

CHAPTER II

THEORETICAL FRAMEWORK

A. Writing

1. The definition of Writing

Writing is which one the four skills to be students have mastered in language learners kinds as speaking, reading, and listening. Writing serves as the vehicle that allows to identify students level of understandings. In writing students should transfer their ideas and creativities. To make students easier to transfer in written situation class is supporting, so it can every students has own creativity in writing.

There are many definition of writing. According to Freeman and Richards that, “. . . Writing is a creative activity and that it is inextricably linked with thinking.”¹

According to Jeremy Harmer, “Writing is a process and that what we write is often heavily influenced

¹ Donald Freeman and Jack C. Richards, *Teacher Learning in Language Teaching* (New York: Cambridge University Press, 1996), 116.

by the constraints of genres, then these elements have to be present in learning activities”.²

Florian Coulmas, “Writing is secondary to and dependent on speech and, therefore, deserves to be investigated only as a means of analysing speech”³

Based on Florian’s opinion above, writing is a form analysis on speech in a piece paper in their ability to construct sentences and paragraphs successfully to write likely to become more and more negative. Not only the type of text their produce, but also in language use, and information choose include.

In other opinion, according to Alice Oshima and Ann Hogue says that: “Writing is never a one-step action; it is an ongoing creative act”⁴

Florian Coulmas argues that, “. . . Writing as a more expression of speech, maintaining instead that in

² Jeremy Harmer, *How to Teach Writing* (England: Longman, 1988), 86.

³ Florian Coulmas, *Writing System*, Cambridge University Press, 1.

⁴ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition (New York: Pearson Education, 2007), 15.

order to understand the development of language the interplay between speech and writing must be studied”⁵

Based on the definitions above, I think that, writing is not just intellectually but emotionally include development of language into thinking activity used more expression to understand meanings. The purposes of writing in a social view it is the act of communicating which makes it meaningful certain choices according to the way to relate to the reader. Therefore, writing a tendency for language to be presented as a number of separate items, related to situation or communicative acts which are not those usually expressed through writing.

2. The Process of Writing

The process of writing should be the main focus to the end product, part of the process of writing is created lack of understanding. According to Alice Oshima and Ann Hogue that:

⁵ Florian Coulmas, *Writing and Society* (New York: Cambridge University Press, 2012), 9.

The process of writing has roughly four steps. In the first step, you create ideas. In the second step, you organize the ideas. In the third step, you write a rough draft. In the final step, you polish your rough draft by editing it and making revisions.⁶

Amy B. M. Tsui said that, “. . . To perceive writing as a process of creating, discovering, and extending meaning rather than a process of putting down preconceived and well-formed meaning (see Raimes 1985; Shaughnessy 1977; Silva 1990; Zamel 1983, 1987)”.⁷ In the process of writing, the writer move back and forth on a continuum, discovering, analyzing, and synthesizing ideas and should have a clear understanding of the importance of the process in contrast to the product.

The other opinion about process of writing, according to Michael H. Long and Jack C. Richards in book entitled *Methodology in TESOL*, they said that “The process involves not only the act of writing itself, but prewriting and

⁶ Alice and Hogue, *Introduction to Academic Writing*, Third Edition, Pearson Education, 15.

⁷ Florian, *Writing and Society*, Cambridge University Press, 97.

rewriting, all of which are interdependent”⁸ I mean that, in the writing, parts of importance all of which are interdependent, such as prewriting, drafting, writing, evaluating, revising, and product. Not only the act of writing itself, but also can provide useful information about students achievements.

In the process of writing there are several stages. Still in Michael H. Long and Jack C. Richards book's, they said that “While this process entails several stages, such as “rehearsing,” “drafting,” and “revising” (Murray, 1980: 4-5), these stages interact together and repeatedly in order to discover meaning.”⁹

Based on argues above, not only all of which are interdependent such as prewriting and rewriting in the process of writing to the product, but also interact together and repeatedly in order to discover meaning is the process of writing to end the product writing. The writing process part

⁸ Michael H. Long and Jack C. Richards, *Methodology in TESOL*, (Boston: Heinle & Heinle Publishers, 1987), 268.

⁹ Michael and Richards, *Methodology in TESOL*, Heinle & Heinle Publishers, 268.

of important is the specific purpose of writing to conveying a message to the reader.

According to Dominic Wyse and Russell Jones, that “children need to control five key areas if they are engaged in purposeful writing:”¹⁰

- a. They must be clear about the meaning they are intending to convey.
- b. They must organise their time and resources.
- c. They need to generate ideas.
- d. They have to learn how to structure text.
- e. They need a strong awareness of the connections between readers and writers.

But to learn writing need process for students to product text of writing. According to Peter Knapp and Megan Watkins, that :

The process of learning to write does not simply require cognition of a text’s generic structure, it involves the embodiment of a complex set of knowledge and skills that then allows for a

¹⁰ Dominic Wyse and Russell Jones, *Teaching English, Language and Literacy*, (New York: Roulledge Falmer, 2010), 133.

student to give more mindful consideration to the production of text.¹¹

In my opinion based on above, for students to learn in writing must be set of knowledge and skills that foundation flexibility and creativity of written text to explore, whether real or imaginary in reflect and interpret.

When we write, unlike when we talk, the act of writing differs from that of talking in that it is less spontaneous and more permanent. The consideration students need to be able to copy confidently and accurately to produce fluent, accurate and appropriate written text.

3. The Kinds of Writing

Not only purposes and features, but also kinds of writing basicly. In the process writing basicly there are two kinds of writing; academic writing (formal) and creative writing or personal writing (informal). According Alice Oshima and Ann Hogue, that:

¹¹ Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: University of New South Wales Press, 2005), 81.

Academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the kind of writing you do when you write stories. It is also different from personal writing, which is the kind of writing you do when you write letters or e-mails to your friends and family.¹²

In other hand, There are four kinds of writing, they are : descriptive, narrative, persuasive, and expository. According to Anne Hanson, he says that “There are basically four kinds of writing that spawn those monstrous essay tests. . . Descriptive writing, narrative writing, expository writing, and persuasive writing.”¹³

In addition, kinds of writing from result of different prose. According to Thomas S. Kane, he argues that “The most common is prose that informs, which, depending on

Edition, 3.

¹² Alice and Hogue, *Introduction to Academic Writing*, Third

Express, 2002), 13.

¹³ Anne Hanson, *Visual Writing*, (New York: Learning

what it is about, is called exposition, description, or narration.”¹⁴

Based on opinion above, I think that, kinds of writing seem form, function, feature, and purpose. Kinds of content writing include functional concepts needed.

B. Descriptive Text

1. Definition of Descriptive Text

According to Florence Davies, he says that “A text is a unit of language in use . . . and it is not defined by its size . . . A text is best regarded as a semantic unit: a unit not of form but of meaning.”¹⁵

Still in Florence Davies’s book, that; “A text is a coherent piece of writing exhibiting both structure and texture. . .”¹⁶

According to Peter Knapp and Megan Watkins, that “A text is any completed act of communication such as a

¹⁴ Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berkley Books, 2000), 6.

¹⁵ Florence Davies, *Introducing Reading* (New York: Penguin English, 1995), 85.

¹⁶ Florence, *Introducing Reading*, Penguin English, 94.

greeting, between friends in the street, a television advertisement, a novel, or a film and so on.”¹⁷

Based on above, text is a unit meaning of language to put information in use expression or communication in writing. Texts are characterized by the unity of their structure and the unity of their texture. In writing text need a complex set of knowledge and skills to give more mindful consideration the production of text.

There are kinds of text. According to Peter Knapp and Megan Watkins, that: “Different types of text have distinctive characteristics, depending on what they are made to do.”¹⁸ And still in Peter Knapp and Megan Watkins about the classifications and characteristics of text, that:

“The following classifications are therefore useful as one way of thinking, and by no means absolute.”¹⁹

a. Literary Texts

b. Factual Texts

¹⁷ Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Sydney: University of New South Wales Press, 2005), 29.

¹⁸ Peter and Megan, *Genre, Text, Grammar*, University of New South Wales Press, 29.

¹⁹ Peter and Megan, *Genre, Text, Grammar*, University of New South Wales Press, 29.

c. Media Texts

Descriptive is a text types in the language, descriptive we as know to describe something, we called it describing. In other descriptive called a description. It is same, a types or genre of text in language. Descriptive is a text to explain what happened to relate experience or describe something or anything, such as feeling or informations.

In definition each other, that: “Descriptive text is describing a particular person, place or thing in detail and descriptive text commonly tries to reveal the image of certain person, place, animal, or thing.”²⁰ Descriptive is kind of text English in all forms of writing to create vivid impression of a person, place, object or event e.g.

Barbara Fine Clouse argues that, “description enables us to entertain, express feelings, relate experience, inform, and persuade.”²¹

In others opinion, According to Peter Knapp and Megan Watkins, that:

²⁰ Gilliam, *Descriptive Text*, 2016,
http://en.m.wikipedia.org/wiki/Text_types#Descriptive_text_type

²¹ Barbara Fine Clouse, *The Student Writer*, Seventh Edition (New York: Mc Graw Hill, 2007),154.

Describing is also used extensively in many text types, such as information reports, literary descriptions, descriptive recounts and, due to the need to classify and/or describe a process before explaining it, in the opening paragraphs of most explanations.²²

Based on opinion above, from my point of view descriptive or describing kinds of types of text in English, to explain about information, literacy, place, and thing to classify in paragraphs. Descriptive text is which once kinds of text in English refer to aspects of writing, such as; descriptive, narrative, expository, argumentative.

2. The Purpose and Organization of Descriptive Text

The purpose of descriptive text in opinion, that: “Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.”²³ In the purpose of descriptive text is giving the description of someone or something.

²² Peter and Megan, *Genre, Text, Grammar*, University of New South Wales Press, 97.

²³ [https:// pakpuguh. wordpress.com/2011/08/12/ description-text/](https://pakpuguh.wordpress.com/2011/08/12/description-text/)

The organization of descriptive text according Barbara Fine Clause, that: “When you describe, be a responsible writer by asking yourself these questions:”²⁴

- a. Is the description accurate?
- b. Am I omitting any important features?
- c. Am I using descriptive words to mean what my reader will understand them to mean?

The other generic structure of descriptive text are divided into two part, they are;²⁵

- a. Identification :

Identifying the phenomenon to be described in specific.

- b. Description :

Describe the part, qualities, and characteristics of something.

Hill, 159.

text_ type

²⁴ Barbara, *The Student Writer*, Seventh Edition, Mc Graw

²⁵ http://en.m.wikipedia.org/wiki/Text_types#Descriptive_

3. Language Feature in Descriptive Text

The language features that always appear in the descriptive text are;²⁶

- a. Simple present tense
- b. Use action verb
- c. Use kinds of adjective
- d. Use noun
- e. Use adverb

In other opinion language feature in descriptive text:²⁷

- 1) Using attributive and identifying process.
- 2) Using adjective and classifiers in nominal group.
- 3) Using simple present tense.

C. Error Analysis

1. The Definition of Error Analysis

There are many definition of error analysis, before that the writer talking about error. Error it is important to do

²⁶ Juliant Luber, “*Descriptive text*”, 26 April 2016, <http://juliantluber.blogspot.co.id/2014/04/descriptive-text.html?m=1>

²⁷ [http:// rugayamanan. wordpress.com/ 2012/12/10/descriptive-narrative-recount-report-procedure-text/](http://rugayamanan.wordpress.com/2012/12/10/descriptive-narrative-recount-report-procedure-text/)

this as a full knowledge of the causes of an error enables the teacher to work out a more effective teaching strategy to deal with it. According to Geoffrey Broughton, et al., “An obvious approach is to look at the error in linguistic terms and see what rules are broken”.²⁸

Perhaps that error-type can be found in the writing considering transformations, tense, concord, case, negation, articles, order lexical errors. In writing as a general principle, errors in the overall structure of sentences are more important than errors affecting parts of sentences, though there is no general agreement about a scale of error gravity.

According to Jack C Richards and Gloria P Sampson “. . . that error should not be viewed as problem to be overcome, but rather as normal and inevitable features indicating the strategies that learners use.”²⁹ It means that error as a measurement to indicate procedure success in teaching and learning.

²⁸ Geoffrey, et al., *Teaching English as a Foreign Language*, Second Edition, Routledge, 137.

²⁹ Jack C Richards and Gloria P Sampson, “Error Analysis: The Study of Learner English” in Jack C. Richards, (ed.), *Error Analysis Perspectives on Second Language Acquisition*, (London: Longman, 1973), 4.

Error be taken as evidence not of failure but of success and achievement in learning of performance the students, to considerate between the process of acquiring the mother tongue and the learning of a second language.

S. P. Corder talking about error analysis, he says that “Error analysis is part of the methodology of the psycholinguistic investigation of language learning”³⁰

Based on definition by Corder, as far as I am concerned, that error analysis is a method to investigate when learn second language. The most important source of information about linguistic using error analysis. When we learn second language investigation form a way to know the error development measure process students.

Annie Piolat and Jean Yves Roussey agrues that “Correction of errors introduced in relatively long texts, and analysis of the verbal protocols produced by the revisers during the revision process)”³¹

³⁰ S. P. Corder, *Error Analysis and Interlanguage* (London: Oxford University Press, 1981), 35.

³¹ Annie Piolat and Jean Yves Roussey, ‘Narrative and Descriptive Text: Revising Strategies and Procedures, “*European Jurnal of Psychology of Education*, Vol. VI, No.2, (1991), 155-163.

According to H. Douglas Brown, he says that “. . . Observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors”³²

Based on opinions above, not only to refer source of information about linguistic, but also error analysis is a system operating within the learner errors used several steps to reveal something.

2. The Differences between Error and Mistake

Error and Mistake are not same meaning. How many people understand that they same?. Error and mistake are not same. They have differences.

According to S. P. Corder “The errors of performance will characteristically be unsystematic and the errors of competence, systematic.”³³

Still in S. P. Corder book’s, he said that “. . . To refer to errors of performance as mistakes, . . .”³⁴

³² H. Douglas Brown, *Principles of Language Learning and Teaching*, Fifth Edition (New York: Pearson Education, 2007), 259.

³³ Corder, *Error Analysis and Interlanguage*, Oxford University Press, 10.

Based on S. P. Corder's opinion, I think that, error and mistake are difference. If the error characterically that is systematic in the competence, while mistake is unsystematic in the performance cause lack of knowledge. Errors and mistake are the progress learner ability to infer linguistic forms, patterns, and rule in teaching context.

In others hand, according to H. Douglas Brown, he says that "A mistake refers to a performance error that is either a random guess or a 'slip' . . ." ³⁵

Still in Douglas book's, that: ". . . an error that reveals a portion of the learners' competence in the target language." ³⁶

Based on opinion above, I think that like before, error and mistake are not same. A error most likely not a mistake, mistake is failure unsystematic in performance and error is failure direct manifestation of a systematic in competence of the learner.

³⁴ Corder, *Error Analysis and Interlanguage*, Oxford University Press, 10.

³⁵ Brown, *Principles of Language Learning and Teaching*, Fifth Edition, Pearson Education, 257.

³⁶ Brown, *Principles of Language Learning and Teaching*, Fifth Edition, Pearson Education, 258.

3. The Cause and Source of Error

The errors from acquisition of English as a second language it is called interlanguage errors, According to Jack C Richards, he says that “. . . Errors caused by the interference of the learners mother tongue.”³⁷

Based on Jack C Richards above, I think that, cause the error typical differences of systematic in first language and second language. The general characteristic of language acquisition within language background as a cause of error.

According to M. P. Jain about cause of error, he says that; “. . . caused purely by psychological conditions, such as intense excitement, and/or psychological factors, such as tiredness, . . .”³⁸

Still in M. P. Jain, that: “Of the many factors causing L₁ independent errors, learning strategies, teaching

³⁷ Jack C Richards, “Error Analysis: A Non-Contrastive Approach to Error Analysis” in Jack C. Richards, (ed.), *Error Analysis Perspectives on Second Language Acquisition*, (London: Longman, 1973), 173.

³⁸ M. P. Jain, “Error Analysis: Source, Cause, and Significance” in Jack C. Richards, (ed.), *Error Analysis Perspectives on Second Language Acquisition*, (London: Longman, 1973), 206.

techniques, folklore about the second language, the age of bilingualism, i.e.”³⁹

In my opinion based on above, cause of the errors in language acquisition when learning influence intense physical and psychological learners. Behaviourist psychologists in particular emphasised the importance of massive manipulative practice of the language. Teaching techniques and procedures should be careful of the structural and developmental conflicts within target language in language learning.

In the error and mistake there are sources, According to H. Douglas Brown, that: “. . .from several possible general sources: interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and no doubt countless affective variables.”⁴⁰

³⁹ Jain, “Error Analysis: Source, Cause, and Significance” in Jack C. Richards, (ed.), *Error Analysis Perspectives on Second Language Acquisition*, Longman, 190.

⁴⁰ Brown, *Principles of Language Learning and Teaching*, Fifth Edition, Pearson Education, 259.

Based on above, source of error there two; interlingual-intralingual. Interlingual of error in the performance is unsystematic, interference from native language is called interlingual. But the cause of error intralingual is within target language in knowledge of the language learning, the error in the competence characteristically a systematic is called intralingual.

4. The Classification of Error

There are four classifications of error, according to Douglas Brown; “The most generalized breakdown can be made by identifying errors of addition, omission, substitution, and ordering.”⁴¹

Difference of categories for description of error to identify by made on learner language there four categories following standard, such as might be added, a definite article omitted, an item substituted, or a word order confused. It is categories clearly very generalized.

⁴¹ Brown, *Principles of Language Learning and Teaching*, Fifth Edition, Pearson Education, 262.

According to S. P. Corder, the classification of error they are;

“Errors are still classified on a superficial basis as;”⁴²

a. Errors of omission

Where some element is omitted which should be present

b. Errors of addition

Where some element is present which should not be there

c. Errors of selection

Where the wrong item has been chosen in place of the right one

d. Errors of ordering

Where the elements presented are correct but wrongly sequenced.

⁴² Corder, *Error Analysis and Interlanguage* Oxford University Press, 36.