

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter review some topics related to the study, they are writing, narrative, error analysis, and simple past.

#### A. Writing

Writing is one skill of language, like an athletic skill which comes more naturally to some people, practice is necessity. Writing is important to express the idea without sound. However, the students can illustrate desire by writing. In writing, people learn the way to communicate with the other people when the people are not around.

According to Ur the purpose of writing, in principle, is the expression of ideas, the conveying of messages to the reader. So the ideas themselves should arguably be seen as the most important writing aspect. <sup>4</sup>While according to Diescth "the general purpose of writing may be primary to inform. To persuade, to express, or to entertain. The specific purpose involves responding to a certain need for writing."<sup>5</sup>

There are many different definitions about writing that are given by many experts. According to Barnet and Stubbs's writing as Physical acts, it requires material and energy. And like most physical acts, to be performed fully, to bring

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<sup>4</sup>Penny Ur, *A Course in language Teaching : practice and theory*, ( London : Cambridge university press, 1996),163.

<sup>5</sup>Betty matrix Diescth, *reasoning and writing well*, ( Ohio : MC Grew-hill, 2003),10.

pleasure, to both performer and audience, it requires practice<sup>6</sup>. On the other side, Axel rod and Chopper said writing is a complex process and as such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage.<sup>7</sup> Students are expected to convey their ideas, feelings, desire and knowledge by writing. Sometimes the teacher feels difficult to ask the students to write. In fact, writing is more complicated because writing needs many aspects not only grammatical and vocabulary but more than that.

Bridges and Lunsford said that writing is the stage in which the writer produces a rough draft of the paper.<sup>8</sup> The important thing of writing for the students is to express their feelings and produce their own language on the paper. To be a good writer, the students practice and try to write and to increase their capability. Writing is more complicated than others

Writing is commonly divided into principal classes: exposition, description, narration, and argumentation. In most writing, however, the different forms shade so smoothly one into another that the reader is seldom aware which form dominates. A writer's purpose is the main determiner of the forms he uses.<sup>9</sup>

There are the writing serves to explain and inform

- a. Descriptive writing, writing that serves to show and describe.
- b. Narrative writing , tells a story
- c. Persuasive writing, arguing for or against an issue.

<sup>6</sup>Barnet and Stubbs's *practical guide to writing*, ( Boston : Brown Company, 4<sup>th</sup> edition 1983), 3.

<sup>7</sup>Rise B. Axel Rod and Charles R. chopper, *the sty. Martin's guide to writing*,( New York: st martin's press, inc, 1985),3.

<sup>8</sup>Charles w. bridges and Ronald f. Lunsford, *writing: discovering form & meaning*, ( California: wads worth publishing company, Inc, 1984),7.

<sup>9</sup>P. Joseph Canavan mount san Antonio college , *paragraph and short theme* ( Lexington, D.C.heath and company ,edition 1969) ,1.

- d. Creative writing, interestingly, creative writing paragraph is a vague term, but it includes (while isn't limited to) fiction (across the genres}, poetry, drama, screenwriting autobiographies and more.

On the other hand T Hedge divided the types of writing into some categories,

- 1) Study writing is also for oneself and may never be shown to others.
- 2) Public writing is writing as member of the general public to organizations or institutions, so that there are certain conventions to keep to in the writing.
- 3) Creative writing can include poems, stories, rhymes, drama all types of writing which again are mainly for one but which may be shared with others.
- 4) Social writing is a category which includes all the writing that establishes and maintains social relationships with family and friend that is personal letters and invitations.
- 5) Instructional writing relates to professional roles and is needed by business executives, teachers, engineers, and students in these and other fields.

From the explanation above, the writer concluded that there are many type of writing, the students could make. Moreover, the students are able to improve their vocabularies, if they do not know the meaning of the word, can consult the English dictionary.

## **B. Narrative**

Anderson and Anderson say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener.<sup>10</sup>

Meanwhile, Percy states that narrative is a type of essay that tells a story or a

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<sup>10</sup> Anderson, Mark and Anderson, Kathy. *Text Types in English 2.* (South Yarra: Macmillan Education Australia PIY LTD, 1997),8.

series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling story.<sup>11</sup> From these statements it can be inferred that narrative texts is concerning with a story. The story includes some events which is presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers, According to Ayres, narrative texts are a form of discourse that has been fixed by writing.<sup>12</sup>

Narration is a basic writing strategy for presenting an action, narrative is telling story. The purpose of narration is to amuse or entertain the readers with actual or imaginary experiences in Difference ways, novel; fairy tales, short stories and myth s are narratives because they are concerned with talking about the event.<sup>13</sup>

Kane state that a narrative is a meaningful sequence of events told in words. It is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). A straightforward movement from the first event to the last constitutes the simplest chronology.<sup>14</sup>

Narrative paragraphs are the easiest of all to organize; in fact, they tend to organize themselves. "The Narratives stories and processes are sequential, that's

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<sup>11</sup>Permana, Tahan Dwi dan Zuhri, Fauris. *The Implementation of Picture Series as Media in Teaching Writing of A Narrative Text of the Tenth Graders of Senior High School. Retain*, Volume 01 Nomor 01 Tahun 2013.,2.

<sup>12</sup> Ayres, Lioness. *Narrative Texts*. <http://srmo.sagepub.com/view/sage-encycqualitative-research-methods/n278.xml>, 21 July 2016.

<sup>13</sup>Rise B. axel rod and Charles R. chopper, *the sty.martin's guide*, 386.

<sup>14</sup> <http://www.englishindo.com/2013/08/narrativetext.html>, 21 July 2016.

organized by time, one event in the story, one step in the process happening after the other".<sup>15</sup> The writer of narration tells a story he writes about an incident or a series of incidents in which action dominates.

From the statements above, it can be concluded that a narrative text is a text which contains a story ordered chronologically. In order that the text can be enjoyed by the readers, the writer should arrange the text interestingly. The purpose of telling the story is to give meaning, and to entertain the readers.

### **C. Error Analysis**

This section gives explanation about the definition of error, cause of error and types of error

#### **a. Definition of Error and Error Analysis**

Learning the second language is different from learning first language. Therefore, the students often made errors while the teaching learning process. For the foreign language, the students can get new rules of language, vocabulary, grammatical patterns and pronunciation which Different from their language. The Error is natural for the students in learning the second language, because English is the second language them.

There are many definitions of error. According to Corder "error is both an ancient activity and at the same time a comparatively new one"<sup>16</sup> Harmer stated that "The errors are part of the learner Interlingua that is the version of the

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<sup>15</sup>James c. Raymond , *writing is an unnatural act*,122.

<sup>16</sup>S. P. Corder, *Error Analysis and Interlingua*, ( London, Oxford University press, 1981), 51.

language which a learner has at any one stage of development and which is continually reshaped as he / she aims toward full mastery.<sup>17</sup>

Brown says that 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.<sup>18</sup>

From the definition above the researcher concludes that people make mistakes both native and second language. The mistake is not result of a deficiency in competence but the result of some sort of annoying in the process of producing speech. In addition, error is deviation from the students grammar, reflecting to the competence of the student.

According to Brown the fact that learners do make errors and that errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.<sup>19</sup>

According to Brown error analysis stands for two major purposes they are: provides data from which inference about the nature of language learning process can be made, and indicating to teacher and curriculum developers, which part of the target language students have the most difficulty producing correctly and which error types detract most from learners ability to communicate effectively.<sup>20</sup>

<sup>17</sup>Jeremy harmer, *The Practice of Language and Teaching*, (New York, pearson education limited 2001), 34.

<sup>18</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*. ( New York : prentice hall, inc, 1987 },170.

<sup>19</sup>Brown, *Principles of Language Learning and Teaching*,171.

<sup>20</sup>Brown, *principles of language learning and teaching*, 215.

An error analysis is also important to describe what kinds of error that the students make, to know the causes of the error and how the students can learn from their mistakes and correct in their writing. Because every students will not make the same errors when they study. As the teacher must be able to analysis the errors, because from that, the teacher is able to correct the method while she is teaching.

#### **b. Cause of Error**

Hubbard mentions that cause of error are mother tongue interference, overgeneralization and errors encouraged by teaching material and method.

##### **a) Mother Tongue Interference**

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sounds very effectively, older learners experience considerable difficulty. The sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a "foreign" pronunciation, faulty grammatical patterns and occasionally, to the wrong choice of vocabulary.

##### **b) Overgeneralization**

Errors are inevitable because they reflect various stages in the language development of the learner. It claims that the learner processes new language data in his mind and produces rules for its production, based the evidence.

##### **c) Encouraged by Teaching Material or Method**

The Errors will be appearing in teaching process itself that it has any positive contribution to make the learning of any skill. The Error is evidence of

failure, ineffective of teaching or lack of control. If material is well chosen, graded and teaching presented with meticulous care. There should never be any error. It is too easy to accept this in early stages of language learning when the controls are applied.

In the shape of substitution tables, conversion exercises of a mechanical nature and guided sentence patterns, but it's more difficult at later the next. However, it might be salutary for us to bear in mind the possibility of some of our students error being due to our own teaching. Unfortunately, these errors are more difficult to classify.<sup>21</sup>

According to Ellis the sources of error are:<sup>22</sup>

1) Omission

For example, they leave out the article a and the and leave the -s off plural nouns.

2) Overgeneralization

The example, the use of eated in place of ate.

3) Transfer

Transfer is reflecting learners attempt to make use of knowledge From the cause of error above, in fact writing is more difficult, because it's not only vocabulary and grammatical patterns but also the capability to express the students desire on the paper and able use their own language. In addition, the

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<sup>21</sup>Peter Hubbard, et al. *A Training Course for TEFL*, ( New York : Oxford University press, 1983 ),140-142.

<sup>22</sup>Rod Ellis,*Second Language Acquisition*, (Oxford University press, 1997), 19.

students should do more practices and needs to read a lot of book using English writing to become good writer.

### **c. Types of Error**

The error of students may be classified as the errors of competence and the errors of performance. The Errors competence are systematic and continuously. Otherwise, errors of performance are unsystematic, and the students can correct by themselves. To describe the types of error, Dulay said that there are four types of error.<sup>23</sup>

#### **a) Error Based on Linguistic Category Taxonomy**

Many error taxonomy has been based on the linguistic item, while is effected by an errors, these linguistics category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error effects.

Language components include phonology (pronunciation}, syntax and morphology {grammar}, semantic and lexicon (meaning and vocabulary}, and discourse (style). Constituents include the elements that comprise each language components. For example, within syntax one may ask whether the error is in the main or subordinate clause: within a clause, which constituents are affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjective and so forth.

#### **b) Error Based on Surface Strategy Taxonomy**

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<sup>23</sup>Heidy Dullay , *language Two*( New York :Oxford University Press, Inc, 1981),146-192.

Surface strategy taxonomy highlight the ways surface a surface a structure are altered: students may omit necessary items (omission) or add unnecessary ones (addition) they may misformation items (selection) or misorder them (misordering).

#### 1) Omission

Omission errors are characteristic by absence of an item that must appear in a well- formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others.

For example: Mar wan headmaster new school

#### 2) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well- formed utterance.

#### 3) Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors them is not supplied at all, in misformation errors the student supplies something, although it is incorrect.

Misformation defined misformation as use of the wrong form of astructure or morpheme. In other words, the error of using one grammatical form in the place of another grammatical form or the learner supplies something, although it is incorrect. For example: *It is an book*. This sentences should be *It is a book*'

#### 4) Misordering

Misordering is a wrong placement of morpheme or a group of morphemes in an utterance.

Misordering errors occur when a sentence which its order is incorrect. The sentence can be right in presented elements, but wrongly sequenced. For example: *what this is?*, this sentence can be formed in a simple question: *what is this?*

c) Error Based on Comparative Taxonomy

The classification of error in a comparative taxonomy is based on comparison between the structure of second language errors and certain others types of constructions.

1) development error

These errors are similar to errors made by students learning the target languages as their first language. For example: Santi go to school.

2) interlingua errors

Interlingua errors are similar in structure to a semantically equivalent phrase or sentence in students' native. For example: he has a book green.

d) Error Based on Communicative Effect Taxonomy

i. global error

Global error hinders communication, it prevents the learners from comprehending some aspects of message. For example: they amused that film very much.

ii. local error

Local error itself doesn't interfere with understanding at an utterance, usually because there is only a minor violation of one segment of a sentence. "I hungry" will be local error since the meaning of apparent.

#### **D. Simple Past Tense**

This section gives explanation about the definition of simple past, the form of simple past and some difficulties in simple past.

##### **1. Definition of simple past**

Simple past tense consists of three words: simple, past and tense which each words has its own meaning. The writer would like to explain them one by one according to oxford advanced learner's dictionary current English, simple is unmixed : not divided into parts or easily done or understood.<sup>24</sup> Past is gone by in time<sup>25</sup> and tense is verb from that show time.<sup>26</sup>

Some grammarian defines the simple past tense, so there is several definition of it. Schramfer azar said that the simple past tense indicates that an activity or situation began and ended at particular time in the past.<sup>27</sup> And according as Horby to indicate activities or states in past, without indicate activities or states in the past, without indicating any connection with the present, the simple past tense may be used. If the Situation or context is clear; each one of

<sup>24</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of current* (London, oxford university press 1974 ), 815.

<sup>25</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of current*, 623.

<sup>26</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of current*, 908.

<sup>27</sup> Betty Schramfer Azar, *Understanding and Using English grammar*, (California, prentice hall, inc, 1989), 24.

a succession of activities may be indicated by the use of the simple past tenses.<sup>28</sup>

S. azar stated in fundamental English grammar that, "the simple past is used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990).<sup>29</sup>

Example:

- a. John played football yesterday
- b. I studied last night
- c. She visited me two days ago
- d. My sister was born in 1990

According Thomson and Martinet said that The simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated.<sup>30</sup>

Wishon and Burks state that if the time is mentioned or implied, the past tense is usually used.<sup>31</sup>

Based on the definition above, the researcher make the conclusion that simple past tense is used to express a definite event in the past. Then simple past shows the situation or activities in the finished time in the past and time is clear or mentioned.

<sup>28</sup> A S Hornby, *Oxford Advanced Learner's Dictionary of current*, 85.

<sup>29</sup> Betty schramfer azar, *fundamentals English grammar*, ( New jersey: prentice hall, inc, 1992), 42.

<sup>30</sup> A.J Thomson and A.V.martinet *A practical English grammar*, ( New York, Oxford University press, 1986), 162.

<sup>31</sup> George E. wishon and Julia m. burks, *lets write English*, 206.

## 2. The Form of Simple Past

In English, a main or lexical verb is any word that can be conjugated, i.e., that can add the morphemes /ing/, /ed/, and / (e)s/ to mark, respectively, present participle, past tense/ past participle, and third person singular Present tense. English verbs are divided into two classes; they are regular form and irregular form. These classifications come from the way the verb forms its simple past and past participle. Regular verbs have predictable past tense form; ie-d or-ed is added to the end of the base form.<sup>32</sup>

- a. Yesterday I worked hard
- b. He finished the job an hour ago
- c. She washed the clothes last week

Irregular verbs do not have past tense forms that can be predicted by rules:

**Table 2.1**  
**Irregular form**

Base form	Past form
Bite	Bit
Buy	Bought
Put	Put
Eat	Ate

Thomson and Martinet said that the simple past tense in regular verbs is formed by adding ed to the infinitive....., verbs ending in **e** add **d** only negative of

<sup>32</sup>Kam Chuan Aik and Kam kai hui, *Longman dictionary of grammar and usage*, ( Singapore, Addison Wesley Longman, 1999),p.297

regular verbs is formed with ....., the did not (didn't) and the infinitive....., the interrogative of regular verbs is formed with did + subject infinitive<sup>33</sup>

With most verbs, the simple past is created simply by adding -ED. however, with some verbs, you need to add -ES or change the ending a little. Here are the rules.<sup>34</sup>

**Table 2.2**  
**Rules to change verb in simple past**

Verb ending in .....	How to make simple	Example
E	Add - D	Live – lived, Date – dated
Consonant + y	Change y to i than add – ED	Try – tried, cry – cried
One vowel+ one consonant (but not w or y)	Double the consonant, then add – ED	Tap – tapped, committed
Anything else	Add – ED	Boil-boiled, fill – filled

### 3. Some Difficult in Simple Past Tense

Many students usually have some difficulties in forming of simple past, they confused about regular and irregular form. Because they not memory the entire verb changing. Because of that, the researcher divided the difficult of simple past into two parts. There are difficult in the form and difficult in the usage

#### a. Difficult in the Form

According to Thorn bury typically, learners go through four, possibly five, stages in their acquisition of these forms:<sup>35</sup>

<sup>33</sup>A.J.Thomson and A.V.Martinet, *A Practical English Grammar*, 161.

<sup>34</sup>[http : web2. uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm](http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/pasted.htm) accessed on

<sup>35</sup>Scoot Thornbury, *Uncovering Grammar*, (New York , Macmillan publishers limited, 2001}, 46.

1. They use the one form for both present and past eat ( or eating)
2. They start to produce correct past forms ate
3. They attach the regular past ending to the verb eated
4. They may even produce a mixture of regular and irregular ated
5. They consistently produce the correct form ate

In other words learners may go through a phase of producing correct forms (stage2), and then seem to regress –a case of two steps forward and one step back, or what is known as a u- shaped learning curve. What seems to be happening is that learners pick up the correct form (ate) simply through having been exposed to it, learning it as a word in its own right, not as the past tense of something else. Then they start to notice that many past tense verbs have-ed on end. They over generalize this rule and apply it o irregular verbs hence eated and ated (stages 3 and 4)

Eastwood stated that we do not use a past form such as stopped or rang in negatives and question. Not (the car didn□t stopped) and not (did you rang?)<sup>36</sup>

S. Letourneau said about suffix -(e)d. a word that can be inflected for past tense with- (e) d is a main verb : for example, appear-ed is a verb, but appearance -d is not inflect for past tense by suffixation are called **irregular verbs**.<sup>37</sup>

Quirk and Baum have opinion that:

- Irregular verbs typically , but not necessary, have variation in their base

Vowel:

<sup>36</sup>Jhon Eastwood, *Oxford Practice Grammar*, (New York, Oxford : Oxford University Press, 1999), 18

<sup>37</sup>Mark s. le Tourneau, *English grammar*, ( Orlando : Harcourt College publishers, 2002), 36.

*Find-found – found*

*write –wrote –written*

- Irregular verbs have a varying number of distinct forms. Since the – s and – ing forms are predictable for regular and irregular verbs alike, the only forms that need be listed for irregular verbs are the base (v), the past (v-ed1), and the past participle (v – ed2). Most irregular verbs have, like regular verbs only one common form for the past and the- ed participle, but there is considerable variation in this respect, as the table shows.<sup>38</sup>

**Table 2.3**  
**Variation of irregular verb**

	Base	V -ed1	V –ed2
All alike	Cut	Cut	Cut
v-ed1 = v-ed2	Meet	Met	Met
v=v-d2	Come	Came	Come
all different	Speak	Spoke	Spoke

#### b. Difficult In the Usage

This is more a question of vocabulary than of grammar. The only real difference between regular and irregular verbs is that they have different Endings for their past tense and past participle forms. For regular verbs, the past tense ending and past tense ending and past participle endings is always the same: ed. For irregular verbs, the past tense ending and the past participle ending is variable.<sup>39</sup>

**Regular** verbs: base, past tense, past participle

- look, looked, looked

<sup>38</sup>Randolph quirk and Sidney greenbaum,.a university grammar of English,31.

<sup>39</sup><http://www.englishclub.com/grammar/verbs-whatclassification-main.htm> accessed on 4 of aug 2016

- work, worked, worked

**Irregular** verbs: base, past tense, past participle

- buy, bought, bought
- cut, cut, cut
- do ,did ,done

When the students learn Indonesian language, they did not find the tenses, but when they study English, they found the tenses, because there is no tense in Indonesia language. Therefore, they must be able to distinguish every tense in English.

Guth said in Concise English handbook that the past tense, which indicates that an action took place in the past and came to an end in the past. To form this “simple“ past, regular verbs add ed or d to the plain form.<sup>40</sup> The simple past tense is used formed with the past form of the verbs which may be either regularized. by adding - ed to the infinite form (incidentally, most verbs are regular) or irregular which must be learned and memorized in each case.

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<sup>40</sup>Huns p. guth, *concise English handbook*, ( California : wadsworth publishing company, inc, 1965), 27.