

CHAPTER II

THEORETICAL REVIEW

1. Writing

Writing is one of the essential abilities that students got to master to achieve their academic goals, particularly in English teaching. Sangkala (2012) Writing originally proposed thinking and learning. It encourages dialogue and allows for ideas to be reflected on. Ideas can be studied, evaluated, added to, reorganized, and modified when written down. Another reason student should master writing is that it can improve students in arranging and organizing their thoughts, clarifying their thoughts, and developing their ideas so that others can understand them easily.

Writing is a complex and multifactorial phenomenon; it is more challenging for learners who write in a language other than their first language Raofi (2017). In other word, according to Halimi (2019) writing is the expression of ideas into the written form using the correct grammar rules. The author writes clear sentences, and they have to require learning grammar rules.

Based on the definition above, the researcher concludes that writing is the way of creating sentences into good paragraphs by developing the author's ideas while paying attention to the rules, order to allow the author to send a message or information that is easy to understand by the readers.

2. The Steps of Writing

In writing, several steps have to follow to make sentences into good paragraphs. This process may be affected by the content of the paper. According to Harmer (2004:4), mentioned that it is suggested that the process has four main elements to writing, such as:

1. Planning

It is the stage in which the writers plan what they will write. When planning, writers must consider three major factors: purpose, audience, and content structure. Writers should think about the aim of their work and how it will assist the reader because it will impact, among other things, the sort of text that will be created soon, the language used, and the material contained. Following that, writers must consider the reader's requirements and circumstances. It refers to how authors employ language in their writing (formal or informal), writing style (how the paragraph is laid out, how paragraphs are structured, etc.).

2. Drafting

As a draft, it is the first version of a piece of writing. The writer will construct a presentation for the article as well as a material conclusion. The writer will have created a "rough draft" after completing this part of the writing preparation.

3. Editing

This phase is to ensure that the writer understands whether or not the section of the paragraph is working; it is also to proofread for grammatical accuracy, spelling, punctuation, diction, phrases, and paragraph structure. The writer may make changes to their work as they draft it.

4. Final Version

The writer corrected their text in the last stages of writing, making any changes they deemed necessary, and at this point, the writer can send their written content to the readers.

Based on the content structure for the previously mentioned writing steps, therefore that writing is an essential skill in English that students have to master. The researcher defines as the act of expressing ideas or thoughts into words. by paying attention to the writing steps to get good writing results to understand the content of the writer's writing.

3. Kind of Text

Genre much deals with kinds of text. Type of text has a purpose (social function), generic structure and linguistics features. According to Rose (2018) discovered that readers with these kinds of goals go through a series of steps that help them identify themselves. The genre of the text based on Sydney school research are:

1. Recount text

The purpose of the recount text is to tell about recounting events with the stages are orientation and record of events.

2. Narrative text

The four steps of the narrative text are orientation, complication, evaluation, and resolution, with the goal of resolving a complication.

3. Report text

The report text aims to classify and describe general things, with the stages are classification and description.

4. Explanation text

Explanation text has a purpose to explain a sequence of events, and the stages are phenomenon and explanation.

5. Procedure text

Procedure text has a purpose to tell about how to do an activity, and the stages are purpose, equipment, and steps.

6. Exposition text

The purpose of exposition text is to argue a point of view, and the stages are thesis, arguments, and reiteration.

According to the explanation above, there are numerous types of text that students must learn in order to improve their writing abilities. The researcher's research exclusively focuses on recount text in this study.

4. Recount Text

According to Lubis (2014) recount text is a text that tells the event or the experience of the writer by using sequences of time also recount text an event or activities that happened in the past time. A recount text is one that recounts previous events or experiences.

According to Sinta and Astutik (2019) state recount text is a piece of text that tell other people about something that has happened in life. Also, Sari (2019) Recount text, according to the definition, is text that tells about past events or experiences with the intent of informing the reader. The same as stated by Linda and Peter (1995) Recount text is to retell events for the purpose of informing or entertaining.

1. Generic structure

According to Wignell and Gerot (1994), there are three generic structures of recount text, namely:

a.) Orientation

b.) The author offers background information about who, where, and when the event or event occurred and introduced people to the background. To put it another

way, orientation is the process of introducing the participant, the time, and the location.

c.) Events

Tells what happened and in what sequence; that is, the author narrates the events that occur in a logical and orderly manner in chronological order. In addition, occurrences relate to show phenomena that occur in the recount text.

d.) Reorientation

Optional - the author recounts the happenings of all events to close the event. The author can also include comments or impressions regarding the events being told (written) in this section and a reorientation as the text's conclusion.

2. Language Features of Recount Text

In recount text has language features to make it easier the writer to construct the paragraph of recount text, Anderson and Anderson (1998) state that recount text has four grammatical features, they are :

- a.) Proper noun to identify who involved in the text
- b.) Descriptive words to give details about who, what, when, where, and how
- c.) The use of the past tense to retell the past event
- d.) Words that show the order of the events (first, next, then)

3. Sub Types of Recount Text

Recount text has sub types, not only one but according to Derewianka (2003), there are five sub-types the genre of recount:

a.) Personal Recount

The personal recount is a type of recount text that tells about a story or personal experience in the form of vacation trips, unforgettable experiences, or other personal stories.

b.) Factual Recount

The factual recount is a type of recount text that tells about presents reports of actual events or real facts, such as reports on scientific experiments or police reports.

c.) Biographical Recount

The biographical recount is a type of recount text that tells information about a person's life by retelling past events and achievements.

d.) Autobiographical Recount

The autobiographical recount is a type of recount text that tells about information of information about yourself. It can be in the form of retelling past events and achievements.

e.) Historical Recount

The historical recount is a type of recount text that tells about based on history that had happened a long time ago. The retold historical story can take the form of historical places, historical objects, or historical events that accompany them.

According to the statement above, a recount text is a text that tells about past events that occurred in the past with the intent of informing or amusing the reader. The simple past tense is always used in recount text. Recount texts come in a variety of forms. In this study, the researchers focused only on experiences.

5. Error Analysis

Students frequently make errors in their learning, which are also known as deviations from the correct structure. Error analysis is a theory that looks into the serious mistakes that people make when learning a language, and it does so by identifying the linguistic elements that cause those mistakes. It can also be claimed

that errors are deviations from correct grammar because children do not comprehend grammatical rules and will only notice them when taught by someone more knowledgeable, such as a teacher or another speaker. According to Keshavarz (2012), this new approach is called as Error Analysis, and it is based on ideas of first and second language learning and the possible similarities between them. According to Keshavarz (2012), error analysis is based on three important assumptions: (1). Mistakes are unavoidable because we cannot learn a language, whether it is our first or second, without making mistakes. (2). In a variety of ways, there are significant inaccuracies. (3). The student's original language does not generate all errors; in other words, first language issues are not the exclusive source of errors.

6. Grammatical Error

Grammar is defined as the system and structure of a language. It is a part of a language consisting of a structure of arrangement in phrases and sentences syntax.

According to Horton and Bingle (2019) there are essentially two ways of thinking about grammar. First, grammar seen from perspective is a collection of rules that govern how people use a language, and it comes from rule-makers. Erlangga et al (2019) grammar in a language should be known well if a person wants to create understandable sentences.

Students who want to write well should master grammar, which is required to create a writing paper. Students may have trouble using grammar in their writing, but they must recognize that reports without proper grammar will misunderstand by the reader or the writer. Wulandari (2014) states that grammatical structure must be considered in various types of writing because it is part of the study of what forms (or systems) are available in a language.

Many students make mistakes or make grammatical faults in written form when studying English. A grammatical error is found incorrect or faulty, especially in written form. Writing errors can be caused by structural variations between the first and second languages, so many Indonesian students have struggled to write. Because sentences in Indonesia differ from those in English, there is a grammatical problem. Grammatical errors are errors in the form, semantic implications, and language usage, such as incorrectly misplaced verb tenses in a sentence.

7. The types of Grammatical Error

Grammar errors are considered evidence of language acquisition processes and techniques, which is why teachers should be aware of their students' grammar errors. When students are writing to create better teaching strategies, they may produce unintentional grammatical errors. Dulay et al (1982) The two main goals of a student's learning errors are to (1) provide information that students can utilize to deduce the nature of the language learning process and (2) show teachers and educational program creators which parts of the target language are the most challenging for students. Which types of errors have the most impact on a learner's capacity to communicate successfully.

1.) The Surface Structure Taxonomy

The surface structure taxonomy is the second classification error put forward by Dulay, Burt and Krashen (1982). This theory classified into four types: omission, addition, misformation, and misordering.

1.) Omission

The absence of a specified component in the sentence is defined by omission errors (in a well-formed utterance). Although any morpheme or word in a phrase can be omitted, some morphemes are overlooked more

frequently than others Dulay et al (1982). Nouns, verbs, adjectives, and adverbs are the four content morphemes that carry most of a sentence's referential meaning. Omission errors are most commonly discovered in the early phases, and a lack of vocabulary frequently causes them. As an example:

- He the highest student in my class (omitted *is*)
- Namjoon leader BTS group (omitted *is, the, of*)

2.) Addition

Addition errors, on the other hand, are indicated by an item that should not present or is referred to as unsuitable in the sentence (in a well-formed utterance). Addition errors are especially common in the later phases of second language learning, when the learner has mastered key target language principles. The three types of addition are double marks, regularizations, and basic addition.

a. Double Markings is when the two items rather than one marked for the same feature (the tense). In other word, Millah (2016) said that the part of this addition have to abbreviate the utterances. For example:

- They *didn't went* there (error)
- They *didn't go* there (correct)
- Regularizations are usually applied to a linguistics class item, such as the noun class. To put it another way, a regularizations error occurs when a commonly added marker to a linguistic thing is incorrectly applied to exceptional items of the specified level that do not take a quality. If a language has both regular and irregular forms, students use rules to create the regular ones from the irregular ones. As an example:

- Sischa *wearred* beautiful dress at the party last night (error)

- Sischa *wore* beautiful dress at the party last night (correct)

b. Simple addition

Millah (2016), in simple addition error, When writing the paragraph, students should have paid attention to sentence form. This error, not a double marking or regularization but is called simple addition. For example:

- I *needs* to talk to the manager (error)

- I need to talk to the manager (correct)

3.) Misformation

The usage of the incorrect form of the morpheme or structure is a misformation error. As a result, misformations errors are defined as a mistake of a poor form on morpheme or format. Regularizations, archi-forms, and alternating forms are the three types of disinformation errors.

a. Regularizations

Regularizations is a marker that denoting the regular that is placed in the irregular form is the regularizations error, for example, *childs* for *children*, *hisself* for *himself*.

For example, in the sentence:

- Andi *catched* the ball when he *play* with his friends (error)

- Andi *caught* the ball when he *plays* with his friend (correct)

b. Achi-forms

Dulay et al (1982) “Archi-forms errors are those in which one member of a class of forms is chosen to represent others in the class,” according

to the statement. When students select a member of a class form to represent others in that class of a given function, such as when they make mistakes selecting determiners (this, that, these, and those) in a phrase, they are using achi-forms. For example:

- *This* pens are yours (error)

- *These* pens are yours (correct)

c. Alternating forms

Alternating forms is indicated by error in choosing the right words. An example:

- Yolanda *make* cookies for her boyfriend yesterday (error)

- Yolanda *made* cookies for her boyfriend yesterday (correct)

4.) Misordering

The wrong placement of a morpheme or combination of morphemes in a sentence is known as a misordering error. In stuck questions, such as "I don't know who that man is," the error should be "I don't know who that man is."2).

2). There are also more types of grammatical errors according to Keshavarz (2012), stated that categories of typical morpho-syntactic errors made by the students, those are:

(1). Errors in the use of simple past tense mean inaccurate use of past tense that should describe an action verb in the past. Example:

- Jordi *visit* his grandma in Jakarta last month (error)

- Jordi *visited* his grandma in Jakarta last month (correct)

(2). Errors in the use of prepositions mean that there are wrong in representing the relation between noun and pronoun or other words. Such as preposition time. Example:

- The use of “at” is used to indicate a specific time seconds, minutes and hours, example: at 30 seconds, at 30 minutes, at 3.00 pm, at lunchtime.

- The use of “on” refers to day, example: on Sunday, on 1st June, on new year’s, on holiday

- The use of “in” refers with longer periods, example: in 1997, in September, in the 21st Century, in the next few days.

(3). Errors in the use of word order. Word order refers to which words are arranged in a sentence; it indicates an error if wrong in arranging the sentence. In Indonesia, we know SPOK, in English Subject, Verb or Predicate, Object, and Adverb, example:

- Dropped the girl the doll (error)

- The girl dropped the doll (correct)

(4). Errors in the use of the article. Articles are used to define a noun as specific or unspecific. Using “the” refers to something particular and definite, using “a/an” refers to something general statement and indefinite. It indicates an error if wrong in the placement of the article.

3). There are also types of grammatical errors in the use of personal pronouns according to Marcel Danesi in Mustaqim (2018). The person(s) speaking (first person); the person talked to (second person); anyone or anything else are the

categories for personal pronouns. Nurjanah (2012) stated "Personal pronouns modify their form for the person (first, second, and third), for case (subject, object, possessive), number (single, plural), and gender," (masculine, feminine, neuter).

Based on the above explanation of grammatical error classification, the researcher used Keshavarz's and Danesi types of grammatical errors to assess students' errors in writing personal recount text. It focuses on the element of the error itself and emphasizes how the surface structure is modified. As a result, grammar errors are intimately linked to a student's ability to create written text.

8. The Previous Relevant Studies

1. A study entitled "An Analysis of The Students Error in Writing Recount Text" by Doni Ramli, Lawandi Suhartono, Dewi Novita (2013)

The purpose of this study is to determine the errors made by tenth grade students at SMA N 1 Siantan in producing recount texts during the academic year 2012/2013. The descriptive approach was utilized in this study, and the researcher presented the findings by explaining the data gathered. The data is collected using a written test as the instrument.

According to the findings of this study, students make 275 errors in writing recount texts, including 34.54 percent in content, 7.63 percent in vocabulary, 44.74 percent in grammar, and 13.9 percent in mechanics.

2. A study entitled "Students' Difficulties in Writing Recount Text at Inclusion Classes" by Husna, A., & Multazim, A. (2019)

The goal of this study is to figure out why students in inclusion classrooms have trouble composing recount texts. This is a mixed-methods study with 30

students from an 8th-grade inclusion class. The data gathering was for the purpose of testing.

The findings of this study reveal that students' challenges in creating recount texts are related to content, organization, grammar, mechanics, and general structure of recount texts, particularly in the areas of orientation and reorientation.

3. A study entitled "An Analysis of Students' Grammatical Errors in Writing Recount Text at The Eleventh Grade Students of SMK Negeri 1 Abung Selatan" by Sari, Tiara Juwita (2019)

The purpose of this study is to discover the errors that students make in producing recount texts based on surface approach taxonomy at SMK Negeri 1 Abung Selatan, Kotabumi in the eleventh grade. In terms of data collection and analysis, this study is descriptive qualitative research or purposive sampling research. The students were requested to create recall text for this study. The results of student writing were assessed, and the error and percentage percentages were classified.

The findings of this study revealed that students committed numerous errors when composing recall texts. A total of 172 items were deemed to be incorrect by students in this study. There were 113 things (65,6%) with misformation mistakes, 43 items (25%) with omission errors, 8 items (4,7%) with misordering errors, and 8 items (4,7%) with addition errors. These results suggest that the students' capacity to write recall text is still limited.

9. Basic of Assumptions

Writing is the process of combining sentences into good paragraphs by expanding the authors' thoughts while paying attention to the rules, so that the author may

transmit messages that the readers should be able to understand. One of the many types of writing is recount text. It is a writing that discusses prior events or experiences with the intention of informing or entertaining the audience or reader. In recount material, the simple past tense is always utilized. The organization and structure of a language are referred to as grammar. Many students still struggle with writing, one of which is grammatical error. Grammatical error is defined as faults that occur in the construction of wrong sentences or in the detection of problems in students' writing. The contrasts between this research and others are that it focuses solely on the grammatical errors that students in grade 9 of SMP N 1 Kutasari Purbalingga make in recount texts, using Kesharvarz's grammar theory analysis. In addition, to ensure objectivity, this research employs descriptive quantitative research and simple random sampling with the implementation of inter-rater.

