

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Writing

a. Definition of Writing

Writing is a situation when a person pours ideas, ideas, feelings and thoughts in a through a written medium. It has become an activity that everyone does every day, especially in the education fields. Writing activities have become the basis for being able to store all our knowledge and thoughts through written media.

According to Dhanya (2019:1399), writing is one of the very important skills that students should master. In addition, Jayanti (2019:71) states that writing is an essential activity to be learned in English language studies. It is important to learn about writing, because through writing we can develop our ability in English especially in grammar and vocabulary (Jayanti 2019:72). Raimes in Jayanti (2019:72) also says that there are some purposes of writing those are as communication with readers, to help convey ideas without intervention to the recipient as it does not have to be face-to-face, to develop a subject, to document events. Furthermore, according to Urquhart in Putri (2021:45), writing also helps writers to ensure that their opinions are clearer and more understandable. And also writing will help students in retaining the information they have studied and concentrating during the learning process, enabling them to grasp and retain the material more effectively and for a longer duration.

From those definitions above it can be conclude that writing holds significant importance in language mastery and academic development. Mastering writing skills is crucial for students, not only in English studies but also in broader educational contexts. Writing serves various purposes, such as facilitating communication, expressing ideas, exploring subjects, and documenting events.

Furthermore, writing enhances clarity of thought and aids in information retention, thereby deepening understanding and prolonging knowledge retention. Thus, writing becomes a fundamental tool for effective communication and cognitive or academic development.

b. Purposes of Writing

According to Whitaker in Anjani (2020:7). There are some purposes in writing, those are:

1. Persuasive

Persuasive in writing means to persuade readers to accept the writer's viewpoint on the issue being discussed. In persuasive writing, the writer selects a specific perspective on the topic under discussion. The writer must provide compelling reasons and evidence to support their viewpoint, so that readers can be persuaded to accept the writer's point of view. Persuasive writing assignments include argumentative and position papers.

2. Analytical

Analytical writing aims to shed light on a topic by examining potential solutions to the writer's questions and choosing the most suitable ones according to their criteria. This involves delving into the causes and consequences of issues, assessing the effectiveness of different approaches, evaluating problem-solving strategies, identifying connections between ideas, and critically analyzing arguments presented by others.

3. Informative

The objective of informative writing is to offer readers fresh insights into the discussed topic. Informative writing contrasts with analytical writing, which compels readers to align with the author's viewpoint. In this informative context, the writer aims to enhance the readers' comprehension.

2.1.2 Error Analysis

Learning a language inevitably involves making mistakes. It's perfectly normal for students to err during this process. In fact, these errors can provide valuable feedback that helps them improve their writing skills. To master English, students must embrace making mistakes and learn from them. Before delving deeper into error analysis, it's crucial to understand its

definition. Error analysis plays a vital role in developing students' language skills. As Brown emphasizes, the realization that learners make systematic errors, which can be observed, analyzed, and categorized to understand their internal language systems, has significantly fueled research on learner errors. Error analysis enables the identification, classification, and explanation of student mistakes, especially those observed in tests. This valuable tool can benefit both teachers and students by helping them prevent future errors. Essentially, error analysis is a method that focuses on examining the mistakes learners make while acquiring a second language. "Error analysis is defined as a process based on analysis of learners' errors with one clear objective, evolving a suitable and effective teaching learning strategy and remedial measures necessary in certain clearly marked out areas of the foreign language," Sharma (2022) said in his essay

“ Error analysis, as defined above, is the process of evaluating, observing, interpreting, and classifying learners' errors to provide us with indications in the learning process, particularly in the past tense”.

a. The Meaning of Error

Learning English language is a process that involves the making of mistakes even errors as in this new system of language, a learner will directly connect with a new vocabulary, a new grammatical pattern and a foreign pronunciation, which differ from learner's native language. Before knowing why and what types of error made by the students, it is important to know the definition about error itself.

According to Harmer (in Murad Ali M,2024) errors are part of the learner inter language that is the version of the language which a learner has any one stage of development and which is continually reshaped as he/she aims toward full mastery. It seems that error is a part of language learning. Besides, Brown defines error as a noticeable deviation from adult grammar of native speaker, reflecting the inter language competence of the learner. Error is the result of the incorrect rule of language as a partial knowledge and

competence that is achieved in learning language process. Furthermore, We cannot avoid making errors in learning the foreign language.

Corder has different opinion. He said that error analysis is the study of the analysis of the errors made by the second of 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

Norrish (1983:8 in Richard 2022) defines error is a systematic deviation from the accepted system of the target language. Mistake is non-systematic deviation from the accepted system of a language being learned and it usually due to human limitation such as tiredness, nervousness, and fatigue. 6 It means that errors may occur because of human factors in mastering the target language such as the limitation of memory, psychological problem and lack of comprehension of the material of subject, as well as unaware of making errors. From the definition above, the writer summarizes that error is a part of second language acquisition that happens systematically and consistently learners and it's caused by lack of comprehending the linguistic competence.

On the other hand, making errors are part of learning process and no one can learn language without his/her first making errors.

b. Causes of Error

Learner's error in the target language becomes one of the topics to be discussed among researchers. They talked about why error in the target language occurs. Error occurs for many reasons. One of the strategies to prevent the learners from making same error again is by looking at the causes of error itself. Hubbard (1983 in Sulayman 2023), et al., said that there are

three major causes of errors, they are mother tongue interference, overgeneralization, and errors encouraged by teaching material or method.

1. Mother-tongue interference

Mother tongue interference occurs when learners transfer grammatical elements from their first language to the target language. This linguistic transfer can manifest at various levels, such as morphology. For instance, Indonesian students may omit the plural suffix at the end of words in English, for example, saying "two student" instead of "two students." This error reflects the influence of Indonesian grammar, where plural forms are often not marked explicitly.

2. Overgeneralization

Overgeneralization arises when learners incorrectly apply or extend language rules based on limited exposure or incomplete understanding. This occurs when they create deviant structures by applying patterns observed in other contexts within the target language. For instance, learners may mistakenly use two tense markers in a single sentence, such as "He is comes here," because they haven't fully grasped the correct usage of tenses. Another example is the incorrect use of "drinked" instead of "drank" in the sentence "She dranked all the lemonade yesterday." This overgeneralization reflects an attempt to apply the regular past tense rule (-ed) to irregular verbs.

Teaching materials and methods can also contribute to learner errors. While meticulously chosen and presented materials can minimize errors, ineffective teaching or a lack of control can inadvertently lead to student errors. These "teacher-induced errors" are challenging to classify, as they require a careful analysis of the teaching materials and methods used. Corder acknowledged the difficulty in identifying such errors, stating that it often necessitates a close examination of the learning materials and teaching techniques to which the learner has been exposed. For example, excessive emphasis on the present progressive tense by the teacher might lead learners to overuse it, resulting in errors like "I am go to school every day."

On the other hand, Brown (in Hasyim 2022) said causes of error as sources of error and he classified into 4 categories:

1. The first source of error is interlingual transfer.

It is the beginning stage of learning second language. It is the negative influence of the mother tongue of learner. In this stage, students are not familiar yet with the use of target language, so they use a previous experience when they learn it.

2. The second source of error is intralingual transfer.

It is the negative transfer of items within the target language. In this stage, students just learn some of target language, so students apply the structure into a new form and develop it that does not correspond to target language or mother language.

3. The third source of error is context of learning.

It overlaps both types of transfer. In this stage, „context“ refers to the teacher or the textbook.

In classroom, the teacher or the textbook can lead the students to make errors. It can called „false concept“. It is caused there are some error in teachers explanation or textbook presentation.

4. The last source of error is communication strategies.

In this stage, students have to use their production strategies for getting the message. But sometimes it can be sources of error. For this study, the writer uses causes of error from Brown to find out what causes of students error in using simple past tense in writing narrative text. Brown classifies causes of error into four categories; Interlingual, Intralingual, Context of Learning and Communication Strategies

c. The Types of Error

After identifying and analyzing learner errors, researchers attempt to categorize them into two primary types: performance errors (mistakes) and competence errors (errors). Distinguishing between these two types can be challenging and requires in-depth analysis. Determining the specific type of error involves a careful analytical process. Linguists employ various

classification systems, with some relying on error taxonomies to categorize errors based on different linguistic features.. They were:

1. Error types based on Linguistic category

This type of taxonomy categorizes errors based on their specific linguistic features. Dullay (1982:138 in Kharsen 2022) proposed this approach, highlighting that many error taxonomies are grounded in the linguistic element affected by the error. This linguistic category pinpoints the specific level (or component) of language where the error occurs. Recognizing that language encompasses phonology, syntax, morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style), this taxonomy helps identify the location of the error within these components. For instance, if the error occurs at the grammatical level, it could manifest in the incorrect use of auxiliaries, verb forms, or other grammatical elements.

2. The surface strategy taxonomy

This second descriptive taxonomy proposed by Dullay (in Yazdani S, 2024) focuses on how the surface structure of the learner's utterance is altered. Learners may exhibit errors by omitting or distorting sentence elements, or conversely, they might add unnecessary elements to the sentence.. Generally this type of error can be classified as follows:

- a) Omission

Omission errors arise when a crucial element is missing from a sentence, often manifested as the absence of morphemes. Morphemes, the smallest units of meaning in language, are categorized into two types: lexical and grammatical. Lexical morphemes, such as nouns, verbs, adjectives, and adverbs, convey the core meaning of words. Grammatical morphemes, on the other hand, primarily serve grammatical functions, such as marking noun and verb inflections, and play a less prominent role in conveying the overall meaning of the sentence. For instance, in the sentence "We will taken our exam," the auxiliary verb "have" is omitted,

resulting in an incorrect sentence structure. The correct sentence should be "We will have taken our exam".

b) Addition

Addition errors are the opposite of omission errors. They are characterized by the inclusion of an element that does not belong in a grammatically correct sentence. Based on the explanation for this type of error, the subtypes are as follows:

1. Double Marking. This error occurs when a learner includes redundant grammatical elements in a sentence. For example, they might use both the auxiliary verb "have" and the past participle form of the verb, resulting in sentences like "He has gone already."
2. Regularization. Regularization occurs when learners incorrectly apply a rule for regular forms to irregular forms. For example, they might add the "-ed" ending to irregular verbs, such as "eated" instead of "ate." This reflects an overgeneralization of the regular past tense rule.
3. Simple Addition. When an addition error does not fit the patterns of double marking or regularization, it is classified as a simple addition. These errors are often difficult to categorize and may arise from various factors, such as interference from the learner's first language or over-reliance on certain linguistic patterns. For instance, the sentence "The fishes has not live in the oil" contains a simple addition error, as the plural noun "fishes" is incorrectly used. The correct sentence would be "The fish has not lived in the oil."

c) Misformation

Misformation refers to the use of an incorrect grammatical form or morpheme within a sentence. This type of error occurs when learners substitute one grammatical form for another. For example, the sentence "It is an book" contains a misformation error. The correct form should be "It is a book," as the indefinite article "a" is

used before singular count nouns beginning with consonant sounds.

d) Misordering

Misordering errors occur when the elements within a sentence are placed in the incorrect order. While the sentence may contain all the necessary elements, their sequence is incorrect. For example, the sentence "what this is?" is grammatically incorrect due to the incorrect word order. The correct sentence structure for a simple question in this case is "what is this?"

2.1.3 Narrative Text

a. Definition of Narrative Text

Narrative text is one form of written work. Through this text, students are trained in using good linguistic elements. According to Percy, Permana, Zuhri in Herdi (2020:163) says that narrative text is an essay that tells a story or a series of events that have occurred, which in this case means related to a story intended to entertain readers or listeners. Nielsen in Fatmawaty (2022:207) also states that narrative text consists of a series of events which essentially comprise events, text, and a sequence of stories. In addition according to Derewianka in Aulianisa (2019:6), narrative text is an imitation of the real world created by the writer by portraying it in a written work, particularly in terms of human emotions and activities. It is also adding by Delista and Eliyawati in Aulianisa (2019:6) that narrative text is a story composed of a series of events that stem from the characters' problems and how they confront and resolve them.

Beside that according to Anderson in Harahap (2020:3) states that narrative text is a fictional as well as non-fictional story written when characters undergo a series of events with the aim of entertaining its readers.

From those definitions before, it can conclude that narrative text serves as a form of writing that allows students to practice using effective linguistic elements. It involves storytelling or depicting a series of events to entertain readers or listeners through writing. Essentially, this text consists of events,

text, and a sequence of stories that mimic the real world, with a focus on human emotions and activities. Narrative texts typically revolve around characters facing and resolving problems, with the aim of engaging and entertaining the audience through fictional or non-fictional stories.

b. Generic Structure of Narrative Text

According to Dirgeyasa (2016:18), there are some language features of narrative text:

1. Orientation

The orientation section of a narrative serves to establish the theme or topic, introduce the characters, set the time and place of the story, and entice the reader to continue reading. It provides essential background information to pique the reader's interest and encourage them to delve deeper into the text.

2. Complication

The complication is a series of events that occur to the main characters in their efforts to solve the problems they face. These events complicate the situation and increase tension in the story, prompting readers to continue reading to find out how the main characters overcome the challenges they face.

3. Resolution

The resolution section is the end of the story where the issues faced in the narrative are resolved. This resolution can conclude with either a happy or an unhappy solution, depending on how the main character tackles the challenges they encounter. It is the part where the main conflict in the story is resolved, providing a satisfying conclusion for the reader and wrapping up the storyline.

c. The Types of Narrative Text

According to Yuliani (2018:3), states that there are some types of narrative text:

1. Folktale

Traditional tales, originating from specific regions, have endured through generations and were initially conveyed orally from person to person.

2. Myth

Stories that elucidate the occurrence of natural phenomena, featuring characters those are gods or half-beings from another realm.

3. Legends

Legends are stories from the past that may have a basis in truth as they have undergone changes and additions of exaggerated elements.

4. Fable

Fables tell stories of animals portrayed as humans and often conclude with a moral lesson.

d. Language Features of Narrative Text

Addition from Yuliani (2018:11), there some language features of narrative text:

1. Using specific nouns such as pronouns for people, animals, or objects
2. Adjective forms of the noun phrases
3. Using time connections and conjunctions to sequence events
4. Location indicated using adverbs and adverbial phrases
5. Using action verbs in the past tense
6. Speech indicated using saying verbs
7. Thoughts indicated using thinking adverbs

e. Steps in Writing Narrative Text

According to Yulani (2018:15) there are some steps in writing the narrative text:

1. Finding Ideas

When starting out, the writer will search for interesting ideas or topics to write about. These ideas can come from various sources such as books, movies, or even the writer's own imagination.

2. Developing Characters in the Story

After finding an idea, the next step is to create characters within the story that fit with that idea. This involves describing their physical appearance and developing their personalities.

3. Extracting the Moral Message

To give the story meaning, it's important to embed a moral message that readers can take away from the narrative.

4. Planning the Storyline

The storyline consists of the series of events experienced, thought about, and spoken by the characters in the story. It's advisable to create a concept map beforehand to detail the story more thoroughly.

5. Reviewing the Written Story

After writing the story, it's important to read it again with an objective mindset. It can also be helpful to seek feedback from others to ensure the story is clearly understood by readers.

6. Making Corrections

If there are any parts of the text that need to be adjusted or perfected, corrections should be made to improve the story.

f. Example of Narrative Text

“The Legend of Tuwu Dance”

Tuwu dance / Tari Tuwu is one of the traditional dances that grows and develops in Nias. This dance comes from Idanögawo district on the island of Nias, which has a movement. It is gentle and gentle, and only attracted by women. In the beginning, Tuwu dance was present when a Queen named Barasi Balugu, who accidentally performed simple movements like a dancer while pronouncing the word "Tuwu", with the aim of giving the spirit of the community who worked to find the stone of majesty for a nobleman of that time, called Balugu Ngahönö.

After the stone found, Balugu Ngahono planned a party to celebrate it. Before the feast was held, Balugu Ngahönö remembered and was interested in composing the movements that the Queen had ever done and then made it a dance with the Queen. Then the dance was named Tuwu dance, according to

the first word issued by the queen. Tuwu dance was drawn for the first time in the Kingdom of Balugu Ngahönö as a sign of unity and an inspiration for the community that has worked for Balugu ngahönönö. Along with the development of the era, the use of culture in Nias It was different in the past and now, due to the influence of their social life. Thus, with Tuwu dance, which is one of the results of Nias culture, it is no longer used as it functioned before, but is generally used as a dance show or entertainment only.

2.1.4 Tense

a. The definition of Tense

The term "tense" originates from the Latin word "tempus," meaning "time." In linguistics, tense generally refers to the grammatical mechanism used to indicate the time of an event or action in relation to the moment of speaking. Linguists offer various definitions of tense. Leech and Svartvik define tense as the correspondence between the form of a verb and our conceptualization of time (past, present, future). Similarly, Swan defines tense as the verb forms that express temporal distinctions. These verb forms are created either by changing the verb's internal structure (e.g., know, knew, known) or by incorporating auxiliary verbs (e.g., will know, had worked). In essence, tense can be defined as a verb form or a series of verb forms that express a temporal relationship. It signifies whether an action occurred in the past, present, or future in relation to the moment of utterance.

b. Types of Tenses

Tense is a grammatical feature that indicates the time of an action or state expressed by the verb. English primarily utilizes two fundamental tenses: the present tense and the past tense. The present tense generally maintains the base form of the verb, with the exception of third-person singular verbs, which typically add an "-s" (e.g., "he walks"). Past tense is typically formed by adding "-ed" or "-d" to regular verbs, while irregular verbs undergo various internal changes.

The concept of time associated with a verb is commonly referred to as its tense. While the simple present, past, and future tenses are most frequently

encountered, English grammar encompasses nine or more tenses, allowing for the nuanced expression of time. Azar provides a detailed overview of English verb tenses, categorizing them into four main types: simple tenses, progressive tenses, perfect tenses, and perfect progressive tenses. Each of these four tense types has present, past, and future forms, as well as variations involving modal verbs. Consequently, just as there are four present tenses, English also possesses four past tenses: the simple past, past continuous, past perfect, and past perfect continuous.

Based on explanation above, the writer concludes that there are twelve verb tenses, and examples of each tense. Those are:

Table 2.1 Types of Tenses

Simple Past Tense	He opened the door
Past Continuous Tense	I was washing my car when the rain started.
Past Perfect Tense	I had seen it in one of his movies.
Past Perfect Continuous	Past Perfect Continuous
Simple Present Tense	They open the door
Present Continuous	I am taking a bath.
Present Perfect Tense	They have already eaten.
Present Perfect Continuous	He has been playing guitar since 5 pm.
Simple Future Tense	I will go to the dentist.
Future Continuous	I will be buying more stamps.
Future Perfect Tense	I will have finished the work by 9 am on Wednesday.

c. Definition of Simple Past Tense

Simple past tense is one of tense in grammar that we use to tell the story or activity from past time. According to Yosodipuro (2017:123) simple past tense is a sentence that expresses an event and habit in the past with a specific time.

Also according to Fitria (2020:144), says that simple past tense is an event that starts and ends in the past. It is added by Sibuea (2020:3) that says simple past tense identifies an event, activity, action or situation that has

occurred in the past in a simple form and the time of the event can be known directly.

In addition according to Pabayo (2020:89) says that simple past tense is a verb form that talks about activities that happened in the past. In another side, according to Azar in Mustafa (2021:69) says that the simple past tense shows an activity or situation starting and ending at a specific time in the past. Add by Murphy in Mustafa (2021:69) states that Simple past tense is for talking about actions or situations in the past. The Simple Past is used to refer to past events that happened at a specific time, which can be defined by using a time phrase or inferred from its meaning.

So we can get the conclusion from those definition above that the simple past tense is used in grammar to tell stories or activities that happened in the past. It is a tense that expresses events or customs from the past with a specification of the time in which they occurred. More than just conveying historical facts, this tense shows actions or situations that started and ended in a time that has already passed. In other words, the simple past tense takes us back to specific moments in the past that have already passed. It allows us to describe and understand events that have happened in the past with clarity and detail.

1. The Form of Simple Past Tense

There are two form of simple past tense according to Yosodipuro (2017:124):

1) Non-verbal form

Positive form : subject + was/were + object + adverb of time

Table 2.2 Non-verbal Tenses Positive Form

Subject	Be	Object	Adverb of Time
I, He, She, It...etc You, We, They...etc	Was Were	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc

Negative form : subject + was not (wasn't) / were not (weren't) + object + adverb of time

Table 2.3 Non-verbal Tenses Negative Form

Subject	Be + not	Object	Adverb of Time
I, He, She, It...etc	Was not (wasn't)	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc
You, We, They...etc	Were not (weren't)		

Interrogative form : was/were + subject + object + adverb of time

Table 2.4 Non-verbal Tenses Interrogative Form

Be	Subject	Object	Adverb of Time
Was	I, He, She, It...etc	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc
Were	You, We, They...etc		

2) Verbal form

Positive form : subject + verb 2 + object + adverb of time

Table 2.5 Verbal Tenses Positive Form

Subject	Verb 2	Object	Adverb of Time
I, He, She, It, You, We, They...etc	Agreed, banned, rowed, cried, enjoyed,etc	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc

Negative form : subject + auxiliary + verb 1 + object + adverb of time

Table 2.6 Verbal Tenses Negative Form

Subject	Auxiliary	Verb 1	Object	Adverb of Time
I, He, She, It, You, We, They...etc	Did not (didn't)	Agree, ban, row, cry, enjoy	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc

Interrogative form : auxiliary + subject + verb 1 + object + adverb of time

Table 2.7 Non-verbal Tenses Interrogative Form

Auxiliary	Subject	Verb 1	Object	Adverb of Time
Did	I, He, She, It, You, We, They...etc	Agree, ban, row, cry, enjoy	Place, noun, adj...etc	Yesterday, last week, last month, ...ago, etc

2.2 Conceptual Framework

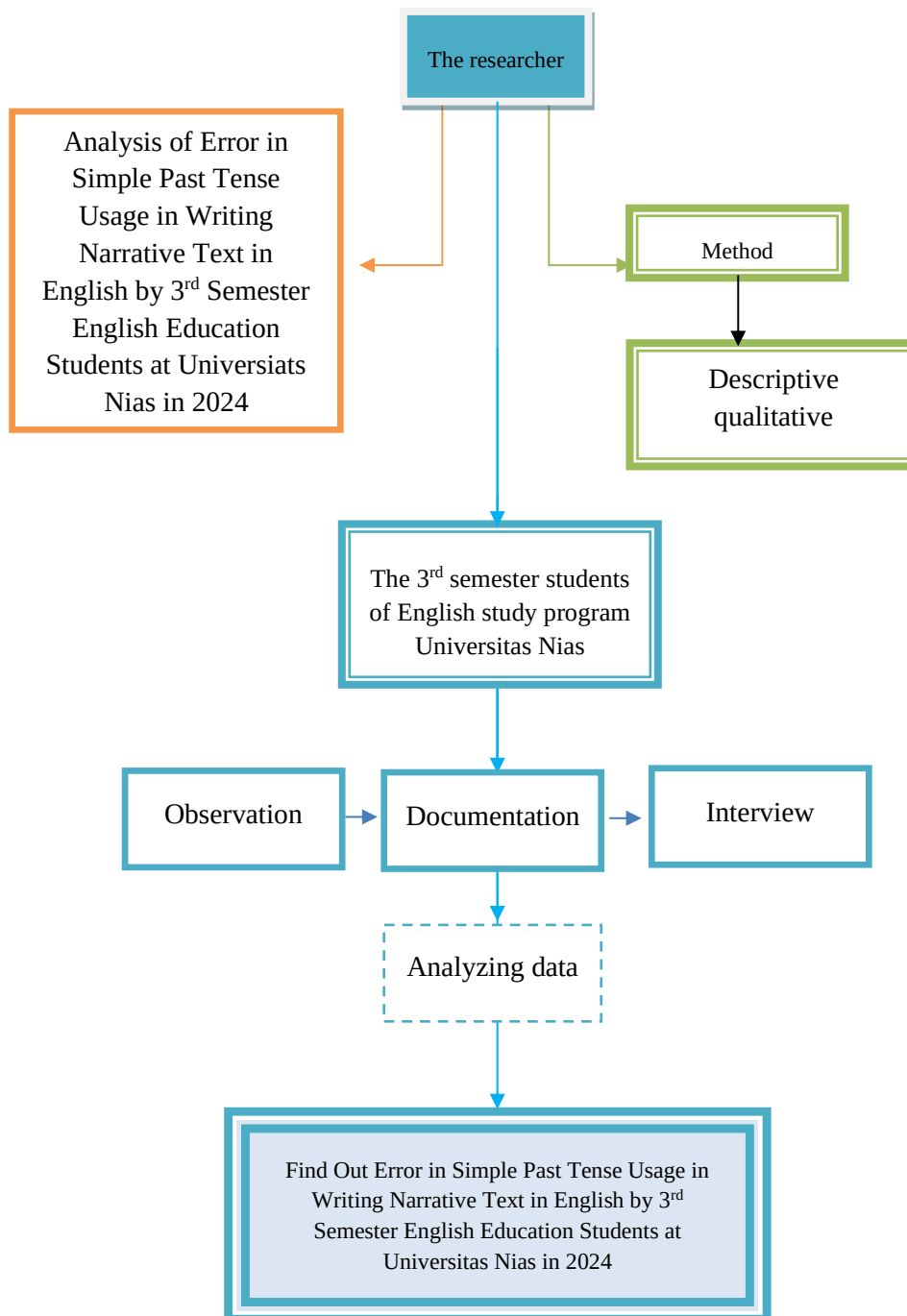


Figure 2.1 Conceptual Framework