

## **CHAPTER II THEORY REVIEW**

### **2.1 Definition of Writing**

Writing is requires skill to bring the writing to life so that it can be attract many people's interest in reading. Rahayu (2018) states as one of basic skill, writing has been acknowledged as a form of communication people use in life. To start writing activities, writer must be skilled in using vocabulary and language structures, because writing skill do not just appear without continuous practice. The writer will consider what they want to write, hunt for appropriate words, and attempt to put sentences together correctly. Apart from that, a writer is also tasked with understanding the principles of writing itself so that the aim and objective of his writing can be achieved.

Writing is an activity that produce text in written form. Writing activities definitely involve the use of language and symbols to convey information, ideas, and feeling. Writing can be in the form of literary works, such as short stories or poetry, it can also be non-fiction such as article, letter, report, or essay. Suyadi (2017) writing is the act or procedure of creating and documenting words in a manner that is comprehensible and legible.

In addition, Amalia et al (2021) writing is a process of conveying thoughts and information to other people by sending written forms of communication. According to Dewi & Huda (2020) when writing, students must engage in active thinking as they constantly translate their thoughts and ideas into written words in a productive process. Setiawan as cited in Puspitasari et al., (2021) writing is complex process that involves a variety of skills, encompassing not just one element but all language components including spelling, grammar, diction, and punctuation.

Based on several theories above, it can be concluded that writing is one of the language skill that can be used as a means of indirect communication or it could also be said communication over long distance. To carry out writing activities, a writer is required to have skill and be able to utilize and use language structures, good and right vocabulary and then grammatical. The writing activities carried out will produce various kinds of written works, for example the most commonly known by many people are short stories or poetry, and also non-fiction such as article, letter, report, and essay

### **2.1.1 Aspect of Writing**

Writing is a skill that students must master when learning English. There are several aspects that need to be considered. Harris (as cited in Yanwar, 2020) aspects of writing consist of grammar, form, mechanic, vocabulary, and style. These aspects can be clarified as follows:

- a) Syntactic pattern and grammatical form are related in grammar.
- b) Form describes how the content is arranged.
- c) Mechanic is the application of the language's graphic dialogue.
- d) Word and vocabulary are related.
- e) Style is the selection of lexical and structural elements.

Based on this theory, can be concluded that there are several important aspects that have a big role in writing, such as grammar which form describes the structured content, language use mechanism, and vocabulary in relation to the grammatical form and syntactic pattern, whereas style describes the selection of structure and lexical item.

### **2.1.2 The Process of Writing**

Writing involves several activities as a process to create writing. Apart from that, it can also take a lot of time. These activities are planning, drafting, editing (reflecting and revising), and the last final version. Harmer (as cited in Husna & Multazim, 2019) the explanation is as follows:

#### **a) Planning**

The three main issues must be considered by the writers. First, they must take into account the intentions behind writing a product as this will impact not just the type of text they create, but also the language they use and the information they include. Second, they need to consider the readership and the language used. Third, writers must think about the organization of the content, determining the most effective order for presenting the facts, ideas, or arguments they have chosen to include.

#### **b) Drafting**

Draft is the first version of a written work, involving an initial pass through the text with the expectation of revisions in the future. As the writing process nears completion, multiple draft may be created before reaching the final version.

#### **c) Editing (Reflecting and Revising)**

After writers complete their draft, they typically review it to identify areas that are effective and those that need improvement, a process that often involves input from other readers or editors in revising.

#### **d) Final Version**

The writers have revisited their draft, incorporating changes they deemed essential, to create their final version. This could appear quite distinct from the initial plan and the first draft due to alterations made during the editing phase.

Based on the theory above, the researcher came to the conclusion that there are four steps involved in writing, including planning, drafting, editing (reflecting and revising), and final version. The first process planning, included the writing goal, the readership or audience, and the structure. Second is drafting which is the first version of a piece of writing and there will be changes made towards the final version. Next there is editing section which includes reflecting and revising activities. And the last is the final version, where a piece of writing has gone through several stages to arrive at the final version. The four processes above are crucial to producing high-quality writing that grabs readers' attention.

#### **2.1.3 Purpose of Writing**

Every text written must have a purpose for why the text was written. Susanto (as cited in Tantikasari et al, 2017) says that there are four types of writing purposes, including:

- 1) Writing that aims to inform, provide or readers (informative discourse).
- 2) Writing that seeks to persuade or compel readers to accept the veracity of the concepts presented (persuasive discourse).
- 3) Writing with aesthetic goals and an intention to amuse or please (literary discourse).

- 4) Writing that expresses feelings and strong or fiery emotions (expressive discourse).

Lailiyah & Sukartiningsih (2018) stated that purposes of writing itself is so that readers know, understand, appreciate and imitate the values contained in a piece of writing. Besides that, Tarigan (as cited in Nirwana & Ruspa, 2020) suggest that the purpose of writing is:

- 1) Assignment purpose, the writer writes because it is required of him, not out of personal initiative.
- 2) Altruistic purpose, namely the aim is to please the reader avoids the reader sorrow, wants to encourage the reader to understand, wants to make reader life more enjoyable with his work.
- 3) Writing with the intention of persuading the reader by expressing the truth is known as persuasive writing.
- 4) Writing with the intention of enlightening or supplying the reader with knowledge is known as informational writing.
- 5) Writing with the intention of introducing or announcing oneself as the author to the reader is the statement's goal.
- 6) Writing with the aim of achieving artistic worth is the creative purpose.
- 7) Writing with the intention of reflecting or exploring ideas so that the reader can grasp them is the goal of problem solving.

Based on several theories above, writing serves a variety of functions, as can be seen from the aforementioned beliefs, the main essence of which is to provide information to readers, apart from that it also invites them to

participate, influence readers through writing, and also as a forum for developing ideas that the writer has so that a piece of writing is created. There is also an assignment purpose because of an interest, then an altruistic purpose whose aim is to please and encourage the reader to understand the writing, a persuasive purpose to convince the reader with the truth expressed, informational purpose to provide information, then creative purpose to achieve artistic value, statement goals to declare oneself as a writer, and the last is the purpose of problem solving.

#### **2.1.4 Function of Writing**

Apart from functioning as an indirect communication tool, writing also has a function provide useful information for those who read the writing. According to Nofasari & Ginting (2020) the function of writing is to convey information to the reader. Nurjamal & Sumirat (as cited in Mahmur et al, 2020) several function of writing including informing the reader, inviting the reader, entertaining the reader, prohibiting or ordering the reader, supporting other people's opinions. Besides that, Heriyudanta (2021) said that the function of writing is as a medium for indirect communication, it is said to be indirect because the writing will be in front of other parties who read it, but only facing writing.

Based on several theories above, it can be concluded that writing has a function informing, entertaining, convincing, inviting readers, entertaining readers, prohibiting or ordering the readers, supporting other people's opinions, and many more with one goal is influencing readers. Apart from that, the main

function that is commonly known is writing as a means of indirect communication, and also serves as a forum for expressing ideas and thoughts.

### **2.1.5 Benefits of Writing**

According to Dalman (as cited in Futri & Supriatna, 2020) writing activities have many benefits, the benefits of writing is:

- 1) Increase intelligence
- 2) Develop initiative power and creativity
- 3) Developing courage, and
- 4) Encourage the will and ability to gather information.

Besides that, Wahab et al (2023) writing is a curcial component of the overall learning experienced that students go through. Because of writing activities, has many benefits namely: by writing we can further explore our abilities and potential, through writing activities we can develop various ideas.

Based from several theories previously mentioned, it may be seen that writing has numerous advantages, such as increasing intelligence, develop creativity and courage, and also encourage the willingnesse and ability to gather information. Apart from that, writing can explore our abilities and potential and also develop various ideas that we have so that we can create writing that is interesting and will be profitable for writers.

## **2.2 Recount Text**

### **2.2.1 Definition of Recount Text**

A recount text is a type of text that tells a past event. Recount text is one of several types of text studied in high school. Sari et al., (2018) state that a recount text is a paragraph that describes a historical events and reconstructs a prior experience by narrating the story in the order that it happened. According to Anggara & Haryudin (2020) recount text use recollections of events to illustrate prior experiences by recounting them in the order that they occurred. Besides that, Laili & Muflihah (2020) stated that recount text is a type of writing that recounts past events, typically focusing on the writer's own experiences or happenings. Recount text are usually written sequentially or chronologically.

This text serves to recount past events or experiences that have taken place. Apart from that, recount text has the aim of providing information and also entertaining anyone who read the text. Based on the theories above, it can be concluded a recount text is a kind of English text that is used to recall historical events or previous occurrences.

### **2.2.2 Generic Structure of Recount Text**

Recount text has a generic structure according to Council (as cited in Husna & Multazim, 2019) the explanation of them are explained below:

#### **a. Orientation**

Recount starts by informing the audience about the individuals who were included, the occurrence that took place, where it happened, and the timing of

the event. Orientation provides readers with the necessary background information to comprehend the text, including details about the setting and context of the scene.

**b. Events**

An event is the primary action that takes place in the text. Events are written in a recount text in a chronological order. Occasionally, further information is provided to the reader in the form of details.

**c. Reorientation**

Reorientation is the final phase of a statement that involves further explanation. There are also a few recount texts that have a final paragraph. In the final paragraph, the author may offer a personal observation or assertion.

Based on this theory, it can be concluded that a recount text has three generic structures: namely orientation, events, and reorientation. The orientation section contains the background information about the scene setting and the context of the text, the events section contains events ordered chronologically, and the last reorientation section or closing paragraph which includes elaboration and also comment or personal statement from the author.

### **2.2.3 Language Features of Recount Text**

According to Naserly (2024) some of the language features used in the recount text, among others:

- 1) Tenses: simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

- 2) Temporal conjunction, for example: then, before, after, etc.
- 3) Action verbs, for example: went, stayed.

Based on this theory, can be concluded that recount text has three language features, such as tenses which includes simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Next temporal conjunction which includes then, before, after, etc. And the last action verbs includes went and stayed.

#### **2.2.4 Types of Recount Text**

According to Emilia (as cited in Suyadi, 2017) identifies the following three sorts of recount text:

- 1) A personal recount retells an occurrence in which the author was personally involved.
- 2) Recounting incidents or accidents using facts from the press and accident reports is known as a factual recount.
- 3) Imaginative recount describes as role involving an imagined and creative linking event.

Based on this theory, can be concluded that there are three types of recount texts, the first is personal recount which recounts the experiences of the writer who was directly involved, next is factual recount retells events or accidents in the form of news, and the last imaginative recount tells about imaginative and imaginary connecting events. In this research, the researcher used a personal recount text type because in the writing test the theme used was “Holidays” in

accordance with the personal recount text type which retells the experiences experienced by the author himself.

### **2.3 Concept of Error**

Error is common things that everyone does and it could be said that error have become a companion for human. So do students in learning English often make error. Yuliawati et al (2020) state that error is nearly always present in the process of language learning since learners may have difficulties in acquiring the target language due to differences in language system between their native language and and the second or feoreign language.

Besides that, Kavaliauskiene (as cited in Puspitasari et al, 2021) transfer of error may occur because the learners lack the necessary information in the second language or the attentional capacity to activate the appropriate second language routin. According to Dulay et al (1982) error are the problematic aspects of student speech or writing, they are the segments of a conversation or work that depart from a few selected standards of proficient language use.

Based on theories above, the researcher concluded that error are imperfections that hider students process of using language. The error is the students lack of ability in linguistics. Students do not master the skill and knowledge of the language so they cannot correct themselves and ultimately make error.

### 2.3.1 The Types of Errors

Brown (2007) claim that there are four main sources of errors, such as:

- 1) Interlingual transfer
- 2) Intralingual transfer
- 3) Context of learning
- 4) Communication strategies

In addition, Corder (as cited in Mertosono & Erniwati, 2023) classifies errors into two:

- 1) Error in competence happen when students utilize rules that do not pertain to the target language due to their insufficient understanding of the target language.
- 2) On the other hand, performance error are mistakes that result from a faulty beginning or a slip of the tongue.

Krashen (as cited in Aristiawan, 2019) error may be viewed as being the either global or local error. These errors are divided into two kind of errors:

- 1) Global error arethose that have an impact on the overall structure of sentences, which may have an impact on the communication flow.
- 2) One element or constiyuent of a sentence can be affected by a grammatical error, which typically does not disrupt the flow of speech. These error included incorrect usage of article, auxiliaries, noun, and verb inflection.

According to Dulay et al (1982) types of errors based on surface taxonomy strategy, such as:

### 1) Omission

Lack of an item that must present in a well-formed utterance is a characteristic of omission error. For example: ‘He look different with the new hairstyle’, the sentence omits bound morpheme (-s) on the main verb look. The bound morpheme (-s) functions as the third singular person on the sentence. it should be written, “He looks different with the new hairstyle”. Mufidah & Syaiful (2022).

### 2) Addition

Addition is the reverse of omission error. They are distinguished by the inclusion of an element that cannot be found in a coherent speech. For example: “She doesn’t wants to play”, the sentence consists of the auxiliary verb doesn’t and the main verb wants. The tense marker should be placed on the first verb doesn’t. the sentence should be written “She doesn’t want to play”. Mufidah & Syaiful (2022).

### 3) Misformation

The usage of the incorrect morpheme or structure forms is a misformation. For example: “She slepted early last night”, in the sentence a past tense marker -ed was supplied by the learner on the main verb slepted. It becomes incorrect when the learner supplies suffix ed as a tense marker. The main verb slepted should be written slept. Thus, the correct sentence becomes “She slept early last night”. Mufidah & Syaiful (2022).

#### **4) Misordering**

A morpheme or collection of morphemes placed incorrectly in utterance is a characteristic of misordering error. For example: “Do not be a girl lazy!”, the sentence shows that there is incorrect placement of a free morpheme always. The sentence should be written “Do not be a lazy girl!” misordering errors may happen because there are differences between L1 and L2 construction. Mufidah & Syaiful (2022).

Based on several theories above, researcher used Dulay’s types of errors, namely omission, addition, misformation, and misordering to measure the errors made by students.

#### **2.3.2 The Causes of Errors**

Error that occur are usually caused by several factors. Kumala et al (2018) state there are numerous reasons why English language learners make error, and occasionally interference from their native tongue also plays a role. Differences between the first and second language’s structures have the potential to cause writing errors. According to Richards & Schmidt (as cited in Pasaribu, 2021) then clarify that error brought on by weariness and negligence are considered “performance” problems, whereas error brought on by a lack of understanding of the language’s rules are considered “competence” factors, which are common for those learning a second language. There are also Phuket (2015) identify the two sources of errors namely interlingual interference and intralingual interference.

Besides that, Al-husban (as cited in Pasaribu, 2021) there are three leading causes of errors: carelessness, first language, and translation.

- 1) Inaccuracy in pronunciation or writing of the second language can lead to carelessness due to not following the language rules. The reason for this error is a deficiency in motivation when it comes to learning a second language. The teacher's mastery of the language is essential in educating students using engaging teaching techniques and resources.
- 2) Errors in first language interference are influenced by the mother tongue and are dependent on the age at which the second language is acquired, whether it is at young age or as an adult. The first language has a substantial impact on the learning of a second language, including aspects like pronunciation, grammar, vocabulary, and other linguistic elements, as it is usually the dominant language in second language acquisition. Put simply, the older a student is when trying to learn a second language, the harder it becomes for them to master it. This challenge will lead to error in pronouncing or writing sentences in the second language because of the impact of the sentence structure and pronunciation of the first language.
- 3) Eventually, an error is made during translation process. This error is commonly made by learners when they translate directly from one language to another. It happens when they are unable to effectively convey a message due to language structure and word selection in both languages.

Besides that, according to Keshavarz (as cited in Khan & Khan, 2016) stated five causes of errors:

- 1) Transfer of training
- 2) Language learning strategies
- 3) Interlingual error
- 4) Communication strategies
- 5) The intralingual and developmental errors

This expert concludes that numerous theories can be used to determine that many factors cause errors including, differences in structure in the first and second languages, then there are performance factors due to fatigue and carelessness, competence factors there also interlingual interference and intralingual interference which are sources of errors. Apart from that, there are also carelessness caused by inaccuracies in pronouncing or writing according to second language rules, language interference errors and also errors when translating and briefly summarized errors such as lack of knowledge of language rules in addition to the lack of motivation to learn a second language, the first language has a significant influence on the second language, and when students do not know how to express or can say it's hard to find the right words when translating.

## **2.4 Previous Related Research**

Actually, there are many research that similar with this research. The first previous research was carried out by Dewi Dea Oktavia (2023) entitled An

Analysis of Students' Error in Writing Recount Text A Case Study in the Second Grade of SMP Negeri 1 Abung Selatan Academic Year 2022/2023. The objectives of the research is to describe students' error in writing recount text and also to find out the highest level of errors made by students' in class VIII B at SMP Negeri 1 Abung Selatan. The writer used classification error omission, addition, selection, and ordering.

The second previous research was carried out by Salsanabilah Febriyanti (2021) entitled An Analysis of Error in Writing Recount Text by Tenth Grade Students in SMA Negeri 4 Pekanbaru. The objectives of the research is to find empirical evidence of grammatical errors and to find the sources of errors made by students in second grade of SMA Negeri 4 Pekanbaru in their recount text writing. The writer used classification error singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and the last run of sentence.

The third previous research was carried out by Rahayu Indri Lestari (2022) entitled Grammatical Errors in Writing Recount Text at 8 Senior High School Jambi City. The objectives of the research is to find out types of grammatical errors made by students in writing recount text using the surface strategy taxonomy. The writer used classification error omission, addition, misformation, and misordering.

Actually, there is a lot of research related to this research, and previous research studies that are related have a purpose that researchers can be helped and also free to carry out this research, the researcher will conduct research at the high

school level, the researcher hope that this research can be useful for next researchers. There are several differences between these research studies, such as different research location, methods and of course the results of each other study are different.