

CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Narrative Text

Narrative series and processes are sequential and organized by time, one event in the story, one step in the process happening after the other. Zaimar and Harahap (2009:47) point out that a narrative text is signed by the chronological use of time. It is followed by the assumption of Rebecca (2003) who said that a narrative text is a text which relates a series of logically and chronologically events that are caused or experienced by factors. It can be concluded that the narrative is a genre text which consists of events in the story and happening in the past time then the writer of narrative text should write it logically and chronologically.

2.1.1 The Generic Structure of Narrative Text

Generic structure is a thing that should contain in writing genre of text. It distinguishes one text genre to another. So that, every genre of text has its own generic structure as a characteristic of writing text genre. Peter Knapp (1994) have pointed out that narrative have many of the basic features of recounts, textually they set up a complexity of some sort that must be resolved. That is why between recounts and narrative they are little different in the term of basic structure but they are similar in the term of narrating text.

Knapp and Watkins (1994) give the brief generic structure into Orientation, Sequence of events and Resolution. They also stated that the complication stage of

simple narrative need not be a single problem or complexity. This stage can also include reflection on the problem and possible solutions. So that, the generic structure of narrative text can be conclude as below:

Orientation		Orientation
Sequence of events		Problems
		Solutions
Resolution		Resolutions

2.1.2 The Language Feature of Narrative Text

Beside the generic structure, in writing genre of text, it needs to pay attention at the language features of it. The language features of text become the guideline for the writer to produce the sentence in every generic structure. The language features of Narrative text can be said as the grammatical features.

Anderson and Peter (2003) give the grammatical features of narrating as follows:

- a. When sequencing people and events in time and space, narrating typically uses action verbs and temporal conjunction.

- Action verbs

Example: One day the man and his son **went** collecting fire-wood. They **saw** a golden tree. They **went** slowly over to the tree. When they **got** closer to the tree they **heard** a voice **coming** from the tree.

- Temporal conjunction

Example: We **then** looked at some games and equipment. **After** lunch we walked up to the Sydney Morning.

- b. Typically written in the past tense unless quoting direct speech.

Example: They **were** poor because their pogate them out of house and home

and he **did not** share with the other animals. His name **was** Bob.

“You *should go* on a diet” **said** Clarabelle.

- c. In action sequences, mainly action verbs (bold) are used, while it reflections/evaluations, mental verbs (underlined) predominate.

Example: Bells **were ringing**, sirens **screeching** and people **were running** everywhere.

Maria didn't know what to **do** next. She thought about her mother and wondered what was in her head.

- d. Often use action verbs methaphorically to create effective images, e.g:

Example: It was a terrible argument. Words were **flying** everywhere.

2.2 Error Analysis

Study of error analysis commonly use for the productive skill in language learning. It can be spoken or written form. The error analysis in writing used to reach the purpose of communicative English teaching in the term of students' performance in writing ability. It is can give the information both to the teacher and students about the writing achievement in the class.

2.2.1 The Concept of Error Analysis

Errors are usually made by the learners either EFL or ESL. It is in line with the statement from Richard et al (1985:96) “error analysis is the study and analysis of the errors made by the second and foreign language learners.” Then,

followed by the statement related to the error analysis from Corder (1987), error analysis has to do with investigation of the language of the second language. Both of theories give us the brief explanation about error analysis in a general definition. It can be conclude that error analysis is the act to analyze and investigate the errors made whether the errors done by the second or foreign language. So, the error analysis is the general way to investigate the students of EFL or ESL occurrence do errors in their language. The errors are made by the students is the natural problem and be certain for language learning.

To analyze the errors, there are some step should be followed to get the effective and systematic result. However, analyzing the students' writing needs some rules to be followed then the teacher can found the result of analysis systematically. According to Brown (1980:166) stated that "the concept of error analysis is observed, analyzed, and classified to reveal something of the system operating within the learner, led the surge of study of learners' errors." The brief statement gave the simple rule which should be done when analyzing the errors. So then, similar with the errors analysis in writing, those rules are needed too. Observed the students' written text, then analyzed it to found what are the errors made, then classified the errors found to conclude the students' ability in writing.

Dulay et al (1982) stated that People cannot learn language without first systematically committing errors. Studying learners' errors serves two major purposes: (1) it provides data from inferences about the nature of the language learning process can be made, and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to

communicate effectively(p.138). It means that the errors made by EFL or ESL learners are naturally in writing. Because in learning language, studying the learners' errors is beneficial for both the teacher and the learners in order to determine, evaluate, and develop their teaching writing class process. While the written become more complexity than spoken, the learners need to write correctly and appropriately with the purpose of their written text.

Richards & Schmidt (2010:201) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to : a) find out strategies which the learners use in language learning, b) find out the cause of the learners' errors, and c) obtain information on common difficulties in language learning, as an aid in teaching or in preparing teaching materials. This definition of error analysis show the purpose of error analysis which helps the language teacher to determine the students' ability in applied their language learning whether in second or foreign language. Not only that, the language teacher also can see whether the strategy of teaching is effective or not. So that, the teacher can gains the information of students' difficulties to understand the language material. The error analysis can give the evidence for the teacher to measure their students' competence in producing foreign language.

2.2.2 The Types of Error Analysis

Dulay et al (1982:146) describe the types of error into four classifications that are:

- 1) Linguistic category, this taxonomy is aim to classify error according to either or both the language component or the particular linguistic constituent the error affects.
- 2) Surface strategy, this taxonomy highlights the ways surface structures will be altered : learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them
- 3) Comparative analysis, this taxonomy classify the error based on comparisons between the structure of L₂ errors and certain other types of construction.
- 4) Communicative effect, this taxonomy deals with errors from the perspective of their effect on the listener or reader.

Those descriptive taxonomies are guided by two major purposes. They are to present error categories which rely solely on observable characteristics of their definition and to report the findings of research conducted. According to that classification of error types and the major purposes, the researcher conclude that the types of error was classified systematically and the teacher can use those kind of types to identify and analyze the students' error in their productive skill like writing and speaking. Because the writer only focuses to analyze the written text that produced by the students, so the types of error is needed to identify the errors made in the use of language features systematically.

Those types of error are good and recommended for the teacher to analyze students' writing. But, in this study the writer focus in the way of surface strategy taxonomy to analyze the students' written text. This type of error analysis category gives more contributions to this research than other. It is related to the

purpose of this study which to gain the information of students' occurrence in making errors in their written text based on surface strategy taxonomy.

2.3 Surface Strategy Taxonomy

Surface strategy taxonomy is type of strategy related to the taxonomy of grammatical in linguistic area. It is proposed by Dulay et al (1982:150) who point out that this taxonomy classify the errors based on the omit, add, misform and misorder the item. It has noticed that however the error analysis type is, this kind of taxonomy is specific and systematic which enumerated briefly by looking at the surface elements of a language. Errors may be happened not because of the students' laziness or wrong perception about the language features. But, it may caused by the learners who do not keep in touch with the foreign or second language. That is why, Dulay et al (1982) have been pointed out the surface structure into 4 classifications which are omission, addition, misformation and misordering. Below, it will be described more about those four types of surface structure below.

1. Omission

Dulay (1982:154) described omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential for omission, some types of morphemes are omitted more than others. The learners more omit any item of morpheme whether in spoken or written so the sentence seems that it loss such important item which have minor role in conveying the meaning of it.

Example : Mary president new company. (incorrect)

Mary is the president of the new company. (correct)

From the example, it seems that the writer omit the grammatical morpheme of *is*, *the*, *of* and *the*. Thus, the writer did the omission 4 times in a sentence.

2. Addition

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

There are three types of addition in the speech of both L1 and L2 learners:

a. Double Markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. For Example:

I didn't go

Another example is the learners who often place the marker on both auxiliary and verb, as in:

Incorrect : He *doesn't knows* my name

Correct : He *does not know* my name

b. Regularization

This rule is kind of the linguistics items such as the errors happen in the class of exceptional main verbs or the class of nouns which added by the verb or noun inflection (*-ed/d* or *-s*). the exceptional main verbs or the class of nouns here are the words which do not need to change their form even though they are placed for past verb or plural form in a sentence. For example:

the verb *eat* does not become *putted* in past form, but it still *put*;

the noun *sheep* is also *sheep* in the plural, not *sheeps*.

The example showed that learners apply the rules to produce the regular verb to that irregular one, and regular plural marker –s have been added to singular items which do not take marker even though the words become plural.

c. Simple Addition

This addition errors type is the “grab bag” of errors item which include to the addition but not a double marking nor a regularization category. No particular feature of this type. But, there are some words that are adding some items which not necessary in the morpheme belong this sub-type of addition.

3. Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure. The learner supplies something although it is incorrect. For example:

Incorrect : He is licking *hissself*.

Correct : He is licking *himself*.

It seems like similar to the omissions which omit the morpheme, or to the addition, but this type are usually not random.

Three types of misformations have been frequently reported in the literature such as regularization errors, archi-forms, and alternating forms.

a. Regularization Errors

Regularization errors are category of misformation which marked by the used of regular marker for the irregular one. As *runned* for *ran* or *gooses*

for *geese*. It also can be happened in the use of reflexive pronoun as in *hissself* while the correct one is *himself*.

b. Archi-forms

Archi forms are the selection of one member of a class of forms to represent others in the class. For example, a learner choose only one of the demonstrative adjective *this*, *that*, *these*, and *those* to represent all of the demonstrative adjective class.

(1) : That dog

(2) : That dogs

It became incorrect while the correct for (2) is “those dogs” because the noun is in plural form. For this case, “that” is the archi-demonstrative adjective made by the learner perception.

The use of infinitive and gerund as an archi-form for the other complement type is also happen

c. Alternating Forms

Alternating forms are category of misformation which marked by the alteration from students in various members of a class with each other.

For example in the case of pronoun that have been showed in Dulay et al (1982:161):

Masculine for feminine case (or vice versa) *he* for *she*

Plural for singular case (or vice versa) *they* for *it*

Accusative for nominative case (or vice versa) *her* for *she*

It also can be happened in the used of some verbs that influence by the tense used. Learners may be alternated the use of verb for other tense form.

Besides that, learners may alternate for the negation form. They may only use *no* or *not* while the correct one is it must follows with *did*, *do*, or *does*.

Such as, *do not*, *does not*, and *did not*.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

Incorrect : I do not know what is daddy doing.

Correct : I do not know what daddy is doing.

Students have made written misordering errors that are word-for-word translations of native language surface structures ((Duskova, 1969 cited in Dulay 1982:163). For example:

I met there some Germans.

and phrases such as:

Another my friend.

2.4 The Causes of Error

According to Ellis & Barkhuizen (2005:65), Brown (2000:224), and Norrish (1983:22-25), the causes of errors are divided into two categories. They are interference and intralingual. Interference errors are made under the influences of the mother-tounge. They are seen as a process in which learners use their knowledge of the first language in learning the second or foreign language. Beside

that, the intralingual errors are caused by the strategies that are generally used in learning language as second or foreign language. Both of them gave the brief theory about the causes of error which come from the mother-tongue of the learners and the strategies they used to learning English language. Both of those are giving the guideline that the source of errors may come from the natural ability of learner in translating to the target language.

The area of error analysis has been growing the research interest in conducting the learners' result on productive skill. Its purpose is to examine the error found on students writing which can be caused by the source of errors such as "first language interference" or "developmental" (Reid, 1993:36). This theory can be the evidence that mother tongue as the first language and the learners' way to develop their ability in learning foreign or second language is very affected the errors made.

According to Richards (1974), there are some intralingual phenomenas that reflect the general characteristic of learning rule. They are overgeneralization, ignorance of rule restriction, incomplete application of rule and false concept hypothesized. To make them clearer, it will be explained as below:

1. Overgeneralization

The cause of overgeneralization deals with the creation of a deviant structure in which grammatical rules are generalized with one deviant structure instead of the other rule of the regular structures (Richards, 1970:16).

2. Ignorance of Rule Restriction

This cause deals with the generalization of deviant structures in which grammatical rules are applied into inappropriate contexts in which other rules should be used instead (Richards, 1970:9)

3. Incomplete Application of Rule

This cause of errors deals with an incomplete application of rules in which grammatical rules are not used fully in constructing the sentences (Ellis, 2008:710)

4. False Concept Hypothesized

This cause deals with the faulty comprehension of the distinction among the word choices in the target language. It means that this cause arises when the learner does not really comprehend the distinction of the contrastive meaning of words in the target language (Ellis, 2008:710)

2.5 Previous Study

The focus of this study is related to the some previous studies that have been done by the others researcher. It is become the review for the present study in formulating the topic of this research. The brief review of previous study will be described as follows:

- a. First, the study conducted by Hendriwanto and BambangSugeng (2013) entitled “An Analysis of the Grammatical Errors in the Narrative Writing of the First Grade Students of SMA 6 Yogyakarta”. The aim of this study was finding out: (1) the types of grammatical errors in the narrative writing of the first grade students of SMA 6 Yogyakarta, and (2) the causes of the

grammatical errors in their writing. The design of this study was case study. This study analyzed the grammatical errors of the students narrative writing concerning verb tenses, finite verbs, non-finite verbs, pronouns, prepositions, spelling, agreement of singular and plural, punctuation, contexts of usage, context of meaning, redundancy, word choices, and unintelligibility. The highest number of errors was occupied by the verb tense. The researcher gave the possibility to the other researcher in conducting study which cover other categories such as developmental taxonomies, surface strategy taxonomies and communicative effect taxonomies.

- b. Second, Fadzilyna (2013) conducted the study entitled “Errors in Using Past Tense Made by Eighth Graders of MTsN Model Trenggalek”. This study aimed to describe the errors in using past tense made by the eighth graders of MTsN Model Trenggalek in writing recount texts. The researcher used surface strategy taxonomy proposed by Dulay et al (1982) to analyze the types of errors and Richard’s (1974) concepts on error analysis to analyze the possible cause of errors. The result of this study showed 66 errors of the use past tense.
- c. Third, Kusumastuti Dian Pratiwi (2014) also conducted the study entitled “Surface Strategy Taxonomy Analysis of Morphological Errors on the Eighth Grade Students’ Recount Text Writing at SMPN 2 Nawangan in the 2013/2014 Academic Year”. She showed the result of her study based on the surface strategy taxonomy analysis proposed by Dulay et al (1982), there were 73 errors made by the students in their writing recount text. It

covered three types of errors they were omission errors, addition errors, and misinformation errors. The highest number types of errors were happened in omission with total number 52 errors. 11 errors of misinformation and 10 errors of addition. In conclusion it is known that the omission errors of plural noun inflection was the most made morphological errors based on the surface strategy taxonomy in the students' recount text writing. It might happen since the system of Indonesian as the students' native language is different from system of English that is the foreign language.

Based on the first study, the researcher try to conduct the similar research of error analysis with the different linguistic category that is Surface Strategy Taxonomy. Meanwhile, the second and the third study give more contribution for this present study to use the surface strategy taxonomy as the error analysis way on the written text. Moreover, to make it different from those studies above the researcher try to focus on the narrative text as the object of this error analysis.

In analyzing the errors based on surface strategy taxonomy, the researcher tries to combine those theories above to formulate a new study as present. The analysis on the narrative text made by the students of junior high school aim to know the errors they made on written text. Then, the surface strategy taxonomy proposed by Dulay et al (1982) as the theory of this error analysis will be the guide for the researcher in identifying the errors on narrative text written. Because narrative text has some characteristics, principles, and the language features such grammatical structure of the text. After the researcher know the errors they made, the cause of errors also become the important thing to find out what kind of problem is faced by the students.