

## **CHAPTER 2**

### **THEORITICAL FRAMEWORK**

This chapter will convey some theories that support the research, as well as the previous related to the study.

#### **2.1 Writing**

##### **2.1.1 Definition of Writing**

When studying a foreign language, students are required to become proficient in four different skills, one of which is writing. According to Weigle (2002, p. 5), writing is recognized not only as a standardized method of communication but also as an essential instrument for the learning process. According to Nation (2009, p. 126), one of the most helpful ways to get ready for the activity of writing is to work on improving one's abilities in the other skills of reading, listening, and speaking. It indicates that writing is the culmination of the activities associated with other skills.

Before beginning to write, writers often engage in a variety of activities to generate ideas. Listening is something that writers do in order to gather information. Writers often conduct interviews with people in order to gather information. Before putting pen to paper, writers should also improve their background knowledge by reading a few books. On the basis of the explanation provided above, one can reach the conclusion that writing is the process of organizing ideas into sentences, which are then arranged in a specific order and linked in certain ways to convey meaning.

According to what was stated by Javed in Rahayu (2019), the ultimate meaning of writing skills is the ability to construct sentences that are correct in terms of grammar and to convey meaning to the reader. On the other hand, examples of communicative writing tasks taken from real life include things like writing letters and reports, completing forms, and filling out forms. Because of this, one definition of writing describes it as the process of conveying an idea or message by translating it into words. In a nutshell, for our writing to be successful, the reader needs to easily understand what we are trying to communicate. Therefore, being a good

writer is not an easy task because a writer needs to focus on the primary goal of writing while also taking into consideration the various aspects of writing.

According to the website of Washington University, there are four characteristics in writing effective text or paragraphs. These characteristics are unity, coherence, adequate development, and topic sentence. If you want to be a good writer, you need to have these characteristics. The degree to which all of the thoughts presented in a particular paragraph "hang together" in a way that is straightforward for the reader to grasp is what is meant by the term "unity." If the author moves on to a new idea that is incompatible with the sentence that serves as the topic sentence for the paragraph, they should start a new paragraph to explain their new thought. Unity is essential because it makes it easier for the reader to follow along with the ideas that the writer is presenting. It is reasonable for the reader to anticipate that any given paragraph will address only one primary subject; the beginning of a new paragraph indicates that the author is moving on to a new subject.

The second characteristic is called coherence, and it refers to how well the reader is able to follow the progression of ideas presented in a paragraph. Because of this, coherence and unity are often considered to be closely related concepts. When a writer switches between different main ideas or topics within the same paragraph, the reader is often left confused. In order to write in a way that is coherent, a writer needs to demonstrate how each of the ideas presented in a paragraph relates to the main topic.

The third characteristic is adequate development. A paragraph is considered to have adequate development when it not only describes and explains the topic sentence but also provides support for it. If the "promise" of the topic sentence is broken in the body of the paragraph, or if the reader is still left with unanswered questions at the conclusion of the paragraph's reading, then the paragraph has not been adequately developed. It is not considered to be a well-developed paragraph if it contains only two or three sentences. A good rule of thumb to follow is to make sure that a paragraph contains at least four sentences that explain and elaborate on the topic sentence.

The final quality is known as topic sentences and beginning a paragraph with a topic sentence is one of the most effective ways to achieve clarity and unity in one's writing. A topic sentence's job is to give the reader an idea of what the subsequent sentences in the paragraph will be about, so that they can form accurate expectations about what's going to happen. A topic sentence that is effective will typically contain only one primary thought. This idea is developed further throughout the remainder of the paragraph by providing illustrative points and reasons in support of it. After reading a topic sentence, the reader ought to be able to make educated guesses about the kind of information that will be presented in the subsequent sentences of the paragraph. If the rest of the paragraph is unable to live up to the "promise" made in the topic sentence, then the paragraph will suffer from a lack of unity, coherence, and adequate development.

### **2.1.2 Process of Writing**

According to Harmer (2004, p. 4-5), there are four processes in writing, namely planning, drafting, editing, and final revision. The first step in the process is planning. During this stage of the process, the students compile a list of ideas that are associated with the topic. They plan out what it is that they will write in the first draught of the document. During this stage, they are required to think about three primary concerns. The purpose of the writing, the audience they are writing for, and the content structure to sequence the facts, ideas, or arguments are the issues that need to be addressed. The second step in the process is called "drafting." Once the students have compiled a list of concepts that are relevant to the subject at hand, they can move on to the next phase and begin writing the first draught. They draught the ideas that they intend to write about without giving any consideration to the possibility of making errors.

The third process is editing. In this phase, students should re-write their first draft after finishing it. Its purpose is to see where it works and where it does not. The process of editing may be derived from oral or written feedback by peers and teachers. The feedback will help students to make revisions to their writing. The revision shows what has been written. It means that this step is important to check the text's coherence and to stimulate further ideas. Not only that, but it's also

encouraging students to find and correct their mistakes in writing. And the last process is the Final Version. In this last phase, the students re-write their draft after revising with their peers and teachers. The students have a good written text in the final product since they have done the editing process before.

### **2.1.3 The Aspect of Writing**

There are several aspects of writing that students must know. Hughes in Ruliany (2018) states there are five aspects of making good writing. They are as follows: 1) Grammar, a good writer knows the best patterns or grammatical elements to use when writing. They can create the best sentence formulas in paragraphs of writing; 2) Vocabulary, this aspect plays an important role in writing. Without mastering vocabulary, students cannot express their ideas in written form. Good writing is informed by using the correct words that correspond to the topic they are writing about; 3) Organization, organization is one of the writing aspects that speaks of idea systematics or flow of ideas. Discuss logical sequence and completeness of ideas in a paragraph; 4) Content, the content discusses ideas that have been written. This is one of the aspects of writing, explaining how writers can create and develop their ideas to bring all the information together in a creative way into a communicative message; 3) Mechanic, the final aspect is the mechanics. Spelling, punctuation, and capitalization are included in this part.

### **2.2 The Types of Text**

According to Anderson and Anderson (2003, p. 12-13), there are two main types of text: literally and factually. Narrative text as literal text. And, explanation, procedure, exposition, information report, recount, and descriptive text as factual. 1) A narrative text is a text that talks about something fictitious and only in the form of essays written by the author; 2) Explanation text is text describing processes related to natural, social, scientific, and cultural phenomena. This text usually uses the passive voice in the structure of the text; 3) Procedure text is text that depicts a sequence flow. It is a social function to describe how something is done entirely through a sequence of events. Procedure text explains how to do something in steps; 4) Exposition text is used to present arguments for and against a position on an

issue; 5) Information Report Text is a piece of text that contains information on a subject. An information report serves to gain a better understanding of the living or non-living subject; 6) Recount text is used to relate experiences or to retell events for informational, entertaining, or reflective purposes. This text was written for the purpose of reconstructing past experiences by retelling events and incidents in the order in which they occurred.

## **2.3 Descriptive Text**

### **2.3.1 Definition of Descriptive Text**

Description in writing is the process of creating visual images and sensory impressions through words. Moreover, Woodson (1982, p. 73) states that a description is a part of another piece of writing and is used to inform an audience about how something or someone looked or to persuade an audience to see something from the writer's point of view. A description recreates sense impressions by translating into words the feel, sound, taste, smell, and appearance of things. Emotions may be described too, feelings such as happiness, fear, loneliness, gloom, and joy.

Moreover, Anderson and Anderson (2003, p. 26) state that descriptive text describes a particular person, place, or thing. This means that the descriptive text is specific to a person, place, or thing. They also explain that descriptive text is used to talk about the subject and describe its characteristics without including personal opinions. It means that the goal of descriptive text is to convey the experience of the writers. The experience can be what they see, read, or feel.

### **2.3.2 Generic Structure of Descriptive Text**

Gerot and Wignel (1995, p. 208) state that "Descriptive writing has two generic structures. They are identification and description". In line with Hammond as cited in Zetira (2015) states that "Descriptive text has two generic structures, namely identification and description". Identification is the person, place, or thing to be described. The description describes the parts, qualities, and characteristics of an object. Therefore, the generic structure of descriptive text can be shown in the following table:

<b>Generic Structure</b>	<b>Function</b>
Identification	Identifies phenomenon to be described.
Description	Describes parts, qualities, characteristics.

**Table 2.1 Generic Structure of Descriptive Text**

From the explanation above, it can be concluded that, generally, a descriptive text consists of two elements. They are identification and description.

### **2.3.3 The Language Features of Descriptive Text**

Descriptive text also has language features that support the formation of descriptive text. Gerot and Wignel (1995, p. 208) state that the language features usually found in a descriptive text, namely 1) Focus on specific participant. In describing something in written descriptive must focus on only one subject, for example: Borobudur Temple, a cat, my new house, and so on; 2) The use of simple present tense. In which usually found in the passive voice in the descriptive text, especially when describing a particular place; 3) The use of attributive and identifying processes. It is about the use of have and has; 4) The use of frequent epithets and classifiers in nominal group.

From the explanation above, it can be concluded that there are some requirements dealing with the language features of descriptive text. A descriptive text must have specific characters: using simple present tense, using attributive, and identifying processes, focusing on a specific participant, and using descriptive adjectives to build up a nominal group.

### **2.3.4 Kinds of Descriptive Text**

A descriptive text is a text to describe something, such as a person, a place, or things. Therefore, it normally takes three forms, they are description of a person, description of a place, description of a thing. Description of a person's uses to describe a person; the students can use 1) Identification, Adelstein and Pival (1976, p. 149) state that identification consists only of certain statistical information, such as height, weight, and age; visible characteristics such as color of hair, skin, and eyes; and recognizing marks, such as scars and birthmarks. The students can

identify the people based on the visible characteristics that can be seen; 2) Impression, unlike the identification, the impression may not identify a person, but it conveys an overall idea of him or her. Many details may be missing, yet the student provides in a few broad strokes a general feeling about the subject. Although an impression is usually less complete and informative than identification, it may be more effective in capturing an individual's striking or distinctive traits, as stated by Adelstein and Pival (1976, p. 150); 3) Character Sketch, more complete descriptions of people are usually called character sketch; they may also be referred to as profile, literary portraits, and biographical sketches. A character sketch may be about a type rather than an individual, revealing the characteristics to the members of a group, such as campus jocks, cheerleaders, art students, religious fanatics, television devotees as stated by Adelstein and Pival (1976, p. 151). As its name indicates, a character sketch delineates the character of a person. It may include identification and an impression, but it will do more than tell what people look or seem like: it will show what they are like.

Description of a place, unlike a chronologically developed paragraph, there is no set pattern for arranging sentences in descriptive text. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. As stated by Smalley, Ruetten, and Kozyrev (2001, p. 69) "To make the paragraph more interesting, you can add a controlling idea that states an attitude or impression about the place being described. And the arrangement of the details in your description depends on your subject and purpose." The description must be organized so that the reader can vividly imagine the scene being described.

As stated by Adelstein and Pival (1976, p. 151), to describe a thing the students must have a good imagination about the thing that will be described. Besides, to make subjects as interesting and vivid to readers, students can use proper nouns and effective verbs. First, using proper nouns, in addition to filling the description text with concrete details and figures of speech, students might also want to include several proper nouns, which are the names of persons, places and things. Second, using effective verbs. Verbs are important to narration, but effective verbs can also be added to a piece of description.

## **2.4 Simple Present Tense**

### **2.4.1 Definition of Simple Present Tense**

Werner (1990, p. 125) states that the Simple Present Tense refers to actions or situations that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact. The simple present can also be used to refer to the future.

Moreover, Azar (2009, p. 2) states, “The simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future, and it expresses general statements of fact and general truths.” We can conclude that Simple Present Tense is one of the several tenses which has a function to tell a fact, habitual activity, and permanent situation.

### **2.4.2 Form of Simple Present Tense**

Sukmawati (2016) states each tense of English has its pattern including simple present tense. However, people should consider that there are several forms of the sentences. The form of sentences can be positive, negative, or interrogative sentences. Simple present tense also has its pattern positive, negative, and question form of sentences. The form of the main verb may be different depending on the subject chosen. The use of the subject in every sentence determines the form of the main verb. The following table will present the positive, negative, and interrogative form of Simple Present Tense.



Form of Sentence	Subject + Verb + O/C	
Positive	They We I You } Work	He She It } works
Negative	They We I You } do not work	He She It } does not work
Interrogative	They Do We I You } work?	He Does She It } work?

**Table 2.2 Form of Simple Present Tense Verb**

The general pattern of Simple Present Tense is S+V1. The V1 will be added -s or -es if the subject is the third person. The table shows that the example of the third person subject is He, She, and It. Then, if it comes to an interrogative sentence, the auxiliary do is used for the first or second person of the subject and if the subject is third person, the auxiliary which is used is does.

Another pattern of Simple Present Tense is S+ to be. There are three kinds of to be in simple present tense, and the use of these to be determined by the subject of the sentences. The following tables presents the use of to be of Simple Present Tense.

Form of Sentence	Subject + Verb + O/C	
Positive	They } We } are thirsty You } I am thirsty	He } She } is thirsty It }
Negative	They } We } are not thirsty You } I am not thirsty	He } She } is not thirsty It }
Interrogative	They } Are We } thirsty? You } Am I thirsty?	He } Is She } thirsty? It }

**Table 2.3 Form of Simple Present Tense (to be)**

As seen in the table above, the third person subject use is as a verb. Then the subject They, We, You use are as a verb. Besides, subject I uses am.

## 2.5 Error

### 2.5.1 The Definition of Error

Errors are the common things learners often make when learning. One of the examples is learning English. English as a world language to master has its own set of learning difficulties. And this difficulty can lead to error during the oral and written learning process. Ancker (2000, p. 77) states, making mistakes or error is a natural process of learning and must be considered as part of cognition. In addition, Brown (2007, p. 258) considers an error to be “a noticeable deviation from the grammar of a native speaker, reflecting the inter-language competence of the learner.” Based on the definition from experts above, it can be concluded that error are common phenomena that occur systematically in language learning for new learners.

### **2.5.2 Error Analysis**

Brown (1980, p. 166) defines error analysis as the process of observing, analyzing, and classifying the deviations from the rules of the second language and then revealing the systems operated by learner. Moreover, Crystal (1987, p. 112) defines 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 addition, Sa'diah (2017) states that error analysis is the technique for identifying and describing errors systematically made by students. The technique for identifying means to check just how many students actually make a particular error and how many use that language item correctly. Moreover, Imani (2018) states that analyzing the error is the activity of researching the mistakes of students in learning a second language. Audina (2021) states Error analysis is useful for researchers and teachers to reveal the extent to which students understand language learning and what difficulties students get from what they have learned in the learning process.

Based on the definition above, we can say that error analysis is an activity to identify, describe, interpret, evaluate, and prevent the errors made by students. Error analysis is useful in second language learning because it reveals to teachers, syllabus designers and textbook writers of what the problem areas are. The teacher could design remedial exercises and focus more attention on the troubleshooting areas.

### **2.5.3 Source or Cause of Error**

Brown (2002, p. 224) shows us the three sources of error as follows: 1) Interlingual Interference, interlingual interference is a cause of errors where the learners transfer their native language system into the target language system; 2) Intralingual Interference, intralingual interference is a cause of error from the target language itself due it's complicated system. In this case, the learners have been saved from the interferences of their mother tongue but as they learn the target language. They find it more complicated and the result learning, the learner seems to make generalization of the target system based on the data to which they are

exposed; 3) Carelessness, this cause of error is caused of the less knowledge of the students and the students who are purposely done the mistake. It can be shown when the students use double preposition or may be phoneme omitted or mistyping.

#### 2.5.4 Types of Error

According to Dulay et al. (1982, p. 150), a surface strategy taxonomy highlights the ways surface structures are altered. Learners may omit necessary items or add unnecessary ones, they may also misform items or misorder. There are four types of errors, namely, omission, additions, misformation, and misordering.

##### 1. Omission

Omission errors are characterized by the absence of an item which must appear in a well-formed utterance. It means that the language learners omit necessary items.

For example:

Mary an English Teacher. (Sukmawati, 2016)

It should be: Mary is an English Teacher

##### 2. Additions

In contrast with omission, these kinds of errors were identified by the presence of an item or grammatical morpheme which must not be present. There were three types of this kind of error.

a) Double Markings, this error is described as the failure to delete certain required components and give more than one marking in constructing sentence. For example, in this sentence:

He doesn't goes to school. (Incorrect) (Sukmawati, 2016)

He doesn't go to school. (Correct).

b) Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization error occurs when adding morpheme to exceptional words. For example, in this sentence:

Budi buyed a book yesterday. (Incorrect) (Sukmawati, 2016)

Budi bought a book yesterday. (Correct)

c) Simple addition, this error is the “grab bag” subcategory of addition. If an addition error is neither double marking nor regularization, it is called simple addition. For example, in this sentence:

This is a books. (Incorrect). (Sukmawati, 2016)

This is a book. (Correct).

### 3. Misinformation

The error of misinformation were identified by the use of wrong morpheme or structure. There are three types of misinformation errors. Those are regularization errors, archi-forms, and alternating forms.

#### a) Regularization Error

A regular marker is used as an area of an irregular marker.

For Example:

My grandma has four geese. (Incorrect). (Sukmawati, 2016)

My grandma has four geese (Correct)

#### b) Archi-Form

Archi-form is the selection of one member of a class of forms to represent others in the class. The example is an error of using English demonstrative adjectives this, that, these, those. For example,

That dogs. (Incorrect). (Sukmawati, 2016)

Those dogs. (Correct).

#### c) Alternating form

This error is characterized by an error in choosing the right words. So, learners may do alternation in the sentence structure, for example:

My mother cooks fried rice every morning for I (Incorrect). (Sukmawati, 2016)

My mother cooks fried rice every morning for me (Correct)

### 4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. So, misordering error appears when the learners misplace the word, morpheme, or group of morphemes in the sentence. For example, in this sentence What John is doing? This question is incorrect. It should be What is John doing? (Sukmawati, 2016)

## **2.6 Perception**

### **2.6.1 Definition of Perception**

According to Robbins (2001, p. 221), perception can be defined as a process by which individuals organize and interpret their sensory opinions in order to give meaning to their environment. In addition, Angell as cited in Sari (2021) states that perception is the consciousness. In other words, perception is the way people think of something in their surroundings. Perception is formed starting from the eyes, then the eyes catch stimuli, and it produces a physiological process to bring out perceptions. Based on the definition above, it can be concluded that perception is the ability to think about how individuals judge or make a reaction based on information or stimulus.

### **2.6.2 The Process of Perception**

According to Kehoe (2013, p. 8), there are three processes of perception, namely: 1) Selective Attention, the process when the world is perceptual selected. It can be said that this is a process of scanning the person, object, or event. It also filters information which is not relevant; 2) Perceptual Threshold, after scanning system and information has been filtered, the next process is perceptual threshold. This process depends on some factors such as physical condition, movement state, training and experience; 3) Habituation, this is the last process of perception, habituation is the process when our brain is accepting the new information, and it connects with experience which is already familiar to us.

### **2.6.3 Factors of Perception**

According to Altman et. Al (1985, p. 86), there are four factors which influence a person's perception, namely: 1) Selection of Stimuli, a stimulus which received by a person is different from others because people perceive things differently. People have different interests toward something; 2) Organization of Stimuli, People's perceptions are influenced by the arrangement of stimuli so that stimuli should be organized. Stimuli can be interpreted as meaningful information if there is a categorization of stimuli and become simpler. It means that meaningful information comes from the activities that can affect someone's behavior; 3)

Situation, what people perceive toward something depends on their expectations on the situation that they experience; 4) Self-concept, a self-concept the way people receive about themselves. Self-concept is important because it can affect people's perception and it can determine what people perceive and do.

## **2.7 Previous Related Study**

The first previous study is from Zulida Sa'diah, The University of Raden Inten State Islamic Lampung, 2017. The title of the term paper is An Analysis of Student's Error in Using Simple Past Tense in Writing Recount Text at The First Semester of the Eight Grade of SMPN 1 Adiluwih Pringsewu in the Academic Year of 2017/2018. The term paper was to analyze the error made by students in writing recount text. The term paper applied qualitative as the research method and use writing task as a data collecting technique. She analyzed the student's error in using past tense and she focused to the eight grade of Junior High School Adiluwih Pringasewu as the object. The objectives of the research are to find out and describe the types of errors that are made by the students in making the simple past tense in writing recount text based on surface strategy taxonomy. Based on the result of the research, she found four types of errors made by students in using simple past tense in writing recount text based on surface strategy taxonomy, they were omission, addition, mis-formation, and mis-ordering. Then, the highest frequency of errors made by the students based on surface strategy taxonomy is mis-formation percentage is 33%, followed by addition with the percentage is 30.69% and omission with the percentage is 25.27% and the last is misordering with 10.56%.

The second previous study is from Ismi Imani, The University of Raden Inten State Islamic Lampung, 2018. The title of term paper is Error Analysis in The Use of The Past Perfect Tense in Student's Writing at The First Semester of The Tenth Grade of Man 1 Lampung Utara in The Academic Year 2018/2019. The term paper was to analyze the student's error in using past perfect tense in writing. The term paper applied qualitative as the research of method, and she collected the data twice from students, she focused to the tenth grade of MAN 1 Lampung Utara as the object of the research, the objectives of the research are to discover the students' common error in learning the past perfect tense and to carry out the student's errors

proportions (frequency and percentage) in using the past perfect tense based on the surface strategy taxonomy. Based on the result of the research, the proportions (frequency and percentage) of the students' errors in writing past perfect tense sentences are omission with 40 items or 27,39 % in the first test and 21 items or 18,42 % in the second test, addition in the first test 38 items or 26,02 % and the second test with 33 items or 28,94 %, misformation with 64 items or 43,83 % in the first test and 47 items or 41,22 % in the second test, and misordering in the first test 10 items or 6,84 % and the second test with 7 items or 6,14 %. Therefore, the result of the research shows that misformation errors are the highest errors that made by students.

The third previous study is from Mia Audina, The University of Sulthan Thaha Saifuddin State Islamic Jambi, 2021. The title of term paper is An Analysis of Errors in Simple Past Tense of Recount Text at SMPN 5 Muaro Jambi. The term paper applied qualitative as the research of the method and the approach used in this term paper is descriptive research. Data were obtained from document analysis of students' writing test results as well as interviews with students and teachers at SMP N 5 Muaro Jambi. The sampling of this research is by using purposive sampling, namely 12 students of class VIII SMP N 5 Muaro Jambi. Based on the result of the research, she found found 4 types of errors made by class VIII students of SMP N 5 Muaro Jambi, namely omission errors, misformation, misordering and addition errors. The total number of omission errors is 13. Misformation errors with a total of 12. Addition errors with a total of 1. Misordering errors have errors with a total of 5.

The three previous studies are working on analyzing error in writing by using qualitative as a method of the research. And also, they only analyzed the error of students writing. However, this research is using quantitative as a method of the research, and as additional, this research finds out the students' perception in writing a descriptive text. This research focuses on the simple present tense in a descriptive text while the previous study used a simple past tense and past perfect tense in a recount text.