

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Concept of writing

2.1.1 Definition of writing

Writing is how the writers give information and message to make the readers understand what the writer an opinion (Brown, 2001).

Students should be encouraged to express their ideas, experience, thoughts, and feelings. Besides that, Dean (2004:108) states that Writing is a process that can be continually improved.

Hartley (1962) argued that writing is artitcal memory. It means that writing uses deeper knowledge of past and present memory and it must be arranged in order

According to Harmer (2004), writing involves more than just producing words and sentences. In producing a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked, so the readers understand well about the writer's purpose.

From descripton above, it can be concluded that writing is expressing ideas, thought, feeling in written form and it must be organized well tomake reders understand on it.

2.1.2 Teaching Writing

English is an international language that is used by many people for communication. One of the communication forms is writing. So, writing is an important part of language teaching. Based on Harmer (1998) there are 4 reasons for teaching writing to students of English as a foreign language.

Raimes (1987) as cited by Cahyono (2001) there are six objectives why language teachers ask their students to write. They are writing for reinforcement, training, imitation, communication, fluency and learning.

From the explanation about the importance of teaching writing above, English teacher should concern with the process of writing and approach in teaching writing. This approach focused on the final result, the coherent and the error-free text that is produced by the students.

2.2 Concept of Grammar

2.2.1 Definition of Grammar

Functional grammar is an approach used to teach grammar in a meaningful way. Grammar becomes meaningful to students when it is linked to purposes and functions of text. Droga and Humphrey (2003) stated, Language is functional; it enables us to get things done.

One way which can enhance students writing development is identifying grammar and linguistic features in organizing word (Schleppegrell, 2003).

According to Morelli (2003), students have better achievement when they learn grammar instruction in context than learn grammar through traditional instruction.

This, grammar is related to the words and sentences. It also shows the process of language can create structural meaning.

2.2.2 Verbal Sentences

Tense is verb form that shows the time of the action: the present, past, and future. The students are still confused in using nominal and verbal sentences in writing. They often make mistakes, especially in using “to be” and “verb” in writing sentence. Verbal sentence is the sentence which used verb as predicate. The subject can be anoun/pronoun.

a. Positive verbal sentence

This sentence is often also called affirmative sentence, in general, this phrase is used to declare an event or action.

(+) S + am/is/are + v1 + o

b. Negative verbal sentence

This will be negative sentences by adding ‘am/is/are + not’ before verb.

(-) S + am/is/are +not +v1 + o

c. Interrogative verbal sentence

Interrogative verbal sentences are form by putting ‘am/is/are’ at the beginning of sentence.

(?) am/is/are + s + v1 + o

Example:

- Hesti comes from Bayuwangi
- Fadma looks very happy

2.2.3 Nominal sentence

Nominal sentence is a sentence which used adjective/noun/adverb as the predicate. Then the nominal sentence should be inserted auxiliary verb. Nominal sentence is a sentence which predicate is not verb but *to be*. (Riyanto, 2012).

Nominal sentence is a sentence that has predicated not a verb, but can be an adjective, noun or adverb. Nominal sentence should be inserted auxiliary verb to be like 'is, am, are, and were the resource persons/ was (which is used in the past) a sentence with a predicate lacking a finite verb.

a. Positive nominal sentence

This sentence is often also called affirmative sentence. Generally, this phrase is used for situation, position or rank.

(+) S + am/is/are + non verb

b. Negative nominal sentence

This will be negative sentences by adding 'not' after to be.

(-) S + am/is/are + not + non verb

c. Interrogative nominal sentence

Interrogative nominal sentences are form by putting 'to be' at the beginning of sentence.

(?) am/is/are + S + been + non verb

2.2.4 Student Error

According to Dulay, et.al (1982), he argued that making errors is an inevitable part of learning.” It is impossible for the learners to avoid committing errors in learning a language especially if it is a foreign language. The students cannot avoid the grammatical errors in their writing. A learner studying a language as a foreign language or a second language tends to create errors and mistakes. But the problem is there are many people who still consider errors and mistakes as the same meaning. Hornby (1987) stated that errors are something which can give affects to the results.

Without deep understanding, the learners usually tend to see the errors and mistakes similarly. Brown (2007) gave the explanation about mistake that all native speakers make mistakes, or have a "performance lapse". He also stated that a mistake refers to a performance error that is either a random guess or a "slip”.

According to Burt and Kiparsky (1974), grammatical error is an error which is not suitable to the grammatical rules that may make writing become not good. Meanwhile, according to Ellis (1997) said that grammar is traditionally concerned with the principles which determined the formation and interpretation of words, phrases and sentences.

2.3 Review of previous study

There were some previous studies which related to this study first, the title is “Analysis of students’ journal writing paragraph at English Department of University of Muhammadiyah Gresik” by Syafa’atul Ilmiah. The purpose of this study was to describe the students’ writing ability in content and organization when using journal writing. Analyze about the students’ journal writing at fourth semester student of English department of Muhammadiyah University of Gresik especially for morning class. The result of this study showed that there are journal writing for organization component, there are get ‘excellent to very good’, ‘good to average’, ‘fair to poor’, ‘very poor’ score. For the compositions get ‘excellent to very good’, ‘good to average’ score, ‘fair to poor’, ‘very poor’ score. The concluding generally the students have good ability in journal writing, because there are only 5 students in organization and 7 students who get fair poor in content component.

“Errors’ on the use of Simple Past Tense made by the tenth grade students of MA NU Banat Kudus in their Recount text writing” was the second study. It was created by Afifatul Milah and Publish in Walisongo Institutional Repository. This research focused on the tenth grade students at MA NU Banat Kudus. this research focused on writing assignment from 34 students of X IPA U. The method used in this study was descriptive qualitative. The data of this research was grammatical error on the use of Simple Past Tense. The result were 147 errors. The types of error found from the lowest to the highest were 3 errors in Misordering (2%), 9 errors of Addition (6%), 56 errors of Omission (38%) and 79

errors of Misinformation (54%). The students mostly misinformed irregular verbs in Simple Past Tense sentence. These errors were found in the types of Omission Addition, Misinformation and Misordering.

The third study was conducted by Cholipah. The title was “An Analysis of Students Error in Writing Recount Text”. The aim of this study was to find empirical evidence of the most common errors and the source of errors in recount text writing. The population was the second grade students of SMP Trimulia Jakarta. The result of the study showed that there are the highest three errors which made by the students. The highest-three common errors are capitalization 23.90% errors, word choice 13.14% errors and verb tense with the 12.54% errors.

The researcher concluded that students always have difficulties or produce grammatical error in writing.

2.4 Review of Direction

Based on previous studies above, the research found some similarities and differences among the studies. The similarities can be seen from the focus of the studies that is as students' error in writing. Some previous studies showed that the error was about grammatical form. Other similarities were the research design of those studies. Most of previous researchers choose to conduct descriptive research.

Beside the similarities, researcher also analyzed the differences. Those were the subject of the studies. Participants were chosen from various stages such as high school learners and university students. Then the topic or material

which was used by previous researchers also different. The choose jurnal writing sample past tense and recount text.

Based on prevoius studies above, the researcher decides to analyze students error on creating verbal and nominal sentence in writing at 5th grade earnersof Muhammadiyah Manyar Elementary school.