In writing, we can find more information. Besides that, we can write our ideas, thought and our feeling in written form. According to Meyers (2005), writing is a speaking to the others through on paper or on computers. It means that by writing the students can express their thinking, opinion or argument to other people (p.2).

Nunan (2003) note that writing can be defined by series of contrast (p.88). The first, writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of interesting ideas, thinking about how to express ideas and organizing them into statements and paragraph that will be clear to the readers.

Writing can be very complicated for students. Many students do not like writing because it really confuses them. On the other hand, writing is one of the skills which is very interested to be learned. Writing can also be challenging, rewarding and exciting for both teacher and learner. Linse (2005:98) argued that writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a

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manner that is polished and comprehensible to readers. It means that the writer will face some stages of writing until he can create a writing product.

Writing is how to produce a written product. The process involves a series of thinking and the writer has to transform their ideas, the ideas can be coherently and cohesively written because writing is a difficult skill the writer should be aware of the rules of writing.

Hyland (2003), writing as a way of sharing personal meaning and writing courses emphasize the power of individual to construct his or her views on a topic (p.9). Writing is a way to communicating with the other people, writing as an action for writer's to share their ideas, feeling, and opinion with the readers in written form. The purpose of the writing is to give the readers information. From the definition above, the researcher can conclude that writing is one of the important skills in learning English, which has to be mastered.

2. Writing Recount Paragraph

Bachtiar et al (2005) explained that recount paragraph focuses on a sequence of events, all of which relate to a particular person. Where it gives the readers the background of information needed to understand (227). So, recount is the unfolding of a sequence of events overtimes.

Recount paragraph is used to retell past events for the purpose of informing or entertaining the readers. Its focus is on a sequence of events. Recount provides the backgrounds information needed to understand the

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text such as who was involved, where it is happened, and when it is happened. The recount unfolds with a series of events.

Recount paragraph has generic structure. Knapp and Megan (2005) mentioned that recounts normally have an orientation, followed by a sequence of events, with an optional evaluation stage.

- 1) Starting with the orientation stage, point out what orientations do in recounts, they indicate to the reader the people involved, the time and the place.
- 2) The sequence of events stage normally sets up a sequence of events in time and circumstance.
- 3) The evaluation stage is optional, but it normally provides some interpretation by the writer of what has happened.

Knapp and Megan (2005) added that recounts have some language features, which are as follows:

- 1) Introducing personal participant; I, my group, etc.
 - 2) Using chronological connection; then, first, etc. third using linking verb; was, were, saw, heard, etc.
 - 3) Using action verb; look, go, change, etc. last using simple past tense.
- (p.234)

According to Blake (2011), the purpose of recount text is remind and recreate events, experience and achievement from the past time. It

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means that the purpose of the recount is to entertained and to inform their audiences or readers.

Based on the purpose of recount text, there are several types of recount text:

- 1) Personal recount, Personal recount is retelling an event that writer has been personal involved. The purpose of personal recount is to inform, entertaint he audience or readers. The example: personal letter, dairy and biography or autobiography.
- 2) Factual recount is recording the particular of an accident. The purpose of factual recount is to tell factual information or events. The example: historical recount, a science experiment, a terrific report, sport report, eye witness and speech.
- 3) Imaginative recount is kinds of recount that are telling imaginative story related to the real life.

3. Target Curriculum Writing**a. Target Curriculum in Junior High School**

- 1) The ability to understand and / or produce spoken and / or written texts that are realized in the four language skills of listening, speaking, reading and writing in an integrated manner to achieve the level of functional literacy.
- 2) The ability to understand and create various short functional text and monologue and essay in the form of procedure, descriptive,

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recount, narrative, and report. The gradation of teaching material appears in the use of vocabulary, grammar, and rhetorical steps.

- 3) Supporting competencies, ie linguistic competence (using grammar and vocabulary, sound system, grammar), sociocultural competence (using grammatical expressions and actions in various communication contexts), strategy competence (overcoming problems arising in the communication process in various ways for communication to continue), and discourse-making competencies (using discourse-shaping tools).

b. Target Curriculum in VIII Class

- 1) Express the meaning in simple functional text and short essay in the form of recount and narrative to interact with the surrounding environment.
- 2) Expressing meaning in the form of simple short functional written text using a variety of written language accurately, fluently and acceptable to interact with the surrounding environment.
- 3) Revealing the meaning and steps of rhetoric in simple short essay by using variety of written language accurately, fluently and acceptable to interact with the surrounding environment in the form of recount and narrative.

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4. Error Analysis

a. Definition of Error Analysis

Learning something needs process by which success will come by profiting from error. Learning foreign language is different from learning our mother tongue, because of that it is possible for students to make an error, and error is difficult enough to avoid. According to Dulay et al (1982), errors are the flawed side of learner's speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance (p.138). Error in learning new language is related to the learners' competence. Students make error because they have lack of understanding about target language, it will lead to the factor students make mistake and error.

When learners learn new language they will make lots of errors, it is natural when in learning process, and how to know the students' error needs analysis of error. According to Brown (2007), the fact that learners make error, and that these error can be observed, analyzed, and classified to reveal something of the system operating within learner led to a surge of study of learners' error, called error analysis (p.259).

Error analysis is the process based on analysis of learners' error in their process of second language learning. Error analysis is valuable source of information to teachers. It provides information on learners'

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error which helps teacher to correct it and to improve of the effectiveness of learning process. In the other hand, error gives sign to the teacher and researcher whether the learning processes successful or not.

b. Differences Between Error and Mistake

Error and mistake are two synonyms that a little bit have same meaning, but in leaning language error and mistake are different meaning. Brown (2007) defined that a mistake refers to a performance error that is either a random guess or a slip, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner (p.257).

So, it is concluded that error and mistake are different, error are causes of lack of knowledge and lack of competence, so if student make error they are not able to correct it and error are not always made by adult of native speker. And mistakes are causes by lack of performance or forgetfulness about material that the students are still able to correct it.

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c. Types of Error

Dulay et al (1982), classify errors into four categories taxonomy error. there are four types of taxonomy, namely: Error type based on linguistic category, Error type based on surface strategy taxonomy, Error types based on comparative of taxonomy, and Error type based on communicative effect taxonomy.

The surface strategy taxonomy highlights the ways surface structures that will be altered: learners may omit necessary items or add unnecessary ones, they may misform items or misorder items. Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie the student's reconstruction of the new language. (p.150).

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or words in a sentence are a potential candidate for omission, some types or morpheme are omitted than others. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, and adverbs. Language learners omit grammatical morphemes much more frequently than content words.

b. Addition

Addition errors are the opposite of omission, they are characterized by the presence of an item which must not appear in a

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well-formed utterance. And additional errors usually occur in the later stages of second language acquisition, when the learner has already acquired some target language rules, in fact addition errors result from the all-too-faithful use of certain rules. There are three types of addition errors, namely: double marking, regularization, and simple addition.

1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both.

Example:

- He *doesn't knows* my name.
- We *didn't went* there.

Which the correction of the sentence above is;

- He doesn't know my name.
- We didn't go there.

2. Regularization

A rule typically applies to a class of linguistic items, such as the class of main verb or the class of noun, in most language, however some members of a class are exception to the rules. For

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example, the verb *eat* does not become *eated*, but *ate*, the noun *sheep* is also *sheep* in the plural, not *sheeps*.

3. Simple Addition

Errors are the grab-bag subcategory of additions. If an addition is not double marking or regularization, it is called simple addition. No particular feature characterize simple addition others than those that characterize all addition error-the use of an item which should not appear in the well-formed utterance.

c. Misformation

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. There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms.

1. Regularization Errors

Regularization errors that fall under the misformation categories are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran*, or *gooses* for *geese*. For the example

Linguistic item misformed

1. Reflexive pronoun

Example:

- Hisself (himself)

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2. Regular past

Example:

- I falled (fell)

3. Plural

Example:

- Childs (children)
- Gooses (geese)

2. Archi-form

The selection of one number of a class of form to represent others in the class is a common characteristic of all stages of second language acquisition. For example, a learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*. To do work for several term:

- That dog.
- That dogs.

For this learner, *that* is the archi-demonstrative adjective representing the entire class of demonstrative adjectives

Learner may also select one member of class personal pronoun to function or several others in the class. For example

- Give me that.
- Me hungry.

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3. Alternating Form

As the learners' vocabulary and grammar grow, the use of archi-form often gives way to apparently fairly free alternation of various members of a class with each other. For example:

- Those dog.
- I seen her yesterday.

d. Misordering

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example.

- He is *all the time* late.
- What *Daddy is* doing?
- I don't know what *is that*.

The correct utterances are:

- He is late **all the time**.
- What **is Daddy** doing?
- I don't know what **that is**.

5. Factors that Cause Students' Errors in Writing Recount Paragraph

Some students learn a new language more quicker and easier than others. This simple fact is known by all who have themselves learned a second language in school. However, there are other crucial factor influencing success that are largely beyond the control of the learner.

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These factors can be categorized as internal and external. According to Djaali (2011, p. 99), the influential factors in learning are:

a. Internal Factors

1. Health

When People are always sick resulting in not passionate about learning and psychologically they often suffer from disfiguring thoughts and feelings of conflict. Harles EBasch (2011, p. 593) said that particular health problems play a major role in limiting the motivation and ability to learn. it means, that when students have good health, they will have good passionate in learning. Muhibbin Syah, (p.132) state that students who are less healthy because of malnutrition, can affect the ability of capture and learning ability becomes less, in addition, the presence of disorders of weak organs, such as headache or the other, then this will be able to degrade the quality of the realm of inventiveness (cognitive) so, that the material he studied will be less even no trace. So, health plays as a major of ability to learn.

2. Intelligence

The success of students in their learning is influenced by intelligence factor. Intelligence is defined and measured in terms of linguistic. Mueller & Dweck (1998) suggested that intelligence may lead children to adopt a performance goal orientation toward their achievement (p.33). In other side, Hornby (2000) points out

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that intelligence are the ability to learn, understand and think in a logical way about something(p.706).It can be concluded that intelligence can influence students' success. Intelligence is influenced by our own understanding of the concept. Intelligence is what one can improve by studies, reasoning, understanding and learning. Cognition includes every mental process that may be described as an experience of knowing (including perceiving, recognizing, conceiving, and reasoning), as distinguished from an experience of feeling or of willing.

3. Interest

According to Hornby (2000: 203), interest is the feeling that you have when you want to know or learn more about somebody or something. Interest is being one of the important factors in order to increase the students' achievement in reading. Shalahuddin (2003, p.95 stated that "interest is a concern that contains elements of feeling. It can motivate the students to be active in their job or their activity." Furthermore, De Bortoli (2010, p.28) argued that having an interest in and enjoying a subject affect not only the intensity, quality and persistence in specific learning situations but can also affect engagement in learning situations in general and enhance motivation. Therefore, It can be concluded that the good interest results in the good achievement of the

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students. It will be easier for the students to achieve something if they have interest to learn it.

4. Motivation

Students who have low motivation in learning will make their achievement low because motivation is an essential factor to make teaching and learning process more effective and efficient. Motivation is one of the most important factors in second language acquisition. It is obvious that learners who want to learn are likely to achieve more than those who do not. Harackiewicz & Hulleman (2010, p. 43) wrote that Interest is often thought of as a process that contributes to learning and achievement.

5. Learning style

Learning styles are as the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience. According to Komarraju, Karau, Schmeck, & Avdic (2011, p. 472), learning styles are both likely to play significant roles in influencing academic achievement. Students comprehend and remember what they read, and they often enjoy writing. College classes have traditionally been geared to the

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reading/writing learning style; these learners can take notes in most classes and will benefit from reading them as a method for study.

b. External factor

1. Parents

Family situation affects the success of children in the family. Parental education, economic status, residence, percentage of parents relationship, words and parental guidance, affect the achievement of child learning outcomes. Mcneal (2014, p. 564) said that parents' involvement effect on academic achievement of the student. It can be concluded a positive effect between family income level and academic performance of the student. Hill et al. (2004) note that socio economic status of parents not only affects the academic performance, but also makes it possible for children from low background to compete well their counterparts from high socio – economic background under the same academic environment. Moreover, Smith, Fagan and Ulvund (2002, p.2) had asserted that significant predicator of intellectual performance at age of 8 years included parental socio economic status.

2. Social

If in the vicinity of the state of society consists of educated people, especially their children are high school and good moral, it will encourage children to study harder. Commonly students' social environment is at school and at home, as supported by Parcel

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& Dufur (2001, p. 884) that social capital associated with schools most directly refers to bonds between parents and schools that can facilitate educational outcomes. "Parents of different occupation classes often have different styles of child rearing, different ways of disciplining their children and different ways of reacting to their children. These differences do not express themselves consistently as expected in the case of every family; rather they influence the average tendencies of families for different occupational classes." (Rothestein, 2004, p.2). Furthermore, parents income level also affects their level of involvement (Delgado Gaitan (1991). The high income parents take part more often in activities organized by school than low income parents.

3. Environment

School achievement, which complete equipment, facilities and added by good way in learning will make student easier in learning process. The environment in which opportunities take place also affects language learning. A supportive environment effects directly to learners' language competency. According to Parcel & Dufur (2001, p. 885), environment is a form of social capital that can enhance children's learning, school environments reflect the social ties and interactive styles embedded in the schools, also enhanc learning. For instance, school environment is important to learners when they are supported from their parents

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with careful attention. Moreover, Hasbullah Thabran (1993,p. 31) note that the environmental factor of the school has a huge influence too, since almost one-third of everyday children's lives are in school. School environment factors that can support the success of children's learning, in addition to the building, teachers and children, as well as all other factors that exist in schools, such as: the factors of how to deliver lessons, factors between teachers and students, school origin factors, building condition factors, meet the requirements of study and discipline applied by the school concerned.

B. Relevant Research

A number of studies have previewed investigating students' errors in writing recount paragraphs. One of which was conducted by Sasmiasih Eka (2014) entitled An Analysis Error on the Students' Writing of Descriptive Text at Second Grade of SMP PGRI 2 Ciputat. Her research was carried out to find out type of error that students made at second grade of SMP PGRI 2 Ciputat in using adjective descriptive in text writing and what causes of the students' errors in using adjectives in descriptive text writing. The method that she used was a descriptive qualitative method. The finding of her research showed that the highest frequency of error was in misinformation error (55.33%), and the lowest frequency of error was in misordering error (6.63%). The highest causes of the error was first language (52.54%) and the lowest causes of error was translation (6.78%).

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The second research was conducted by Irawansyah entitled Error Analysis on Students' Writing Based On Surface Strategy Taxonomy. The objective of his research was to know the types of error based on surface strategy taxonomy and proportions (frequency and percentage) that occur on students' writing.

The finding of his research showed that there were 205 items of errors. It consisted of 60 omission errors, 48 addition errors and 97 misformation errors. It is known that that the highest frequency of errors based on surface strategy taxonomy was in misformation errors (47.31%), followed by omission errors (29.26%) and addition errors (23.41%).

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding in carrying out the research. The researcher establishes some indicators based on Dulay's Theory Surface Strategy Taxonomy (198),(p150). as follows:

- a. The students make *omission* errors in writing recount paragraphs.
- b. The students make *addition* errors in writing recount paragraphs.
- c. The students make *misformation* errors in writing recount paragraphs.
- d. The students make *misordering* errors in writing recount paragraphs.