



**An Error Analysis on The English Students'
Narrative Writing Texts**

THESIS

by

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MASTER LINGUISTICS PROGRAM

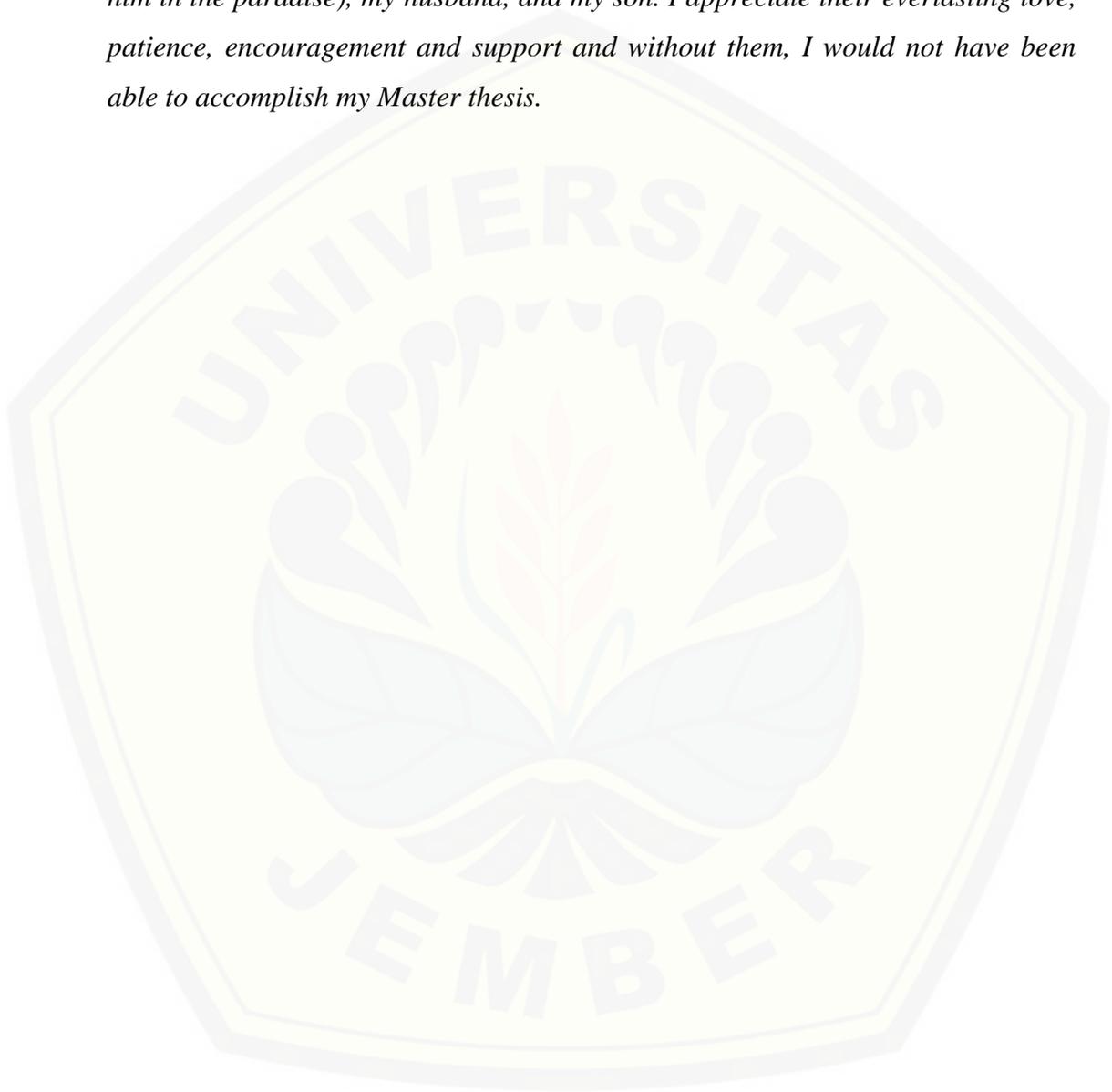
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DEDICATION

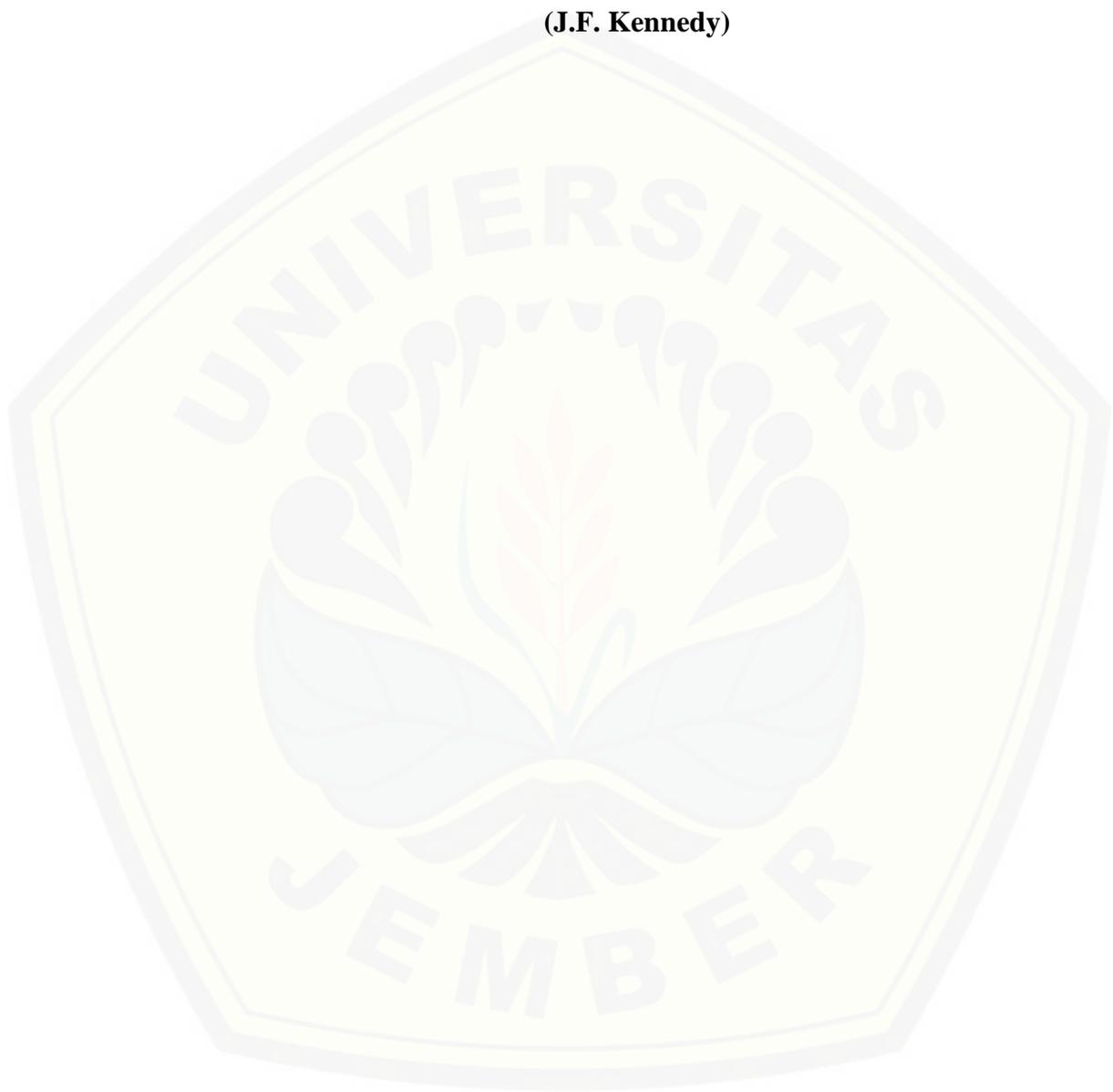
This thesis is dedicated to my mother and my late father (May Allah accept him in the paradise), my husband, and my son. I appreciate their everlasting love, patience, encouragement and support and without them, I would not have been able to accomplish my Master thesis.



MOTTO

LIFE IS A STRUGGLE, NEVER SAY DIE

(J.F. Kennedy)



DECLARATION

I hereby state that this thesis entitled: “An Error Analysis on The English Students’ Narrative Writing Texts” is an original piece of writing. I declare that the analysis and result described in this thesis have never been submitted for any degree or any publications. I certify to the best of my knowledge that all sources used and any help received in any preparation of this thesis have been acknowledged.

Jember, December 21, 2015
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SUMMARY

“An Error Analysis on The English Students’ Narrative Writing Texts”;
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In this thesis the researcher investigates the errors made by the students of the 5th semester of English Study Program of Politeknik Negeri Jember in their narrative writing texts. Learning English as a foreign language is different thing to do for the most of Indonesian students, because it cannot be learnt naturally as their mother tongue. In other words, learning foreign language means learning the dictionary, grammar and the sound of system in that language. The learners of English, in which English is completely a foreign language like Indonesian students, will of course face a new language structure which is different from the language system they have mastered. Indonesian learners may face some problems in learning English because English and Indonesian have different language families.

It is essential to know the term of errors when we are discussing them. In this case, Dulay et al. (1982:138), state that “errors are parts of a conversation or composition that deviate from some selected norm of mature language performance”. Meanwhile Ellis (1996:51) explains the errors reflect the gaps in the learner’s knowledge; that is, an error is produced due to the fact that the learners cannot identify what is correct and incorrect. In contrast, a mistake reflects the learners’ inefficient performance; that is, it occurs because the learners are not able to perform what they already know correctly. He also suggests two ways in determining error or mistake. The first one is to check the consistency of learner’s writing. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

This research belongs to a case study which is done under the purpose to provide more information thorough an analysis and give clear explanations about the objects analysed. The data of this research are qualitative data, they are some errors that taken from the students' writing narrative texts. 48 students in the 5th semester of English Study Program of State polytechnic are as the respondent of this research. In getting the data, there were two tests were applied. The first test was applied to 48 students of the 5th semester of English study program of Politeknik Negeri Jember. The test showed the result that there were 22 students who did not make any erroneous, and there were 26 students who made some erroneous in their works. To make sure whether the 26 students make some errors or mistakes, they were given a second test. The second test was aimed to know the students' consistency in making the mistakes so that it can be said that they made some errors. The result of the second test indicated that 14 students made some mistakes in their first test, but they did not make any mistake in the second test. In contrast, 12 students were consistently making some mistakes both in test 1 and test 2. It meant that there were only 12 students who made Errors in the first and second data.

The 12 students made 323 errors in their narrative text writing. The identified errors were classified based on their frequencies. When the same error occurred twice, they were counted as two errors in the tabulation. From the errors analyzed, the result showed that the category of errors committed by the students in their narrative writing texts were 5 categories, they were Verb tense (228 errors/71%), Plurality (30 errors/9%), Article (24 errors/7%) Subject Verb Agreement (23 errors/7%), , and Preposition (18errors/6%).

The students committed errors in applying sentence structure rules in English. These students have problems in acquiring normal grammatical rules in English. Since grammatical features of each language are not similar, errors made are obviously different. These errors are caused by the interference of the students' first language and their inadequate understanding of grammatical rules of English. They tend to refer to their first language whenever they face difficulties when they write in English. They construct sentences with errors

because of the differences of the grammatical rules of Indonesian and English beside the students have problems with English grammatical rules and also confuse with the rules in their first language. It means that Indonesian plays a considerable role in causing students to make errors when they write in English. In general, the findings of the study show that the Indonesian students were very much influenced by their first language in their process of learning English, which were evidently illustrated in their writings.

Therefore, It is important to make the students aware of the differences of the structure of these 2 languages to produce a good and acceptable sentence. And the teachers need to emphasize on how the concepts are handled in English and Indonesian. Teachers should also highlight certain rules in Indonesian that are not appropriate to be used when they write in English. This is to ensure that the students apply the correct form while they write in English and hence, it will decrease the occurrence of errors.

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The writer

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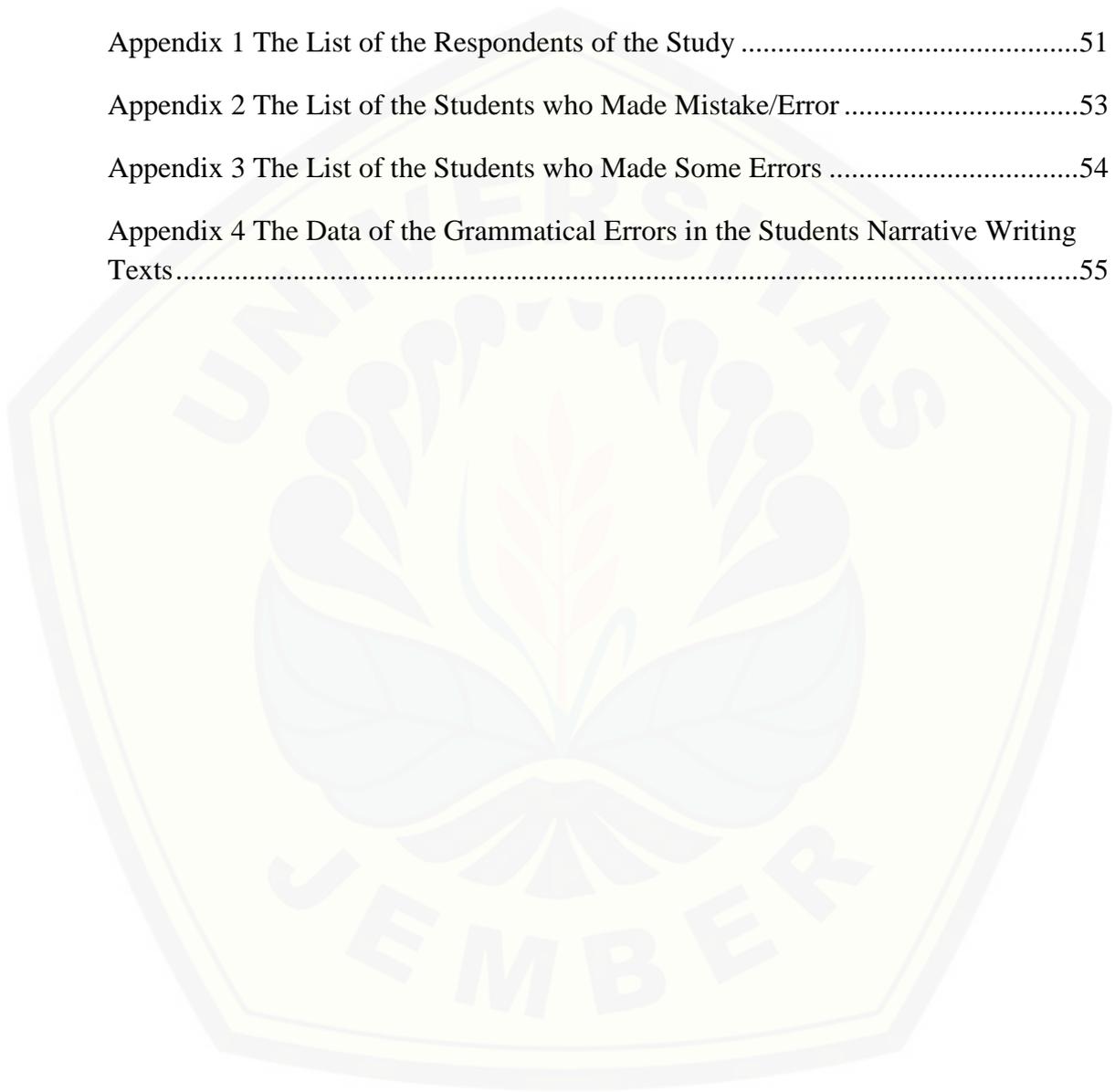
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CHAPTER I INTRODUCTION

1. 1. The Background of The Study

English is considered as an international language, since people use it all over the world. As an international language which is used by most of people around the world, English plays an important role. It can be said that English is usually used as medium in the scientific and technology research as well as international trade. English plays an inevitable role as a medium of instructions in some school as well as in most of the universities. The essential of requirement of ability in English increases the importance of English proficiency among the undergraduates Indonesian Students.

Learning English as a foreign language is different thing to do for the most of Indonesian students, because it cannot be learnt naturally as their mother tongue. In other words, learning foreign language means learning the dictionary, grammar and the sound of system in that language. The foreign language learners will face a new language structure which is different from the language system they have mastered.

In learning English, most of the Indonesian language learners may face many problems. The problems are caused by some reasons. The first reason is that every language is unique, it means that every language has its own structure and its use. English compared to Indonesian language has many similarities and also differences. The similarities are both of them use similar methods of classifying word types into nouns, verbs, adverbs, adjectives, they form words in the same way by attaching prefixes and suffixes to root words, and they have transitive & intransitive structures, etc. The differences are English has tenses for verbs while Indonesian language has no similar concept, Indonesian language doesn't have gender (male/female/neuter personal pronouns), Indonesian language doesn't have a plural suffix which is comparable to the English, and modifying adjectives are usually placed before the noun in English but after nouns in Indonesian language, etc. Lado (1957) states that "Those elements that are similar to the learner's native language will be simple for him, and those areas that are different will be difficult.

The second reason is English and Indonesian language are from different language families. English belongs to the Germanic family, which turns it's part of the Indo-European family, while Indonesian belongs to the Austronesian language family. Clearly, in terms of second language acquisition, it will generally be easier to learn a new language from the same language family as the mother tongue than to learn one from a different language family. A

German student is naturally going to have an easier time learning English than an Indonesian student.

The third reason is Languages differ cross culturally. It means that when people talk about learning language, they also have to learn about the way of thinking of the native speakers and the culture of the target language. For example, when Indonesian learners learn about English, they will learn about how an English speaker does addressing to someone which is different from their own culture. They need to understand the way of thinking, the culture of the native speaker in order that to be considered having language competence.

Because of the 3 reasons stated above, most of Indonesian language learners face many problems in learning English. They make some errors in learning the target language. The Indonesian learners tend to transfer set of habits of the language system of their native language to the target language. The similarities of those patterns will make them easy to learn, while the differences will give them some troubles. The interference of the first language to their second language might cause errors. Dulay et.al note errors as the noticeable deviation from the adult grammar of the native speaker, reflecting the interlanguage competence of the learners. Otherwise, errors are not always caused by the interference of the first language to the second one. The other cause of error is the lack of mastering English rules.

Hence, I am as the researcher decided to conduct an error analysis as the best tool for describing and explaining errors made by Indonesian language learners in learning English, in order to know the sources of these errors and the reasons. The title of this research is “ An Errors Analysis in English Students’ Narrative Texts”

1.2. The Research Topic

The research topic of this study is error analysis on the students’ writing narrative texts.

1.3. The Research Problem

Indonesian language learners may face some problems in learning English because English and Indonesian Language have different language families. They might make some errors in choosing words, in using verbs agreements, prepositions, pronouns, adjectives, and adverbs, and also in making some phrases and sentences.

1. 4. The Research Questions

This research proposal guided through following major questions:

1. What types of errors do the students make in their writing narrative texts?
2. What are the factors that influence students to make errors in their writing narrative texts?
3. How to overcome their problems?

1. 5. The Objectives of The Study

The objective of conducting this research are

1. To identify the types of errors in the students' writing narrative texts.
2. To explain the factors of the students in making errors in their writing narrative texts.
3. To explain how to overcome the problems.

1. 6. The Significances of The Study

- The result of this research is intended to be one consideration for lecturers in applying any strategy or increasing any technique of teaching English.
- The result of this research is as a means for the lecturers to improve the quality of the students performance in analyzing errors.
- This research result can be used by syllabus or material designers at English Program Study of State Polytechnic of Jember as a model in improving an effective materials and methodology.
- It is hoped that the result of this study will give some contributions to other researchers who want to conduct further research in this field of this study.

1.7. The Organization of the Thesis

This thesis is organized into five chapters. First chapter is introduction, this chapter explains the background of the research, the topic of the research, the problem of the research, the research questions, the objectives of the research, the research significances, and the organization of the research. Second chapter is literature review, this chapter reviews the theories related to research problem and presents the previous research findings. Third chapter is research methodology, this chapter presents research method applied in this research. It covers research design, data collection method, and data analysis method. The fourth chapter presents the research findings and discussion. The last chapter presents the conclusions and suggestions.

CHAPTER II THEORITICAL REVIEW

The purpose of this chapter is to review some previous researches and to review some of the related theories. The review of previous researches explains about the previous researches that have been done by some scholars under the topic of error analysis in English compositions. Meanwhile the review of the related theories is presented to give a clear explanation about the theoretical framework of the research.

2.1. The Review of the Previous Researches

The review of the previous researches is useful to provide information about the object that is analysed and the topic that is discussed. The review of previous researches provide the information of what has been done and what is still needed to be studied furthermore. In this chapter the researcher presents five previous researches under the topic of error analysis in English writing, the researcher will explain briefly about the topics and the results of some previous researches.

It is important to shed the light on some of the studies conducted on students' errors in some parts of other countries. Darus & Hei Ching (2009) conducted a study about an error analysis in written English Essays of Chinese students from vernacular schools in Malaysia. This study investigated the common errors in essay written in English by 70 Chinese students in a selected public school in Perak. For all these students, Chinese is their first language (L1). 70 essays were analyzed and categorized into 18 types of errors. The result of the analysis shows that four most common errors were mechanics, tenses, preposition, and subject-verb agreement. In composing these essays, the students were very much influenced by their L1. Intralingual transfer of Malay and developmental errors were also observed in their writing. This study suggested that teachers need to emphasize on how certain concepts are handled in English, Malay and Chinese. It is also important to make the students aware of the differences in the structure of English, Malay and their L1. Certain rules in Chinese and Malay that do not work when they write in English need to be highlighted. Students need to understand the differences of these languages and make use of the unique features to produce good and acceptable sentences.

Darus & Subramaniam (2009) studied secondary school students' error in writing English essays in Malaysia. This study examined errors in a corpus of 72 essays written by 72 participants. The participants are Form Four Malay students who are studying at a secondary school in Malaysia; 37 male and 35 female. They have experienced approximately the same

number of years of education through primary and secondary education in Malaysia. All of the participants come from non-English speaking background and hardly communicate in English outside the school. The instrument used for this study was participants' written essays and Markin software. All of the errors in the essays were identified and classified into various categorizations. The results of the study show that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement and word order. These aspects of writing in English pose the most difficult problems to participants. This study has shed light on the manner in which students internalize the rules of the target language, which is English. Such an insight into language learning problems is useful to teachers because it provides information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials.

Chan (2010) investigated the written errors of Hong Kong Cantonese ESL learners. This study examined common lexicogrammatical problems found in Cantonese English as a second language (ESL) learners' written English output. This study was conducted with 387 participants, who were asked to do two untutored and unaided free-writing tasks of about 200–300 words each. A range of lexicogrammatical error types commonly found among Hong Kong Cantonese ESL learners was identified. Errors from the lexical level included vocabulary compensation and inaccurate directionality; errors from the syntactic level included calquing, existential structures, incorrect ordering of adverbials, and independent clauses as subjects; and those from the discourse level included periphrastic-topic constructions. Mother tongue influence was inevitably an important source of the problems, but inadequate mastery of correct usage of the target language and universal processes were also important factors. The results of the study have potential for enhancing our understanding of the interlanguage grammar of learners and the nature, sources, and prevalence of learner problems. The results also have promising pedagogical implications, as they inform teachers of the levels, nature, sources, prevalence, and gravity of learner errors and equip them with the key ingredients needed for the design of appropriate remedial instructional materials.

Rahmani & Kasmani (2012) investigated an error analysis of Kurdish and Persian speaking students majoring in translation of English as a foreign language. The subject of this study were 60 undergraduate translation students studying at the Islamic Azad University, Tonekabon branch, and also 30 undergraduate translation students studying at the Islamic Azad University, Sanandaj branch. The subjects were asked to translate different

predetermined Persian sentences into English. Then, after administration of the test Dulay, Burt, and Krashen's (1982) classifications model of error analysis for analyzing errors was used. The hypotheses in this study are: 1. the type, frequency, and percentage of errors of Kurdish and Persian speaking students of English are different: omission. 2. There were statistically significant differences between Kurdish and Persian speaking students majoring in translation in surface strategy classification (SSC) of errors: omission. The result of this study shows that interference from the learners' mother tongue is the main cause of errors, confirming the strong version hypothesis of contrastive analysis. The final conclusion is that the EFL materials developed for the two groups under study should be different.

Seyyedrezaei (2013) made a study that aimed to analyze errors made by 60 TEFL students of Islamic Azad University, Aliabad Katoul Iran in their written production. This analysis was for finding the sources of the errors to see how many errors are the results of negative transfer from students' native language and how many from other possible sources. The findings show that students' native language (Farsi) is an important source of the errors in the students' written production that accounts for 46% of all their errors, i.e. half of their errors. In other words, it is a major source of errors but not the only source. Therefore, this study takes a middle approach neither total role nor no role to native language as the source of error.

Watcharapunyawong & Usaha (2013) conducted a research on Thai EFL student's writing errors in different text types. This research aimed at analyzing writing errors caused by the interference of the Thai language, regarded as the first language (L1), in three writing genres, namely narration, description, and comparison. 120 English paragraphs written by 40 second year English major students were analyzed by using Error Analysis (EA). The results revealed that the first language interference errors fell into 16 categories: *verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure*, respectively, and the number of frequent errors made in each type of written tasks was apparently different. In narration, the five most frequent errors found were verb tense, word choice, sentence structure, preposition, and modal/auxiliary, respectively, while the five most frequent errors in description and comparison/contrast were article, sentence structure, word choice, singular/plural form, and subject-verb agreement, respectively. Interestingly, in the narrative and descriptive paragraphs, comparison structure

was found to be the least frequent error, whereas it became the 10th frequent error in comparison/contrast writing. It

was apparent that a genre did affect writing errors as different text types required different structural features. It could be concluded that to enhance students' grammatical and lexical accuracy, a second language (L2) writing teacher should take into consideration L1 interference categories in different genres.

In the view of the stated value of errors and error analysis, the researcher uses it to find out the written English errors of 5th semester students of English Study Program of Politeknik Negeri Jember. Hoping to offer solutions to avoid those errors because she thinks that it is very important for teachers to show their students how to deal with writing and how to master it by analyzing the errors they commit in their writing narrative text.

2.2. The Review of the Related Theories

A scientific research needs sufficient theories to guide the researcher in conducting a research. The theories also guide the research process, forms the research questions, aids in design, analysis and interpretation. This research introduces the theoretical background and information taken from some references concerning English as a second language, especially the ones related to the learners' erroneous production. In discussing the errors, we need to know several concepts related to the topic of the research. Among others are: the definition of errors, error analysis in language Learning, kinds of errors, and narrative text.

2.2.1. The Definition of Errors And Mistakes

It is essential to know the term of errors when we are discussing them. In this case, Dulay et al. (1982:138), state that "errors are parts of a conversation or composition that deviate from some selected norm of mature language performance". Meanwhile, Brown (1987:70) defines errors as noticeable systematic deviation from the adult grammar of a native speaker reflecting the interlanguage competence of a learner. From these ideas, it can be restated that errors are systematic deviation that can be found in both oral and written language and they can be caused by competence factors or performance factors.

Sometimes researchers distinguish errors caused by some factors, such as fatigue and inattention which is called "performance factors" and errors resulting from lack of the rules of the language which is called "competence factors" (Corder, in Dulay et al., 1982:139). Further, Corder states that performance errors are known as mistakes. Supporting this statement, Tarigan and Tarigan (1988:75) state that generally, mistakes are caused by

performance factors. The limitation of remembering the rules of language causes mistake in pronouncing language sounds, words, word orders, stressing words or sentences, and so on. These mistakes can take place at every linguistic level. They can usually be corrected by the students themselves when they concentrated their mind. In this case, the students really know the rules of language used, but he forget the system, because of forgetfulness. This forgetfulness usually happens temporally. On the other hand, according to Erdogan (2005: 263), a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called.

Jie (2008;37) also notes, “a mistake occurs as the result of processing limitations rather than lack of competence while an error is the breaches of rules of code”. According to Jie, an error happens from a lack of requisite knowledge of a language learner. As such, he/she makes such errors in his/her writing because he/she does not know grammatical properties in a new language. The rules of L1 knowledge are then employed in the use of L2 writing, which causes the mother tongue interference. While Ellis (1996;51) explains the errors reflect the gaps in the learner’s knowledge; that is, an error is produced due to the fact that the learners cannot identify what is correct and incorrect. In contrast, a mistake reflects the learners’ inefficient performance; that is, it occurs because the learners are not able to perform what they already know correctly. He also suggests two ways in determining error or mistake. The first one is to check the consistency of learner’s writing. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

As a matter of fact, it is not easy to decide whether a learner makes a mistake or an error when he writes a sentence. For example; when he states “ **he don’t has a book**”, while another learner writes “ *I writes a letter*”, and so forth. Of course, we decide that he commits errors. In this case, we can appreciate the subjectivity of distinguishing between an error or a mistake in the learner’s writing. Since this study will not distinguish between errors and mistakes, this research uses the term errors to analyze the student’s English narrative texts.

2.2.2. Error Analysis in language Learning

Language teaching progress can be reached by moving up from the teacher who masters all problem solving (teacher centered oriented) towards the students’ ability to get a

success in communication (students centered oriented). A considerable attention to control and analyze the students' language achievement are the result of the moving. The best way to reach the purpose is by analyzing the errors. according to Tarigan (1988:67), error analysis is a series of methods to analyze the students' language errors which aim at making the language teaching run more effectively and efficiently. A teacher, of course, should know the way to analyze the students' language errors.

Teachers who have waged long battles against their students' language errors have come to realize that making errors is an evitable part of learning. People cannot learn language without first systematically committing errors (Dulay et al., 1982:138), Dulay et al. state that studying learners' errors serve two major purposes. First, it provides data from which inferences about the nature of the language learning process can be made. second, it indicates the teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which errors types detract most learner's ability to communicate effectively (Dulay et al., 1982:138).

Based on the opinion above, it can be concluded that studying learners' errors will be useful for the lecturers, the learners, and the researcher. it is expected that the learners' errors can help (a) the lecturers judge the effectiveness of certain methods in language learning, (b) the students get feedback and improve their mastery of language, and (c) the researcher gets an evidence of how the students learn or acquire the language.

2.2.3. The Source of Errors

In order to be able to decide whether it is error or not, it is needed to understand fully the source of errors. The source of an error could be interlanguage or intralanguage. Brown (1987: 177-181) notes that classification of errors in comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of construction. He also states about source of errors related with comparative taxonomy, namely: interlingual errors, intralanguage and developmental errors.

2.2.3.1 Interlanguage Errors

This source of errors can be called errors by negative transfer. Richards (1974: 173) states if the learners of a foreign language make mistakes in the target language by effect of his mother tongue that is called as interlanguage. For example, any Indonesian writer learning English may write "*Ahmad dan Fatma menikah*" in his mother tongue, and he may transfer

his old habit to the target language. The result would be Ahmad married with Fatma, which is not acceptable in English.

Dulay et al. (1982:171) state that interlanguage errors are similar in structure to a semantically equivalent phrases or sentences in the learners' native language. In line with this, Richards (1974:173) states that interlingual errors are caused by interference of the learners' mother tongue. It means that interlingual errors happen because there is influence of the learners' native language construction of phrases and sentences. It can be taken as an example in the usage of English in oral or written forms. It is found in the interference of the Indonesian construction. For instance, the students omit the verb "be" in the simple present tense pattern, for example: *He at home*. In this sentence, the students make a grammatical error by omitting the verb "is" in the sentence. This error may be caused by interlingual errors, because the sentence is influenced by their mother tongue's sentence construction. In the English sentence, the verb "be" must be put between the subject and complement. This system does not happen in Indonesian. the correct sentence should be: *He is at home*

More Examples in the usage of English both in oral or written forms are often found in the interference of the Indonesian construction. these two examples are the omission of plural inflection in the following forms: "some toy, many book", etc. This happened because plural inflection does not occur in Indonesian as it happens in English. Indonesian in most cases does not express its plurality by such an inflectional suffix, but by reduplicating the singular form or by plural quantity expression such as "**bapak-bapak, ibu-ibu, beberapa**", "**banyak**", "**para**", etc.

2.2.3.2. Intralanguage Errors and Developmental Errors

Interferences from the students' own language is not the only reason for committing errors. Students may make mistakes in the target language, since they do not know the target language very well, they have difficulties in using it.

According to Richard (1985:174) intralanguage errors are those which reflect the general characteristics of learning rules and failure to learn condition under which rules apply. Further, he states that developmental errors illustrate the learner's attempt to build up hypothesis about the English language from his limited experience of it in the classroom or textbook. Briefly, developmental errors happen because the learner has limited experience of attempting to build up hypothesis about the English language. The causes of intralanguage and developmental errors are a) overgeneralization, b) ignorance of rule restrictions, c) incomplete application of rules, and d) false concepts hypothesized.

Richard gives the following examples:

Teacher's questions

- 1) How much does it cost?
- 2) Does he go to the mosque?

Student's responses

- it cost five dollars
- Yes, he go to the mosque

From the examples above, it seems that the student's responses get the influence from the teacher's questions. To answer these questions, he just transforms the end of the questions by omitting some words and applying an incomplete structure rule. In this way, he ignores the rules. As a result, the students produce morphological errors of the third person singular inflection, such as the sentences below;

Wrong

- it cost five dollars.
- Yes, he go to the mosque

Right

- it costs five dollars.
- Yes, he goes to the mosque.

d. False Concept Hypothesized

According to Richard (in Tarigan, 1990:88), there is still another error which is the same kind as developmental error which is descended from false comprehension about the distinction of target language. Further, he explains the misinterpretation about the use of the word was and is by giving examples. The use of was in English can be interpreted as time signal of past activity and the is form may be interpreted as time signal of present activity. As a result, because of these interpretations the learner makes sentences as follows:

- (1) *One day it was happened*
- (2) *He is speaks Dutch*

The correct form of the sentences above are:

- (1) *One day it happened*
- (2) *He speaks Dutch.*

The words was and is are not necessarily added to those sentences.

2.2.4. Classification of errors

Dulay, Burt, and Krashen (1981; 146) say people cannot learn language without first systematically committing errors. There are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

2.2.4.1. Linguistic Category Taxonomy

Dulay, Burt and Krashen. (1982: 147) explain linguistic category taxonomies classify errors according to either or both the language component and the particular linguistic constituent the error effects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

2.2.4.2. Surface Strategy Taxonomy

Dulay, Burt, and Krashen (1982: 149) state surface strategy taxonomy highlights the way surface structures are altered. The surface strategy elements of a language are altered in specific and systematic ways. Among the common errors are:

1. Omission Errors

Dulay, Burt, and Krashen (1982: 149) argue that omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learners omit grammatical morphemes much more frequently than content words. For example: “He comes my house.” It must be “He comes to my house.” Omission is the error of leaving out an item that is required for an utterance to be considered grammatical

2. Addition Errors

Addition errors based on Dulay, Burt, and Krashen (1982: 147) are characterized by the presence of an item which must not appear in a well-formed utterance. There are two categories of addition according to Dulay Those are:

a. Double marking

Double marking happens when the learners failed to delete some unnecessary item that identified as error. For example, as in “She does not reads the book.” In the example, there are two tenses marker: “does” and “reads”. The used of auxiliary and verb seem as such phenomena that be common errors in constructing sentences.

b. Regulation

Regulation occurs when learners confuse to decide the use of regular and irregular form. For instance: “eated” and “childs”. These kind of errors happened when learners use the tense marker –ed in irregular verb or when putting the suffix –s in the noun that do not have the addition –s form.

3. Misformation Errors

Define misinformation errors are characterized by the use of the wrong form of the morphemes or structure. For example: “I am believing in you.” In this case the learners were supplied a present continuous tense marker, even though it was just not the right.

4. Misordering Errors

Misordering is the error of putting the words in utterance in the wrong order. For example: “She will come evening tomorrow.” This sentence has the wrong order of adverb of time “evening tomorrow”. It must be changed becomes: “She will come tomorrow evening.”

2.2.4.3. Comparative Taxonomy

Comparative taxonomies classify errors based on comparison between the structure of language learner errors and certain other types of construction. The errors are classified into developmental errors (intralingual errors) and interlingual errors.

2.2.4.4. Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.

2.2.5. Writing

Writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. Leki (1998; 5) asserts that having adequate writing skills helps our readers comprehend our ideas very easily. From these vantage points, it can be perceived that writing skills are very useful to help students communicate their ideas clearly. Thereby, their readers can properly understand the information they intend to convey.

According to Hornby (1955; 83), there are several definitions of writing, they are:

1. a. The activity or occupation of writing, e.g. stories or article
- b. Books, stories, articles
- c. The literary style of such material
2. written works, e.g. books or essays
3. the general activity or skill of writing
4. written or printed words
5. the way in which person make letters when writing

Based on the opinion above, it can be stated that writing skill is an ability to express an idea, opinion, feeling, or experience that somebody has heard in written form. It can begin from a simple piece of writing to a more advanced level.

Writing is also a process constituting planning, drafting, revising and editing. Thus to write well, people need to go through several stages to produce a well-developed piece of writing. In terms of this, Robinson and Modrey (1986; 11) say, “writing is a process. Writing is not an activity accomplished in one setting”. From this vantage point, it can be concluded that writing is not an easy task as it involves several processes every writer should take to write the many and various forms of writing.

Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence. All of these items are essential in writing. In line with this, Wilkinson (1985 ; 85) defines “ Writing is a frame means of developing of our thinking and our emotion and therefore of defining and redefining, ourselves”. Writing can help us more to consider our thought, to analyze our feelings because it gives us time and opportunity for reflection.

There are various ways to express ideas in written forms. Based on the ideas written in composition, writing can be classified into four, namely narration, description, exposition, and argumentation. According to Wishon & Burk (1980 : 383), there are four types of writing, they are :

a. Description

The purpose of description is to present the characteristics of object, persons, places, and sensations the learner presents. The thing that the learner has to do in writing description is to show the readers, not to tell them. She has to try to make the readers see what she sees, smells or tastes what she smells or tastes. Description attempts to give feeling to the readers. The writing in this form should be written or described as really as possible.

b. Narration

Narration is a form of writing, which relates the story to act of events. The series of events are arranged in chronological order of time. The example of these types are short stories, novels, and new stories.

c. Exposition

It explains something an explanatory paper tells what thing it is, how it works, how it is made, how it is like or unlike something else or how something is caused.

d. Argumentation/Persuasion

This technique is used in persuading and convincing someone about something. George (1980: 384) said that it is used to persuade the readers to follow the writer's ideas, make a case, prove or disprove a statement.

2.2.5.1. The Definition Narrative Text

Narrative is a story that is created in a constructive format that describes a sequence of fictional or non – fictional events. Narrative text involves writing about an event or a series of events, real or fictitious, the logical arrangement of idea and sentences in narrative text is chronological according to time order. Fictional prose, such as novels and short stories is the example form of narrative text. Social functions of the narrative text are to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis and then turns into resolution or solution to the problem.

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. They 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.

One of the language features of narrative text is using action verbs in past form. About narrative, Knapp and Watkins (2005) adds that formally, narrative sequences people/characters in time and space. In its most basic form, in text types such as recounting and retelling, the genre does little more than simply sequence. A key characteristic for all text types in the genre, however, is the requirement to orient or introduce the reader/listener to the people, time and place in the story. The structure of narrative is generally more complex than the orientation and sequencing typical of recounting.

According to Haryanti (1999: 54) narration is the recounting of a series of an event with beginning, middle and the end. Narrative paragraph usually follows chronological order but they may also use of flashback and other temporal schemes. Narrative is type of writing tells the story using chronological order. The narrative writing has purpose to entertain and to tell story. Narration can be used to achieve any aim: to inform or instruct, to convince or persuade, to entertain or please, or to express strong feelings and emotion. So, narrative text has meaning the text that told us about story.

In writing narrative text students can express their personal experience include thought and feelings, students can present detail in an easy to follow sequence, use complete sentences and almost free of errors. "Writing Narrative is kind of text to tell the activities or events in the past, which give priority to the problematic experience and resolution with the purpose to amuse and often be intended to give moral lesson for the reader"(Pardiyono, 2007).

Narrative deal with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Narratives tend to feature the use of

- past tense verbs (mostly simple past but past perfect, past progressive, and sometimes *would/could* for past time meanings)
- adverbs with past time reference
- chronological order (signaled by those adverbials)
- proper nouns (for the names of people and places)
- personal pronouns (to refer to those people and places)

Narrative deal with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Characteristics of narrative text (Maharani, 2007:68) are:

1. Using past tense.
2. The purpose of text communicative is to amuse the reader with real experience or imagination.
3. The structure of narrative text there are:
 - Orientation, Complication, Resolution
 - Orientation consists of figure, time and place.
 - Complication consists of the events or the problem turned to conflict.
 - Resolution consists of solution the problem toward conflict that happened.
4. Using conjunction to put the event. Example: then, before, that, etc

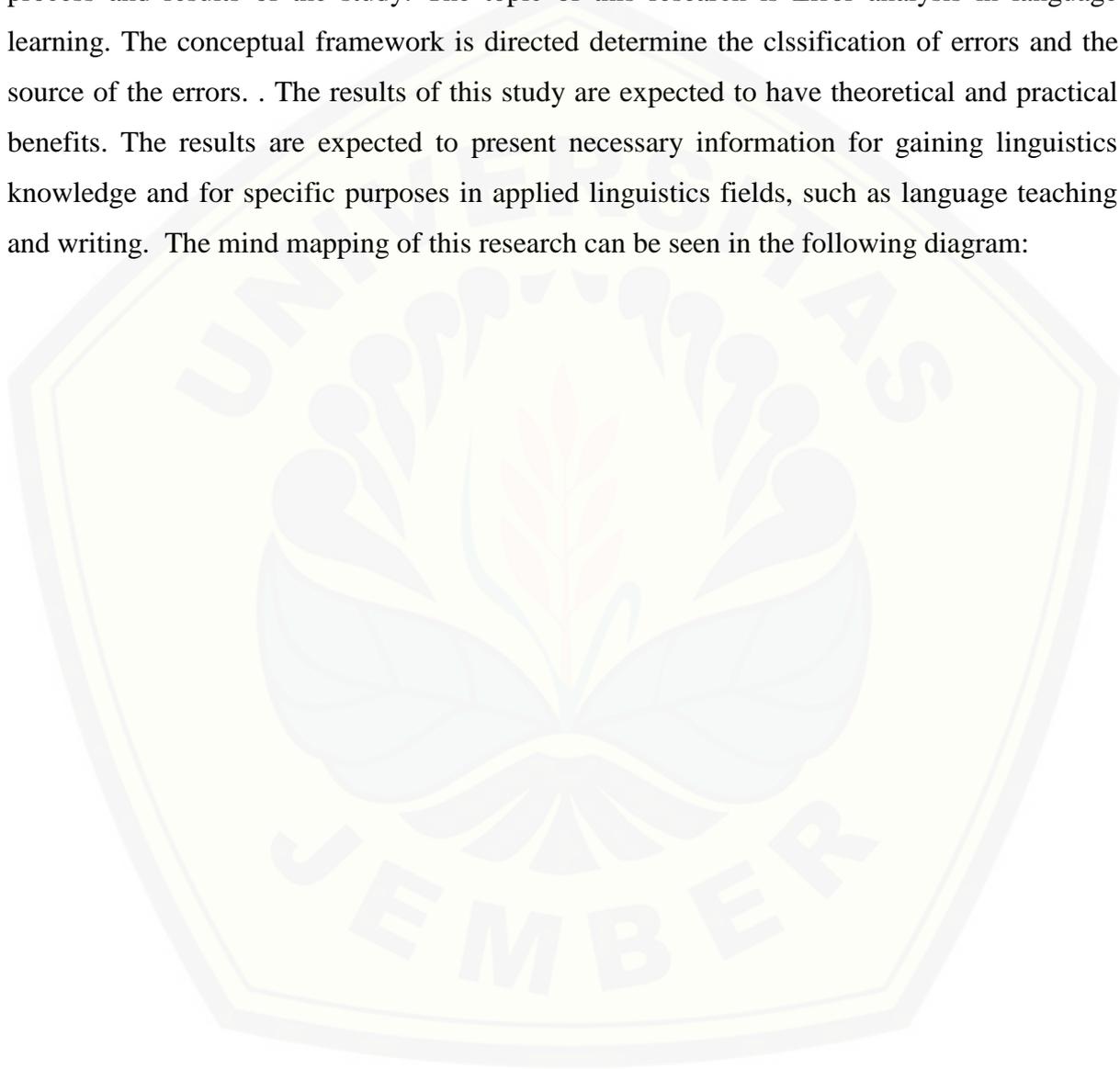
2.2.5.2. Aspects of Writing

In writing process, the student should pay attention to the aspects of writing in order that they are able to write well. The students' writing performance can be evaluated from five aspects of writing. According to Cohen (1994 : 328 - 32) there are five aspects of writing, they are (a) Content : main ideas stated clearly and accurately, chance of opinion very clear, (b). Organization : coherent and logical, (c). Vocabulary : choices of words, use of idioms, and word forms, (d) Grammar : control of structure, and (e). Mechanics : mastery of spelling

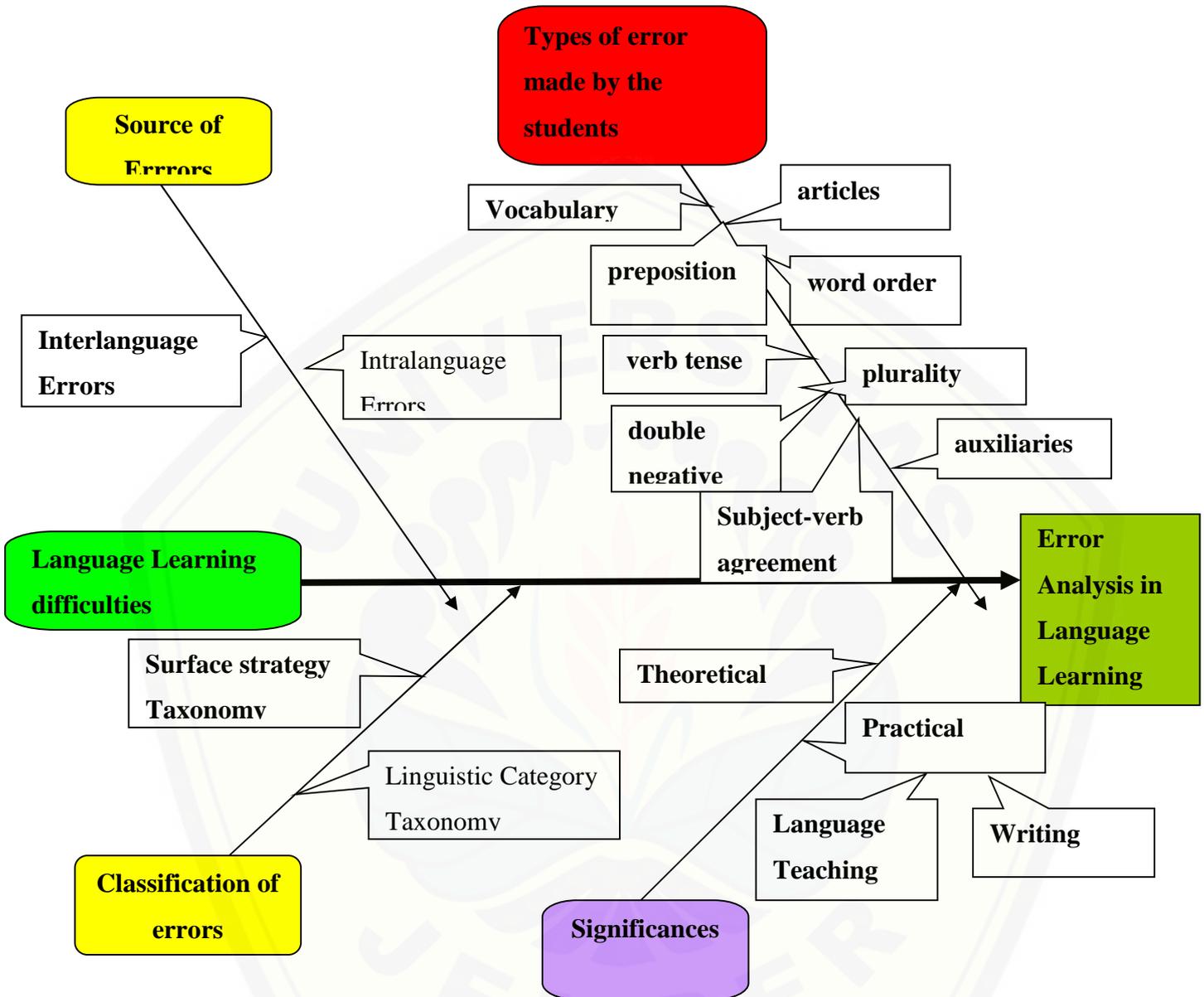
and punctuation. In this study the test will be limited into two areas, that are vocabulary, and grammar. To gain an understanding of the source and frequencies of errors made by Indonesian learners, the writer proposes the study of errors in written production of English.

2.2.5. The Theoretical Framework

In the present study, a conceptual framework is used to give the direction for the process and results of the study. The topic of this research is Error analysis in language learning. The conceptual framework is directed to determine the classification of errors and the source of the errors. . The results of this study are expected to have theoretical and practical benefits. The results are expected to present necessary information for gaining linguistics knowledge and for specific purposes in applied linguistics fields, such as language teaching and writing. The mind mapping of this research can be seen in the following diagram:



Fish Bone Diagram



Note:the bold written parts are the parts of the research discussion



CHAPTER 3. RESEARCH METHODOLOGY

This chapter explains the research method, the data collection method, and the data analysis method. The research method explains about the research method and design used in this thesis. The data of the research explains about the type of data, the source of the data, and the way in which the data collected. The data analysis explains the steps in which the data processed.

3.1 The Research Types

There are many types of research that can be used by the researcher in conducting a research. The three common approaches to conducting research are qualitative, quantitative, and mixed methods. Qualitative research is a holistic approach that involves discovery. It is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences Creswell (2003;19). Qualitative design is research design which is used to observe natural object where the researcher is the instrument key. Zoltan Dornyei (2007;2) states that “qualitative research involves data collection procedure that result primarily in open-ended non-numerical data which is then analyzed primarily by non-statistical methods”. While Quantitative research is the research that uses the numeric form of data. Leedy and Ormrod (2001;149) alleged that quantitative research is specific in its surveying and experimentation, as it builds upon existing theories. The methodology of a quantitative research maintains the assumption of an empiricist paradigm Creswell (2003;19). The research itself is independent of the researcher. As a result, data is used to objectively measure reality. Quantitative research creates meaning through objectivity uncovered in the collected data.

And the last is Mix method approach. In mixed methods approach, researchers incorporate methods of collecting or analyzing data from the quantitative and qualitative research approaches in a single research study Creswell(2003;19) That is, researchers collect or analyze not only numerical data, which is customary for quantitative research, but also narrative data, which is the norm for qualitative research in order to address the research question(s) defined for a particular research study. As an example, in order to collect a mixture of data, researchers might distribute a survey that contains closed-ended questions to collect the numerical, or quantitative data and conduct an interview using open-ended questions to collect the narrative, or qualitative, data.

Meanwhile, the research method of this study is qualitative method as the basic research. According to Patton (1980: 40), the qualitative method is attempts to understand

organizing patterns that exist in the empirical world under study. In addition, the qualitative data consists of entire passages from documents that are collected. There are several different methods for conducting a qualitative research; however, Leedy and Ormrod (200;148) recommend the following five: Case studies, grounded theory, ethnography, content analysis, and phenomenological. Creswell (2003;15) describes how these methods meet different needs. For instance, case studies and the grounded theory research explore processes, activities, and events while ethnographic research analyses broad cultural-sharing behaviors of individuals or groups. Case studies as well as phenomenology can be used to study individuals.

Creswell (2003;15) defines case study as “researcher explores in depth a program, an event, an activity, a process, or one or more individuals”. The case study can be either a single case or a case bounded by time and place. Leedy and Ormrod (2001;149) state, case studies attempt to learn “more about a little known or poorly understood situation”. Case study research has played a very important role in applied linguistics, particularly in studies of language teaching, learning, and use. The case in such studies generally has been a person (e.g., a teacher, learner, speaker, writer, or interlocutor) or a small number of individuals on their own or in a group (e.g., a family, a class, a work team, or a community of practice). The cases are normally studied in depth in order to provide an understanding of individuals’ experiences, issues, insights, or performance within a particular linguistic, social, or educational context. Rather than discuss constructs, hypotheses, and findings in terms of statistical patterns or trends derived from a larger sample or survey of a population of language learners, as in some quantitative research.

Creswell (2003;15) suggests that the structure of a case study should be the problem, the context, the issues, and the lessons learned. The data collection for a case study is extensive and draws from multiple sources such as direct or participant observations, interviews, archival records or documents, physical artifacts, and audiovisual materials. The researcher must spend time on-site interacting with the people studied. The report would include lessons learned or patterns found that connect with theories. From the description above, it can be said that this research belongs to a case study which is done under the purpose to provide more information thorough an analysis and give clear explanations about the objects analysed.

3. 2. The Source of the Data

Data are the most important things in conducting research. It contains of many information which are very necessary. There are two general types of data, Quantitative data and Qualitative data. **Quantitative data** is an information about quantities; that is, information that can be measured and written down with numbers. For examples are length, height, area, volume, weight, speed, time, temperature, humidity, sound levels, cost, members, ages, etc. While **Qualitative data** is an information about qualities; this information can't actually be measured. It deals with descriptions, this data can be observed but not measured. For examples are colors, textures, smells, tastes, appearance, beauty, etc.

The data of this research are qualitative data, they are some errors that taken from the students' writing narrative texts. 48 students in the 5th semester of English Study Program of State polytechnic are as the respondent of this research. In determining the respondents, Arikunto (1989:107) states that if the subjects are less than 100, we can take all of them as the respondents. The data were collected through 2 steps. In the first step, the respondents were given test 1, they were asked to write a narrative text writing and the topic was about Holiday. They had to write their texts based on their experiences of their own holiday. The narrative writing text ranged from 200-300 words each. The students were given one week to write their narrative writing texts before they collected them. Then, the second steps was applying a second test. The second test was aimed to know the students' consistency in making the mistakes so that it can be said that they made some errors. The 26 students were asked to write narrative writing texts based on their experiences when they joined the field study at Kebun Raya Purwodadi and Wonosari Tea Plantation Lawang, Malang. The narrative writing text ranged from 300-400 words each. They were given two hours to complete their second test and an hour to check and revise their own writing. Then, to minimize their spelling mistakes, they had to type their works using the computers in the language laboratory. They had to finish their narrative writing texts in 3 hours, then they had to print out and submit them.

3. 3. The Data Collection Method

There are several techniques in collecting the data including interview, questionnaire, observation, documentation, and Focus Group Discussion (FGD), Noor (2012;140). The data collection method that is used in this research is documentary method. The data collection method considered as documentary method because the researcher only take the data from the document and does not take the data from the field such as by doing interview or giving questionnaires to people.

According to Arikunto (2002; 124) document is to look for the data about things or variables in the form of notes, transcripts, books, newspapers, magazines, and inscription. Agenda for information embodies data relating to clients under investigation. Documentation is a technique of data collection method, which involves a record of events in the past in the forms of handwriting, pictures, or even literature works is used, Sugiyono (2006;329).

The document used in this research is students' assignments on writing narrative texts. The document itself is used to analyze students' errors made in their narrative writing texts. Three steps are used to analyze the data obtained from the students' hand writings. Firstly, the students' works are all checked and read. The incorrect sentences are given check marks by using stabilo ink. Secondly, the students' errors are classified into some types. The classification of errors is tabled based on Ellis' theory (1996;48):

- a. Identifying the choice of vocabulary, surface strategy taxonomy errors and comparative taxonomy errors made by the students in their writing narrative texts. The identification of errors will be done the underlining a number of errors made by the students in their writing. Then the identification is continued by coding the errors found by using certain codes.
- b. Classifying the errors into the categories of errors. The classification will be done by the listing the errors found in each category. Finally, the classification of errors will be administered by tabulating the data.
- c. Finding the percentage of each type of syntactical errors by using Anas Formula.
- d. Consulting the percentage to the table of the classification level types of errors.
- e. Drawing a conclusion to answer the research questions.

Thirdly, the percentage of each error point was counted according to the determined formula. (Miles and Huberman, 1994:12).

3. 4. The Data Analysis

Data analysis is used to analyze the result of students' error in writing narrative text and the types of errors. To analyze the data, the researcher use a table of classification errors to display each error made by students. Therefore, in analyzing the data, the writer used error analysis method. Corder as cited in Ellis (1996: 51) suggests the following steps to conduct an error analysis research:

1. Collection of samples of learners' language

The researcher will try to determine the data that are collected to be treated.

2. Identification of errors

In this step, the researcher will identify the collected data and try to find out the errors by underlying the errors.

3. Classification of errors

Grouping the errors that will be founded and stating the classes of the errors. The errors will be classified based on surfaced strategy taxonomy, comparative taxonomy and vocabulary.

4. Explanation of errors

In this step, the researcher will try to explain how and why a sentence called to be erroneous.

5. Evaluation of errors

Here, the writer used the evaluation of errors as a step that involved drawing conclusion.

6. Identification of factors and dominant factors.

In order to identify the errors, an error classification scheme developed by Djatmika et al. (2014) is adapted in this study. It consists of 14 types of errors. However, based on the common errors that made by the 5th semester students in writing courses, only 9 types of errors are chosen in this research as follows: 1. vocabulary, 2. articles, 3. plurality, 4. auxiliaries, 5.verb tense, 6.subject + verb agreement, 7. double negative, 8. word order, and 9. Preposition.

1. Vocabulary

Vocabulary involves of choosing a correct word to express a meaning from a number of similar words, spelling, and relates to the use of word based on its functions, whether the word should be as a verb, noun, adjective or adverb.

Examples of error identification:

Some people always complaining about the wether

I don't like her. She's always gossipping and speaking lies about other people.

Error Correction

Some people always complaining about the weather

I don't like her. She's always gossipping and telling lies about other people.

2. Articles

An article is a word that is used with a noun to indicate the type of reference being made by the noun. English has two articles: **the** and **a/an**. **The** is used to refer to

specific or particular nouns; **a/an** is used to modify non-specific or non-particular nouns. We call **the** the *definite* article and **a/an** the *indefinite* article.

Examples of error identification:

I went to shopping mall and buy some milk

My friend was looking for ___ place to ___ rent car

Error Correction

I went to **the** shopping mall and **bought** some milk

My friend was looking for **a** place to **a** rent car

3. Plurality

Is a process of adding morpheme (s/es) to pluralize nouns. There are many exceptional nouns that do not use adding s/es to construct their plural forms.

Examples of error identification:

In this place we just **spend two hour** because the weather was not really good.

Many **experience** I got by going to Yogyakarta

Error Correction

In this place we just **spend two hours** because the weather was not really good.

Many **experiences** I got by going to Yogyakarta

4. Auxiliaries

Wrong use of **be, have, do**

Examples of error identification:

Because our schedule was full, we **don't** go anywhere

Even we **are** not really satisfied in Tabuhan island

Error Correction

Because our schedule was full, we **didn't** go anywhere

Even we **were** not really satisfied in Tabuhan island

5. Verb Tense

Errors of wrong tense or wrong verb occur when a learner uses the wrong verb tense in a certain sentence.

Examples of error identification:

I went **to** shopping mall and **buy** some milk

At that time, I **have** many plans to go, but I only **choose** Kampung Inggris

Error Correction

I went **to** shopping mall and **bought** some milk

At that time, I **had** many plans to go, but I only **chose** Kampung Inggris

6. Subject/Verb Agreement

Subjects and verbs must agree with one another in number (singular or plural). Thus, if a subject (the person or thing doing the action) is singular, its verb (the word representing the action) must also be singular; if a subject is plural, its verb must also be plural.

Examples of error identification:

Everyone **have** done his duty

There **was** so many beautiful egg decorations

Error Correction

Everyone **has** done his duty

There **was** so many beautiful egg decorations

7. Double Negative

A double negative occurs when two forms of negation are used in the same sentence.

Examples of error identification:

I **didn't** have **no** money

We **haven't never** seen that place before

Error Correction

I didn't have **any** money

We **have never** seen that place before

8. Word Order

Word order is the syntactic arrangement of words in a sentence, clause, or phrase.

Examples of error identification:

He rode **carefully** his bike

Because **rarely** we can come together in one place like this

Error Correction

He rode his bike **carefully**

Because we **rarely** can come together in one place like this

9. Prepositions

A preposition is a word that shows the relationship between a noun or pronoun and other words in a sentence. It links nouns, pronouns and phrases to other words in a

sentence. The word or phrase that the preposition introduces is called the object of the preposition. A preposition usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence.

Examples of error identification:

I was born on 1995

They have known each other since eight years

Error Correction

I was born in 1995

They have known each other for eight years

