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CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical framework

1. Nature of error analysis

a. The definition of Error

Talking about learning, error is impossible never done by students' in learning process. According to Brown (2000, p.70), error is the students' signs who have not mastered the English rules. It is the common thing and normal if students make some errors during the learning process.

One example in learning English. In Indonesia, the students often made error in learning English, because English is their second language. Learning the second language is different from learning first language. For students, error is important because from the making error students can be learn how to make the good. According Garrido (2012), the study of errors is important thing since errors permit the description of developmental stages in the acquisition of a second/foreign language.

b. The Definition of Error Analysis

Error analysis is used to analyze the errors that are made by the students. According to Andrian (2015), the study of students' errors has become an important thing of foreign language research. In addition Yang (2010), error analysis is the process of determining the

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incidence, nature, causes, and consequences of unsuccessful language. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or why the learners do the errors. Error analysis will show teachers some problems facing by the students.

In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should to know error analysis because it becomes a useful key to understanding the process of foreign language. They should to know how the target language is learnt and what the best strategy the learners done in order to master the target language. After conducting the study of error, the teachers can improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students.

From the explanation above, the researcher can conclude that error analysis is methodology for investigating students' competence of the second language acquisition or a foreign language. It describes students; inter language and can be used to identify the possible mistakes or errors that are made by students.

c. Distinction between Error and Mistake

In learning foreign language not only the students make error but also mistake. Most of people misunderstanding about errors and mistake, they think errors and mistakes are the same meaning. In this research, the researcher will explain the differences between error and mistake. According to Susan and Lary (2008), mistakes are described

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as a slip of tongue and not systematic, while an error is indication of systematic and based grammar.

Diane Larsen-Freeman and Long (1991, p.58-59) give more explanation about *error* and *mistake*. Distinction between a mistake and an error, i.e.: whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rule of the L2. A learner cannot self-correct an error because it is a product reflective of his or her current stage of development, or underlying competence.

Based on the statement above, we can conclude that mistakes are generally one time only events. The people or student who made a mistake is able to recognize it is a mistake and correct it if necessary and they would realize what the right answer is. An error, on the other hand, is systematic. Error is wrong response because the students do not have knowledge about what the right answer is.

d. The Types of Error

According to Dulay (1982, p.150). error is divided into four categories: error of omission, error of addition, error of misformation, and error of misordering. Here are the explanations:

a. The Error of Omission

Error of omission characterized is the absence of an item that should appear. The student omits the item that should appear in the good utterance. Omission has two types of morphemes that

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are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. Grammatical morphemes are little words that have minor play in sentences like noun and verb inflections, articles, auxiliaries, and preposition.

Example: *I bought snack, finished run at 07:00.*

b. The Error of Addition

The error of addition is the opposite of omission. Corder (1981, p.36) said “Addition where some element is present which should not be there.” In addition, the students add the utterance that is not needed in a sentence, or the learners add some unnecessary element. For example: Oh, *I am sorry its my bad.*

From the example above, the student could not be able to use subject pronoun *it*. He added /s/ for subject pronoun *it*. He could not distinguished between *it's* and *its*.

c. The Error of misformation

Ellis said (2008, p. 52) Error of misformation is the use of wrong form of the morpheme or structure ”This error is made by the student when the student chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of misformation, the student supplies something even though that is incorrect. For example: *Ade and me is very happy.*

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From the example above the students used object pronoun *me* for subject pronoun *I* in the sentence. Although the meaning of *me* and *I* were the same in Bahasa Indonesia, but they were in different usage.

d. The Error of misordering

Ellis said (2008, p. 52) “The incorrect placement of a morpheme or group of morphemes in an utterance.” Error of misordering is the error where the items presented are correct but wrongly sequences. For example: *They animals have strep teeth.*

The word animals in those sentences should be placed into the end of the sentence in order to be an appropriate sentence. In other hand, if the word animal was eliminated, it also would be an appropriate sentence.

2. The nature of writing narrative text

a. Definition of narrative text

Narrative text is a kind of texts or genres that is used to inform or tell a story to readers or listeners. According to Derewiankara (1995, p.40) the basic purpose of narrative text is to entertain, i.e. to gain and hold the reader’s reflection in a story.

b. Generic structure of narrative text

The generic structure of narrative text describes the arrangement and placement of the story’s martial. Orientation, complication, crises, climax, and resolution are all the aspects of story

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that from the backbone, Skelton and pattern of development. According to Renkema (1993, p.45) divides a narrative text into three components, namely:

1. Orientation

In this paragraph the narrator or writer attempts to sketch in or create the “position world” of this particular story. The reader is introduced to the main characters and minor characters and tells the audience who is in the story, when it is happening, where it is happening and what is going on. The writer also creates good atmosphere so that the reader follow the story.

2. Complication

This is the part of the story where the narrator or writer tells about something that begin a chain of events. These events affect one or more of the characters. The complication is the trigger. The complication is like world and gives the readers or listeners convince that whether the problem can be solved. Then, this complication involves the main characters.

3. Resolution

This paragraph, the narrator makes solution or overcome the problem although sometimes there are some narrative texts only led the reader or hearer asks how story ends. In “satisfying” narrative, a resolution of the complication brought about. The complication may be resolved for better or for worse but it is rarely left completely unresolved (although) this is of course

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possible in certain types of narratives which leave us wondering “how did it end?”. It ends the story happy ending or sad ending.

c. Language Feature of Narrative Text

Anderson (1997, p.50) said that a narrative text usually has three main sections. The first paragraph gives background information about who, what, where, and when (called orientation). This is followed by a series of paragraph that retells the event or complication of order in which they happened. Some narrative have a solution paragraph ever this is not always necessary. The language features usually found in a narrative text as follows:

- 1) Using pronouns to replace a noun.
- 2) Past tense (killed, drunk, etc).
- 3) Adverb of time (once upon a time, one day, etc).
- 4) Specific character. The character of the story is specific not general. (sinderella ,snow white, Sangkuriang, etc).

There are four grammatical features of narrative text. One of the grammatical features is usage of pronouns to replace a noun of the text. In the pronouns there are personal pronouns as subject and object to replace a person or thing.

3. The nature of personal pronouns**a. The Definition of Pronouns**

The researcher will give some definition of pronouns. First the definition of pronoun according to Payne (2011, p. 122), he wrote pronouns are a word that can be shorted to be noun phrase. In addition,

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Quirk and friends said on their book “Pronouns share several characteristics, most of which are absent from nouns.

According to some definitions above, it can be concluded that pronouns are a word that can replace a noun.

b. The Kinds of Pronouns

Pronouns have some different types that can people use in daily activity. There are “I”, “them”, and “us” etc that can people usually use. Thus, too many people only know the word of pronoun whereas words of pronoun have a category. There are six categories according to Quirk and friends (1985, p. 345), they are:

- a. central pronoun. (a) personal: subject; I, you, we, they, she, he, it. object: me, you, us, them, her, him, it. (b) reflexive: myself, themselves, herself, himself, ourselves, itself. (c) possessive: possessive adjective; my, your, their, our, her, his. possessive: mine, yours, ours, theirs, hers, his.
- b. reciprocal pronoun; each other, one another.
- c. relative pronoun; who, where, when, which, what, that.
- d. interrogative pronoun; who, what, when, which, where.
- e. demonstrative pronoun; this, these, that, those.
- f. indefinite pronoun. (a) positive; universal: all, both, each and every. Assertive: some, one, half, several, enough, other and another. Nonassertive: any and either. (b) Negative: no and neither

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c. The meaning of personal pronoun

According to Mellie and Panlene (1976, p.287) personal pronouns are ones that show their forms, whether they refer to the speaker, those spoken to or those spoken about. Micheal Swam (1995, p.431) says, personal pronouns are used when it is necessary to use or repeat more exact noun phrase. Personal pronouns are words that used to replace a person or thing.

English that is commonly used today has seven personal pronouns, they are:

1. First- person singular (I)
2. First-person plural (we)
3. Second- person singular and plural (you)
4. Third- person singular human or animate female (she)
5. Third- person singular human or animate male (he)
6. Third- person singular inanimate (it), Third- person plural (they)

Table II.1
The English Personal Pronoun System

	Singular		Plural	
	Subjective	Objective	Subjective	Objective
First person	I	Me	We	Us
Second person	You	You	You	You
Third Person	He	Him	They	Them
	She	Her		
	It	It		

From the table above, it can be explained that speech naturally presupposes two person, they are: a person who speaks and a person whom is spoken to (Eckserley, 1973, p.97) in other words, the word

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“I” and “we” are pronoun of the first person. “I” is called the first-person singular form, while “we” is called the first person of plural form. “You” is pronoun of second person. Beyond these two persons, person or things that are spoken about are called the third-person plural form; they are “he, she, and it. And “they” is called the third-person singular forms.

Example:

Incorrect: John is my teacher. John is in the classroom

Correct: John is my teacher. He is in the classroom.

Incorrect: Iwan is my friend. Iwan is in my house.

Correct: Iwan is my friend. He is in my house.

Incorrect: Andi and Rian plays volley ball. Them plays volley ball every afternoon.

Correct: They plays volley ball every afternoon.

Personal pronouns have two forms they are: personal pronoun as subject and personal pronoun as object. Personal pronouns as subject are: I, You, We They, She, He, And It. And personal pronouns as object are: Me, You, Our, Them, Her, His, and It.

d. The types of personal pronouns

The forms of personal pronoun are subjective form that is used chiefly as a subject, objective form used as an object. Subjective form cannot be used in place of own objective personal pronoun or

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objective form in place of subjective, so the form of personal pronoun depends on the function of personal pronouns themselves.

1. The Use of Personal Pronoun as Singular Subject

A personal pronoun can be the subject of a sentence. Subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. A personal pronouns as singular subject are, I, You, He, She, It. For example error addition:

“Mother she now work in singapura”. This sentence shows the addition error since the student added “she” whereas it should be *“Mother now works in singapura”*.

2. The use of personal pronoun as singular object

Builder (2004, p.26) states that the object is the person or thing that the subject does something. Subjective personal pronoun indicates that the pronoun is acting as the subject of the sentence. The personal pronouns as singular object are me, you, him, her, and it. For example error omission:

“She always help and all her friend” from this sentence, it shows that the student had committed the omission error since the student omitted the object “ me” after the verb. While actually. The sentence should be *“She always help me and all her friend”*.

3. The Use of Personal Pronoun as Plural Subject

Jerome Martin (1980, p.64) states that a plural noun names more than one. Plural subject is used to replace plural noun subject.

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Personal pronoun as plural subject is used in subject position. Personal pronouns as plural subject are We, You, and They. For example error misordering:

“Before sinta and ani go to school. Sinta and ani breakfast “
 from the sentence above, it can be known the student incorrectly ordered the plural subject. The correct syntactical order is
“Before sinta and ani go to school. They are breakfast”.

4. The use of personal pronoun as plural object.

The personal pronoun as plural objective is used if the antecedent is plural as objective, the personal pronoun as plural object is: us, you, and them. For example error addition:

- a. A person opened the door for them
- b. Mr. Meyer told us
- c. The story of his study.
- d. *I get money from you my mother.* This sentence shows the addition error in plural object since the student added “my mother” whereas it should be *“I get money from you”.*

B. Relevant Research

According to syafi'i (2005, p. 103), relevant research is needed to observe some previous researches conducted by other researchers. These relevant research are conducted in Indonesia and other countries. In Indonesia, Firstly, Error Analysis in the Use of Personal Pronouns Made by Eleventh Graders in Writing by Aru Wijayanto studied on students' errors at

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SMAN 11 Surabaya. Based on the findings in this research, the types of error which made by the students were mostly misinformation error and the most cause of error of personal pronoun was false concept hypothesized. In her study, the changing form of personal pronouns and the teacher teaching technique in delivering the material were the main factor of the students' error sentences.

Secondly, Aknis Monica Sandra Yuli have investigated an error analysis in using personal pronouns in writing recount paragraph made by the eighth grade students of smp negeri 1 prambon in academic year 2015/2016. This research found that the percentage of the frequent error types with other errors made by eight grade students found that misordering errors was up to 35,8%.The writer can infer that error making is influenced by their mother tongue or their native language.

In conclusion, both of researchers found different results. the first researcher got the results the types of errors which were made by the students were mostly misinformation errors while the second researcher found errors that students often made were misordering. so the researcher wants to prove the type of student error that often occur in the field.

Operational Concept

In carrying out this research, it is necessary to clarify the variables used in analyze the data. There is one variable; students' error using personal pronoun in writing narrative text.

The researcher establishes some indicators based on Dulay (1982, p.150). theory surface strategy Taxonomy, these case as follows:

- a. Omission
- b. Addition
- c. Misformation
- d. Misordering



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