

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Grammatical Error

In the process of second language acquisition, making errors is common, especially in grammatical errors as it is regarded as a part of learning a second language or foreign language. Fries (1945) and Lado (1957) claimed that foreign or second language learners' errors can be predicted on the basis of the differences between the learners' native and the second languages. They have also suggested that where the aspects of the target are similar to those of the learner's native language, learning will be easy; otherwise, it will be difficult and second language learners are expected to make errors.

Lado (1981 cited in Waway, 2013) also states that the students who come into contact with a foreign language will find some features of it quite easy and others extremely difficult. The elements that are similar to his native language will be simple for the students while those elements that are different will be difficult. Based on the statements above, the students frequently got some difficulties. In other world, the students sometimes made grammatical errors. Students were very likely to make errors probably because of the language habit in their mother tongue that was sometimes slightly or absolutely different from English.

Grammatical Error is the error in combining words into large unit, such as phrases, clauses, and sentence. Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which

involves a failure to comply with the norm in supplying any part of word classes: noun, verb, adjective, adverb and preposition (James, 1998: 154). Syntactical error are errors that affect texts large than word, namely phrase, clause, sentence, and paragraphs (James, 1998: 156). Syntactical errors cover phrase structure error, clause error, and sentence error.

2.2 Error Analysis

According to Corder (1981) error is a part of the systematic study of the learners" language which is itself necessary to an understanding of the process of second language acquisition. Moreover, Dulay, Burt and Krashen (1982) define errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. On the other hand, Brown (2000:217) states an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner. It means that an error is something that can be seen; it shows the learner's ability.

Norrish (1987) has a broader definition than Brown. He states that to call systematic deviation, when a learner has not learnt something and consistently gets it wrong it is an error. He considers an error as a something which comes up because the learners do not comprehend something and always use the wrong one.

Concluding about the definitions above, it could be said error is something happen when the students unsuccessful in determining a new language

or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it. They cannot correct that error by themselves.

According to James (1998:1) error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Moreover, Corder (1974) states error analysis is part of methodology of investigating the language learning process in order to find out the nature of these psychological processes. Another concept of error analysis is given by Brown (1980:166) defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner.

From all the statements above, the researcher summarizes that error analysis is the process of analyzing and investigating students' deviations of the language learning process in the second language.

2.3 Types of Error

According to Dulay, Burt and Krashen (1982) classify error into four types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1) Error based on linguistic category

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style).

2) Error based on surface strategy taxonomy

This type of error has four subtypes. They are;

a) Omission

It is an error which happens because a learner does not put the needed morphemes in his/her sentence. The morphemes which disappear are from the content morpheme and grammatical morpheme.

For example: I like do it (incorrect)

I like to do it (correct)

b) Addition

This type of error is contradictive to the previous one. The character of the error is known by the presence of an item, which must not appear in a well-formed utterance. This error usually appears in the later stage of L2 acquisition, when the learner has already acquired some target language rule. There are three types of addition errors have been observed in the speech

of both L1 and L2: double markings, regularizations, and simple addition.

Here is the example of error in double marking:

(1) Double marking

Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

For example: He doesn't knows my name (incorrect)

He doesn't know my name (correct)

(2) Regularization or overgeneralization

It is typically added to linguistic items, such as the class of main verbs or the class of noun. There are both regular and irregular forms and constructions in language.

For example: I eated fried rice yesterday (incorrect)

I ate fried rice yesterday (correct)

(3) Simple addition

Errors are “grab bag” subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. There are not particularfeature, which can characterize simple addition other than those not appear in a well-formed utterance.

For example: The fishes doesn't live in the water (incorrect)

The fishes don't live in the water (correct)

c) Misformation

This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect. There are three types of misformation, they are: regularization errors, archi-forms, and alternating forms.

(1) Regularization errors

It is characterized which learner fail to choose or to select a proper word form.

For example: He is licking hissself (incorrect)

He is licking himself (correct)

(2) Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class is a common characteristic.

For example: Daddy took me at the train (incorrect)

Daddy took me to the train (correct)

(3) Alternating forms

It is defined as fairly free alternation of various members of a class with each other.

For example: I see a teeth (incorrect)

I see some teeth (correct)

d) Misordering

The incorrect placement of a morpheme or a group of morpheme in an utterance is the character of this error.

For example: I don't know what is that(incorrect)

I don't know what that is (correct)

3) Error based on comparative taxonomy

The classification is made based on the comparisons between the structure of L2 errors and certain others types of construction. To this classification of error, there are four types of error.

a). Development Error

Development error is error similar to those made by children learning the target language as their first language.

For example: Mary eat the pineapple (incorrect)

Mary eats the pineapple (correct)

b). Interlingual Error

Interlingual error is an error similar in structure to a semantically equivalent phrase or sentence in learners' native language.

For example: The man skinny (incorrect)

The skinny man (correct)

c). Ambiguous Error

Ambiguous error is error that reflects the learners' native language structure. This error could be classified equally as development or interlingual error. Example "I no go to school".

d). Other Error

Other error is error that is caused by the learners native language since the learner used it on their second language form. Example "She do hungry".

4) Error based on communicative effect taxonomy

Instead of focusing on aspect of the errors themselves, the communicative effect taxonomy concerned with the error from the perspective of their effect on the listener or reader. The focuses are on distinguishing errors that seem to cause miscommunication from those that do not. Error based on communicative effect taxonomy is divided into two parts.

a) Global error

Global error hinders communication; it prevents the learners from comprehending some aspect of messages. For instance, “we amused that movie very much”.

b) Local error

Local error itself does not interfere with understanding of an utterance, usually because there is only minor violation of one segment of a sentence. “I angry” will be local error since the meaning is apparent.

2.4 The Sources of Error

According to Brown (1980 cited in Hasyim, 2002) there are four sources of errors, they are:

a. Interlingual Transfer

Interlingual transfer (from the native language), in this early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw. For example: We heard English learners say “sheep” for “ship”

b. Intralingual Transfer

Intralingual transfer or intralingual interference the negative transfer of items within the target language or put another way, the incorrect

generalization of rules within the target language-is a major factor in second language learning. The early stage of language learning is characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire part of the new system, more intralingual transfer-generalization within the target language is manifested. Negative intralingual transfer, or overgeneralization has already been illustrated in such utterances as “he goed”.

c. Context of Learning

Context refers to the classroom with its teacher and its material in the case of school learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading from the teacher, faulty presentation of a structure or word in textbook.

d. Communication of Strategies

Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error. On the other hand, Ellis (2003:18) mentions three sources of error which are known by error of omission, overgeneralization error and transfer error.

- 1) Error of Omission. For example, learners leave out the article ‘a’ and ‘the’ and leave the –s of plural nouns.

2) Overgeneralization Error. Learners over generalize forms that they find easy to learn and process. (The learner processes new language data in his mind and procedures rules for its production, based on the evidence). For example, the use of 'eated' in place of 'ate'.

3) Transfer Error; reflect learners' attempts to make use of their L1 knowledge. While Hubbard proposed slightly different names;

a) mother-tongue interference

Although young children appear to be able to learn a foreign language quite easily and to reproduce new sound 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 lead to "foreign" pronunciation, faulty grammatical patterns and, occasionally, to the wrong choice of vocabulary.

b) Overgeneralization

The mentalist theory claims that errors are inevitably because they reflect various stages in the language development of the learner. It claims that the learner process new language data in his mind and produces rules for its production, based on the evidence only partial, such us rules may produce incorrect pattern.

c) Errors encouraged by teaching material or method

The teaching material or method can also contribute to the students' errors. Unfortunately, these errors are much more difficult to classify, as Pit Corder admits this: "... it is, however, not easy to identify such errors except in conjunction with a close of the materials and teaching technique to which the learner has been exposed. This is probably why so little is known about them.

The researcher summarizes what some experts have explained above. As a whole, there are three main sources of errors. First, error happens because the influence of the students' mother language that is called interlingual. Second, error happens because the target language itself that is called intralingual. Third, error happens because the influence of the process in teaching and learning when the teachers explain the language.

2.6 Narrative Text

2.6.1 Definition of Narrative Text

A narrative text is a text that tells a story which has function to entertain or to amuse the reader. According to Rebecca (2003) defined a narrative text is a text which relates a series or logically, and chronologically related events that are caused or experienced by factors. It is a kind of text to amuse, entertain, and to deal the readers with actual or vicarious experience in different ways.

Narrative tells the story, whereas dialogue, action, introspection, and description show the story. In notification, narrative tells about the idea whereas example, anecdotes, and description show the idea. Narrative is; it moves the story along. It is possible to overdo showing if there is not much narrative.

Anderson and Anderson (2003) explained that a narrative is a text that tells a story and in doing so, entertains the audience. It has character, setting, and action. The character, the setting and the problem of narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

In addition, Prasetyo (2011) stated that narrative text is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

Based on those definitions of narrative text, the researcher concludes that narrative text is a text that tells a story that has a problematic to solve, which it has function to amuse or to entertain the reader.

2.6.2 Kinds of Narrative Text

Generally, narrative can be categorized into the fictional narrative and nonfictional narrative:

1. Fictional Narrative

A fictional narrative presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myths, and science fiction.

2. Nonfictional Narrative

A nonfictional narrative presents a real-life person's account of a real-life story. It includes historical narratives, ballad slice of life, and personal experience.

2.6.3 Generic Structure of Narrative Text

- 1) Orientation : the place, when, who of story are established. This part sets the mood and invites the readers to continue reading.
- 2) Complication : an event or series of events involving the main character then unfold lead to complication in which the character from reaching ambition or wish. These conflicts serve to build tension and hold the reader's interest as they lead into a major problem or climax.
- 3) Resolution : the complication is resolved satisfactory in the resolution and loose ends are generally tidied up. Some narratives leave the reader to decide on the ending or resolution while others fill in all details.
- 4) Re-orientation : this is the closing remark to be story and it is optional. It consists of moral lesson, advice, or teaching from the writer.

Table 2.1 Example of Narrative Text

The Dog and the Shadow	
Orientation	It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace.
Complication	Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also.
Resolution	So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped in to the water and as never seen more.
Re-orientation	Beware lest you lose the substance by grasping at the shadow.

2.6.4 Feature of Narrative Text

According to Diana (2003), a narrative text usually has description of features and rhetorical steps. The description of features and rhetorical steps in narrative text are:

1) Plot

The plot answers the questions “what is happening in the story?” and “what is the sequence of the events?” some stories have simple and straightforward plots. Rebecca (2003) define that plot is the sequence of eventsshowing characters

in action. This sequence is not accidental but is chosen by the author as the best way of telling his or her story. If the writer has chosen well, the plot will produce conflict, tension, and action that will arouse and hold the reader's interest.

2) Characters

Characterization addresses the question "who are these people?" and "Are they believable?" Characters need to be authentic for the reader to connect with them. Reader seek characters whose humanity touches theirs. Characters are also easy to relate to and believe in. characters some to life for the reader through what they say, their actions, and what other say about them.

3) Setting

Setting informs the reader of where the story is taking place. It answer the question "where am I?" and "what will I see if I walk around here?" More frequently, the setting falls into the background, and the reader is not particularly aware of it. Readers know immediately, however, when the setting is not well drawn, because they cannot feel the sense of where they are.

2.6.5 Language Feature of Narrative Text

1) Using Past Tense

It is logical since the stories typically happen in the past. They can use simple past, past continuous, or past perfect tense.

2) Using Action Verb

Action verbs are verb that show the performance of action. They specifically describe what the subject (person, animal, force of nature, or thing) of the sentence is doing. For example: run, walk, cry, scream, explode, kick, etc.

3) Using Temporal Conjunction

Temporal conjunction expresses relationship with time, in the flow or sequence of events. For example: before, after, during/while (a period or an activity), since, until, when, etc.

2.7 Relevant Studies

The researcher takes three previous studies that were conducted by:

1. BulqisJolayWaway which the title is An Analysis of Grammatical Errors in writing Recount Text Based on Surface Strategy Taxonomy at the First Year of SMA YP UNILA Bandar Lampung. The finding of his study showed that the highest frequency of errors of surface strategy taxonomy is misinformation 81 items of errors or 46.7%. The highest students' errors frequency of each errors type is misinformation of verb which consist of 43 errors or 53%, the second is omission of verb which consist of 14 errors or 20.6%, then the third is addition of preposition which consist of ten errors or 59% and the last is misordering of phrase which consist of 9 errors or 100%.
2. Nurwahid which the title is Grammatical Error Analysis of Students' Writing Recount Text a Case Study at Second grade Students of SMP Nusantara Plus.

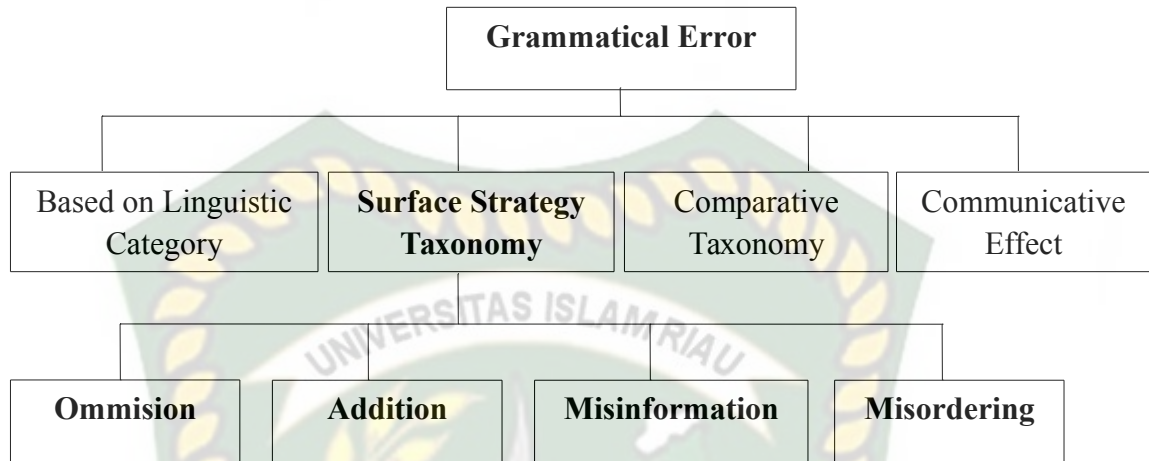
The objective of his study was to analyze the common error on students' writing made by the second grade students of Junior High School. He used Betty SchramperAzzar's Errors Classification to analyze the students' errors. The research finding showed that the common kind of errors that the students made was error in Verb Tense which received 93 errors from 301 errors or 30.89%. The other students' error was in Add a Word which the result was 59 errors or 19.60%, and 33 or 10.96% errors in Spelling. Those were the top-three errors made by students. Most of the errors were detected caused by Interlingual Transfer which the total was 180 causes or 67.66%.

3. HennyIrawati which the title is Error Analysis on Grammatical Aspects of students' Narrative writing (a case study at Economic and Business of Malikussaleh University in Academic Year 2014/2015). The result of the research show that errors on word choice are most typical errors made by students with 37 or 19.2% and then word order with 32 or 16.6%, followed by verb tenses with 29 or 15.0%.

2.8 Conceptual Framework

Figure 2.1 Types of Errors

(Dulay, Burt and Krashen, 1982)



From figure 2.1, Dulay, Burt and Krashen(1982) classify error into four types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. On Surface Strategy Taxonomy there are four elements: Omission, Addition, Misinformation and Misordering. Omission happens when a learner does not put the needed morphemes in his/her sentence, while addition happens when a learner put unneeded morphemes in his/her sentence. Misinformation errors are characterized by use the wrong form of the morpheme or structure, while Misordering are characterized by the incorrect placement of a morpheme or a group of morphemes in an utterance

2.9 Assumption

The assumption underlying in this research is the second grade students of SMA MuhamadiyahRambah mostly make errors in writing narrative text in the form of surface strategy taxonomy (omission, addition, misinformation and misordering).

