

CHAPTER II

THEORITICAL REVIEW

A. Writing Competence

According to Halliday (1989: 14), writing is a part of language “more specifically, it is one kind of expression of language” its meaning is created by a particular set of symbol, having conventional values for representing the wordings of particular language, which is drawn up visually.

Based on Nunan (2000: 88), writing is the mental work of inventing ideas, thinking about how to express the ideas and organizing them into statements and paragraphs that will be clear to the reader. Harmer (2003: 265) said that competence is extracted from the discourse. And based on Aziez (2008: 169), writing competence is an ability to express feeling and ideas through graphic symbols which is appropriate with the convention.

So, writing competence is extracted from the mental work of inventing ideas, thinking about how to express the ideas and organizing them into statements and paragraphs that will be clear to the reader.

B. Writing

1. The Nature of Writing

It has to be admitted that spoken form of language is primary, whereas the written is secondary, since it is only a representation of what is actually spoken.

The primary of speech over writing is supported by the following proofs: all human beings, wherever they live, always speak a language, although they do not have any writing system.

Written language is basically a representation of a spoken language. Nevertheless, the relationship between speech and writing are close and intimate.

The explanation above does not imply that writing or written language is less important than spoken one. The more cultivated and more technologically advanced man is, the more he will use written language. This means that writing plays a very important role in a modern society. Although it is sometimes considered a poor and inconsistent representation of language, writing is in fact of great utility to man. It does not only record a spoken language, but can also be used to preserve ideas of great thinkers in the past. Writing can also be used to convey messages over long distance though nowadays this function is superseded by the use of modern means of communication.

However, writing is important in modern society, it should not be forgotten that it is only a way of recording spoken language so that if language is a system of symbol, and writing is a representation or symbol of language, it naturally means that writing is a symbol of symbols (Ramelan, 1992: 14).

2. Definition of Writing

It is known that only human being communicates by means of writing. It gives permanent information to ones knowledge and enables to communicate over greater distances.

Writing is act of communication; it is an act of making marks on a certain surface, in a form of graphic representation to make meaning. In the world of writing, people live in at least four words that writing can help to shape and to make understandable since writing either serves or actually represent so many of

the functions that make them civilized. By writing, people can record, share, reflect, or built their own ideas. According to Halliday (1989: 14), writing is a part of language “more specifically, and it is one kind of expression of language”. Its meaning is created by a particular set of symbol, having conventional values for representing the wordings of particular language, which is drawn up visually.

Troyka (1987: 7) also says that writing is a way of communicating a message to a reader for a purpose. Communications means sending a message of writing its content. Therefore the content of writing, there are three important elements namely the text or the message (the subject to be discussed), the presenter who is presenting it and the reader (the audience to be addressed).

The function of writing is not only as the way of people in communicating their ideas, but also as the way of thinking and learning. Writing gives a unique opportunity to explore ideas and acquire information. It is needed by educated people, the skill with writing is often considered to reflect the level of education. College work demands that one writes many different types of assignments. Most jobs in today’s technological society require writing skill for preparing documents ranging from letters and memos to formal reports. Indeed, throughout our life, our writing will reveal our ability to think clearly and use language to express ideas.

3. The Purposes of Writing

Writing is often defined by its purpose. Writing purpose has to do with goal, often refers to aims of writing. Thinking about purposes for writing means thinking about the motivating forces that move people to write. Students often think their purposes to fulfill a class assignment. But, the concept of purpose

means more, it refers to what the writing seeks to achieve. Troyka (1987: 27) notes the purposes of writing are:

a. To Express Oneself (Expressive Writing)

Expressive writing centers on one as the subject (the feeling, experiences, impressions, personality, and the like). Its goal is to help reader to understand something about one unique way of seeing things.

b. To Provide Information (Informative Writing)

Informative writing seeks to give information, and when necessary, to explain it. This is known also as expository because its expound on or sets fort, ideas and facts. Informative writing focuses on the object being discussed. It includes reports of observation, ideas, scientific data, fact, and statistic. It can also be found in textbook, encyclopedia, business reports and book of non-fiction, newspaper, and magazines.

When one writes an exposition, one presents information. It is expected to offer that information with a minimum of bias, for aiming to educate not persuade. Like all effective teachers, one needs to present the information completely and clearly. The material has to be accurate.

c. To Persuade Reader (Persuasive Writing)

Persuasive writing seeks to convince the reader about the matter of opinion. This writing is sometimes called argumentative because it argues a position. As a writer of persuasion, one deals with debatable opinion, that which has other sides of it. Persuasive writing seeks to change the reader's mind, to bring the reader's opinion or point of view closer to the writer's. the

examples of persuasive writing include editorials, letters to the editor, reviews, business or research proposals, opinion essays in magazines and book that argue a point of view. To be persuasive, one cannot merely state an opinion. One must offer convincing support for one's point of view. To argue well, one's reasoning must be logical and sensible or clearly arranged.

d. To Create a Literary Work (Referential Writing)

Referential or explanatory writing centers on one view (opinion, attitude, observation or suggestion) of some outside subjects. Its goal is not to share emotion but to provide reader with information that explains ones point of view or position of the subject.

4. The Procedure of Writing

Principally, to write means try to produce or reproduce written messages. One should understand the principles of writing first before begin to write. One should know it, in putting forward our message successfully.

Troyka (1987) declares there are five principles of writing, namely:

a. Planning

Writing is a process. Writing is an enjoying process of considering alternatives and making choices. The better one understands the writing process, the better one will write and the more can enjoy writing. Planning ask one to gather ideas and think about a focus.

b. Shaping

It is the way to organize the material and make a transition from gathering ideas to drafting an essay into a logical structure. An essay always has an

introduction, a body, and a conclusion. The body consists of a number of paragraphs, while the introduction and conclusion are usually in one paragraph.

c. Drafting

Drafting means getting ideas into paper in sentences and paragraph. In the writing process, drafting is necessary, for it helps one to write ideas and decide what should come first, second, third and so on, until the last.

d. Revising

Revising means the ability to evaluate the draft. To revise, one must evaluate. One assesses the first draft and decides where improvements are needed. This process continues until the essay is in the better form.

e. Editing

Editing is the essential correctness that focuses on the surface feature. You pay attention to the correct grammar, spelling, punctuation and the correct use of capitals, numbers, italics, and abbreviations.

Editing is planning, shaping, drafting, and revising. Editing will distract the readers and lower one grade in writing assignments because it reflects ones level of education.

5. Standard Aspects in Writing

Writing is complex in process. If one wants to make a good writing, one needs to construct a good topic sentence, as the starting point in each paragraph. It also needs some standards in writing. According to DEPDIKNAS (2004: 2-3), there are five aspects that are used in writing. They are:

a. Accuracy of the Content and Theme

It means that content and theme should be accurate in writing. Accurate means the content should be suitable with the theme that will be written and practiced. In this study, the content of writing should be suitable with the title of the text.

b. Grammatical Structure

It means that the construction in a sentence related with grammar or the rule in forming words, especially in omission, addition, misformation, and disordering.

c. Coherence among Sentences

It means that all the information of the text is well-organized, logically ordered and easy to follow. In this study, the students should make the sequence of events and also the generic structure in this story (text) well organized.

d. Complexity (precise in using words and term)

It means that the word choice should be used precisely in a sentence. The word choice is really important because it is the key points that can make readers understand the story well.

e. Tidiness of the Writing Form

It means that the presentation in writing show how the writing actually looks on the page. It is necessary because if the form is well, it will attract the readers to read the story.

C. Text Types

According to Kaherudin Kurniawan (2003: 7-8), there are four kinds of writing; they are narration, description, exposition, and argumentation. When one explains something or giving information, one writes exposition or explanation. When one gives an opinion, which is different with other's opinion, one writes argumentation. One writes description when one writes the result of our observation. In addition, when one tells a story or relating events in a story, one writes narration. Those are the explanation of Mark and Kathy Anderson about text types. Mark and Kathy Anderson (1997: 1-2), state that there are two main categories of texts: *literary* and *factual*. Within these are various text types. Each text type has a common and usual way of using language. *The literary text types* consist of narrative, poetry, and drama.

Narrative text types tell a story using spoken or written language. Narratives are usually told by a story teller. The person gives his/her point of view to the audience and determines the order in which the events of the story will be told.

Poetic text types express feelings and impression of life. A poem can tell story or give the poet's view of people and events. Poems can have common structures such as rhyming the last word or lines or using a certain number of lines. And dramatic text type use acting to communicate ideas and experiences. Dramas can be spoken or written. And *the factual text types* consist of recount, response, explanation, discussion, information report, exposition, and procedure. It can be formed advertisement, announcement, internet web sites, current affairs show, debates, recipes, reports, and instruction. It can be concluded that commonly, literary

text types present a story or experiences with give feelings using spoken and written language. And the factual text types present information or ideas and has aim to show, tell or persuade to audience.

D. The Narrative Text

Mark and Anderson (1997: 8) state that a narrative is a piece of text which tells a story and, in doing so, entertains or informs the reader or listener. Its purpose is to present the view of the world that entertains or informs the reader or listener. In this case, the researcher will describe more detail about description of narrative text, structures and types of narrative text.

1. Description of Narrative Text

Narrative is a spoken or written account of events: a story (Hornby, 1995: 772). It means that narrative is a text that tells about sequence of event in the past. On the other hand, Mark and Anderson (1997: 1) state that the narrative texts are constructed to appeal to ones emotion and imagination that can make the reader laugh or cry think about ones life or consider ones beliefs.

As one of the modes of expository writing, the narrative text offers writers a chance to think and write about themselves, to explain how their experiences lead to some important realizations or conclusions about their lives or about the world in general. Everyone has memories of times that have been meaningful, taught a lessons about other or ourselves. Through the narrative essay, one have the chance to record those experiences as the supporting evidence to substantiate ones new understanding.

The narrative can be communicated by using radio, television, computer

files, films, videos, books, newspapers, and magazines. This gives the idea that narrative text can influence the feeling of the reader after read the text. The reader not only understand the event in the text but can also feel it happen for them.

Mark and Kathy Anderson (1997: 14) state that a good narrative uses words to paint a picture in ones' minds of:

- a. what the characters look like (their appearance),
- b. where the action is taking place (the setting), and
- c. How things are happening (the action)

From the statement above, it can be concluded that in making a good narrative text, the writer has to describe about their appearance, the setting, and the action so that the readers have a picture about the text in their mind, and they understand about the content of the text.

2. Purpose of Narrative Text

The basic purpose of narrative is to entertain, to gain and hold readers' interest. However, narratives can also be written to teach or inform, to change attitudes/social opinions e.g soap operas and television dramas that are used to raise topical issues. Narratives sequence people/characters in the time and place but differ from recounts in that through the sequencing, the stories set up one or more problems, which must eventually find a way to resolved.

3. The Typical Elements of The Story Grammar

The common structure or basic plan of narrative text is known as the "story grammar" although there are numerous variations of the story grammar; those typical elements are;

- a. Setting: when and where the stories take place.
- b. Character: the most important player or people in the story.
- c. Initiating event: an action or occurrence that establish a problem or goul.
- d. Conflict or goal: the focal point around which the whole story is organized.
- e. Events: one or more attempts by the main character(s) to achieve the goal or solve the problem.
- f. Resolution: the outcome of the attempts to achieve the goal or solve the problem.
- g. Theme: the main idea or moral value of the story.

(<http://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-forms/Narrative>)

4. Structures of Narrative Text

Mark and Kathy Anderson (1997: 8) state that there are five steps or structures in constructing a narrative text. They are:

- a. First is orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about *who* is in the story, *when* the story is taking place and *where* the action is happening.
- b. Second is a complication, it is a set of events chain or action that influences what will happen in the story.
- c. Third is a sequence of events, it is the step where the characters react to complication. It can be called the action of the characters to complication.
- d. Fourth is a resolution, it is the step which the characters finally short out the

complication.

- e. And the last is a coda, it is the step that provides a comment or moral value based on what has been learned from the story (an optional step).

5. The Language Features of Narrative

There are some language features in the narrative text. Those are:

- a. The use of noun phrases (a beautiful queen, a huge mosque)
- b. The use of connectives (first, before that, then, finally)
- c. The use of action verbs: action verbs provide interest to the writing. For example: walk, sleep, and wake up
- d. Usually past tense with the possibility of using present tense and future tense in the dialogue. For example: she walked away from her house.
- e. Use of adverbial phrases of time and place (in the garden, two weeks ago).
- f. Written in the first person (I, we) or the third person (he, she, or they).
- g. The use of saying verb (say, tell, ask).
- h. The use of thinking verbs, feeling verbs, verb of senses: where appropriate, the senses can be used to describe and develop the experiences, setting and character:
 - 1) What does it smell like?
 - 2) What can be heard?
 - 3) What can be seen details?
 - 4) What does it taste like?
 - 5) What does it feel like?

(http://english.unttechnology.ac.nz/resources/resources/text_forms/narrative.html)

According to Mark and Kathy Anderson (1997: 8), the narrative text usually has the language features as follows:

- a. Specific characters
- b. Time words that connect event to tell when they occur
- c. Verb to show the actions that occur in the story, and
- d. Descriptive words to portray the characters and settings.

From the explanation above, it can be seen that narrative text has character to entertain, inform, and stimulate emotion.

6. Types of Narrative

Mark and Kathy Anderson (1997: 18) state that there are many different types of narrative texts, among others:

- | | |
|-----------------------|--------------------|
| a. Humor | f. Mystery |
| b. Romance | g. Fantasy fiction |
| c. Crime | h. Science fiction |
| d. Real-life fiction | i. Diary novels |
| e. Historical fiction | j. Adventure |

There can be a combination of narratives within each of these different types. A crime novel could also include romance and mystery. Similarly, an adventure narrative could include humor and romance. Sometimes, the term of genre is used for the type of narrative.

According to Mark and Kathy Anderson (1997: 18-30), these are the different types (or genres) of narrative texts:

- a. Humor: a humorous narrative is one that aims to make the audiences or

readers laugh as part of telling story. Humor consist of some features, they are; orientation, complication, sequence of events and resolution.

- b. Romance: the romance narrative typically tells of two lovers who overcome difficulties to end up together. It shows that romance tells about a couple that has problems in their relationship and they battle for a happy life.
- c. Historical Fiction: tells about characteristics of history and takes events of that time, reconstructed from an event, custom, or style in the past.
- d. Diary Novel: this type of narrative has the text presented like diary entries. It means that the diary novel is the diary entries about the writers' experiences, feelings, hopes, and happenings.
- e. Science Fiction: science fiction uses a setting involving science and technology. The features of science fiction are orientation, complication, sequences of event, resolution and coda.
- f. Fantasy Fiction: in fantasy fiction there is a good and evil character in.

In this research the samples can choose one of the narrative text types above.

7. Evaluating Writing Narrative

This research will use essay test to evaluate the students' narrative text. The samples should write a narrative text and then their text will be evaluated by the researcher. In evaluating the sample's text, it also needs some standard aspects in writing. According to DEPDIKNAS (2004: 2-3), there are five aspects that are used in writing. They are:

- a. Accuracy of the Content and Theme
- b. Grammatical Structure
- c. Coherence among Sentence
- d. Complexity (precise in using words and term)
- e. Tidiness of the Writing Form

8. Inter Rater

Inter rater is the one who also evaluates the writing, and in this research the inter rater is the English teacher in SMP N 2 Sumbang. The responsibility of the inter rater is evaluating the sample's writing based on this research criteria. This research employs an inter rater because this will evaluate written text, to have more valid result and to avoid subjectivity.

E. Error Analysis

1. Definition of Error

Making mistakes or errors is something natural in human life, and nobody can avoid it. It can be said that unless one make mistakes. We never learn. Mostly causes in everyday life, people are afraid of making mistakes, so that they tend to be very careful. In fact, people can take valuable lesson from their mistakes.

According to Tarigan (1995: 75), error is different from mistake. Error is caused by the student's incomplete knowledge, and mistake is caused by student's performance. The characteristic that differ them is the mistake does not happen on purpose and can be corrected easily and quickly because the speaker does not realize that he make an error.

Error is a noticeable deviation from adult grammar of the native speaker,

reflecting the inter language competence of the learner. Error commonly occurs in the beginning of second language learning process. As the learners on that stage is still incomplete knowledge, and the producing errors reveal their incompetence in language system.

2. Types of Errors

This research used theory of taxonomy. Taxonomy is the only one theory to classify of each into a group. To classify language error, there are four taxonomies that are important to be considered, namely the linguistic category taxonomy, the surface strategy taxonomy, the comparative taxonomy, and communicative taxonomy (Tarigan, 1995: 145).

a. Linguistic Category Taxonomy

Linguistic category taxonomy classifies the language error which is included by component and element of linguistic. Language elements include phonology (pronunciation), syntaxes and morphology (grammar), semantic and lexicon (vocabulary), and style. For example: The errors in mind clause or subordinate clause in syntaxes such as verbal, phrase nominal, preposition, adverbial, adjective, etc.

b. Surface Strategy Taxonomy

Surface strategy taxonomy is strategy to show how the surface structures change. There are four kinds of errors in surface strategy taxonomy namely omission, addition, misformation, and disordering.

1) Omission

Omission error is marked by lost item which should be there.

Example: Marry president new company. (Marry is the president of the new company)

2) Addition

Addition is marked by the presence of unnecessary addition. There are three types of addition errors namely double marking, regularization, and simple addition.

a) Double Marking

Double marking is marked by adding element with the same characteristic in utterance.

Example: he doesn't knows my name. (He doesn't know my name)

We didn't went there. (We didn't go there)

b) Regulation

Regulation is marked by error formation in using regular or irregular verb.

Example: eated (ate)

Putted (put)

Comed (came)

c) Simple Addition

A simple addition error is not a double marking nor a regulation, it called a simple addition.

Example: The birds doesn't live in the water

(The birds don't live in the water)

We stay in over there

(We stay over there)

3) Misformation

Misformation errors are marked by the error in the form of the sentence.

There are two types of misformation namely regulation and alternative form.

a) Regulation

Regulation is marked by error formation in using regular or irregular verb.

Example: eated (ate)

Putted (put)

b) Alternative Forms

Alternative form is marked by using past irregular

Example: I seen her yesterday (I saw her yesterday)

4) Disordering

Disordering errors are marked by the wrong word order.

Example: He is all time late (He is late all the time)

c. Comparatives Taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of second language errors and certain other types of constructions. According to those comparison, there are four kinds of comparative taxonomy errors namely developmental error, interlingual error, ambiguous error, and other error.

1) Developmental Errors

The errors are made by children in learning English as their first language.

Example: I like do it (I like to do it)

2) Interlingual Errors

It is caused by the interference of the learner's mother tongue towards second language that learned by learners. To identify Interlingua errors, researcher usually translates the grammar form of the learner's sentence into the learner's first language to see if similarities exist.

Example: the diction expensive

(It is produced by an Indonesian student reflect the word order of Indonesian adjectival phrases)

3) Ambiguous Errors

Ambiguous errors are caused by the first language structure of learners and pronunciation from beginner.

Example: I no have a car
(I don't have a car)

4) Other Language Errors

Other errors are errors that could not be fitted into any other category.

Example: She do hungry
(She is hungry)

d. Communicative Effect Taxonomy

Error on communicative effect taxonomy is based on error to listening and reading. There are two kinds of errors namely global errors and local errors.

1) Global Errors

Global error is caused by the misunderstanding or miscommunication. The

systematic of global error include:

a) Wrong Order of Major Constituents

Example: English use many people

(Many people use English)

b) Missing or Error Sentence Connector

Example: not take this bus, we late for school.

(If not take this bus, we late for school.)

c) Missing Passive Sentence Characteristic

Example: Patients examined doctor. (Patients were examined by doctor.)

2) Local Error

Local errors are error that affect single element in a sentence do not usually hinder communication significant.

Example: why like we each other? (Why we like each other?)