

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews some theories and literatures related to An Error Analysis in writing Narrative text in eighth grade Junior High School which consists of the definition of Error and error analysis, types of error, the definition of writing, the purpose of writing, explanation of narrative text, and definition of simple past.

2.1 Definition of Error and error analysis

Learning second languages is different from learning first language. Therefore, the students used to make errors during the teaching and learning process. For the foreign language, the students can get new rules of language, vocabulary, grammatical patterns and pronunciation which is different from their language because English is the second language. There are many definitions of error.

Brown (2006:216) defines “errors in noticeable deviation from adult grammar of native speaker reflecting the inter language competence of the learner”. In relation to the term of errors, there are some definitions given by some linguists. According to Dulay et al (1982: 138), “errors are the flawed side of learners’ speech or writing. They are part of conversation of composition that deviate from some selected norms or mature language performance, no matter what the characteristic of causes of deviation might be”. Another expert named Corder (1967:265) states error is the result of the interference in the learning of the second language from the habits

of the first language. Based on Corder's argument, it can be concluded that the occurrence of errors is due to a disturbance when learning a second language. Therefore, error analysis is needed to help the learner and the teacher to reach the goal of the learning process.

In second language learning, the errors occur because of the learners show lack of competence, therefore errors are systematic. It is important to differentiate between error and mistake. Otherwise, some people are still misunderstanding about the definition between error and mistake, Brown says "mistake refers to a performance error that is either a random system correctly" (2006:226).

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

An error analysis is also important to describe what kinds of error that the student make, to know the causes of the error and how the students can write, because every students will not make the same errors when they study. As the teacher must be able to correct the method while teacher is teaching. Jeremy harmer (2001:34) states "The errors analysis are part of the learner interlingua that is the version of the language which a learner has at any one stage of development and which continually reshaped as he/she aims toward full mastery".

According to Dulay (1982:141), error analysis can be characterized as an attempt to account for learner's errors that could not be explained or predicted by

Contrastive Analysis or Behaviorist Theory. Where Contrast Analysis is about the interference of mother tongue to the target language and Behaviorist Theory is about the changing of learner's behavior after getting learning process. Moreover Brown (2000: 218) says "the 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". Therefore 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 same error when the students study. As the teacher must be able to analysis the errors, because from that the teacher able to correct the suitable method while the teacher is teaching.

2.2 Types of Error

The error of students may be classified as the errors of competence and 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, according to Dulay et al. (1982, 146-190) there are four types of error. Those are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

2.2.1 Error based on linguistic category taxonomy

In relation to categories of errors, Dulay et al (1982: 146-180) has classified errors as part of linguistic 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 affects.

Furthermore language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary) and discourse (style), constituents include the elements that comprises each language components. For example, within syntax one may ask whether the error is in the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective and so forth.

2.2.2 Error based on surface strategy economy

Surface strategy taxonomy highlight the ways surface structure is altered. Students may omit necessary items (omission) or add unnecessary ones (addition) they may misinformation items (selection) or misorder them (misordering).

2.2.2.1 Omission

Omission errors are characteristic by absence of an item that must appear in a well-formed utterance, For example:

- *She is go to school.* In this sentence the learner omits -ing. The correct form is *She is going to school.*
- *Last week I visit my grandfather.* In this sentence the learner omits -ed. The correct form: *Last week I visited my grandfather.*

2.2.2.2 Addition

Addition errors are the opposite of omissions; they are characterized by the presence of an item, which must not appear in well-formed utterance. There are three kinds of addition of error: double marking, regularization, and sample addition.

2.2.2.2.1 Double marking

It occurs when the learners give more than one marking in constructing the utterance or sentence, for examples:

- **She can eats mango** (incorrect), the correct is **She can eat mango**
- **I didn't came to his party last night** (in correct), the correct is **I didn't come to his party last night.**

2.2.2.2.2 Regularization

It occurs when the learners add some exceptional items for regular ones, for examples:

- **My mother bought some fishes, (incorrect), the correct is **My mother bought some fish****
- **I drinked a lot last night**(in correct), the correct is **I drank a lot last night.**

2.2.2.2.3 Simple Addition

The errors of addition that do not belong to double marking and regularization are included in this category, for examples:

- **We were arrived in the Songgoriti** (incorrect), the correct is **We arrived in the Songgoriti**
- **She stood in near the building last night.** (Incorrect), the correct is **She stood near the building last night.**

2.2.2.3 Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. There are three types of misinformation namely:

2.2.2.3.1 Regularization errors

Regularization error refers to the use of a regular marker for an irregular one, for example:

- **There are three mouses under chair**(in correct),the correct is **There are three mice under chair.**
- **There were three mansstanding there yesterday** (incorrect), the correct is **There were three men standing there yesterday.**

2.2.2.3.2 Archi forms

It occurs when the learners use one form of certain class to represent others in the class, for examples:

That boys were great in playing card last night (incorrect), the correct is **Those boys were great in playing card last night.**

2.2.2.3.3 Alternating forms

The learners exchange the forms freely, for examples:

- **When I was child, they give me everything** (incorrect), the correct is **When I was child, they gave me everything**
- **He went to movie tomorrow** (incorrect), the correct is **He will go to movie tomorrow**

2.2.2.4 Misordering

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

- **He is all the time late** (incorrect), the correct is **He is late all the time**

2.2.3 Error based on comparative taxonomy

The classification of errors in the term of comparative taxonomy is based on the comparison between the structure of the second language errors and certain other types of construction (Dulay, et.al, 1982:163).

Comparative taxonomy categorizes errors based on the interference of learners' mother tongue into target language. Learners look for some synonym or translate the word into learners' mother tongue in order to get the similarity, as the phrase or the sentence, for examples:

He has a book green ---- He has a green book

That boy short ---- That boy is short

I not could play guitar last year

(I couldn't play guitar last year)

2.2.4 Error based on communicative effect taxonomy

This category of the error focuses on the aspect of the error itself. It classifies the error based on the perspective of the effect on the listener and the reader. As stated by Dulay, et.al (1982:189) Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. It focused on

–distinguishing between errors that cause miscommunication and those that do not, for examples:

Not take this vehicle, we late for school

(There are many possible meanings, it can be “does not take this vehicle, we will be late for school” or “if we do not take this vehicle, we will be late for school” or other meaning”. It depends on the listeners or the readers).

2.4. The Definition of Writing

Writing skills are very complex. It requires many devices such as grammatical skill, stylistic skill, mechanical skill and judgment skill (Heaton, 1975:135). Grammatical is the ability to write sentences correctly. Stylistic is the ability to use language effectively by manipulating sentences. Mechanical skill is the ability to use correctly those conventions to the written language such as spelling and punctuation. Moreover, judgments skill is the ability to write in appropriate manner for a certain purpose.

Furthermore, according to Allen in Cahyono (2010,91) the activity of writing begins by brain storming to get ideas in writing. These ideas should be explained in a written form. From the definition, it can be conclude that the main purpose of writing is to express ideas clearly in the form of messages written language and must be understood by the reader and those messages do not make confused.

Writing is one skill of language, skill which comes more naturally to some people. Linse (2005:98) says that “writing is the art of picking up a pencil and forming letters either by printing or writing them in cursive”. Writing is the idea

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. It means the student are expected to convey their idea, feeling, desire and knowledge by writing.

2.5 The Purpose of Writing

According Penny 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 aspect of the writing” (1996:163). One of the purposes that make the reader understands the intended meaning in the text.

2.6 Explanation of Narrative text

Reading a narrative text help to read dealing with problematic event which lead to crisis or turning point, which in turn find a resolution.

Pardiyono (2007:94) says that “narrative adalah jenis text yang sangat tepat untuk menceritakan aktivitas atau kejadian masa lalu, yang menonjolkan problematic experience dan resolution dengan maksud menghibur (to amuse) dan sering kali dimaksudkan untuk member pelajaran moral kepada pembaca. text narrative yang sangat umum antara lain cerpen, novel, naskah sinetron, legenda atau dongeng, dan lain-lain text yang mengisahkan pengalaman masa lalu yang di dalamnya terdapat konflik-resolusi”.

Pardiyono further states that ”one of the most frequently used tense to tell about past activities or events is past tense. So, narrative is telling a story frequently in the past. It has character, setting and action. In the beginning, it introduces characters and the setting. In the middle of the story, the problem comes. The ending resolves the problem. Narrative is developed in some steps: orientation, complication, resolution

and coda. In orientation, tells the characters in the story, their names and places, they live, their ages, their condition, their willing. In the complication, presents the unexpected event that happens to the characters. In the resolution, tells how the complication is solved. In the coda, concludes the story by giving comments or moral values of the story.

According to Oshima's narration is story writing. When you write a narrative paragraph, you write about events in the order that they happen. In other words, you use time order to organize your sentences.

In the model narrative paragraph, the students used time order to tell what happened first, what happened next, what happened after that, and so on. Notice the kinds of words and phrases used to show time order. These are called time order signals because they signal the order in which events happen.

2.6.1 Time Order Signals

Words	Phrase
Finally,	At last,
First (second, third, etc)	At 12:00,
Later	After a while
Meanwhile	After that
Next ,	Before beginning the lesson
Now	In the morning
Soon	The next day

But joins sentences that are opposite or show contrast.	into a hole in the ground. They were happy, but they were poor
So joins sentences when the second sentence expresses the result of something described in the first sentence.	The greedy man wanted all of the mice's gold, so he pretended to be a cat.
Or joins sentences that give choices or alternatives.	He could choose a big box, or he could choose small one.

3.2.4 Punctuation

Three Comma Rules

Let's review two comma rules that you have learned and learn one new one.

Rule	Example
1. Put a comma after a time order signal that comes before the subject at the beginning of a sentence. Then, soon, and now are usually not followed by a comma.	Yesterday, I did homework for three hours. Finally, I was too tired to think. At 8:00, I fell asleep on the sofa.
2. Put a comma after the first sentence in a compound sentence. Put the comma before the coordinating and conjunction. (Don't use a comma between two	I was too tired to think, so I decided to take a break watch TV for a while.

<p>parts of a simple sentence.)</p> <p>3. Put a comma between the items in a series of three or more items.</p> <p>The items may be words, phrases, or clauses. (Don't use a comma between only two items.)</p>	<p>I got up, took a shower, drank a cup of coffee, grabbed my books, and ran out the door. Red, white, and blue are the colors of the U.S. flag.</p>
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2.3 Definition of simple past tense

Some grammar defines the simple past tense, so there is several definition of it. In Broukal's view simple past tense to talk about actions and situations completed in the past (2006,31). The situation or action happened (for example, yesterday, last night). Azarsays (1999:27)"the simple past tense indicates that an activity or situation began and ended at particular time in the past.

Azar (1992:42) states in fundamental English grammar that" the simple past is used to talk about activities or situations that begun and ended in the past (e.g yesterday, last night, two days, in 1990)".

Example:

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

Based on the definition above, 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.

2.3.2 The Pattern of Past Sentence

VERBAL
(+) S+V2+O
(-) S+DID+NOT V1+O

(?) DID+S+VI+O?

Note: Simple past uses some adverbials like yesterday, last...andago

2. Using Non-Verb

Form: S + to be (was/were)

For example:

S	To be	O	Adverb of time
I She He Name of Person	Was	In Malang	Last holiday
You They We	Were		

2.3.3 Past Form of Regular and Irregular Verbs

Regular verbs : The simple past and past participle end in -ed				English verbs have four participial parts: (1) Simple form (2) Simple past (3) Past participle (4) Present participle
Simple form	Simple past	Past participle	Present participle	
Hope	Hoped	Hoped	Hoping	
Stop	Stopped	Stopped	Stopping	
Listen	Listened	Listened	Listening	some verbs have irregular past forms.
Study	Studied	Studied	Studying	
Start	Started	Started	Starting	
Irregular Verbs : The simple past and participle do not end in -ed				
Simple form	Simple past	Past participle	Present participle	
Break	Broke	Broken	Breaking	
Come	Came	Come	Coming	

Find Hit Swim	Found Hit Swam	Found Hit Swum	Finding Hitting Swimming	
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2.3.4 Verb without past form

The following verbs have no special past forms: the simple forms are used to express past activity.

Verbs without past form

Verbs without past form				
Bet	Cost	Let	Set	Spread
Bid	Cut	Put	Shed	Thrust
Burst	Hit	Quit	Slit	Wed
Cast	Hurt	Rid	Split	Wet

2.8 Previous study

Said Arif, Nur, 2010. In his thesis entitled “ Error Analysis of Second year Student’ Composition”. The result of the analysis showed that the second year students of MTs Wringinanom still face difficulties in learning past tense.

Susanti, Prima (2005) in her thesis discussed about an analysis on the use of tenses in narrative composition made by SMAN 1 Kediri. The result of the analysis showed that most of students made many errors using simple past tense, past continuous tense and simple present tense. While high achiever student made trivial errors in using simple past tense and past future tense.

This study is conducted because there are some previous study “An Error Analysis on the Use of Simple Present Tense Made by The Seventh Grade Students in Writing A Descriptive Text” by Rahmawati, 2009. In this study, the researcher

used descriptive qualitative as the research design. The researcher analyzed how the students of grade seven make errors in using present tense. As a result, the researcher found that the most error is omission errors (52.17%), followed by misformation error (33.04%), error of addition (13.05 %) and error or misordering (1.74%). The researcher also concluded that the errors were caused by over-generalization, ignore of rule restriction and false concept hypothesized. There were no errors caused by incomplete application of rules.

From the previous studies, the researcher concluded that this research has not been conducted before. The focus of the research is on eighth grades in narrative composition. The limitation of the study will focus on surface strategy taxonomy.