

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses error analysis theories, pronunciation, reading, and narrative text.

A. Error Analysis Theories

The error analysis is a learning process in which we learn to analyze an error from not knowing to knowing. According to Kaswan (2010), human learning is fundamentally a process that involves the making of errors.

1. Definition of Error Analysis

- a. “Error analysis is the study of observing, analyzing and classifying the errors made by the learners” (Brown, et al, 2007:284).
- b. According to Corder (1986:95), error analysis has two functions; theoretical and practical one. First, with regards to the theoretical aspect or error analysis is that is a part of the methodology to investigate language learning process. Then in the practical aspect, error analysis serves to give guidance in remedial action needed to be taken toward an unsatisfactory state of affairs in the teaching/learning process.

Conclusion by the writer error analysis is the process of teaching and learning about analyzing errors that we want to analyze so that we know where there is a fault it.

B. Types of Error Analysis

Based to Corder (1991:36) error are still classified on superficial basic of a missions where some elements is omitted which should be presented, error of addition where some element is presented which should not be there error of selection where the wrong item has been close in the place of the right are and errors of ordering where the element presented are correctly are correctly but wrong by sequenced.

Based on to Dulay (et al, 1982: 154-162, Corder 1991:36, Endorgan 2005:264), error can be classified into four types, they are:

1. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

2. Addition

Addition errors are the opposite of omission. They are characterized by presence of an item, which must not appear in a well-formed utterance.

3. Misinformation

Misinformation errors are characterized by the use of the wrong form of the phoneme. Meanwhile in addition errors, the item are not supplied at all, in misinformation errors, the learner supplies something.

4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. For example, the word “island” (ailand) is pronounced as (islaind).

C. Pronunciation

Pronunciation is a most important thing in communicating that we learn the pronunciation is good and right in order to be understood by the other person with respect and true anyway. According to Fangzhi (1998:39), that it is important to pay attention to pronunciation since it results in whether or not someone's message can be passed or not by other people.

1. Definition of Pronunciation

- a. According to Penny Ur (2001), Jack C. Richard (2002), Pronunciation is the sound of the language, or phonology; stress and rhythm; and intonation and includes the role of individual sounds and segmental and supra segmental sounds.

- b. Moreover, Otlowski (2004:1) stated that Pronunciation is a way that is accepted or generally understood. From those statements above, we can conclude that pronunciation is the way of someone produces segmental and supra segmental sound that is accepted or generally understood.

Conclusion by the writer pronunciation is an important thing in communication that we used to communicate with both the pronunciation and correct.

D. Types of Pronunciation

1. Twenty Vowel Phonemes

Studying a target language means studying its elements. Which consist of phonemes, morphemes, syntax and lexicon? Phonemes refer to English sounds, syntax refers to grammar and structure and lexicon refers to meaning. In this section, we will the study 20 vowel phonemes;

5 long vowel phonemes:

- | | |
|-----------|---------------------------|
| [i:] | - bee, see, knee, etc. |
| [a:] | - barn, far, car, etc. |
| [ɔ:] | - born, corn, thorn, etc. |
| [u:] | - boon, soon, moon, etc. |
| [ɜ:] [ə:] | - burn, earn, learn, etc. |

7 Short vowel phonemes:

- [i] - it, bit, hit, etc.
- [ʌ] - up, shut, cut, hut, etc.
- [ɒ] - pot, hot, top, fox, etc.
- [e] - pet, pen, red, wet, etc.
- [æ] - cat, hat, black, bat, etc.
- [ɔ] - a long, ago, away, etc.
- [u] - good, book.

8 Diphthongs:

- [ɔɪ] - boy, toy, coin, etc.
- [aɪ] - buy, guy, shy, why, etc.
- [eɪ] - bay, say, way, gay, ray, etc.
- [ʊə] - poor, tour, sure, etc.
- [iə] - ear, hear, tear, etc.
- [ʃə] - share, care, where, air, etc.
- [oʊ] - no, show, so, though, etc.
- [aʊ] - now, about, aloud, etc.

Long vowels:

- [i:] - bean
- [u:] - boon
- [a:] - barn

[ɔ:] - born

[3:] - burn

Long vowels have their length considerably reduced when they occur in a syllable closed by /p, t, k, tʃ, θ, s, ʃ/, e.g. in soup, seat, leak, porch, half, earth, loose, leash. This shortening of the vowel is highly significant in distinguishing a word such as seat from seed.

2. The Types of Pronunciation Errors

(Based on Johansson, 1978 and Van den Doel, 2006).

a. Segmental

- 1) Phonemic
- 2) Sub-phonemic
- 3) Realisational
- 4) Distributional

b. Supragmental

- 1) Stress
- 2) Supragmental

E. Reading

Reading is a process where we can learn to acquire and explore any of the information contained in it. According to Smith (2004:7), “reading is not an activity that can be conducted in the dark.

1. Definition of Reading

- a. There are many definition of reading. Reading is the ability to draw meaning from the printed page and to interpret information appropriately (Grabe and Stoller, 2002: 9).
- b. Reading is generally defined as a process of identifying written or printed text to understand in meaning. This meaning is what so called as a message that may include facts, entertainments, ideas, or feelings such as from a family, letter news and so forth (Nuttal, 2009).

Conclusion by the writer reading is process where we learn to acquire and explore any of the information contained in it, so we learned a lot out with new information that previously we did not know before.

F. Types of Reading

A good reader uses many different pattern of reading. Each reader involves the use of variety of skills and attitudes, the pattern used depends upon the type and complexity of the reading material, the purpose for reading, and the reader’s familiarity with the kind of idea expressed.

Reading lesson may be given in single class or it may be added as supplementary work. The material of reading must be graded depending on the level or the language learners. According to Huebener (2006: 67), “there are different types of reading choral, silent, intensive, and extensive and supplement reading”.

1. Choral Reading

Even though choral reading is relatively uncommon modern language classes, this type of reading is still important in improving learner's pronunciations. Working in groups will make language learners feel confident to pronounce words in this method. It is really helpful for language learners who are reluctant and shy to imitate the teachers' expression individually.

2. Silent Reading

After language learners learn the words and expression and know how to pronounce them, the actual reading can begin. This can be done through silent reading. Silent reading can be with reading aloud by the teacher. The teacher's reading is a model in accuracy and expressiveness it is secured by a happy combination of reading aloud reading by learners. To check whether the learners rest them by giving questions based on the text, by translation or by summarizing the text.

3. Intensive Reading

As the term indicated, each vocabulary and structural item is explained and it made as part of student's active language, pronunciation and intonation one stressed and each concept of allusion is clarified. Intensive readings where the students are expected to read short passage and understand everything. Reading passage can be used for consolidating structure and vocabulary as a springboard of other classroom activities, to increase students' passive vocabulary and for pleasure.

4. Extensive Reading

Comprehension students are trained to comprehend or to understand the meaning or concept from a passage silently without teacher's help. Beside it, extensive reading where the students read to understanding every words.

5. Supplementary Reading

Supplementary reading is also done out of class. Language learners are free to choose reading material. Supplementary reading should be a part of the term work. Every language learners should be required to read at least one book in the target language. Then the teacher should give score of their work in supplementary. According to Inmon and Lenier (1992:156-157), "There are four basic types of reading: study reading, skimming, and scanning." Each type suited to a particular type of reading material and reading purpose, and each should be practiced at different speeds.

- a. *Study reading* on difficult textbook or technical material when your purpose is thorough understanding and/or memorization. Study reading rates usually do not exceed 250 words per minute.
- b. *Rapid reading* should be used when your purpose is to get a general idea of what you read and when the material is not extremely complicated. Types of material suitable for rapid reading include newspapers, magazine, novels, and light nonfiction.
- c. *Skimming* is quickly looking over a selection to get the general idea rather than reading every word. It is used (1) when surveying a chapter or article, (2) when all you need is a general overview, and (3) when reviewing something you once read to refresh your memory, to give you an example of skimming, we have emphasized some words, in the following article.
- d. *Scanning* is locating specific information, such as a name, a place, or a date. For example, when you look up something in the dictionary or in the telephone book, you are scanning, you run your eyes over the page and read only the information surrounding what you are loooking for. You may also use scanning in textbooks-for example, when you particular name or date in a chapter.

G. Narrative Texts

Narrative text is a story of legend so that we can learn anything, the meaning contained in the story. According to Knap and Watkins (2005) there are three schematic structure in simple narrative are orientation, sequence of events and resolution.

1. Definition of Narrative Text

- a. According to Keraf (2001:136), "The narrative is a form of discourse which attempted to narrate an event or events it seems as if the reader see or experience the events.
- b. According to Alwasilah (2005:119) narrative is to tell a story – a series of events or moments chronologically in the form of facts or fiction – narration can include the flashback moment and can be subjectively positioned in the first person style or objectively positioned in the third person style, depending on the writers.

Conclusion by the writer narrative texts is a story of legend so that we can learn anything, the meaning contained in the story contained in it so that we can learn good things from the story.

H. Types of Narrative Text

Neo (2005:58) There many different types of narrative texts, among others:

1. Humor
2. Mystery
3. Romance
4. Fantasy
5. Crime
6. Science Fiction
7. Real Life Fiction
8. Diary Novels
9. Theoretical Fictions
10. Adventure

1. The Generic Structure of Narrative Texts

Quoted from: Derewianka in Agustian, et al (2004:5)

- a. Orientation: Sets the scene and introduces of the participants (characters) of the story. The time and place where the story happened (who, what, when, and where). In this section, the writer will introduce the characters - the characters in the story, also tells the story of time and place.
- b. Complication: A crisis arises, a series of events in which the main character attempts to solve the problem. This is the part where

conflicts arise and also shows the struggle of the main character in solving the problem.

- c. Re - Orientation: It is optional. The ending of the story, it sometimes contains the solution. In this section a narrative text is already coming to a close, this step is optional, so my friend could decide to use it or not.

2. Moreover, Derewianka (1991) can be described as follows:

- a. Specific individual participant with defined activities. Most of the narrative text is human but sometimes we can find animals as the main character in a narrative text.
- b. Narrative text mostly uses action verbs (material process) but we still able to find other verbs like verbal and mental process verb.
- c. Narrative text mainly uses past tense.
- d. Dialogues are sometimes included in the text and they are provided in the present tense form.
- e. Many linking words can be found in a narrative text like “Once upon a time ...” or “One day ...”
- f. Narrative text can be written in the first person (I, we) or third person (he, she, they).

(Derewianka, 1994 cited in Bayu, 2013, p. 13)