

## CHAPTER II

### THEORETICAL REVIEW

#### A. Writing

Writing is one of the English skills that every student must have if they desire to succeed in school. Writing is a way for people to explore their thoughts and ideas and make them seem more real. According to (Sangkala, 2012) writing suggested thinking and learning at first. Another reason why students should learn how to write well is to improve their ability to collect, organize, clarify, and develop their ideas so that others can easily understand them. According to Tarigan (1987,p7) in (GJ Pramana, 2014), writing is an indirect communication medium or called expression. In addition, according to Dalman (2015, as cited in Wardiah & Armariena, 2021), writing is a process to organize ideas systematically and express them explicitly so that readers can easily understand the message or idea that is written. In other words, according to (Halimi & Indonesia, 2019) writing is the expression of ideas in written form with correct grammatical rules.

Based on the explanation above, the researcher can conclude that writing is a process that students do in class to share information and ideas with others by making sentences into good paragraphs while paying

attention to proper writing rules, so that the message or information written can be well conveyed and easy to understand.

1. According to Setiawan (2019) there are five components of writing :

a. Content

The content of the writing is what it is about, and the key ideas or aim of the writing are made plain.

b. Organization

Organization is the systematic arrangement of information. It entails drawing the reader's attention to the primary and secondary issues. Good organization is distinguished by logic and orderliness. It guides the reader through the content's numerous sections. It also has to do with how well sentences transition from one idea to the next.

c. Grammar

Syntactic structures and grammatical forms are described in grammar. Subject/verb agreement, appropriate verb tense, pronoun case, possessive forms, parallel construction, and so on. A few examples of grammar and syntactic concepts are commonly addressed.

d. Vocabulary

Vocabulary refers to the appropriate words used to express the desired message.

e. Mechanism

The use of a language's graphical standards is referred to as mechanic. It is about how punctuation, spelling, and so on should be utilized.

2. The Steps of Writing

In writing, a sentence must go through a number of processes before becoming a good paragraph. The paper's subject matter might have an impact on this procedure. This process may be affected by the content of the paper. According to Harmer (2004), mentioned that it is suggested that the process has four main elements to writing, such as :

a. Planning

It is the stage in which the writer decides what to write. The writer must consider three important criteria while planning : the purpose, the audience, and the content structure. The writer should consider the purpose of their writing and how it will benefit the reader. Because it will have an impact on, among other things, the type of exam that will be prepared soon, the language used, and the content.

As a result, the writer must consider the reader's needs and situations. It relates to how authors use language in their writing (formal and informal), as well as their writing style (how the paragraph is laid out, how paragraphs are structured, etc ).

b. 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.

c. 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.

d. 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 mentioned above about writing steps, therefore that writing is an essential skill in english that students have

to master it. The researcher defines as the act of expressing ideas or thought in words. By paying attention to the writing steps to get good writing results to understand the content of the writer's writing.

### 3. The Kinds of Writing

Basically, writing has 2 types, namely academic writing (formal), and creative writing or personal writing (informal). According to Alice Oshima and Ann Hogue (2002), academic writing is formal writing used in high school and college classes.

On the other hand, according to Martin and Rose (2012) readers with this kind of goal go through a series of steps that can help them identify themselves. The text genres based on school research in Sydney are:

#### a. ★ Recount Text

A recount text is a piece of writing that delivers information or entertainment by repeating an incident. The goal of recount text is to retell past occurrences, beginning with orientation and continuing with recordings of every event that has occurred.

#### Narrative Text

A narrative text is a text that has a general story with events that occur in chronological order and are presented through various

mediums. There are four steps in writing narrative text: orientation, complications, evaluation, and resolution.

b. Report Text

Report text is a sort of writing that tries to inform the reader about the findings of a study. The objective of the report text is to describe or classify anything generic in nature by passing through the categorization and description stages.

c. Explanation Text

An explanation text is one that explains the process by which a natural or social phenomena occurs or forms. The goal of explanatory text is to explain a set of events.

d. Procedure Text

A procedure text is a text that explains how to perform something in a thorough, clear, and precise manner. The goal of procedure text is to describe the steps or sequence of performing an activity.

e. Exposition Text

Exposition text is a text or reading that is designed to explain, convey, or depict something that can broaden or expand the reader's knowledge and perspectives. The Exposition Text's purpose is to advocate for a different point of view. There are three

stages to producing an expository text: thesis, argumentation, and reiteration.

Based on the explanation above, there are many types of texts that students must learn so that their writing skills can improve. However, in this study, the author only focuses on descriptive text.

## **B. Descriptive Text**

Descriptive text is a text that is used to describe real objects, which can be people, places, or even objects. According to Fitri et al. (2017), revealed that descriptive text is a type of written text that has the function to provide an overview of an object (human or non-human).

Descriptive text is also a text that must be studied when students are in junior high school, especially in learning English. The purpose of descriptive text is to make students better understand how to describe a place, person, or even an object. The descriptive text is divided into 2 parts, namely the opening or identification and an explanation of the subject to be described or called a description. According to Wardani et al., (2014), the identification section is a part to introduce the subject or tell what will be discussed. Then the description section contains a brief explanation of what, who, and how the subject is. When writing descriptive texts, they usually use the Simple Present Tense. According to

Wyrick (1987 as quoted by Ismail, 2018), a descriptive text explains or creates word images about places, people, and objects by using the right choice of words in order to create a distinct impression on the reader". Or in other words, the term descriptive text comes from the word "describe" which means explaining about a person, place, or other object.

The descriptive text itself is composed of three parts, namely description, identification, and conclusion. In actual conditions, there are still many teachers who have difficulty conveying this descriptive text material to students. Vice versa, 7th-grade junior high school students also still feel very new to writing descriptive texts in English. The errors experienced by students in general are that there are still some who have not been able to write using the correct generic structure, students are also unable to organize their ideas so that the text they create seems confusing to the reader.

#### 1. The Generic Structure of Descriptive Text

Jayanti, (2020) argue that descriptive text consists of 2 parts, namely Identification and Description.

##### a. Identification

Identification is a part of the paragraph that introduces or identifies characters. If a student writes clearly in the identification section, he or she will find it easier to develop ideas in the description section.

##### b. Description

Description is a section of the paragraph that characterizes the character. As a result, the author describes all relevant facts on the topic. Focus on specific participants, such as Rio's dog, my English teacher, and my favorite place, are important Grammatical features of descriptive text. The simple present tense is used. Make use of descriptive adjectives (strong hand, white fangs). Make use of action verbs (it runs fast, it climbs fast). Adverbial usage to provide further information about behavior (fast, at green house). Figurative language usage (John is as black as chocolate).

## 2. Language Features of Descriptive Text

According to Djuharie (2007), the language elements of descriptive text on nouns, such as mother, school, my dog, and so on. Next, utilize adjectives such as three tall towers, sharp white fangs, and so on. Using relational processes, for example, my house has four doors, my mother is very beautiful, and so on. My throat is as parched as the desert, her skin is as white as cotton, and her voice is as silky as silk, to use metaphorical language. For example, in the simple present tense, I have a pen, and this is a book.

## C. Error Analysis

### 1. The Definition of Error Analysis

In the process of learning a language, students of course do not always use English correctly. Errors will surely be made while writing. According to Crystal (1987, P 112) error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

In other hand James (1998) describes error analysis as the study of linguistic ignorance that studies "what people do not know and how they attempt to deal with their ignorance." The fact that language learners develop ways to compensate for their ignorance establishes a connection between English acquisition and learner strategies, which we split into learning strategies and communication strategies. From the preceding sentence, it can be concluded that mistake analysis is a theory developed by researchers to identify and acknowledge second language learners' difficulties.

According to Dulay et al. (1982), the most practical and often employed descriptive classification of error is linguistic categories, comparative taxonomy, surface strategy taxonomy, and communicative effect taxonomy.

### 1) Linguistic Category

These taxonomies categorize mistakes based on the impacted language component or linguistic ingredient (or both). We count phonology, syntax, morphology, semantics, the lexicon, and discourse as language components Dulay et al. (1982) .

### 2) Comparative Taxonomy

The comparative taxonomy categorizes errors by comparing the structure of second language errors to other forms of construction, most frequently to errors committed by children during first language acquisition of the language in issue. In this taxonomy, there are four main error groups, including developmental, interlingual, ambiguous, and other errors (Dulay et al.,1982).

### 3) Communicative Effect Taxonomy

★ This taxonomy is based on how the mistakes make the listener or reader feel. Dulay et al. (1982, p.189) said, "Errors that affect the overall structure of the sentence make it harder to communicate, but errors that only affect one part of the sentence usually don't make it harder to communicate." The first ones are called "global errors," and the second ones are the "letter local errors."

#### 4) Surface Strategy Taxonomy

This category shows how the structures on the surface change. Researchers have a lot to gain from analyzing errors from this taxonomy because it helps them figure out the mental processes that learners use to put together the new language. This also shows that students' mistakes aren't made because they are lazy or don't think things through, but because they are using temporary rules to create a new language (Dulay et al., 1982, p. 154-162). In surface strategy taxonomy, these kinds of mistakes are called omission, addition, misformulation, and misordering.

##### a. Omission

Omission is when something that must be in a well-formed sentence is left out. There is evidence that grammatical morphemes (like nouns, verb forms, articles, and prepositions) are left out more often than meaning-carrying content morphemes (Dulay et al., 1982, p.154-155). For example, the words "is" and "a" are left out of the sentence "my father teacher."

##### b. Addition

The second kinds of surface strategy taxonomy is "addition," which is the opposite of "omission." Additions are characterized by having something extra that shouldn't be there in a well-formed sentence (Dulay et, al. 1982, p. 156). There are three kinds of additions. Double markings, like "Did you go there?",

regularization, like "sheeps, cuted," and simple addition, which is the rest of addition.

c. Misformation

Misformation means "the wrong form of the morphem or structure is used" (Dulay et al., 1982:158). There are also three other types. Regularization is when an irregular marker is changed to a regular one, like "sheeps for sheep." Archi-forms are when only one member of a group of forms is used instead of all of them, like using this when either this or these should be used. Alternating forms are shown by "free alternation of different members of a class with each other," like when the same learner says "those dog" and "this dog."

d. Misordering

According to Dulay et al., (1982), he said that misordering is the error of incorrectly arranging the words in a sentence. This kind of errors happens when a morpheme is put in the wrong place in a sentence. For instance: "What mommy is doing?" This is the wrong question. "What is mommy doing?" should be correct.

#### **D. Previous Relevant Studies**

In the preparation of this thesis, the following are some relevant previous studies related to this research.

For instance Ratnaningsih and Azizah (2019). Investigated errors in technical errors in English writing of students at the secondary vocational level and their elements. The total data were analyzed based on the Analysis Procedure. The result of this study shows that the common mistakes students make in their writing such as : the highest place is capital letters with 60 errors (14.67%) and the lowest place is sentence errors 3 (0.73%). According to the typical error, the researcher finds the source of the error. The highest place is transferred between languages with 172 errors (42.05 %) and the lowest place is communication strategy with 49 errors (11.98%).

Another research was done by Royani and Sadiyah (2019). The aims of this research is to identify the most common kinds of grammatical faults in descriptive texts as well as the types of errors that most frequently occur in such texts.

Based on a study of the grammatical errors made by students, the data were examined. According to the data, most students made errors with verb agreement (41% of errors were due to employing the incorrect simple present tense), pronoun usage

(18% of errors), usage (15%), sentence structure (12%), spelling (9% of errors), and capitalization (5% of errors).

#### **E. Basic Assumption**

The purpose of this descriptive text is to describe or provide information about something. The researcher assumed that students are use particular grammar pattern that might not be suitable for writing descriptive text. However many students continue to struggle with producing descriptive texts, resulting in numerous problems such as grammatical errors, seplling errors, punctuation issues, ussage errors, and so on.

In this study the researchers examined kinds of errors are made by students when writing descriptive texts and what errors are the most dominant in students when writing descriptive texts.