AN ANALYSIS OF STUDENTS' SYNTACTICAL ERROR IN WRITING NARRATIVE TEXT AT THE ELEVANTH GRADE STUDENTS OF SMAN 1 PENENGAHAN IN THE ACADEMIC YEAR OF 2022/2023

A Thesis
Submitted as Partial Fulfillment of the Requirements
for S1-Degree

By:

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ABSTRACT

The students errors in learning second Language can occur in different linguisticts category, such as phonology, syntax, morphology, semantic and lexicon and discourse. In writing skill the students error usually occur in grammar (syntax or morphology). This research was about an analysis students' syntactical error in narrative writing text at the first semester of the elevanth grade students of SMAN 1 Penengahan, South Lampung in the academic year of 2022/2023. The objective of this research was to find out the students' syntactical error in narrative writing text. The classification of syntactical errors was divided into five categories, they were: noun phrase, verb, verb construction, word order and transformation according to Dullay theory.

The research was applied the qualitative descriptive method because the result of the research was presented in descriptive analysis and the data of the research was paragraph from the document. This research was carried out to find the most common syntactical errors in narrative text made by the elevanth grade students of SMAN 1 Penengahan, South Lampung and the procedure of Error Analysis used is according to Creswell therory.

The research question explored the syntactical errors employed by the students in writing narrative text. The result of the research showed that the total of students' syntactical errors was 213. The highest syntactical error made by the students was in verb category which consist of 119 total of errors, reflecting difficulties in the used of verb past form in the past sentences of narrative text. The next followed by noun phrase category of syntactical error which consist of 49 total of errors, involved issues related to the use of determiner and number. The third is 25 total errors of word order, encompassing problems with sentence structure and arrangement. The next is transformation error category of syntactical error which consist of 11 total of errors. And the last is verb constraction error category which consist of 9 total of errors. Based on the result it can be conclude that the coomon syntactical error made by the elevanth grade students of SMAN 1 Penengahan was verb category.

Key words : Narrative text, Syntactical error, Writing

DECLARATION

This thesis entitled **"An Analysis of Students' Syntactical Error in Writing Narrative Text at the Elevanth Grade Students of SMAN 1 Penengahan in the Academic Year of 2022/2023"** is entirely individual accomplishment. Even though, several statements and theories from various sources were cited and adopted responsibly.

> **Bandar Lampung, 05 December 2023**
> **Declared by**
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> **<u>Ery Insaniwati</u>**
> **1711040209**

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MOTTO

<div dir="rtl">

وَوَجَدَكَ ضَاۤلًّا فَهَدٰىؗ

</div>

"And He (Allah) found you lost and guide you"[1]
(Q.S Ad-Duha:7)

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[1]Al-Quran dan Terjemahanya Edisi Terkini, (Jakarta: CV. Karya Insan Indonesia, Karindo, 2004), p. 900

DEDICATION

In completing this thesis, sometimes I feels like I have lost confidence in myself. Greatfully, finally I can complate this thesis and finish my study. This thesis dedicated to everyone who has supported and encouraged me throughout my life. I would like to dedicated my thesis to :

1. Allah SWT who always keeps amd loves me ever time.
2. My beloved parents Zaenudin and Puji Astuti who already prays, supports and guides me to be success in my life especially in my study. Thankyou for being my parents, all of your encouragement and always being my greatest sources of motivation and I will always love you.
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6. My beloved Bar-Bar Squad
7. My lovely roommate Jaddidah Kafrayah
8. My lectures and almamater of State Islamic University of Raden Intan Lampung.

CURRICULUM VITAE

Ery Insaniwati was born in Kalianda, June 21st 1999. Being the second child of a harmonious couple, Mr. Zaenudin and Mrs. Puji Astuti, S. Pd. She has two short call name, her parents and family always call her Erin. And all of her friends call her Ery. She has only one sister Neviana.

SDN Waykalam is her primary education which started in 2005 and graduated in 2011. She persued her study in SMPN 1 Penengahan. After she graduated from Junior High School in 2014, she continued her study to Senior High School in SMAN 1 Kalianda in 2014 and graduated 2017. In the same year, she registered as a student of English Education Study Program of Tarbiyah and Teacher Training Faculty from UM-PTKIN program in State Islamic University of Raden Intan Lampung.
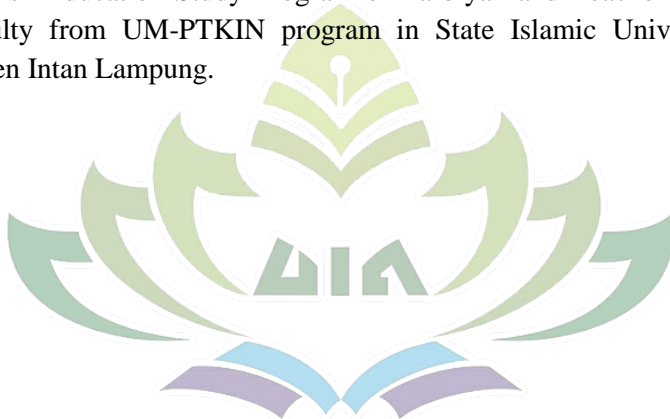
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In the of Allah, the Beneficent and the Merciful

All praise be to Allah, the lord of the world, who has given me his belssing and mercy, so the researcher can finish this *thesis*. Shalawat and Salaam are always devoted to the great Prophet Muhammad SAW, who brought us from the darksess into the lightness and saved the believer from destruction into the right way of Islam. This thesis entitled " An Analysis of Students' Syntactical Error in Writing Narrative Textat the Elevanth Grade Students of SMAN 1 Penengahan in the Academic Year of 2022/2023" is submitted as a compulsory fulfillment of the requirement for S1 degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

First of allin this great opportunity, the researcher would like to express her highest honour to her beloved parents Mr. Zaenudin and Mrs. Puji Astuti, S. Pd and families, who have given the researcher love and affection, support, encouragement, prayer and trust to the researcher.They have been struggling and very patient to assist her education morally and materially until the reseacher can finishing this study. The researcher conveys her truly grateful to have them.

Next, the researcher realise that her study would never be done without the help and support from people in surroundings. Because of that, the researcher would like to conveys her heartfeltthanks and give special appreciation to the amazing peoples:

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May Allah SWT always bless and givesyou more than you have done to the researcher, Aamiin.

Finally, the researcher hopes that this study would be advantageous for anyone who reads it. She also realises that it is still

far from perfect. Hence, it would be such a pleasure for her to have any constructive criticism and suggestion to make it be better.

Bandar lampung, 05 December 2023
Acknowledged by,

Ery Insaniwati
1711040209

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CHAPTER 1
INTRODUCTION

A. Title Confirmation

1. Analysis

Analysis is the kinds of research method that using describing and reduction the data to make the conclusion based on the theory.[1]Analysis has been a common, if not essential, practice of learning, research, teaching, and thought. Widespread as it is, it may be one of the most taken for granted knowledge production practices. Many who use analysis do not recognize it as such or call it analysis. It's taken to be a necessary step before inference and interpretation and often contrasted with synthesis.

2. Error analysis

Error anaylis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.[2] Error analysis may be carried out in order to find out how well someone knows a language and common difficulties faced by someone in language learning.

3. Syntactical error

Syntactical error are error that difficult to categorize unambiguously, however an error in word meaning may be caused by ignorance of just one word, but it effects are sometimes global: that is the entire sentence may be affected in unpredictable way.[3] In linguistic, syntactical error is a confusion in part of speech. It is any deviation from the rule system due to

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[1] Stephen Petrina, *Methods of Analysis* (Journal of The University of British Columbia. Vol. 1.2.2018) p. 43

[2] Crystal in Sunardi Hasyim, *Error Analysis in the Teaching of English*, Vol. 4. No. 1. June 2022. p. 43

[3] Ruth Sanders in Faidah Yusuf and Jumriana, *Syntactical Errors Made by the Students in Writing Thesis*, (Article of Alauddin Islamic State University of Makassar), p. 21

insufficient competence of the target language, particularly in syntax which involves phrase, clause, and sentence.

4. **Narrative text**

Narrative text is kinds of texts that has the generic structure that included in the story. The text is storiesorganized b the time, one event in the story, one step in the process happening after the other.[4] Narrative is a text that tells about event in the past time. In this research , narrative text will written by the students. This research will conduct and investigate the syntactical error that students use in writing narrative text.

5. **SMAN 1 Penengahan**

SMAN 1 Penengahan is one of the senior high scholl in South Lampung district. The geographical location of SMAN 1 Penengahan at Lintang -5 Bujur 105. SMAN 1 Penengahan has an operational permit since May, 5th 1992 with the status of a public school. Currently, SMAN 1 Penengahan has accreditation B. The address of SMAN 1 Penengahan at Raya Klaten St, Rt/Rw. 01/03, Klaten, South Lampung district.

B. **Backgroun of the Problem**

Writing is one of the four language skills : listening, speaking, reading and writing. Writing is included as an active or productive skill where the students who learn it must produce written text as a product rather than only comprehending process. It makes this skill very complicated and challenging for students to master. In producing written text, it is known that the students should have good skill in building idea that covers an understanding of text structure, idea, and language elements, and practice expressing readable discourse or idea. The lack of competency of the writer causes severe problems for the readers, primarily since the readers can not understand their

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[4]Mark Anderson and Kathy Anderson, *Text Types in English*, (Australia: Macmillan,1997), p.28

writing text. As a result, indirect communication can not run well.

Writing is different from speaking skills, although they are the same as production skills. Speaking activities include expressing feelings and opinions and changing information by using utterances in the form of oral communication. Speaking is the ability to produce sound articulation and words to express and deliver thoughts, ideas, and feelings. Therefore, most students said that writing is more difficult because they should think correctly about what they want to write.

Mastering writing skill is hard for students. The students should master complete aspects of language to master, especially writing text in English. The students dominantly find problems in linguistics factors. EFL students usually make mistakes in their language factor, namely sentence grammar. The problems come from word phrases, phrases, and sentences. Therefore, linguistics competence can be a serious problem for students writing English compositions in their English classes. However, in graduate-level education in Indonesia, students should write their final assessment by writing a scientific thesis, especially in the English program, students should write it in English. They must conduct research in the field of English education. The language must use academic English.

Therefore, it is a big challenge for Indonesian students who speak Indonesian daily must write scientific writing on a specific topic in English. They must manage all their linguistic skills to produce good writing. Writing is primarily a convention for recording speech and reinforcing language's grammatical and lexical features.[5] Writing is a method of recording speech that is not delivered face to face and communicated indirectly. Writing is considered an essential skill in English or a foreign language.[6] Writing also the most challenging skill in the English language. There is some

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[5] Douglas Brown, *Language Assesment: Principles and Classroom Practice,* (San Fransisco: San Fransisco State University, 2004), p. 218

[6]ParupalliSrinivas Rao, *The significance of riting skills in ELL environment, An International Multidisciplinary* Research Journal, Vol. 9 Issue 3, March 2019

problem the students can not have good writing skill. The first, Writing is the ability of students to write the word in English, paragraph, text, etc.; the second one practicing English writing is different from the Indonesian language, so the learning process they are not supported. Third, some lexical, grammatical, and phonological differences exist between English and Bahasa Indonesia. Because that Writing is the most challenging skill, and many problems and errors are found in writing activities.

On another side, writing is one of the activities for the students to express their ideas and feelings in written language in writing, the students should master grammar, have a good vocabulary, have an idea, and know about the text's features. The fact in language study, students will not always use correct English. They will make mistakes when writing or speaking more freely. other problem that the students encountered in writing, sometimes there is an idea energizing in students' minds but it is not easy to express it in written language. In other words that the students got difficulties in transferring their ideas into writing. English is a foreign language for Indonesian students. So, students who learn English may produce many errors, for example, in using tenses or arranging sentences to be good paragraphs. Raimes defined writing as an area in which students commit errors, which is helpful in students learning. This is because. First, it reinforces the grammatical structures, idioms, and vocabulary. Second, when the students write they also have a chance to be adventurous with the language, third when they write, they necessarily become involved with the new language, the effect of expressing ideas, and the constructive use of eye, hand, and brain is a unique way to reinforce learning.

An error cannot be self-corrected, but mistakes can be self-corrected if the deviation is pointed out to the speaker. Student errors may occur in different components of language, i.e., in grammar, lexicon, or pronunciation. Hence, student errors occur in different linguistics categories, such as phonology, morphology, syntax, and discourse. An adjective,

syntax is a significant component of the grammar of a language. It concerns how words combine to form sentences and the rules which govern the formation of the sentences, making some sentences possible or not possible within a particular language. Concerning grammar errors, syntactical errors are commonly made by foreign language learners.

There are many aspects that should be considered in writing ability, because that the students must be able to mastered all of the aspect of writing to get a good achievement in writing. Writing is one of important for students especially for students. It because students need to process writing capability, especially relating to the written assignments given by the teacher. Basically, narrative text is a text that has learned by students in the Junior high school. Students at senior high school also learned it. In the time period long enough, absolutely students have been understood well. So, students will not make error in writing this. But actually, when writing class is being held, students are confused how to write the text based on generic structure well. So, students still made errors in writing writing the text.

Syntactical error is confusion in the part of speech. It is any deviation from the rule system due to insufficient competence of the target language, particularly in syntax which involves the phrase, clause, and sentence. Some of the errors are difficult to categorize unambiguously, however an error in word meaning may be caused by ignorance of just one word, but its effects are sometimes global: that is the entire sentence may be affected in unpredictable way. The problem in Syntactical errors are links with the quality of the writing, if it is not resolved, many other problems will appear. The comprehension in lexical and syntactical is very important to achieve because it becomes the basis for writers in using good writing and can be accepted by all groups of people.

Furthermore, the preliminary research was conducted at SMAN 1 Penengahan, Lampung Selatan at December 14th, 2021. In this research gained some data from the English teacher of Eleventh grade by interviewed Mrs. Ida Sri Wahyuni,

S. Pd, she said that students' writing ability are low because the students lack of vocabulary, grammar skill and in word order. The other problems of writing occur because the students worry to make mistakes in writing process. Beside that, from the interview the teacher said that many students often have difficulties in writing especially in writing narrative text. In the writing narrative text made by the students, the teacher often found some errors. The errors that usually found are incorrect placement of word. In teaching narrative text the teacher usually used picture media or the another media to used in learning process. Event though the teacher was give the material about how to used grammar specially tenses in making paragraph, but at the end the students still got lower score in writing activity.

Based on the preliminary research, the researcher got the score of writing, it can be see in table 1 below:

Table 1.1
Students' score of narrative text writing at the elevanth grade of SMAN 1 Penengahan South Lampung in the academic year of 2021/2022

No	Class	The Mean Score	Total Students		Number of Students
			<71	>71	
1	XI IPA 1	52	18	8	26
2	XI IPA 2	52	26	4	30
3	XI IPA 3	63	24	6	30
4	XI IPS 1	51	16	4	20
5	XI IPS 2	56	22	8	30
6	XI IPS 1	60	17	10	27
Total			123	40	163
Percentage			75.46%	24.54%	100%

Source: The data from the English teacher of SMAN 1Penengahan South Lampung

From the table above, the mean score of English lesson for all of the skills at SMAN 1 Penengahan South Lampung XI IPA 1 the mean score is 52 the total students who got the score in lower than mean score were 18, for the XI IPA 2 the mean score is 52, the students who got the score in lower than mean score were 26 students, for the XI IPA 3 mean score were 63,

the students who got score in lower than mean score were 24 students, for the XI IPS 1 the mean score was 51, the students who got score in lower than mean score were 16 students, for the XI IPS 2 the mean score is 56, the students who got lower score than mean score were 22 students. And the last for XI IPS 3 the mean score is 60 with 17 totals of the students who got lower score than mean score. As a result of this research, most students do not pass standard scores than those who pass the standard score. It can be assumed that students writing ability in the eleventh grade are still low. Because that this research will be conduct to analyzed the students' syntactical error in writing narrative text. Data were supported by the data of interview some students in the school, that they are mostly difficult in writing. In interview, some students said that they are difficult in produce a sentence because they lack of vocabulary, did not know in placement of word in the sentence correctly, difficult in arranged the sentence grammatically, difficult in organize their ideas, and also they difficult to elaborate their idea in writing. In addition the students still difficult to interpret the meaning of some word such as adjective, confused in determining phrase related to the context of the sentence. Because of that problems, the students still get error in writing.

Many students either think or say that they can not, or do not want to write. This may be because they lack confidence, thinks it'sboring or believe they have nothing to say. From the explanation above, we can conclude that writing skills are more complex and difficult to teaching, requiring, and mastering not only of grammatical and thetorical devices but also conceptual and judgement, because of the difficulties of writing, some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for the students.[7] Error is mistake that students have done in learning language. Generally, the error analysis is an effort to discover the students' errors in the process of teaching-learning, which students also still experience in

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[7] Jeremy Harmer, *How To Teach English* (London : Longman. 2007), p.96

the new language learning process. Error analysis becomes an interesting issue in studies of second language acquisition. In language teaching and learning, error analysis can be used as a technique to identify, classify, and finally find the students difficulties in learning.

Based on the problem above, the researchers concluded that SMAN 1 Penegahan Lampung Selatan students were low in vocabulary, grammar. Because when the students do writing, activity error sentences are still found in their sentences or paragraph. There is considerable research that has been done with this research, the first by Putri and Yusni entitled *Students Grammatical Error in Writing the Narrative text*. This previous research objective was for analyzed student writing errors in grammatical. The method that is used is qualitative descriptive research, the process of data are analyzed by reading students' writing firstly, identification, classification, tabulating, describing, and taking conclusion about the errors. After analyzing the data found that students made errors in noun, noun phrase, verb, determiner, determiner phrase, pronoun, tenses marker, auxiliaries, complementizer, preposition.The highest frequency of item error was in using verb tense with total of 61 errors. Meanwhile, the lowest frequency of item errors were in using adverb moreover, adjectives with a total of 6 errors. The total of errors was 204.[8]

The next previous research by Dinamika and Hanifah entitled *Syntactical Error Analysis on Report Text*, This study aims at investigating and classifying the syntactical errors in the writing of report text made by 20 students of Department of English Literature of FIB-USU. This research used qualitative descriptive research design. After the research was collected the data found that the students made major syntactical errors within the use of article 'a/an',' the' in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past tense agreement

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[8] Putri, *Students Grammatical Error in Writing Narrative Text*. (Journal iain Padang:Vol.8.no.2.2020)

and number agreement. Based on the error analysis procedure applied, it was obtained that the most predominant syntactical errors made by the students was the use of article which comprises of 125 errors (50.2%), followed by the use of subject-verb agreement with 117 errors (47%) and followed by the use of relative pronoun as the least error which comprises of 7 errors (2.8%). The syntactical error made by the students caused by two major sources, intra-language error and intra-language error.[9]

The last research done by Hikmah entitled *Errors in English Essay Writing from a Syntactical Perspective*. This study discuses errors in English essay writing from syntactic perspective. Syntactic theory was used to analyze data while the data of this study were English essay writing written by university students. The method of this study was qualitative study which was divided into three namely data collecting method, data analysis method, and presentation of data analysis. Data of this study were collected using simak method. It meant monitoring the language used which was in the form of written text. Then there are two techniques used to collect data namely documentation and noted technique. Descriptive analytic was used to analyze data using syntactic theory. Informal method was used to present the result of data analysis in the form of sentences. There were two results of this study. Firstly, it showed that there were nineteen words, thirteen phrases, and thirteen clauses were found as errors in university students' English essay writing. Secondly, university students need to master English grammar to minimize syntactic errors in English essay writing.[10]

Based on the previous studies above, the similarity of this research with previous research are the first previous research focus to analyzed grammatical error, the second previous reearch analyzed studetns syntactical error, and the third

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[9] Dinamika, Hanifah, *Syntactical Error Analysisi on Report text* (Journal Applied Linguistics and literture:Vol4.No.2.2019)

[10] Hikmah, *Errors in English Writing from a Syntactical Perspective* (Journal of Linguistic, Literature, and Culture.Vol 01.No.2.2019)

previous research was analyzed syntactical error. It will the simillar with this research. The differented between previous research and this research is on text and the variabel such as the first previous research focus in grammar but this research will analyze syntactical error by th estudents. The second research also used report text and this research will use Narrative text as the material for the students.

Based on the case above, the research interest to find out syntactical error by the students in narrative text at SMAN 1 Penengahan, furthermore this research take the title of the research as *An Analysis of students' syntactical error in Writing Narrative Text at theEleventh Grade Students of SMAN 1 PenegahanSouth Lampung*.

C. Focus and Sub Focus of the Research

From the researcher has explained above, there are many problems faced by the students in writing English. Therefore, this research will focuse on the syntactical errors committed by the studens in writing narrative text. Then the sub-focus of this research will be on the syntactical errors in writing narrative text committed by the elevanth grade students of SMAN 1 Penengahan, South Lampung based on Dullay theory.

D. Formulation of the Problem

Based on the background research above, the formulation of the research quastions for this research as follow:
1. How are the students' syntactical errors in writing narrative text based on Dulay theory of the eleventh grade students at SMAN 1 Penengahan, South Lampung?

E. Objective of the research

Based on the formulation of the problem above, objective of this research is to find out the syntactical errors in their narrative writing text which are commonly made by the eleventh grade students of SMAN 1 Penengahan based on Dulay theory.

F. Significance of the Research

Particularly, this study is conducted that are expected to give useful informations and have significance for many aspects. The significance of the research can be from theoretical and practical perspectives, as follow:

1. Theoretically

Basically, this research is to find out the students' syntactical error in narrative writing text. This research is expected to provide knowledge and information about syntactical errors produced by the students when producing a narrative text, which may can be utilized as educational resources for language learners.

2. Practically

The result of this research can be hope to be useful for many people such as for teacher, students, and other researchers.

a. For the teachers

The teachers get information on student's errors which in turn, it can help the teachers to correct the student's errors and to improve their strategy or ways of their teaching in teaching learning process after knowing the students syntactical error in narrative text.

b. For the students

This research hopefully can give information and understanding related to syntactical errors in writing narrative text. The students can pay more attention in writing narrative text especially in the syntactical aspects, so that the students do not commite an errors in the syntactical. Beside that, the researcher hopes the students can be improve their English skills, especially in writing skills of using syntactical and grammar better. It hope the students can be more interested and motivate in learning English specially in writing activity.

c. For other researchers

This research hopefully can give information for further study.

G. Relevant of the Research

1. The first research by Putri and Yusni entitled *Students Grammatical Error in Writing Narrative text*. This previous research objective was for analyzed student writing error in grammatical. The method that used is qualitative descriptive research, Process of data are analyzed by reading students' writing firstly, identification, classification, tabulating, describing, and taking conclusion about the errors. After analyzing the data, it found that students made errors in omission, addition, misformation, and misordering categories. The highest frequency of item error was in using verb tense with total of 61 errors. Meanwhile, the lowest frequency of item errors were in using adverb and adjective with total of 6 errors. Total of the errors was 204.[11]

2. The next previous research by Dinamika and Hanifah entitled *Syntcatical Error Analysis on Report Text*, This study aims at investigating and classifying the syntactical errors in the writing of report text made by 20 students of Department of English Literature of FIB-USU.This research used qualitative descriptive research design. After the research was collected the data found that the students made major syntactical errors within the use of article 'a/an',' the' in terms of omission and addition of articles, the use of relative pronoun, and the use of subject-verb agreement in terms of past tense agreement and number agreement. Based on the error analysis procedure applied, it was obtained that the most predominant syntactical errors made by the students was the use of article which comprises of 125 errors

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[11] Putri, *Students Grammatical Error in Writing Narrative Text*. (Journal IAIN Padang:Vol.8.no.2.2020)

(50.2%), followed by the use of subject-verb agreement with 117 errors (47%) and followed by the use of relative pronoun as the least error which comprises of 7 errors (2.8%). The syntactical error made by the students caused by two major sources, intra-language error and inter-language error.[12]

3. The last research done by Hikmah entitled *Errors in English Essay Writing from a Syntactical Perspective*. This study discuses errors in English essay writing from syntactic perspective.Syntactic theory was used to analyze data while the data of this study were English essay writing written by university students. The method of this study was qualitative study which was divided into three namely data collecting method, data analysis method, and presentation of data analysis. Data of this study were collected using simak method. It meant monitoring the language used which was in the form of written text. Then there are two techniques used to collect data namely documentation and noted technique. Descriptive analytic was used to analyze data using syntactic theory. Informal method was used to present the result of data analysis in the form of sentences. There were two results of this study. Firstly, it showed that there were nineteen words, thirteen phrases, and thirteen clauses were found as errors in university students' English essay writing. Secondly, university students need to master English grammar to minimize syntactic errors in English essay writing.[13]

H. Research Methodology

1. Research Design

This study is designed by using qualitative method, because it is basically trying to analyze, describe, and

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[12] Dinamika, Hanifah, *Syntactical Error Analysisi on Report text* (Journal Applied Linguistics and literture:Vol4. No.2. 2019)

[13] Hikmah, *Errors in English Writing from a Syntactical Perspective* (Journal of Linguistic, Literature, and Culture.Vol 01. No.2. 2019)

explain the data. It is used to analyze the students' syntactical error in narrative writing text. Qualitative research is the collection data in a natural setting, using natural methods, and carried out by naturally interested researcher. Schreiber and Asner qualitative research tend to study things in their natural setting, attempting to make sense or interpret phenomena in term of the meaning people bring to them.[14] Simply put qualitative research is study something in natural way and attempt or interpret the meaning in narrative. According to Donald Ary qualitative research focuses on understanding social phenomena and providing rich verbal descriptions or settings, situations, participants.[15] So that, qualitative research is research that uses a natural setting, with the intention of interpreting phenomena that occur and are carried out by involving existing methods. In qualitative research that usually utilized are interviews, observations, and use of documents.

More specifically, the approach used in conducting this research is qualitative descriptive method. The researcher will apply descriptive qualitative method because of some reasons, first, the data are words, phrases, clauses, sentences and paragraph coming from documents. The data which will be gatherer are describe and suite with the aim of this study. The method that will use to give more space for the research to gain information for supporting the analysis. By using this method, the researcher expects to be able to find out, identify, to define, and to explain the topic of the study. In short, with the existence of this descriptivequalitative research method will very appropriate can help researcher to know the syntactical errors by students in writing narrative text by

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[14] Schreiber & Asner, *Educational Research,* (US: John Wiley & Sons Inc. 2011), p. 192

[15] Donald Ary et. al. *Introduction to Research in Education 8th Edition* (Canada: WadsworthCangage Learning, 2010), p. 39

students by the eleventh-grade students of SMAN 1 Penengahan South Lampung in writing Narrative text.

2. **The Population and Sample of the Research**
   a. **Population**

   The population of this study is the eleventh grade students of SMAN 1 Penengahan South Lampung. The total population of the eleventh grade students are 163 students which are divided into 6 classes.

Table 1.2
the total of population students eleventh
grade at SMAN 1 Penengahan

No.	Class	Number of Students
1	XI IPA 1	26
2	XI IPA 2	30
3	XI IPA 3	30
4	XI IPS 1	20
5	XI IPS 2	30
6	XI IPS 3	27
Totals		**163**

According to Winarno if the population is homogeneous enough and the population is less than 100 persons, the sample taken is 50% but if the population is more than 100 persons, the sample taken is only 15% of them.[16] Since the number of population in this research quite large and homogeneous and the students have similar characteristics, the research took 15% as the sample.

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[16]Winarno, Surakhmad,*PengantarPenelitianIlmiahDasarMetode Teknik*. (Bandung. Tarsito.1998)

b. **Sample**

The sample of this research use purposive sampling, because purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose.[17] Purposive sampling is where a researcher selects a sample based on the needs about the study. The participants are selected based on the purpose of the sample. Participants are selected according to the needs of the study. In this study, the researcher takes 20 students of the eleventh grade XI IPS 1 as the sample because in this class get lower score in writing then then other class.

3. **Research Instrument**

Research instrument is tool of collecting data, measure, and analyze data that should be valid and reliable. It means that instrument will become a test device for measuring a given phenomenon. It is supported by Sugiyono in Joko Nur Fitriyanto, *et.al* that instrument is a tool to measure the natural or social phenomenon.[18] This tools are most commonly used in sciences such as health sciences, social sciences, and educational sciences to assess patients, clients, students, teachers, etc.

Research instrument is essentially used to get information or data about the object taken from subject of the research. As a research instrument, there are many kinds of instrument which can be used in a research to help the researcher in collect the data, such as test, questionnaires, interview, guideline, checklist, and documentation. However, in this research to know the students' syntactical error in wariting narrative text the

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[17] Suharsimi Arikunto (*ProsedurPenelitiansuatupendekatanPraktik* (Jakarta : RinekaCipta , 2010). P 13

[18]Sugiyono in Joko Nur Fitriyanto, *et.al*, *Validity and Reliability Test of Assessment Instrment of the Suitability of Electric Power Steering Media*, "Journal of Vocational Career Educational" . Vol. 4, No.1, 2019, p. 61-69

instrment which used by the researcher that is documentation from English teacher at SMAN 1 Penegahan about the result of students writing narrative text. Documentation is looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meeting legger, agendas and so forth.[19] In this research, the researcher collected the data of students' writing final examination pepers.

4. **Data Collecting Technique**

Data collection is a series of interrelated activities aimed of gathering goog information to answer the question.[20] There ara several ways to collect the data as follows:

a) **Observation**

Observation is data collection procedure in a way to observ and record directly and sistematically.

b) **Interview**

Interview is a dialogue conducted by the interviewer to obtain information. This interview is condacted in a structured and unstructured. A structured interview is an interview that has been prepared, answered, from the informant and during the interview, the interviewer can deepens the parts that need to be sharpened. Unstructured interview are free interviewes, the researcher do not use interview guidelines that are systematically arranged for data collection.

c) **Documentation**

Documentation methode is to collect data by looking, photograph, or record an existing report. This methode is done by looking at the documents about school conditions, students, and school teachers.

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[19]Arikunto, *op. cit.,* p. 274
[20]Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methodes Approaches*, third edition, (Jogjakarta: Pustaka Belajar, 2017), p. 188

Document analysis is planned to reveal teacher and student personal data, studying the learning program created by the teacher, data of school identify, and students notebooks.

d) Questionnaire

Questionnaire is a list of question that given to the respondent to get their responses based on the question. So that, questionnaire is a list of questions that given to the subjects or respondent of the research in order to collect the data information.

e) Field note

Field note are common istrument used by the researchers when conducting an observation. The researchers write short notes while observing, with the addition of giving more specifict and clear data information.

To collect the data, this research will use the document of students notebooks from the English teacher, the document is about narrative writing test that has already done by the students.

5. Data Analysis

In analyze an errors, It needs some steps or stages of procedure in conducting Error Analysis. In this research, the data analysis stage will be performed through the employment of error analysis theory of Theo Van Els, *et al.*, states that there are some procedures in Error Analysis, namely:

1) Identification of errors

The first step in the process of analysis is recognition/identification of errors. In this step, the researcher identify the students' errors from the documentation of student's writing paper given by the English teacher.

2) **Description of errors**

The next step is describing errors; it begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the students.

3) **Explanation of errors**

The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' errors occur.

4) **Evaluation of errors**

In this step, the researcher gives evaluation from the documentationdone by the students.

5) **Preventing/correcting of error**

The last step is correction of errors; the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students make the same errors later.[21]

6. **Research Procedure**

In conducting the research, the research will be carried out the research procedure by Creswell[22], as follow:

a) Determining the Subject of the Research

The research subject in this research is the narrative writing text of the students eleventh grade of SMAN 1 Penengahan, South Lampung

b) Collecting the Data

This is the process of collecting the documentation of student's writing from the English teacher

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[21]Theo Van Els, at al., *Applied Linguistics and the Learning and Teaching of Foreign Languages,* (London: A Division of Hodder and Stoughton, 1983), p. 74

[22] John W. Creswell, and J. David Creswell,*Research Design: Quantitative, Qualitative and Mixed Method*. (London: SAGE Publication, 2018), p. 6

    c) Analyzing the Data

        This research is error analysis research. The data then will be analyzed through the employment of error analysis theory of Theo Van Els, *et al*.

    d) Reporting the Data

        It is the stage of reporting and summarizing the research findings as the last procedure of the study.

7. Trustworthiness of the Data

Trustworthiness is very important in qualitative data because it makes it possible for the researcher to describe qualitative word's virtues. In qualitative research, the data can be categorized good data if the data are valid. Thus, trustworthiness used for evaluating qualitative data analysis to make sure that the data were accurate. In essence, Given said that trustworthiness can be thought of as how qualitative researchers ensure that transfer-ability, credibility, dependability, and conform-ability are evident in research.[23]

a) Credibility

In qualitative research, credibility refers to the accuracy of the findings. The degree to which the research has built trust in the findings based on the research methodology, participants, and environment is referred to as credibility or truth value. To maintain the credibility of the data, triangulation was conducted. Triangulation is a method of exploiting something else by relying on the veracity of data. Outside the data is used for verification or as a comparison to the data. Triangulation is a method for increasing an understanding of the issue under research.

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[23]Lisa M.Given, *The SAGE Encyclopedia of Qualitative Research Methods* (London:SAGE Publication,2008),p.895

b) Transferability

Transferability refers to how a qualitative researcher shows that the findings of a study may be applied to similar circumstances, groups, or phenomena. Researchers can utilize thorough explanations to demonstrate that the findings of a research study can be applied to various locations, conditions, and scenarios.

c) Conformability

Conformability refers to the degree of objectivity in the research study's conclusions. This occurs when the conclusions are based on the replies of the participants rather than the researcher's potential bias or personal interests. Researchers can offer an audit trail that details each stage of the data analysis process and explains why certain conclusions were taken.

To make this research clear, this research will use triangulation. According to Given, triangulation is a way to increase the validity or strength of a study by comparing the result of different approaches for one unit learn. It can be explained also that triangulation is a way to measure what is considered the same using different methods of investigation.[24] It means that triangulation is a way to find whether a study is valid or not by comparing the result with different approaches for one learning unit. Denzin stated that triangulation means that the researcher takes a different perspective about the problem under study or more generally in answering the research question. This perspective can be proved by several methods and/ or in some theoretical approaches.[25]

In conclusion, triangulation is how researchers take different perspectives on the problem to be studied, can be proven by different theories or methods as well as

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[24] Ibid, p. 892

[25] Norman K.Denzin and Yonna S. Lincoln, *The SAGE Handbook of Qualitative Research, Fifth Edition* (Yogyakarta: PustakaBelajar, 2018), p.788

approaches that refer to theory. Denzin divided some types of triangulation that will be use for research. They are as follow:

a) **Data triangulation**

Data triangulation refers to a combination of different data resources applied to different times, people, and places.

b) **Investigator triangulation**

In this type, the data is independent and there is more than one observer. This type involves many researchers in the investigations made possible by this technique additional insight into the process of understanding the data as such bring a different perspective and the different epistemological assumption that can inform research results.

c) **Theoretical triangulation**

The type of this triangulation involves using more than one theoretical schema. This type draws upon alternative or competing theories in preference to utilizing only one viewpoint. Triangulation of theory refers to approaching data from multiple perspectives and hypotheses in mind. Various theoretical viewpoints can be placed side by side to judge their utility and strength.

d) **Methodological triangulation**

This type of data uses the same method on different occasions or the same object and different methods. This type using more than one option to collect the data, such as documents, observation, questioners.[26] It means that triangulation is the way on how to check the validity of the data. By doing, it also can give proof about the data validation.

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[26] Ibid p. 779.

It can be concluded investigator triangulation will be used in this research to check the validation of the data. The source of the data referred to the kind of intrinsic elements that used in the research. The data checked by asking the expert the research process will done if the bias and prejudice was did. In this study, the source of data refresh to person ; that is a lecture.

I. Systematic of the Discussion

In this research, the discussion will be divided into several chapters. Each chapter will discuss and elaborate particular topics, as follows:

1. **Chapter I**

   Chapter I present the introduction, which consists of title confirmation, background of the research, focus and sub focus of the research, identification of the research, limitation of the research, research questions, the objectives of research, significant of research, scope of the research, relevance studies, research methodology, and systematic discussion.

2. **Chapter II**

   Chapter II contains a literature review of several theories and references that form the basis for supporting the research. In this research, chapter II presents the theories of Error Analysis, Syntactical Errors, Writing and Narrative Text.

3. **Chapter III**

   This chapter contaions about a general description of the object and presentation of research fact and data.

4. **Chapter IV**

   Chapter IV contains about a result of the research which are the Finding and the Discussion of the research.

5. **Chapter V**

   This chapter is closing of the research. Chapter V contains a conclusion and sugession of the research.

CHAPTER II
LITERATURE REVIEW

A. Concept of Error and Error Analysis
1. Definition of Error and Error Analysis

Learning the second language is different from learning first language. Therefore, the students often made error while he teaching learning process. For the foreign language, the students can get a new rules of language such as vocabulary, grammatical patterns and pronunciation which very different from their language before.

The error is natural for the students in learning the second language, because English is the second language for them. According Harmer, "error are part of the students'interlanguage that is the version of the language which a learner has at any one stage of development, and which is continually re-shaped as her or she aims towards full mastery.[1] In addition, S.P Corder stated that errors are the result of interference in the learning of a second language from the habits of the first language.[2] And Heidi Dullay also defines that error is a students' imperfection in learning language either spoken or written as a part of conversation and composition so as to occur deviations.[3]

From the explanation above, the researcher summarize that error is a deviation that naturally happened by the students and it can be happen in spoken and written form of process in language learning because of students' lack knowledge of second language, so the studens are still involving the knowledge of the first language.

Error is defined as a deviation from the target language norm. An error that students do can be observed

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[1] Jeremy Harmer, *The Practice of English Language Teaching,* (London: Pearson Education Limited, 1983), p. 138

[2] S.P Corder, *Error Analysis and Interlanguage,* (London: Oxford University Press, 1981), p. 5

[3] Heidi Dullay. *et. all, Language Two,* (New York : Oxford University Press, 1982)

or analyzed to know why the students do an errors or to classified types of errors do by the students. In linguistic the study of the students' error is called error analysis. The analyzing process relates to the effective teaching-learning process. Brown states that error analysis is a valuable source of information for teachers. It includes information on learners' errors which helps teachers to correct it and improves the effectiveness of their teaching-learning.[4] It means that with error analysis can help teachers to correct the errors made by students and improving the effectiveness of the teaching-learning process.

According to david crystal, (has cited from Mansur) "error analysis in language teaching and learning is the study of the unacceptable forms produced by someone in learning language, especially in learning foreign language".[5] In addition Richards (has cited in Eka Sasimi) stated that error analysis is the study of error made by the second and foreign language learner'. Error analysis may be carried out in order to find out how well someone knows a language, find out how a person learn alanguage, and obtain information on common difficulties of teaching materials.[6]

Based on the definition about error analysis above, the researcher assumed that error analysis is study or the way of finding error made by the students in laerning second language and to observe, classify, and analyze the common error or difficulties faced by the students.

According to Brown error analysis stands for two major purposes, they are: (1) provides data from which interference about the nature of language learning process can be made, (2) indicated to teacher and curriculum

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[4] H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p. 218

[5] David Crystal in Mansur, *Error Analysis on Students'Grammatical Mastery*" (UIN Syarif Hidayatullah : 2009), p. 6

[6] Eka Sasmiasih, *Error Analysis on the Students Writing of Descriptive Text*, (UIN Syarif Hidayatullah : 2014), p. 15

developers, which part of the target language students have the most difficulty producing correctly and which error types detract most from students ability to communicate effectively.[7]

An error analysis is also important to describe what kinds of error that the students make, to know the causes of the error and how the students learn from their mistakes and correct in their writing. Because every students will not make the same error when they study.

2. **The Differences between Error and Mistake**

Some people have overlapping perception between *Error* and *Mistake*, so do some teachers. Then further dealing with *Error* and *Mistake* becomes inappropriate treated and then it gives negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic elaboration of the distinction between *Error* and *Mistake* is necessary in order to have sound explanation.

Inevitably the learner will make *Mistakes* and *Errors* in the language acquisition process. As Dulay hints that, "Making error is an inevitable part of learning. People cannot learn language without first systematically committing errors."[8] It means that making *Mistakes* and *Error* is naturally happened for learner because it is a part of learning in language acquisition process.

Further Brown distinguishes between *Mistake* and *Error*. He explains that, "a mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, which are not the result of a deficiency in competence but

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[7]Brown, *op. Cit.,* p. 215
[8]Heidi Dullay, *op. Cit*. 1982, p. 138

the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner."[9]It means that *Error* reveals the learner's knowledge of the target language, while *Mistake* is the learner's temporary impediment or imperfection in process of utilizing the language.

Corder in Cholipah give explanation about error and mistake that: "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 rules of the L2. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules."[10]

It can be concluded that *Mistake* is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on. *Error* is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected.

The explanation about error and mistake above can be summarized in the table, as follow :

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[9]H. Douglas Brown, *Principles of Language Learning and Teaching 5th Edition,* (New York: Pearson Education, Inc., 2007), p. *257*

[10]Cholipah, *op. Cit.,* p. 8

Table 2.1
The differences between error and mistake

Error	Mistake
- Related to the students' deficiency competence. - Reflected the students' understanding or competence in the target language. - Consistent deviation. - Caused by learners who have not mastered yet the L2 rules. - Cannot be self-corrected because the students do not know the correct of the L2 rules.	- Related to the students' quality performance. - Reflected the students' temporary impediment or imperfection when utilizing the target language. - Inconsistent deviation. - Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc. - Can be self-corrected when students pay attention

3. Sources of Error

Error can be occured by some sources. According to Brown (as cited in Noening Poejilestari) there are two main sources of error in the learning of a new language are interlingual error and intalingual error.[11] The first is interlingual error come from interference from the first language. In this context, the first language is Bahasa which is the interferer and English as the target languageis

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[11]Brown in Noening Poejilestari, An Analysis of Morphological and Syntactical Errors in Recount Text, *Journal of English Language and Literature*, Vol.5, No. 1 (March 2020). P. 11

the interfered. The second is intralingual error that error occur when the language learner produce the language using their own creativity.

Furthermore, Richard then subdivides the interlingual error as the causes of errors into four types:

a. Over-generalization

Over-generalization or transfer is the use of previously available strategies in new situations. In second language learning some of these strategies will prove helpful in organizing the facts about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable over-generalization covers instances where the learner creates a deviant structure based on his experience of other structures in the target language. Overgeneralization occurs when the students cannot use the rule of the target language correctly. Overgeneralization covers errors that are produced by the students when they try to apply a correct rule in an unsuitable situation.

b. Ignorance of Rule Restriction

This source of error occur when the students cannot use the exception rules. This kind of source error is closely related to over-generalization. That is the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where it is not necessary.

c. Incomplete Application of Rule

This sources of error occur when the students are unable to present some important elements in a word, phrase, or sentence. This means that the learners apply a rule in the context of a sentence, although the rule is not yet complete.

d. False Concepts Hypothesized

False concepts hypothesized refer to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty

comprehension of distinctions in the target language. These are sometimes due to poor gradation of teaching items some students get confused and cannot differentiate between go and come, bring and take, too and very, etc.[12]

It can be concluded that interlingual is a negative transfer within the L2 (Second Language) interference of mother tongue or firts language and it is putting it in practice, it is the incorrect generalization of the target language. Interlingual error is divided into 4 types, they are an over-generalization, ignorance the rule restriction, incomplete application of the rule, and false concept hypothesized.

4.   **The Types of Error**

According to Heidy Dullay*at al.,* classified types of errors into four types, are, linguistic category taxonomy, comparative taxonomy, communicative effect taxonomy, and surface strategy taxonomy.[13]

a.   **Errorbasedonlinguisticcategorytaxonomy**

Many error taxonomies have been based on the linguistic item, while is effected by an error, these linguistics 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), semantic and lexicon (meaning and vocabulary), and discourse (style). Constituents include the element that comprises each language components. For example, within syntax one may ask whether the error is in the main orsubordinateclause; within a clause,

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[12] Richard in Ratnah, *Error Analysis on Tenses Usage Made by Indonesian Students*. Makassar Tourism Academy. Vol.4, No.6,2013.p.161-162

[13] Heidi Dulay.et. al,*op. Cit*., p.146

which constituent is affected, e. g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjective and so forth.

b. Errorbasedonsurfacestrategytaxonomy

Learner may *omit* necessary any morphemes or words*, add* unnecessary ones*, misform* items*,* or *misorder* them. According to Dulay *et al* divide the error based on surface strategy taxonomy into fourcategories. There are Omission, Addition, Misformation, andMisorder.

1) Omission

Omission errors are characteristic by absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morphemes are omitted more than others. For example :

Charles the precident of the new periode **(incorrect -> omission of "is")**

Charles is the precident of the new periode **(correct)**

2) Addition

Addition errors are the opposite of omissions. They are characterized by the presence of an item, which must not appear in a well-formed utterance. There are three types of addition errors, namely: double marking, regularization, and simple addition.

a) Double marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in others. Double marking is two items marked for the same feature. Learners who have acquired

the tensed form for both auxiliary and verb often place the marker both, as in.

b) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization error occurs when learners add morpheme to the exceptional words.

c) Simple addition

No particular features characterize simple additions other than those that characterize all addition errors the use of an item which should not appear in a wellformed utterance.

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. While in omission errors happen unconsciously. On the other hand, misformation errors happen consciously. The students supply something, although it is incorrect. Therearethreetypesof misformationnamely:

a) Regularizationerrors

It is that all under the misformation category are those in which a regular marker is used in a place of an irregular one. For example: ruined forrun or goose for geese.

b) Archforms

The selection of one number of a class of forms to represents others in the class is a common characteristic of all stages of second language acquisition. We have called the form selected bythe students an arch-form.

c) Alternatingforms

As the student's vocabulary and grammar grow, the use of arch formsoften gives way to the apparently fairly free alternation of various members of a class with each other.

4) Misordering

Misorderingisawrongplacementofmorpheme oragroupofmorphemes inanutterance.

c. **Errorbasedoncomparativetaxonomy**

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or interlingual; and of course, the grab bag category, other, which are neither

1) Developmentalerrors

These errors are similar to errors made by the students learning the target languages as their first language.

2) Interlingual errors

Interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. Interlingual errors simply refer to L2 errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them.

3) Ambiguous errors

Ambiguous errors are those that could be classified equally well as developmental or

interlingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acquiring a first language.

4) Other errors

Few taxonomies are complete without a grab bag for items that don't fit into any other category. For example, in the utterance.

d. Error based on communicativeeffect taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.

It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner's speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

1) Global errors

Global error hides communication, it prevents the learners for comprehending some aspects of message.

2) Local errors

Local error itself doesn't interfere with understanding at an utterance, usually because there is only a minor violation of one segment of a sentence. It means that local erroris the error that can be comprehended by the hearer or reader

by guessing the intended meaning because there is a bit violation in a part of the sentence.

From the explanation about types of error based on Dullay theory above, it can be conclude that syntactical error which included in the error linguistic category taxonomi.

5. **The Procedre of Analysis Error**

There are some procedures to analyze the error according to Creswell: determining the subject of the research, collecting the data, analyzing data, reporting data

e) Determining the Subject of the Research

The research subject in this research is the narrative writing text of the students eleventh grade of SMAN 1 Penengahan, South Lampung

f) Collecting the Data

This is the process of collecting the documentation of student's writing from the English teacher

g) Analyzing the Data

This research is error analysis research. The data then will be analyzed through the employment of error analysis theory of Theo Van Els, *et al*.

h) Reporting the Data

It is the stage of reporting and summarizing the research findings as the last procedure of the study.

6. **The Aim of the Error Analysis**

There are some experts reveal their opinon of the goal of error analysis. AccordingtoSelinkerandGass said that, thegoaloferror analysisisclearlyoneof pedagogical remediation.[14] It can be assumed that the aim of error analysis is evidently education remediation. Beside that, John Norris states that, error analysis can give a picture of

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[14]Susan M. Gass and Larry Selinker, *Second Language aquisition,* (New York: Routledge, 2008), p. 103

type of difficultylearners areexperiencing. If carried out on alarge scale such asurvey, it can be helpful in drawingup a curriculum.[15] It can be conclude that error analysis can give benefit information to fix students' problems in learning English. It can indicate problems to a big group or a particular group.

Moreover, Dulay, *et. al.,* make a clear purpose of error analysis. According to them, there are two major purposes of error analysis:

a) It provides data from which inferences about the nature of the language learning process can be made.

b) It indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

Based on the explanation above, the writer sums up that the goal of error analysis in theoretical aspect is as a tool to investigate the language learning process and it also gives information of the learners' progress in the process of acquiring language in the practical area. It can be a very useful feedback for the teacher, the researcher, the learner and the curriculum in how to overcome the students' difficulty and how to deal against the error.

B. Concept of Syntactical Error

1. Definition of Syntactical Error

To get understanding of syntactical error, it is important to firstly understand the term syntax. Syntax is the grammar, structure, or order of the elemnts in a language statement.[16] In linguistics, syntax refer to the

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JohnNorrish,*LanguageLearnersandtheirErrors,*(London:MacmillanPress,1983), p. 7
   [16]Margareth Rous in Suci Faradilah Rahman, A Syntactic Error Analysis of the English Verb Phrases on Persuasive Writings Made by the Fifth Semester

rules that govern the ways in which word combine to form phrases, clauses, and sentences. According to Chomsky defines syntax as the study of principles and process by which sentences are constructed in particular languages.[17] In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order.[18] So, in other word syntax is the study about the arrangement of words in the sentence grammatically based on the rule of language.

Syntactical error is confusionin part of speech. This confusion mostly happened in construcyion words into a clause, phrase and sentence. Chomsky said that syntactical error occur when a sentence or phrase devietes from the grammatical rules and structrures of a particular language. Angraini and Susanto (as cited in Leli, *at all.*) syntactical error are error in sentence/clause, word order and others ungrammatically.[19] Beside that, syntax error is error that describes the construction of meaningful phrases, clauses, and sentences out of wards.[20]

In addition, Binti (as cited in Faidah Yusuf and Jumriana) defined that syntactical error are errors that effect text larger then the word namely phrase, clause, sentence, and ultimate paragraph.[21] Beside that, Tammase in Faidah Yusuf and Jumriana said that syntactical error include noun phrase which included determiner, nominalization, number, use of pronouns, use of pteposition, error in verb prase that include omission of

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Students of English Education Department of FKIP UNISMUH Makassar, (Thesis of Universitas Muhamadiyah Makassar), p. 9

[17] Noam Chomsky, *Syntactic Stucture*, (The Hague: Mouton, 1957), p. 11

[18] Robert D. Van Valin Jr. *An Introduction to Syntax*, (London: Cambridge University Press, 2004), p. 3

[19] Angraini and Susanto in Leli, *at all.* Syntactical Error in Short Stories Compilation Book Written By English Department Students*, Journal Educational Linguistict,* Vol. 2, No. 2 (December 2017), p. 54

[20] Rurlik Setiani, *Students' Syntax Error In Writing Ability*, Journal of Program Study Pendidikan Bahasa Inggris STKIP Muhhammadiyah Kotabumi, P. 47

[21] Faidah Yusuf and Jumriana, *op. Cit.,* p. 21

verb, use of progressive tenses, agreement of subject and verb, error in verb and verb construction, word order, and some errors in transformation involve negative transformation, passive transformation.[22]

Those definitions above have same meaning that is "deviation" from the rules of target language. So, the term syntactical error is understood as adeviation from the rule of grammar, or the rule of structure, or the rule of word order in a language stantement. In other words, syntactical errors are the incorrect statements or constructions caused by a deviation from the rule grammar, the rule of structure, or the rule of word order that an error is from grammar rules which students make in their sentences.

2. **Aspects of Syntactical Error**

Based on linguistic category by Dulay *at al.*, syntax error classified into the following parts, as follow:

a. **Noun phrase**

The errors in Noun Phrase involve the use of determiner, nominalization, number that is singular and plural, the use of pronouns and last is use of prepositions.

1) Determiner

The errors in determiner are mostly the omission of indefinite article before a noun.

2) Nominalization

The errors in nominalization are mostly occurring in the use of verb or adjective into a noun.

3) Number

The errors in number mostly occur use of plural noun, the omission of the plural additional *s* or *es*.

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[22]Ibid, p. 21

4) Use of pronouns

The common error in use of pronouns is unapropriate pronouns with the subject. For example :

every girl must finish their homework

On the sentence above, the correct ptonouns is "her", because "every girl" is considered as an individual. So that, the correct sentence is **"very girl must finish her homework"**.

5) Use of prepsition

The common error occur in the use of preposition are inapropriate in choosing a preposition and then wrong placement. For example :

I was born at September

The sentence above is incorrect, because "at" usually used in front of the small town, village, or number of address. So, the correct sentence is **"I was born in September"**.

b. **Verb**

The errors in verb mostly occur in the use of verb based on tenses. Usually the student use unapropriate verb related to the tenses of the sentence used. For example, the student do not use past form of verb when they write a past sentences. beside that, the error occur because omission of the main verb in the sentence. For example:

I in the water

The sentence above is incorrect because the sentence do not contain a verb. And the correct sentence is **"I swam in the water"**.

c. **Verb construction**

Some verbs follow certain verb pattern, which after subject is followed by *to*+V. The errors that

occur in the sentence involve the use of the verb which should be followed by *to*+V. For example:

> Incorrect : I go play
>
> Correct : I go <u>to</u> play

d. Word order

The errors in "word order" may be caused by a lack of understanding of basic patterns in English sentences. The basic of word order in English called as S.V.O.

S = subject

V = verb

O = object

> For example:
>
> **Rikiplaysfootbal**
>
> **S V   O**

e. Transformation

There are two types of errors in transformations that occur are negative transformation and passive transformation.

1) Negative transformation

The error in negative transformation is formation *no* **or** *not* without use the auxiliary *do*. For example:

Incorrect : I not go to school

Correct : I do not go to school

The common error in negative transformation common occur in the past tense form. The student do not use negative transformation related to the past tense form. For example:

Incorrect: She do not saw a ghost last nigth

Correct : She did not was a ghost last night

The past form of *do not* is *did not*

2) Passive transformation

The formulation of passive transformation is S + to be/auxiliary verb (was/were) + V3. For example:

Englishwasspoken by the students

S   to be   V3

C. Concept of Writing

1. Definition of Writing

Besides listening, reading, and speaking, writing is one of the basic skills. Writing is one of important skill in English to be mastered in learning English as a foreign language. Writing is a complex skill because when we write something, we should choose the words, arrange it into paragraph by our brain and then use our hand to write it. Therefore, in writing needs well knowledge and hard thinking when the writer produce words, sentences, paragraph at the same time with good English grammatical. Its support by Axelrod and Coopers that writing is a complex process and as such contains element of mystery and surprise;but it is believed that writing is a skill that anyone can learn to manage.[23] It means that in producing text, the writers should pass complicated process of writing. it can be started from thinking ideas, structuring all elements into a good written.

According to Raimes that writing is a skill in which we express ideas, feelings, and thoughts that are arranged in words, sentences and paragraph by using eyes, brain and hand.[24] It means that writing is used to express someone feeling and also ideas. Someone used her or his brain to create ideas, hands to write, and eyes to look at the product of writing to do that. It means that syntax is included into a field of study that focus on the way of phrases and

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[23] Rise B. Axelrod and Charles R. Chooper, *The St. Martin's Guide to Writing*, (New York: St Martin's Press, Inc, 2005), p. 3

[24] Ann Raimes, *Techniques in Teaching Writing* (New York: Oxford University Press, 1983), p.95

sentences are formed from certain words in order to create good structure for get meaning.

Furthermore, Byrne defined that writing can be said to be the act of farming these symbol making marks on a flat surface of some kind. However, writing is clearly much more that the production of graphic symbol, just as speech is more than the production of sound. The symbols have to be arranged, according to convention to form word, and word have to arranged to from sentences.[25] It means that writing is not about produce the symbol, but also the words that have to be arranged well. Therefore the reader can understand the massage or the information of the written text.

Beside that, Tarigan in Faisal and Krisna also defined about writing as a skill in English language. He explained that writing is one of the language skills which are used to communicate indirectly, without having face to face with other people.[26]

Based on the opinion from some experts about writing above, the researcher concluded that writing is a complex process in transferring idea from our taught into a written form, because in produce a writing we should arranged some words into a sentence, and from sentences become a text with a good grammar correctly. By writing, we can also communicate with other people without having meet directly face to face.

2. The Process of Writing

Writing process is a stage that a writer goes through to create something in writing form. According to Oshima and Hogue there are four steps in writing process, namely:

a. Step 1: prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and

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[25] Donn Byrne, *Teaching Writing skill* (London: Longman Group Itd, 188), p. 1
[26] Faisal and Krisna, *The Effectiveness of FRESH Technique to Teach Descriptive Paragraph,* Journal Education and Learning, Vol.7, No. 4, p. 241

collect ideas to explain the topic. There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.

In prewriting step, the student start to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

b.   **Step 2: organizing**

The next step in writing process is to organize the ideas into a simple outline. In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

c.   **Step 3: writing**

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the writer added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes many errors.

d.   **Step 4: polishing**

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising).

Then work on the smaller issues of grammar, punctuation, and mechanics (editing).[27]

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.

Beside that, Harmer categories the writing process into four steps as follow:

a. **Planning**

Experienced writer plan what they are going to write. Before starting to write, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. When planning, writers have to think about three main issues. In the first place they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. That means they must think before write.

b. **Drafting**

We can be referred to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

c. **Editing (reflecting and revising)**

Once writer have produced a draft, they then usually read through what they have written to see where it works and where it does not. Perhaps the way something is written is ambiguous confusing. Then, theys may move paragraph around or write a new introduction. They can use a different form of words for a particular sentence.

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[27]Alice Oshima and Ann Hogue, *Introduction to Academic Writing3ᵗʰ Edition*, (New York: Pearson Education, Inc., 2007), p. 15-18

d. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.[28]

Basically the two opinions above have same points in writing process, it started by gaining any ideas using some suggested technique called prewriting stage in Oshima and Hogue and planning stage in Harmer, both of technique are use before starting to write. Then developing the idea called organizing and writing stage in Oshima and Hogue and drafting in Harmer. After developing the idea, the writer or student draw up the idea by writing it on paper as rough draft. The last step is revising the rough draft, editing and proofreading the rough draft to be good and correct writing which the process involved examining the grammar and eliminating grammatical distractions.

3. The component of writing

Heaton stated that there are five significant components of writing, they are content, organization, vocabulary, grammar, and mechanic.[29]

a. Content

Content should be clear so that the readers can understand the message conveyed and get information from it. A good content should be well unified and completed.

b. Organization

Organization is the ability to develop ideas and topic which relevant in a united form. Organization writing involves coherence, order of importance,

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[28] Jeremy Harmer, *op. Cit*., p. 4-5

[29] J.B. Heaton, *Writing English Tests* (New York: Longman, 1988), p. 135.

general to specific, specific to general, chronological order and spatial pattern.

c.   Vocabulary

Vocabularies are collection of words that are arranged into a sentences, paragraph, or essay. Good writing consists of appropriate words in order that there is no misunderstanding from the audiences when they read his writing.

d.   Grammar

Writer should master grammar in order that she can result good writing. Good writing is writing that has correct sentences, using appropriate tenses, words, and others.

e.   Mechanics

Mechanics refers to the appearance of words, to how they are spelled or arranged on paper. Mechanics consists of capitalization, spelling, and punctuation.

4.   The purpose of writing

There are several purposes of writing that many experts have explained. Based on Diestch states that general purpose of writing may be primary to inform, to persuade, to express and to entertain. The specific purpose involves responding to a certain need for writing.[30]Furthermore, according to Penny Ur explained that the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader.[31]

From two explanations above, it can be summed up that the purpose of writing is to express the idea or entertaining the audience.

Beside that, Miller divides the purpose of writing into ten points as follows:

a.   Writing to understand experience

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[30]Betty Matix Diestch, *Reasoning and Writing Well 3ᵗʰ Edition,* (New York: McGraw-Hill Companies, Inc., 2003), p. 4-5

[31] Penny Ur, *A Course in Language Teaching,* (UK: Cambridge University Press, 1991), p. 163

Writing to understand experience thus achieves at least two goals: Writers come to a better understanding of themselves, and readers come to understand experience different from their own. Writing to understand experience relies on thought and reflection more than on emotion and confession. Writing to understand experience means finding a truth that is conveniently stored somewhere in your head, some secret knowledge that, once uncovered, will explain everything you want to understand. Writing often leads to new perceptions. If you write thoughtfully about experience, you will be constructing knowledge as you proceed.

b. Writing to report something

Writing to report information is arranged in a pattern so that readers can make sense of it.

c. Writing to explain information

Writing to explain information needs to analyze or classify information, examine causes and consequences and define concepts by distinguishing them from other.

d. Writing to evaluate something

Evaluation requires that the writer determines the nature or the quality of what he/she is judging. Evaluation also means determining importance, benefit, or worth. When writing an evaluation, the writer also needs to assure that he/she has credentials to make judgments about the subject he/she is addressing.

e. Writing to analyze images

Like writing to evaluate, writing to analyze images requires the ability to discern the difference between the effective and the ineffective and to explain why the writer has made the judgment. Moreover, analysis is almost always instructive to some extent. As in writing to explain information, as well as in writing to evaluate something, writing an

analysis helps readers to increase their understanding of the subject.

f. Writing to analyze text

Writing to analyze texts is not really different from writing to analyze images. Writing to analyze the texts is aimed to analyze the certain text.

g. Writing to persuade others

Writing to persuade others means that the aim of the writing is to persuade the readers to act or to convince the reader to adopt the particular view or actionthers.

h. Writing to inspire others

Writing to inspire others means being able to elevate the human spirit by reminding people of what is most important in life and what it is possible to achieve.

i. Writing to amuse others

Writing to amuse gives you an opportunity to bring pleasure to others. Seize the opportunity, and make the most of it.

j. Writing to experiment with form

Writing to experiment with form is different from the previous purpose. It is about inventing something. Then, the invention is documented through writing.[32]

5. The Principle of Writing

Idea within a paragraph should flow smoothly from one to the text and subordinate ideas should be related to the main idea presented in the topic sentence. There are distinctive features of principles writing in order the paragraph to be effective proposed by Dietsch, those are:

a. Interest

To write an effective paragraph that is worth reading, choose a topic you know and care about.

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[32] Robert Keith Miller, *Motives for Writing 5th Edition,* (New York: McGraw-Hill Companies, Inc., 2006), p. 98-173

Consider how you might arouse interest. Scan your prewriting; you may find an overlooked gem that will be just the hook for your opening. Can you approach the topic in an unusual way? What might readers like to know? A secret of good essay writing is to remember that readers like to be entertained; include anecdotes and offbeat examples. Supply action verbs and concrete nouns that enable the reader to share your vivid impression.

It means that the writer should choose a good topic to read. An interesting title or topic can encourage the reader to know the whole of paragraphs. Try to make interest topic sentence. So, the reader will be eager to continue their reading.

b. Unity

To unify a paragraph, focus on one major idea in the topic sentence. The relate all of the support sentences in the paragraph to the topicsentence.Support sentences may amplify the major idea with examples, facts, statistics, opinions, or reasons. If a sentence lacks a connection to the topic sentence, either establish one or discard the sentence.

Unity is the paragraph explains one idea. It means that the supporting sentences/supporting details in the paragraph correlate to the major idea in the topic sentence, therefore the paragraph has unity.

c. Completeness

To be complete, a paragraph must supply adequate and appropriate information. A paragraph must have complete information. Lack of information can cause to illogical analysis or gambling information. The audience will be bored and uninterested in reading the paragraph.

d. Coherence

You might think of a paragraph as a jigsaw puzzle-each piece must fit. If not, the paragraph lacks

coherence; it does not flow smoothly. During revision, you rearrange any words, phrases, or sentences that are in the wrong places. If there are still gaps between details, you can add transitions, either signpost or embedded, to bridge the gaps, or you might devise parallel structure. Transitions are parallelism show relationships.

It can be summed up that coherence is to connect one paragraph to the next paragraphs smoothly. The writer can use transitions to cohere sentences in the paragraph.

e. Clarity

The main idea should be clear the first time. Clarity is the end result of knowing your purpose, correctly assessing the audience and occasion, selecting appropriate words, being complete, and connecting details to a central idea.

Clarity prevents the audience to read the paragraph several times to get the purpose or intended information. An unclear paragraph will puzzle the audience therefore clarity in delivering information in a paragraph is needed to have.

D. Concept of Text
1. Definition of text

Siahaan and shinoda stated that a text is meaningful language in a contexts, it is both a spoken and write text.[33] Therefore text is a writing form or result of the writer result. Write text is any meaningful write text. The writer assumes that text is some sentences in write text and the readers can get information from the text.

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[33]SanggamSiahaan And Kosno Shinoda, *Generic Structure Text* (Yogyakarta: GrahaIlmu, 2008), p.1

2. **Kinds of text**

In English, we can found type of writing. each of these writing has its own characteristics and functions. The students should have knowledge of those writing text. Text is when these words are put together to communicate a meaning, a piece a text is created.

Pardiyono said that there are 9 kinds of text that must be taught by students, as follow:

a. **Descriptive text**

Descriptive is the type of text that describes an object such as person, place, or thing. It describes something in specific. The generic structure of descriptive text as follows:

1) Description : identify phenomenon to be described.
2) Description : gives information the characteristics of an object.

b. **Recount text**

Recount text is the type of text about information in the past event. The generic structure are:

1) Orientation : provide the setting and introduces participant.
2) Event : tell the sequence happened.
3) Re-orientation : optional-closure of event.

c. **Narrative text**

Narrative text is the type of text about problematic story that has a climax and document as a solution in the end of the story. The story can be a fiction such as legend, fairy-tale, myth, and fable. The generic structure as follows:

1) Orientation : sets the scene and introduce the participants.
2) Evaluation : a stepping back to evaluate the plight.
3) Complication : a crisis arises.
4) Resolution : the crisis is resolved, for better or for worse.

5) Re-orientation   : optional.

d.   Procedure text

Procedure text is the type of text to describe how something is accomplished through a sequence of actions or steps. The generic structure of procedure text there are:

1) Goal   : purpose of doing instruction.
2) Materials   : ingredients or equipment.
3) Steps   : set of instructions.

e.   Explanation text

Explanation text is the type of text to explain the processes involved in the formation or workings of natural or sociocultural phenomena. The generic structure are:

1) A general statement to position the reader.
2) A sequenced explanation of way or how something occurs.

f.   Report text

Report text is the type of text to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment. The generic structure are:

1) General classification   : tells about general information based on phenomenon.
2) Description   : give detail explanation about the topic.

g.   Exposition text

Exposition text is the type of text about argument or opinion of someone to perceive the problem. The generic structure as follows:

1) Thesis   : announcement of issue of concern.
2) Arguments   : reasons for concern, leading for recommendation.
3) Recommendation   : statement of what might or might not to happen.

h. **Discussion text**

Discussion text is the type of text to present (at least) two points of view about an issue. The generic structure as follows:

1) Issue   : statement and preview.
2) Arguments : the point and elaboration.
3) Conclusion recommendations

i. **News item**

News item is the type of text about events of the day which are considered newsworthy or important.[34] The generic structure are:

1) Newsworthy events : recounts the event in summary form.
2) Background event : elaborate what happened, to whom, in what circumstances.
3) Sources   : comments by participants, witnesses and authorities expert on event

Based on explanation above, the researcher concludes that there are 9 types of text in English namely descriptive, recount, narrative, procedure, explanation, report, exposition, discussion, news. In this research, the researcher focused on narrative text. The researcher choose narrative text because the students' score is lower that other kind of the text.

E. **Concept of Narrative Text**
   1. **Definition of Narrative Text**

Narrative text is kind of text that tells about a story that is based on the some events or experience. Narrative text contain of problemic events which lead to a crisis or turning point of some kind, which in turn find a resolution. In the narrative text, the readers are invited into the journey in a story to entertain them. There are many kinds of story that can be used in narrative text for example people's

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[34] Ibid, p. 73

experience, some crisis events and the legend or myth in the society.

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.[35] It means that narrative text is kind of the text that tells the reader about story, as if the readers take part in the story that is purpose to amuse the reader. Narrative is a text which contains about story (fiction, nonfiction, tales, folktales, fables, myth, epic) and its plot consist of climax of the story or complication then followed by the resolution. Narrative is kind of text not only story of fiction and legend, but also story of real life story.[36] It means that the story in narrative text not only the fiction but also the real story.

From the statements above, it can be concluded that narrative text is text which consists many kind of stories such as fiction, fable, tales, etc which is aimed to entertain and to inform the reader. The narrative text is good for the student because it can motivate and stimulate the student when do reading activity.

2. Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution. Based on competency-based curriculum 2004, the aim of narrative is to entertain and amuse the listeners and readers with the real experience or fancy.[37]

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[35]Sanggam Siahaan and Kosno Shinoda., *op., Cit*., p.73

[36] Emi Emilia. Pendekatan Genre Based dalamPengajaran Bahasa Inggris: PetunjukuntukGuru.(Bandung: Rizqi press, 2011).p.92

[37]Depdiknas, Kurikulum 2004 StandarKompetensi Mata Pelajaran Bahasa Inggris,(Jakarta: Depdiknas, 2004), p.50

In the other opinion, Hyland said that narrative is kind of genre which social purpose to entertain and instruct via reflection on experience, like novels, short stories, etc.[38] It means that the purpose of narrative is to give entertainment and to deal with actual or vicarious experience indifferent ways, which is the evaluation shows now the problem starts. Then, there will be complication in which the problem arises. The resolution comes to solve the problem.

3. **Language Features in Narrative Text**

There are six language feature of narrative text:

a. Use the past time marker.
b. Using language telling so it doesn't seem formal but easy to digest.
c. Using various type of punctuation and types of word such as nouns, adjective, adverbs, and verbs.
d. Contains dialogue, monologue, and story narration.
e. Using active and passive verbs.
f. In one sentence it does not always consist of subject, predicate, object, and description.[39]

4. **Generic Structure of Narrative Text**

The characteristic of narrative text can be seen from its generic structure, language features, and social function. Generally, generic structure of narrative text can be divided into three components, such as orientation, complication, and resolution. It is supported by Pardiyono in Tika, at all explained that narrative text has three generic structures, there are:[40]

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[38]Ken Hyland, *Genre and Second Language Writing*, (London: University of Michigan Press, 2004), p.29

[39] Joyce, H &Feez S. *Writing skills: Narrative and noun-fiction text types*, (Sydney: Phoenix Education Pty Ltd, 2000), p. 134

[40] Tika Noviani, Sri Imelwaty, Herfyna, *Students' Problems in Writing Generic Structure of Narrative Text at Second Grade SMAN 1 Sungai Rumbai Dharmasraya,* (English Education Program: STKIP PGRI West Sumatera, 2015), p. 5

a. Orientation

Orientation consist of introduction of the story which involves the characters, setting andtime of the story are established.

b. Complication

Complication it is explores the conflict in the story. It will show the crisis, rising crisis, and climax of the story.

c. Resolution

Resolution shows the situation which the problems have been resolved. It must be our note that "resolved" means accomplished whether success or fail. It means that the complication may be resolved for better or worse and happily or unhappily.

d. Re-orientation/coda

This part is a closing remark to the story and it is optional. It is consists of a moral lesson, advice or teaching from the writer.

5. **Types of Narrative Text**

There are many type of narrative text, including:

a. Humor, the aims to make the audience laugh as part of retelling story.

b. Romance, typically tells of two lovers who overcome difficulties to end up together.

c. Science function, use a setting involving science and technology.

d. Diary – novels, the text presented like diary entries.

e. Adventure, typically tells of exciting dangerous journey of experience.[41]

6. **Kinds of Narrative Text**

Narrative are divided into two kinds:

a. Non-fiction is kind of narrative writing that tells the true story. It is often used to recount a person's life

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[41]Mark Anderson and Kathy Anderson, *op. Cit*., p.28

story, important historical event, or new stories. This is really a combination of narrative and informational writing.

b. Fiction is a kind of narrative that tells the untrue story. The story made up by the writer such as short story, comics, novels, etc.[42]

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[42] Joyce, H & Feez S., op. Cit., *Genre and Second Language….* p.57

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