

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about review of related literature which consists of the nature of writing, narrative text, grammar, the definition of error analysis, the procedures of error analysis research, sources of error, and previous studies.

A. The Nature of Writing

Writing is considered as a complex skill for language learners since they have to produce a text using English. Here, the researcher would like to elaborate the definition of writing based on some experts.

Meyers (2005: 2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. Palmer (1994: 5) states that writing is recursive. It goes back and forth we plan a little, put words on paper, stop to plan when we want to say next, go back and change a sentence, or change our minds altogether. In addition, Harmer (2004:86) states that writing is a process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. Moreover, Boardman (2002:11) states that

writing is a continuous process of thinking and organizing, rethinking, and reorganizing. Writing is a powerful tool to organize overwhelming events and make them manageable. Writing is really a form of thinking using the written word.

From the definitions above, the researcher concludes that writing is a way to produce language that comes from a writer's thought. In other words, the writers have to explore about what they think in their mind and state it on a paper using the correct procedure. In addition, writing can be represented on a paper or a computer screen.

After knowing the definition of writing, the researcher lets the readers know about steps of writing and kinds of writing exam. Those are presented below:

1. Steps of writing

Meyers (2005: 3 – 12) states that there are six steps to make a good writing, among others; exploring ideas, pre-writing, organizing, writing the first draft, revising the draft, producing the final copy. Therefore, the college students as language learner should know the steps of writing in the writing process.

- a. Exploring ideas

Beginner writers need to follow writing steps well to produce a good writing. First, they need to explore their mind freely, and then they have to record those thoughts by writing on a paper or computer.

In writing, they also need to consider the subject of writing, the purpose of writing, and the audience of writing.

1. The subject of writing

Before writing, the writers have to know what the subject or the material is. Then they have to choose the subject they care about and they know about. Consequently, they have interesting ideas to say. The last, they must select and narrow the subject from the general one.

2. The purpose of writing

The writers have to know the purpose of writing whether to inform, to persuade, or to entertain or may be to do all three.

3. The audience of writing

The writers have to answer “Who is the audience?” To answer the question, they need to consider the subject and the purpose they want to achieve. They may need to provide a lot of evidences to persuade a reader who does not agree with their opinion, but provide far less for someone who tends to agree with them.

b. Pre-writing

The second step of writing process involves expressing the writers' thoughts on paper or on computer. They do not worry for making mistakes because they may probably change their mind later anyway. This step is called pre writing since it is a time to relax, to write quickly and to begin organizing their thoughts. Pre-writing is divided into three steps which are brainstorming, clustering, and free writing.

1. Brainstorming

One way to capture the writers' thought is by brainstorming, or listing thoughts come to them.

2. Clustering

In clustering, the writers write their subject in the middle of the page and then circle it. They write related ideas around the circle. Then they circle the idea and connect it to their subject circle. These related ideas are like branches.

3. Free writing

Another way to get started is free writing. The writers simply write about the subject without worrying about sentence, structure, spelling, logic and grammar. They write as they would speak so that they get their ideas down fast.

c. Organizing

After the writers have put their ideas into words, they can begin to organize words. This process involves selecting, subtracting, and adding. They have to think again about their purpose and audience what goal they want to accomplish, to inform, to persuade, or to entertain.

d. Writing the first draft

The language learners have done some pre writing, selected their best idea, expanded on it, and arranged it in some reasonable order. Therefore, they can start the first draft of their paragraph. They do not need to worry about being perfect, so they have to write fast as if they were speaking to their readers.

Meyers (2005: 6) states some steps of drafting as follows:

- a. Say something about before you write in
- b. Write fast by hand or by computer
- c. Use only one side of the paper
- d. Leave wide margins and double space to make room for changes.
- e. Save your work every five or ten minutes on the computer.

e. Revising the draft

Revising is among the most important steps in writing, especially for people who write in a second language. Revising means improving what writers have already written. When the writers revise, they examine how well their first draft and achieve its purpose for its

audience. That may require rearranging ideas, developing ideas further, cut out ideas that do not support their point, and changing the wording of their sentences.

Meyers (2005:7) explains that there are some steps for revising which are:

- a. Make notes in the margins or write new material on separate sheet of paper.
 - b. Circle words you think you misspelled or will want to change later
 - c. Tape or staple additions where you want them to go.
 - d. On the computer, use cut and paste or insert commands to move things around.
 - e. Print out a double space copy for revisions
- f. Producing the final copy

Meyer (2005:8) says that editing and proofreading are crucial parts of producing of final copy.

1. Editing

After writers have revised their paragraph, they can edit their work. Then they have to check it carefully, and focus on grammar, words choice, verb forms, punctuation, and spelling. In addition, they need to read the paper more than once, and ten copy it with all their corrections. This draft should be net and should represent their best effort.

2. Proof reading

The final stage in revision process is proofreading. That means carefully reading the draft more than once to check that their revisions and editorial are made correctly.

2. Kinds of writing exam

Among the many different kinds of exam tasks that are currently in use, the following are some of the most common:

- a. Applications letter and CVs
- b. Articles, reports, and reviews
- c. Description of pictures, paintings, or events
- d. Discursive compositions
- e. Leaflets
- f. Letters (informal and formal)
- g. Narratives
- h. Transactional letters (Meyers, 2005 : 8-9)

In other words, narratives are also included to the kind of writing exam, so it is suitable to this study.

B. Narrative Text

English must be learned as a second language that is the major language spoken in the community or the language of instruction in the schools where English is taught as a foreign language. To make the students feel enjoyable and pleasure in learning writing, teachers or lecturers must select interesting writing text to teach writing. In this study, the researcher

observes the grammatical errors found in narrative text made by the college students.

Meyers (2005: 52) states that narrative is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. It means that the readers not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Moreover, Anderson (1997: 8) states that narrative is a piece of text tells a story and, in doing so, entertains or informs the reader or listener. In Curriculum 2006 narrative text is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic event lead to a crisis or turning point of some kind in turn finds a resolution.

From the definition above, the researcher concludes that narrative story is a story tells us about something interesting that has purpose to amuse, entertain to the readers

Anderson (1997: 14) states that a good narrative uses wire to paint a picture in our mind of:

- a. What characters look like (their experience),
- b. Where the action is taking place (the setting),
- c. How things are happening (the action).

To get information about narrative text the researcher elaborates many things about narrative text in the following explanation.

1. Characteristic of narrative text

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.
- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator or writer wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of that narrative are carefully selected for purpose.

The language features usually found in narrative texts are:

- a. Specific characters
 - b. Time words that connect to tell when they occur
 - c. Verbs to show the action that occur in the story.
 - d. Descriptive words to portray that character and setting.
- (Anderson, 1997: 15)

In short, when the language learners want to produce good writing particularly in narrative text, they have to understand and apply the characteristics and language features of this type of text.

2. Generic structure of narrative text

Anderson (1997: 8) states that the steps for constructing a narrative are orientation, complication, sequence of event, reorientation.

Those generic structures can be understood more in the following parts.

a. Orientation

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication

The complication is pushed along by a series of events, during which the readers usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and often serves to (temporarily) hinder them from reaching their goal.

c. Sequence of event

This is where the narrators or writers tell how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. Audience is given point of view by the writers.

d. Resolution

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of

course possible in certain types of narrative which leaves the readers wondering ‘How did it end’?).

e. Reorientation

It is an optional closure of event.

C. Grammar

The word grammar has several meanings and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar.

Leech (1982: 3) defined grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people.

Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.

Gerot & Wignell (1994: 2) state that grammar is a theory of a language, of how language is put together and how it works.

Based on the definitions above, having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, someone may not be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the

language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

The mechanism of grammar may not be seen concretely, because it is rather abstractly represented in the human mind, but we know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

D. The Definition of Error Analysis

Dulay (1982:139) explains that errors are parts of conversations and compositions that deviate from some selected norms of mature language performance. It means that every language has the norms, so when the learners break the language norms, they are considered making error. Consequently, errors are the deviation of the norms or the rules of the target language.

In order to analyze the learners' error in proper perspective, it is important to differentiate the errors and the mistakes which may happen in language performance. Lado (1974:165) states that mistakes refer to error performances which are either random guess or slip (failure to utilize a known system correctly). In other words, mistakes happen when the learner make random guess or slips in oral or written form. In addition, errors are also

considered as the deviation of the rule and those are as the result of the deficiency of learners' competence.

In error analysis research, the researcher needs to analyze the errors made by the students. Related to error analysis Lado (1974) explains the errors appear in sentences which are observed, analyzed, and classified to reveal the mistakes operating system within the learners, called error analysis. It means that error analysis is the process of observing, analyzing, and classifying the errors.

The errors analysis has important purposes and rules in learning the foreign language particularly English. Corder (1967:164) says that learners' errors are significant in that they provide the evidence of how language is learned or acquired, what strategies and techniques used in language learning. In addition, Davydova (1977:132) states that error analysis has two major purposes which are: (1) it provides data which infer the most error made by the learners, (2) the teachers were able to decide the suitable technique to decrease the error made by the students. In other words, error analysis helps the researcher, the teacher or lecturer, and curriculum developers to identify the error types which influence the learners' achievement in the target language.

E. The Procedures of Error Analysis Research

Spilner (1991:48) explains that there are five steps in analyzing errors which are as follows:

1. Collecting errors of subject

The researcher needs to decide what kinds of subjects she wants to use. In error analysis, there are three types of subjects which are used in analyzing error.

- a. Massive subject consists of several students as the subject which is taken from the population in order to compile a comprehensive list of errors which represent the entire population.
- b. Specific subject consists of one subject which is taken from a small number of language learners.
- c. An incidental subject involves only a subject of a single language learner which just represents the error made by the learner.

Based on those explanations, the researcher wants to use massive subject because she needs to analyze some students which are taken from the large population. However, because this research is qualitative research, she uses the documents which are made by some college students from the large population.

2. Identifying errors

The researcher needs to identify the errors after collecting the subject of the entire population. Identifying errors are classified into overt error and covert error of sentences. If the students make the correct sentences without having overt error and covert error, the researcher does not need to analyze their sentences. Overt error of sentences is unquestionably ungrammatical sentences. Overt error of sentences is easy

to identify because there is a clear deviation, for instance *I **readed** the novel*. Covert error is grammatical well-formed, but the meaning is difficult to interpreted, for example, *it was **cried***. In other words, the researcher needs to identify the students' error whether it is covert or overt errors which are required to analyze in the next steps.

3. Describing errors

Dulay (1982:54) says that the need of descriptive taxonomies of errors that focus only on observable, surface features of errors as a basis for subsequent explanation. It means that in this step the researcher only focuses on the description of the types of errors as a basis to do the next steps.

Related of surface features of errors, Spilner (1991:56) explains that there some Types of errors which are elaborated below:

a. Pre-systematic stage

In this stage, the learners are unaware of the existence of a particular rule of the target language, and they are unable to correct their language errors, and explain them. For instance, at certain point a learner says, "Her dog **will** run fast", and on the other occasion, she says, "Her dog **wills** run fast". Therefore, it is considered that she is in pre-systematic stage with respect to the non inflectional nature of modals.

b. Systematic stage

At systematic stage, the learners have discovered a rule, but they use in incorrect one. In addition, they are not able to correct the errors, but they can explain them. For example, a student says, “*I lost my street*”, on the other occasion she says, “*I lost my self*”, “*I got lose*”. Actually, she has to say, “*I lost my way*”.

c. Post-systematic stage

At this point, the students know the correct target of language rule, but they use it inconsistently. In this case, they can explain and correct their errors. The errors that happen in this stage are infrequent.

In short, based on those explanations errors are classified into three types which are pre-systematic stage in which the students are unaware about the target language rules; systematic stage in which they have found a rule incorrectly; and post-systematic stage in which they know the correct rules, but they create some errors infrequent.

Related to surface strategy taxonomy, Dulay (1982:146) explains that types of errors are elaborated in the following explanations:

a. Omission

Omission errors are characterized by the absence of items which must appear in a well-formed sentence. The students often omit grammatical morphemes. For example, (a) *Elijah a student new school*. The correct sentence should be (b) *Elijah is a student of_a new school*.

The sentence (a) is omission because the absence of the grammatical morphemes such as *is*, *the*, and *a*.

b. Addition

Addition errors are characterized by the presence of items which must not appear in a well-formed of sentences. There are two kinds of addition which is presented below:

1. Double marking

Double marking is the failure to omit certain item which is required in certain linguistic construction. Learners consider the correct tense to put both auxiliary and verb and the marks of them although sometimes it must be deleted. For example, *Mrs. Subandi don't knows my name*.

The two items are marked for the same feature which is tense, so it is called double marking.

2. Regularization

The students are often difficult to identify regular or irregular verbs of the sentences. The errors to use regular or irregular verbs in sentences are called regularization. For instance, *my sister **putted** the red pen on the table*. Consequently, *putted* is regularization because there is addition of *-ed* which is not required.

3. Simple addition

Simple addition is error addition except double marking and regularization. It is characterized by the presence of an item which should not appear in a well-formed of sentences. For example, *the **fishes** don't eat the leaves*. The –es of the plural of fish is not needed because the plural of fish is fish, so it includes simple addition.

c. Misformation

Misformation errors are the use of incorrect form of the morphemes or structures. In this case, the students supply something although it is incorrect. Misformation is divided into three types which are as follows:

1. Regularization error

The regular mark which is used to mark the irregular one is categorized into misformation. For example, *the students **readed** book in the library*. The past formed of a regular verb always put the –ed at the end of the word, but *read* is not a regular verb.

2. Archi-form

The failure of selection of one member of class forms to represent the other classes in sentences is called archi-form. For instance, ***that** chickens are tame animals*. To represent chickens, the writer has to use *those* because it indicates the plural one.

3. Alternating form

This error happens when the students are not able to indicate masculine or feminine as pronouns. For example, *Mrs. Jarno is a teacher in junior high school. He teaches Math for first grade.* Mrs. Jarno is feminine, so the suitable pronoun is *she*.

d. Misordering

Misordering is characterized by the improper placement of morphemes in sentences. For example, *in the office is my father.*

In the office is an adverb of place and it may not be a subject, so it is misordering error.

In short, based on the surface strategy taxonomy, kinds of errors are omission (the absence of needed parts in sentences), addition (the presence of unneeded items in sentences), misformation (the use of incorrect morphemes or structures), and misordering (improper placement of morphemes).

4. Errors evaluation

Error evaluation involves decision with whom the errors addressed, and what kinds of errors will be analyzed. Hence, the researcher is able to know the grammatical error made by the first year of IAIN Tulungagung in writing narrative text which assists the lecturers of the college to know the college students' error, and then they may able to carry out the students' error.

F. Sources of Error

Dulay (1982:172) determines the sources of errors which are elaborated in the following explanations:

a. Interlingua transfer

The errors are influenced by the linguistics system of the first language that is applied to the foreign language. For instance:

The hair of Erlyta is so beautiful instead of *Erlytas's hair is so beautiful*. The error of first sentence happens because the transfer structure of the first language to the foreign language.

b. Intralingua transfer

Intralingua errors reflect the general characteristics of learning rules such as faulty generalization, incomplete application, and failure. Frank (1972:173) says that the early stages of language are characterized by predominance of Interlingua transfer, but once the learners have begun to acquire parts of the new system, more and more intralingua transfer - generalization within the target language is manifested. For example, *does Ahmad Dhani can sing a song?* Instead of *can Ahmad Dhani sing a song?*

The example above is intralingua error, it occurs because the learners often make a deviant structure on the basis of other structures in the target language.

c. Learning context

Context refers, for instance to the classroom with its teacher and its material in the case of school learning, or the social situation in the case of untutored foreign language learning. It is called induced errors (Hasyim, 2002: 98). In other words, the students face difficulties to understand the target language because it is not their target language which the social situation do not support well to achieve their learning.

d. Communication strategy

A source of learner error occurs because different communication strategies employed by the learner to get a message. It includes avoidance, prefabricated pattern, cognitive and personality pattern, language switch etc. Consequently, the way to get a message in communication using the foreign language is possible to make an error understanding toward the students.

G. Previous Studies

Related to this research, there are some previous studies which are similar or in line with this study. Here the researcher presents two of the studies. Those are presented below:

The first study was conducted by Khasanah (2012) in the first year students of MAN Rejotangan. The research entitled “Error Analysis in Using Adjectives Clause of the First Year Students of Man Rejotangan in Academic Year 2011/2012”. This study employed quantitative research and used

statistical analysis to analyze the data. The research result showed that the highest errors frequency made by the students was the use of relative pronoun “whose” with the errors percentage was 32.4%. From that research, the researcher was able to contribute the information to the teachers that they had to give more attention to the English subject. In addition, they had to determine the suitable method or technique to teach the students so that the students could master the English well.

The second study was conducted by Arifin (2012) in XI IPS grade students of MAN Kunir. The research entitled “Common Grammatical Errors in Writing Made by XI IPS Grade Students of MAN Kunir Blitar”. This research applied qualitative research to analyze the errors made by the students in writing. The result of research showed that 162 errors were found because of incomplete application rules, 99 errors were found because of ignorance of rule restriction, 92 errors were found because of overgeneralization, and 55 errors were found because of false concept hypothesis.

In this study, the researcher analyzes the errors made by the college students in narrative text of IAIN Tulungagung. The researcher will analyze the data qualitatively. In addition, the researcher expects that the research result is able to give contribution to IAIN Tulungagung.