CHAPTER II
THEORETICAL FRAMEWORK

A. Writing

1. Definition of Writing

Some definitions are given by linguists about writing. According to Alek and Achmad H.P in their book on the title *"Bahasa Indonesia untuk Perguruan Tinggi"*, "Writing is an activity to create a note or information on a medium by using a script. Writing is usually done on paper by using some tools like pen or pencil."[1] It means writing is a process that creates a notation or information by using writing tools on the script or paper.

While David Crystal stated in his book on the title *"The Cambridge Encyclopedia of The English Language"* that "Writing is a way of communicating which uses a system of visual marks made on some kind of surface. English orthography consists of the set of letters (the alphabet) and their variant forms (capital, lower-case), the spelling system, and the set of punctuation marks."[2] Based on his statement, writing is human communication by a set of visual signs on paper like letters or alphabet, spelling system and punctuation marks.

Whereas Wulandari Setyaningrum said in her book *'Rangkuman Materi Bahasa Indonesia'* that "Writing is human activity

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[1] Alek and Achmad H.P, *Bahasa Indonesia untuk Perguruan Tinggi*, (Jakarta: Kencana Prenada Media Group, 2011), 1st ed, p. 106.
[2] Crystal David, *The Cambridge Encyclopedia of The English Language*, (UK: Cambridge University Press, 2003), 2nd ed, p.257.

in the language of life. Writing is one of language skills after reading."[3] Basically, the three experts' statements above have the same purpose that writing is a human communication way formed visually.

2. Process of Writing

Writing is a process. It means in making a good paper, there are some steps which should be done by a writer. Strauch stated that writing process can be described as follows:

Step 1: Preparing to Write

In this step, a writer should prepare everything he/she needs to write. It includes a computer, resource books, journals and other books related to the content of paper.

Step 2: Planning and Organizing (Prewriting)

It means, the ideas should be prepared. There are three main issues that should be considered in planning:

a. Purpose of Writing

English purpose writing can be expressed according to text type. For example, to explore ideas, to report, to describe, to retell and narrate, and others.

b. Audience

The next step is determining who reads the paper such as teacher, friend, community, and others.

c. Content Structure

The last step is considering content structure of the paper.

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[3] Setyaningrum Wulandari, *Rangkuman Materi Bahasa Indonesia*, (Jogjakarta: Javalitera, 2013), p. 53.

Step 3: Drafting and Revising

Draft is first version of an article. Before finishing the step, a writer usually makes a draft many times because of revision process will take place continually before the paper is felt close to perfect.

Step 4: Proofreading and Editing

Proofreading and editing can be done by the writer his/herself or another. Proofreading and editing can be related to the idea, writing organization, vocabulary, spelling, grammar and manner of writing in English.

Step 5: Writing the Final Draft

After doing some repairs, the writer makes the last draft. This result can be very different from the first draft.

Step 6: Following up and Evaluating Progress

After it is served in the audience, maybe there will be a variety of inputs, so that the paper is again repaired as needed.[4]

While Alek and Achmad H.P stated that writing process as follows:

a. Preparation

　　1) Making outline

　　2) Finding out eye catching

　　3) Finding out key word

b. Writing

　　1) Logical thinking

　　2) Rereading after finishing one paragraph

　　3) Confidence of what is written

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[4] Lilies Setiasih Dadi, *How to Write A Short Essay in English Academic Writing*, (Bandung: Alfabeta, 2015), p. 46-52.

   c. Editing

      1) Considering mistakes of word, punctuation and conjunction

      2) Considering the relationship between paragraph

      3) Reading the paper globally[5]

Actually, both the writing processes according to the experts above are same. In essence, the writing process includes the preparation, writing and editing.

B. Narrative Text

1. Definition of Narrative Text

According to Oshima and Hogue in the book of Lilies Setiasih Dadi titled *'How to Write A Short Essay in English Academic Writing'*, "Narration is a kind of writing in which you report events or experiences that happened in the past."[6] Based on Oshima and Hogue's statement above, when you retell whatever is happened, it is called by narration.

While narrative text based on Djoko Widagdho is "An essay that tells one of several events and how it happened. This is a set of event is usually arranged chronologically. The content of narrative is a fact or true story and a fiction."[7] Like the statement of the expert above, narrative text is retelling an event or several events, it includes a true story and a fiction, that is happened based on the time order (chronologically).

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[5] Alek and Achmad H.P, *op.cit.,* p. 107.
[6] Lilies Setiasih Dadi, *op.cit.,* p. 165.
[7] Widagdho Djoko, *Bahasa Indonesia (Pengantar Kemahiran Berbahasa Di Perguruan Tinggi*, (Jakarta: PT RajaGrafindo Persada, 1997), 1st ed, p. 106.

2. Dominant Features of Narrative Text

The features of narrative text as follows:

1) Using past tenses

2) Using action verbs

3) Using adjectives

C. Past Tenses

1. Simple Past Tense

According to George E.Wishon and Julia M.Burks, "simple past tense is used to report a state or activity which can be ascribed to a definite past time. A past adverbial is either expressed or else understood from the context in which the past tense is used."[8] From the experts' statement before, it can be defined that simple past tense is used to express an activity or an event that is done and happened in a certain time.

I, you, he, she, it, we, they	Worked

Table 2.1: Simple Past Tense

		They		worked	yesterday.
		They	did not	work	yesterday.
	Did	they		work	yesterday?
	Did	They	not	work	yesterday?
	Didn't	They		work	yesterday?

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[8] George E.Wishon and Julia M.Burks, *Let's Write English*, (New York: American Book Company, 1980), p. 195

Where	Did	They		work	yesterday?
		Who		worked	yesterday?

For example:

1) The airplane arrived at noon.
2) She finished her university studies at the age of twenty.

2. Past Continuous Tense

George E.Wishon and Julia M.Burks also stated in their book titled *'Let's Write English'*, "The past continuous tense is a construction. It is made up of the past tense of the auxiliary be + the -ing (present participle) form of the verb. It is used to emphasize the progressive nature of an action that was happening over a period of time in the past."[9] It can be conclude that past continuous tense is used to express the activity that was happening in the past time, and its form is made by the past form of auxiliary be + V1+ing.

She was talking on the telephone for half an hour.

The past continuous tense may be used in following ways:

1) To indicate that an action was in progress at a definite time in the past. For example:
   What were you doing at 10.00 last night?
   I was studying.
2) To indicate the progressive nature of an action that was happening at the same time as another event in the past.
   When the telephone rang, I was taking a shower.[10]

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[9] Ibid, 196.
[10] George E.Wishon and Julia M.Burks, *loc.cit.* 196.

3. Past Perfect Tense

Based on Betty Schrampfer Azar's statement, "The past perfect expresses an activity that was completed before another activity or time in the past. For example:

1) My parents **had** already **eaten** by the time I got home.
2) Until yesterday, I **had** never **heard** about it."[11]

It means that past perfect tense is used to express the activity that was done completely in the past time. George E.Wishon and Julia M.Burks said that:

> The word *just* with the past perfect tense shows that the action of the verb in the past tense had happened a very short time before the time of reference; the verb in the simple past tense. The word *when* often introduces the clause containing the simple past tense verb. For instance: *When I arrived, the lecture had just begun.*[12]

It means that past perfect tense can be completed by simple past tense by using word *when* in the first clause, and word *just* for past perfect tense in the second clause. *Just* means the activity had happened in a short time.

4. Past Perfect Continuous Tense

Betty Schrampfer Azar said that:

> The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past. For instance, *The police **had been looking** for the criminal **for** two years before they caught him.* This tense also may express an activity in progress recent to another time or activity in the past. For example, *Her eyes were red because she **had been crying**.*[13]

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[11] Azar, Betty Schrampfer, *Understanding and Using English Grammar*, (New Jersey: Prentice Hall Regents, 1989), 2nd ed, p. 39.

[12] George E.Wishon and Julia M.Burks, *op.cit.,* p. 208.

[13] Azar, Betty Schrampfer, *loc.cit.*

14

The writer concludes that past perfect continuous tense is used for an event or activity that was happening before other activities or recently happening to other activities in the past time.

D. Error Analysis
1. Definition of Error Analysis

Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. H. Douglas Brown said that "Error analysis is the learners' errors which can be observed, analyzed, and classified to express of reveal something of the operation system within the learner, led to a surge of study of learners' errors."[14] Error analysis became distinguished from contrastive analysis by its examination of errors attributable to all possible sources, not just those resulting from negative transfer of the native language.

In addition, Susan M. Gass and Larry Selinker noted that "Error analysis is a type of linguistic analysis that focuses on the errors learners make. Unlike contrastive analysis (in either its weak or strong form), the comparison made is between the errors learner makes in producing the TL (Target Language) and the TL form itself."[15] Based on the experts' statements above, the writer concludes that error analysis is a linguistic operation system to analyze the errors of language learners make.

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[14] Brown, H. Douglas, *Principles of Language Learning and Teaching*, (USA: Pearson Longman, 1941), 5th ed, p. 259.
[15] Susan M. Gass, Larry Selinker, *Second Language Acquisition (An Introductory Course)*, (New York, London: Routledge, 2008), 3rd ed, p. 102.

2. Mistake and Error

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. According to H. Douglas Brown, "A **mistake** refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly."[16] It means that mistake is an error that is done in learner's performance.

Mistakes must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. He also said that "An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner."[17] It can be concluded that error is an error that is done in learner's competence. Such as, Learners of English who ask "Does John can sing?" are in all likelihood reflecting a competence level in which all verbs require a pre-posed do auxiliary for question formation.

The writer found out few errors of the third grade students of Al-Mubarok Junior High School in writing narrative text. Globally, their errors are in grammatical exactly past tenses. Such as, a student wrote *"My mother buy me a new bag yesterday in the market."* This sentence is wrong. The right is *"My mother bought me a new bag yesterday in the market."*

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[16] Brown, H. Douglas, *op.cit*, p. 257.
[17] Brown, H. Douglas, *op.cit, p. 258.*

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3. The Steps of Error Analysis

A great deal of the work on error analysis was carried out within the context of the classroom. The goal was clearly one of pedagogical remediation. According to Susan M. Gass and Larry Selinker, there are a number of steps taken in conducting an error analysis.

1) *Collect data.* Although this is typically done with written data, oral data can also serve as a base.

2) *Identify errors.* What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?

3) *Classify errors.* Is it an error of agreement? Is it an error in irregular verbs?

4) *Quantify errors.* How many errors of agreement accur? How many irregular verb form errors occur?

5) *Analyze source.* Find out locate of error, cause of error, and give the right example.

6) *Remediate.* Based on the kind and frequency of an error type, pedagogical intervention is carried out.[18]

Based on the statement above, actually, the important step of error analysis is remediating. The students should make a narrative text for twice after the first time, but to remediate them, the researcher should use some steps before, to know or analyze the errors, they are collecting data, indentifying errors, classifying errors, quantifying errors, and analyzing errors.

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[18] Susan M. Gass, Larry Selinker, *op.cit.,* p. 103.

E. Writing Assessment

1. Assessment's Definition

Before discussing about writing assessment, it is better if the writer discusses firstly about what the assessment is. Assessment is a popular and sometimes misunderstood term in current educational practice. You might be tempted to think of testing and assessing as synonymous terms, but they are not. Tests are prepared administrative procedures that occur at identifiable times in a curriculum when learners muster all their faculties to offer peak performance, knowing that their responses are being measured and evaluated.

H. Douglas Brown wrote in his book titled *"Language Assessment (Principles and Classroom Practices)* that "Assessment on the other hand, is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance."[19] Based on the statement above, the writer concludes that assessment is the teacher's duty to assess every performance of the students whether they answer questions, or give a comment, or others that is form as a test. This duty is sustainable during the teaching learning process.

2. Assessment Criteria of Narrative Text

Narrative text is one of the academic writing. As stated that one of genres of written language is academic writing. Academic writing includes:

1) Papers and general subject reports

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[19] H. Douglas Brown, *Language Assessment (Principles and Classroom Practices)*, (USA: Pearson Longman, 1941), p. 4.

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2) Essays, compositions

3) Academically focus journals

4) Short-answer test responses

5) Technical reports (e.g., lab report)

6) Thesis, dissertations[20]

The assessment criteria of narrative text are:

1) Following expected conventions for each type of writing (in this case is narrative text type)

2) Conveying purpose, goal, or main idea

3) Using effective writing strategies

4) Demonstrating syntactic variety and rhetorical fluency[21]

As the writer sees the assessment criteria of narrative text of H. Douglas Brown, the writer concludes that there are four criteria: writing narrative text type (no other text type because it is focused on narrative text.), determining main idea, using the effective writing strategy (it means like the writer should know where the main idea is, he/she should add supporting ideas and concluding idea, and the importance is the plot because the text is narrative or a story.), demonstrating syntactic variety and rhetorical fluency (it means the writer should use the structure rules, such as writing form, tenses exactly past tenses because it is narrative, or others. Here, the researcher only focuses on past tenses.)

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[20] Ibid., 219.
[21] Ibid., 237.