ABSTRACT

Alfiana, Zian. 2015. Error Analysis on Generic Structure of Narrative Text of the Sixth Semester Students of English Education Department of STAIN Ponorogo in Academic Year 2015/2016. A thesis, English Education Department Faculty of Education State Islamic College of Ponorogo (STAIN Ponorogo). Advisor Dr. H. Dolar Yuwono, M.Pd.

Key Words: Error, Error Analysis, Generic Structure, Narrative Text

The objectives of this research are to investigate (1) generic structure used by students in the narrative text and (2) kinds of errors done by the students in writing narrative text.

The research was descriptive qualitative research. The population was all of the sixth semester students of English Education Department of STAIN Ponorogo. The sample of 30 students was taken by using cluster sampling technique.

The instrument used to obtain the data was test. The test was used to obtain data of errors. The collected data were analyzed by means of error analysis which started from collecting the data, identifying the errors, describing the errors, explaining the errors, and evaluating the errors.

The result of the research showed that there were 11 errors out of 30 texts consisting of 1 error of uncompleted pattern of narrative text generic structure and 10 errors of improperly generic structure used in writing narrative text, 1 text using generic structure of news item and 9 texts using generic structure of recount text.

The result of this research are beneficial to the process of learning English. The errors which appear in this research can be used as an additional reference to design better teaching material and to improve a technique used in teaching writing. Therefore, the students will not make the same errors.

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is what the members of particular society speak.[1] In one particular society, it is quite common to find more than one language spoken among its members. Most of linguists say that there are around 6-7,000 languages. The Ethnologue lists over 6.800 languages in 288 countries.[2]Because the number of language far exceeds the number of countries, it is inevitable that there are many languages contact take place.

There are many reasons for speakers of different languages to come into contact. Some do out of their own choosing, while others are forced by circumstances. Language contact happens for many different reasons: politics, religion, culture, economy, education, technology, etc. By those reason, people start to learn second or foreign languages to communicate with speakers of target language. Moreover, in this globalization era, a lot of information are presented in many languages, second or foreign language mastery become undoubtedly very important. Schools start including second language learning in their curriculum in order to prepare their students to be able to compete in broader scope.

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[1] Ronald Wardhaugh, An Introduction to Sociolinguistics(Blackwell Publishing, 2006): 1

[2] CongrésMundalSobrePolítiquetes Lingüístiques (Barcelona, 2002)

However, teaching second or foreign language is a complex task because every language has its own language system that is different from one to another. Many studies indicate that for second language students, there tends to be interference from their first language in the process of writing in English. For example, Indonesian students face difficulties in learning English as second language because bahasa has a clearly distinctive grammar compared to English i.e. bahasa different way in compounding noun, classifying noun, pronunciation system, morphological classification etc. Bahasa does not have tenses agreement, articles, changing form of verb affected by time or subject, two-word verb form, etc.Therefore, it is inevitable that all second or foreign learners commit errors.

Richard in Hasyim states that the study of error made by the second and foreign language learners is error analysis.Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, (c) obtain information on common difficulties in language learning.[3] This definition stresses the function of error analysis.

In writing, error remain forever and are very visible because writing is the most difficult skill in teaching English. It is a complex process which demands cognitive analysis and linguistic synthesis. Writing calls on two skills that are so different that they usually conflict with each other, creating and criticizing. In other words, writing calls on the ability to create word and ideas out of ourselves,

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[3]SunardiHasym, Error Analysis in the Teaching of English, Vol. 4 (Petra Christian University: k@ta, 2002): 43

but it also calls on the ability to criticize them in order to decide which ones to use. It is true that these opposite mental processes can go on at the same time.

There are many aspects that must be concerned by the students in writing a composition, such as content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.Besides, the students must concern on the generic structure of the texts. In fact, each genre has a more or less conventional generic structure. It is a kind of template into which the writers can fit their words and sentences.[4] It shows how each stage of a genre has important function in the text's overall purpose.[5]Therefore, the learners should master the generic structure of each text in order to make a good composition. The priority in this research is defining students' production of generic structure accuracy in narrative text.

A brief observation to the narrative textwhich is taken from the fourth semester students'assignment showed that students majoring in English Education Department still performed errors in generic structure that should not be overlooked. Students sometimes made error in using generic structure which influences the purpose of the text. This case of error can be caused by students' failure in recognizing the specific features or the characteristic of texts and also the parts and the function of generic structure.

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[4]Andrew Goatly, Critical Reading and Writing: An Introductory Coursebook (United States of America: Routledge, 2000), 29

[5] Peter Knapp and Megan Watkins, Genre, Text, Grammar (Australia: University of New South Wales Press Ltd., 2005), 91

The aim of this research is to study errors in generic structureas the follow-up of the writing lesson that has been gotten by the students in the fourth semester. Moreover, the subject of this research are students of English Education Department who wish to be English teachers. Analyzing errors performed by these students will be very important as an effort to indirectly develop Indonesian students' English mastery. Therefore, the researcher conducted a research entitled "Error analysis on generic structure of narrative text of the sixth semester students of English education department of STAIN Ponorogo in academic year 2015/2016".

B. Limitation of the Study

This research limits itself to the following terms:

1. The research concerns with the appropriateness of generic structure used by students in writing narrative text.
2. The researchclassifies the errors done by students in writing narrative text.

C. Statement of the Problem

The problems of this research are formulated in the question below:

1. What is the generic structure used in the narrative text of the sixth semester students of English education department of STAIN Ponorogo?
2. What kinds of errorsare done by the sixth semester students of English education department of STAIN Ponorogo?

D. Objective of the Study

1. To investigate the appropriateness of generic structure of narrative text of the sixth semester students of English education department of STAIN Ponorogo.

2. To find students' errors in writing, especially in arranging the generic structure of composition of the sixth semester students of English education department of STAIN Ponorogo.

E. Significant of the Study

The result of the researchis expected to be able to give some advantages for students, teachers, and the other researchers. The following are some advantages that can be taken from this study:

1. For English students

This researchis expected to help students in identifying their performance errors so that they are able to correct the errors by themselves to improve their English skill especially in writing.

2. For English teachers

This researchis expected to give teachers description of factual errors performed by students so that teachers can make solutions and preventive action that are best to deal with errors performed by their students.

3. For other researchers

This research is expected to give other researchers a valuable knowledge which can be used for doing a better research in the future.

4. For English Education Department

This research is especially aimed for the English Education Department as education institution which takes the responsibility to create future English teachers. This study hopefully can contribute to the improvement of English Education Department.

F. Research Method

1. Research Design

The method of this research was descriptive qualitative research. According to Kotari, qualitative research is concerned with qualitative phenomenon, i.e., phenomena relating to or involving quality or kind. It aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Meanwhile, descriptive research is defined as a research including

surveys and fact-finding enquiries of different kinds in which its major purpose is description of the state of affairs as it exists at preset.[6]

Furthermore, Neuman state that qualitative research are empirical. They involve documenting real events, recording what people say (with words, gestures, and tone), observing specific behaviors, studying written documents, or examining visual images.[7] In addition, Best and Kahn a descriptive study describes and interprets what is. It is concerned with conditions or relationships that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. It is primarily concerned with the present, although it often considers past events and influences as they relate to current conditions.[8]

Moreover, Flick, et al. State qualitative claims to describe life worlds 'from the inside out', from the point of view of the people who participate. By so doing it seeks to contribute to a better understanding of social realities and to draw attention to process, meaning patterns, and structural features.[9]

Based on the definition above, descriptive qualitative research is a research concerning with qualitative phenomenon including surveys and fact-finding enquiries in which a specific situation is studied. This research is to

[6] C.R. Kothari, Research Methodology Methods & Techniques (New Delhi: New Age International (P) Limited, Publishers, 2004),3

[7] W. Lawrence Neuman, Basic of Social Research: Qualitative and Quantitative Approach (Pearson Education, Inc., 2007), 89

[8] John W. Best and James V. Kahn, Research in Education(New Delhi: Prentice-Hall of India Private Limited, 1995), 105

[9] Uwe Flick, Erns von Kandorff, and Ines Steinke, A Companion to Qualitative Research (Sage Publications, 2004), 3

provide important information regarding the average performance of a member of a group based on the interviews and observations and to address validity through the honesty and richness of data achieved.

2. **Researcher's Role**

The characteristic of qualitative research is not separated from participant observation because the researcher is role establish to entire of scenario.[10]In this research, the researcher is a data collector and an analyzer because the data that had been analyzed by the researcher were obtained from the test done by the sixth semester students of TIA as a key instrument.

3. **Research Location**

The research will carry out at the sixth semester students' of English educationdepartment of STAIN Ponorogo which is located in Pramuka Street 156 RonowijayanPonorogo. The reason selecting this location is the researcher wants to know the appropriateness of generic structure used by the studentsin writingnarrative text.

4. **Data Source**

A data source is a person, something, or places that provides information for a piece of research.The data source in this study was the written narrative texts thatwere obtained from the test done by 30 students of the sixth semester students of TIA of English education department of STAIN Ponorogo that was taken using cluster sampling technique.

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[10]Lexy J. Moloeng, MetodologiPenelitianKualitatif, 117

5. Technique of Data Collecting

Technique of collecting data used in this research was a test. The researcher conducted a test in order to collect the data of students' narrative text generic structure. The test was in the form of written test. The students were administered a writing assignment that involved essay writing. First, they were required to write a narrative text within 60 minutes. To avoid lack of attention after writing an essay for an hour, students were provided 15 minutes to identify and correct the mistakes that they might produce. The test was only held once because the researcher wanted to identify the errors of students' generic structure but not to investigate the development of students' written ability. From students' written text, researcher identified errors on generic structure of narrative text.

6. Technique of Data Analyzing

This research employs content analysis technique. According to Neuman, content analysis is a technique for gathering and analyzing the content of text. The content refers to words, meanings, pictures, symbols, ideas, themes, or any message that can be communicated. It includes books, newspaper and magazine articles, advertisements, speeches, official documents, films and videotapes, musical lyrics, photographs, articles of clothing, and works of art.[11]

Content analysis is useful for identifying both conscious and unconscious messages communicated by text (i.e., what is stated explicitly as

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[11] W. Lawrence Neuman, *Basic of Social Research* (Pearson Education, Inc., 2007), 227.

well as what is implied or revealed by the manner in which content is expressed). The result of a content analysis may reveal recurrent instances of "items" or themes, or they may reveal broader discourses. The "categories" or clusters of data identified may represent discrete instances (i.e., something is apparent or not), or they may be represented as degrees of attributes, such as direction and intensity, or qualities (i.e., a quality such as joy is evident to some degree rather than simply present or absent).[12]

Following Corder, the researcher can distinguish the following steps in conducting and error analysis:[13]

a. Collecting of a sample of learner language

It is deciding what samples of learners' language to use for the analysis and how to collect these samples.

b. Identification of errors

The identification of error involve a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context

c. Description of errors

Description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-

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[12] Lisa M. Given, The SAGE Encyclopedia of Qualitative Research Method (United States of America: SAGE Publication, Inc., 2007), 120

[13] Rod Ellis and Gary Barkhuizen, Analysis Learner Language (OxfordUniversity Press, 2005), 57-67

speaker counterparts. It focuses on the surface properties of learner utterances.

d. Explanation of errors

Explaining errors involves determining their sources in order to account for why they were made. It is concern in the psycholinguistic sources of error.

e. Error evaluation

Error evaluation is not so much a stage in the analysis of learner errors as a supplementary procedure for applying the results of an error analysis. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

7. Data Credibility

Data credibility is the extent to which the good faith of a provider of data or source of data can be relied upon to ensure that the data really represents is what the data is supposed to represent, and that there is no intent to misrepresent what the data is supposed to represent.[14] The credibility of data in qualitative research can be obtained by using triangulation.

According to Denzim in Flick, Kandoff, and Steinke, there are four types of triangulation:[15]

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[14]Malcolm Chisolm, *"Data Credibility: A New Dimension of Data Quality?"*,http://www. Information-management.com, (January 6th, 2014)

[15]Uwe Flick, Erns von Kandorff, and Ines Steinke, A Companion to Qualitative Research (Sage Publications, 2004), 178

a. Triangulation of data

Triangulation of data combines data drawn from different sources and at different times, in different places or from different people.

b. Investigator triangulation

Investigator triangulationis characterized by the use of different observers or interviewers, to balance out the subjective influences of individuals.

c. Triangulation of theories

Triangulation of theories means 'approaching data with multiple perspectives and hypotheses in mind.... Various theoretical points of view could be placed side by side to assess their utility and power'.

d. Methodological triangulation

It is the use of multiple methods (for example, the use of different subscales within a questionnaire) and 'between-method.

In this research, the researcher used data triangulation and triangulation of theories. Data triangulation obtained from different people. Meanwhile, the theory triangulation has been elaborated in review of related literature in Chapter II.

8. Research Procedure

The stages of this research involved preparation, application, and reporting. Each of the stages was presented in the following:

1. Preparation

   a. Proposing the title of research

   b. Reviewing references relate the research problems

   c. Making proposal of the research

   d. Arranging the research instrument

2. Application

   a. Collecting data

   b. Analyzing the collected data

   c. Making a conclusion of the data analysis

3. Reporting

   a. Arranging the report format

   b. Arranging the final report

G. Organization of Thesis

This thesis consists of five chapters and each chapter is closely related to each other which is a unified whole with systematic as follows:

CHAPTER I   :   This chapter is introduction which contains of background of the study, limitation of the study, statement of the problem, objective of the study, significance of the study, research design, researcher's role, research location, data source, technique of data collecting, technique of data analyzing, data credibility, research procedure, and organization of the thesis.

CHAPTER II   :   Review of related literature, this chapter consist of: the nature of writing, purpose of writing, the aspect of writing, component of writing, the characteristic of written text, types of written language, the process of writing, the characteristic of good writing, review of narrative text, the definition of error analysis, the importance of error analysis, source of error in using generic structure, previous research.

CHAPTER III :   Data description consists of general data and specific data.

CHAPTER IV :   Result and discussion, this chapter consists of genericstructure of narrative text and the kinds of errorsof narrative text generic structure.

CHAPTER V   :   Closing. This chapter consist of conclusion and suggestions.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter presents the related literature review on the nature of writing, text, and error analysis. As it is noticed, defining the parameters that we want to explore is a critical starting point. This review on related literature is aimed to create the framework about the issues of the research.

A. Writing

1. The Nature of Writing

There is no doubt that writing is the most difficult skill for L2 learner to master.[16] Writing is not simply oral language expressed through print. Written language extends and builds on the oral language system but does not replicate it.[17] In writing, writers−especially L2 writers−have to pay attention to higher-level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.[18] Furthermore, Brown states that writers have to know how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning,

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[16] Jack C Richards, Methodology in Language Teaching (New York: Cambridge University Press, 2002), 303

[17] Stephen B. Kucer, Dimensions of Literacy: A Conceptual Base for Teaching Reading and Writing in School Setting (London: Lawrence Erlbaum Associates, Publisher, 2005), 46

[18] Jack C Richards, Methodology in Language Teaching (New York: Cambridge University Press, 2002), 303

how to edit text for appropriate grammar, and how to produce a final product.[19]

Writing is also a developmental process that involves being able to communicate meaningfully, write for a range of purpose, use culturally appropriate terms, and use correct form and grammar.[20] It is an act that takes a place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.[21] Furthermore, writing also depends on the proposed reader, the purpose, the content, and the writing situation.[22]

However, what scared learners most about writing is its characteristics that it is less spontaneous and more permanent, and the resources which are available for communication are fewer because the writers cannot interact with the listeners and adapt as they go along. This becomes the reason why writing tends to be less flexible than those of conversation, and the language which is used tend to be standardized.[23]

From the definition above, the researcher can conclude that writing is a complex activity involving higher and lower level skill of planning to generate

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[19] H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy (Pearson ESL, 2000), 335

[20] Judie Hynes and Debbie Zacarian, Teaching English Language Learners: Across the Content Areas (United States of America: ASCD, 2010), 89-90

[21] Sara Curshing Weigle, Assessing Writing (United Kingdom: Cambridge University Press, 2002), 19

[22] Kristine Brown and Susan Hood, Writing Matters: Writing Skills and Strategies for Students of English (United States of America: Cambridge University Press: 1989), 3

[23] Geoffrey Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, and Anita Pincas, Teaching English as Foreign Language (New York: Routledge, 1980), 116

ideas and organize them cohesively in order to be able to communicate meaningfully for a range of purpose. Not to mention it has characteristic as less spontaneous and more permanent form of communication in which reader may spot errors and mistakes done by the writer and make judgment out of it. This makes a writer should be able to consider all factors possible to improve their quality of writing.

2. **The Purpose of Writing**

It is reasonable to assume that any writer has a purpose in the writing which he produces because the writing can set up the relationship between the writer and the reader.[24] The long-range purpose of writing is to communicate to a particular audience. Matt Copeland, KSDE Writing Consultant Kansas State Department of Education points out several purpose of writing.[25]

a. Express

In expressive writing, the writer's purpose or goal is to put thoughts and feelings on the page.

b. Describe

Descriptive writing portrays people, place, things, moments, and theories with enough vivid detail to help the reader create a mental picture of what is being written about. By appealing to the five senses an original,

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[24] Matt Copeland, The Writing Context: Writer, Subject, Purpose, Audience, and Form (KSDE Consultant Kansas State Department of Education), 2

[25]Ibid., 2-6

unique, and creative way. Descriptive allows the audience to feel as though they are part of the writer's experience of the subject.

c. Explore/ learn

In exploratory writing, the writer's purpose is to ask key questions and reflect on topics that defy simple answer. In those topics where intuition and reflection are more important, that rational analysis or argumentation, writer focus more on their journey of discovery than on any definite answer.

d. Entertain

As a purpose or goal of writing, entertaining is often used with some other purpose to explain, argue, or inform in a humorous way.

e. Inform

The purpose of informational or reportorial writing is to convey information as accurately and objectively as possible.

f. Explain

The writer's purpose is to gather facts and information, combine them with his or her own knowledge and experience, and clarify for some audience who or what something is, how it happened or should happen, and/ or why something happened.

g. Argue

An arguing essay attempts to convince its audience to believe or act in a certain way.

h. Persuade

This purpose is to take an action−or at least, to want or take action−based on what the writers have written.

i. Evaluate

Another purpose of writing is to evaluate a person, product, thing, or policy. An evaluation is really a specific kind of argument: it argues for the subject and present evidence to support the claim.

j. Problem solve

The writer's purpose is to persuade his audience to adopt a solution to a particular problem.

k. Mediate

Traditional argument, like debate, is confrontational. Non−traditional kinds of argument use a variety of strategies to reduce the confrontation and threat in order to open up the debate.

1) Mediate argument follows a plan used successfully in labor negotiations to bring opposing parties to agreement. The writer of a mediated argument provides a middle position that helps negotiate the difference of the opposing positions.

2) Rogerian argument also wishes to reduce confrontation by encouraging mutual understanding and working toward common ground and a compromise solution.

3) Feminist argument trues to avoid the patriarchal conventions in traditional argument by emphasizing personal communication, exploration, and true understanding.

3. **The Aspect of Writing**

According to Brown there are some aspects in writing that can be used to asses written text as follows:[26]

a. Content

Content in writing is governed by thesis statement, related ideas, development of ideas, use of description, and consistent focus.

b. Organization

This aspect of writing involves effectiveness of introduction, logical sequence of idea, conclusion, and appropriate length.

c. Discourse

Discourse in writing deals with topic sentences, paragraph unity, transitions, discourse markers, cohesion, rhetorical conventions, reference, fluency, economy, and variation.

d. Syntax

Syntax is the knowledge or the description of the classes of words, sometimes called parts of speech, and of how members of these classes go together to form phrases and sentences.[27]

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[26] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, Inc., 2000), 357

e. Vocabulary

Vocabulary in writing deals with a writer's capacity of words, spelling, meaning, and usage.

f. Mechanics

Mechanics in writing deal with spelling, punctuation, citation of reference (if acceptable), neatness and appearance.

To conclude, there are several aspects in writing that need to be considered: mechanical problems, accuracy in grammar and lexis (vocabulary), content, organization, discourse, and syntax.

4. **Component of Writing**

A paragraph has three major structural parts, they are topic sentence, supporting sentence, and concluding sentence.[28]

a. Topic sentence

The topic sentence state the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one or two areas that can be discussed completely in the space of a single paragraph. the topic sentence may be the first or last sentence in a paragraph. The topic sentence may also be the first and last sentence of the paragraph.

A topic sentence has two essential parts: the topic and the controlling idea. The topic names the subject or main idea of paragraph.

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[27] Charles W. Kreidler, Introducing English Semantics (London: Routledge, 1998), 8

[28] Alice Oshima and Ann Hogue, Writing Academic English (New York: Addison Wesley Longman, 1998), 17-23

The controlling idea makes a specific comment about the topic, which indicates what the rest of the paragraph will say about the topic.

b. Supporting sentence

Supporting sentences develop the topic sentence. That is, they explain the topic sentence by giving reason, examples, facts, statistic, and quotations.

c. Concluding sentence

The concluding sentence signals the end of the paragraph and leaves the reader with important points to remember.

5. **The Characteristics of Written Text**

Brown state that there are several characteristics of written text which are seen from a writer's point of view:[29]

a. Permanence

Once something is written down and delivered in its final form to its intended audience, the writer abdicates a certain power: the power to emend, to clarify, and to withdraw.

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[29] H. Douglas Brown, Teaching by Principle: An Interactive Approach to Language Pedagogy (New York: Longman, Inc., 2000), 341-342

b. Production time

In writing, a writer is given appropriate stretches of time, so that the writer can indeed become a good−writer by developing efficient processes for achieving the final product.

c. Distance

The distance factor requires what might be termed "cognitive" empathy, in that good writers can "read" their own writing from the perspective of the mind of the targeted audience. Writers need to be ale to predict the audience's general knowledge, cultural and schemata, specific subject−matter knowledge, and very important, how their choice of language will be interpreted.

d. Orthography

Everything from simple greetings to extremely complex ideas is captured through the manipulation of a few dozen letters and other written symbol.

e. Complexity

Writer must learn how to remove redundancy (which may or jibe with their first language rhetorical tradition), how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety, and much more.

f. Vocabulary

Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.

g. Formality

For ESL students, the most difficult and complex conventions occur in academic writing where students have to learn how to describe, explain, compare, contrast, illustrate, defend, criticize, and argue.

6. **Types of Written Text**

Brown states that in our highly literal society, there are literally hundreds of different types of written text, a much larger variety than found in spoken texts. Each of example below represents, or is an example of a genre or written language. There are numbers of written text mentioned by Brown such as non−fiction, fiction, greeting cards, diaries, memos, messages, announcements, newspaper "journals", academic writing, forms, questionnaires, directions, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisement, invitations, directories, comic strips, cartoons, etc.[30]

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[30]Ibid., 302-303

There are thirteen types of text in English that usually used as learning material in English lesson, they are:

a. Analytical exposition

Exposition is a text elaborates the writer's idea about phenomenon surrounding. Its social function is to persuade the readers that the idea is important matter to know.

b. Hortatory exposition

Hortatory exposition is a text which represent the attempt of the writer to have the address do something or act in certain way.

c. Narrative

Narrative is a kind of text to retell the story in the past. The purpose of the text is to entertain or to amuse the readers or listeners about the story.

d. Anecdote

Anecdote is a text which retells funny and unusual incidents in fact or imagination. Its purpose is to entertain the readers.

e. Spoof

Spoof is a text which the events of the past with an unexpected ending and funny. Its purpose is to entertain the reader with funny story.

f. Descriptive

Descriptive is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

g. Procedure

Its purpose is to help readers how to do or make something completely.

h. News item

Its purpose is to inform readers about events of the day which are considered newsworthy or important.

i. Discussion

Its purpose is to present information and opinion about issues in more one side of an issue ('For/ Pros' and 'Against/ Cons').

j. Explanation

Explanation is a text which tells process relating to forming of natural, social, and cultural phenomena. Explanation text is to say 'why' and 'how' of the forming of the phenomena. It is often found in science, geography, and history textbook. In other words, telling or exploring how things work or how they came to be.

k. Report

Its purpose is to presents information about something, as it is.

l. Review

Its purpose is to critique or evaluate an art work or event for a public audience.

7. The Process of Writing

Samaly, Ruetten, and Kozyrev divide the process of writing into several points:[31]

a. Pre-writing

Writers take time to think about their topic and generate ideas. They also spend some time focusing and planning the piece of writing. There are number of strategies for generating ideas:

1) Brainstorming

A brainstorming is a sudden insight or connection. Brainstorming is a way to associate ideas and stimulate thinking.

2) Free writing

Free writing is writing without stopping. It means writing whatever comes to your mind without worrying about whether the ideas are good or the grammar is correct. Its purpose is to free up your mind to let it make associations and connections.

3) WH−Question

The writers can use the WH−question to generate material for their writing. Asking these questions allows the writers to see the topic from different points of view and may help them to clarify your position on the topic.

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[31] Regina L. Samali, Mary K. Ruetten, and Joann Rishel Kozyrev, *Refining Composition Skills: Rhetoric and Grammar* (Heinle & Heinle, a Division of Thomson Learning, Inc., 2001), 3-10

4) Clustering

Clustering is making a visual map of your ideas. It frees the writers from following a strictly sequence; thus, it may allow them to think more creatively and make new associations.

b. Drafting

Drafting is the actual writing of the paragraph or essay. Once the writers have gathered material and made a rough plan. They are ready to write.

c. Revising

Revising is rethinking or reseeing the paper made. Revising is usually broken down into two parts: revising, or changing the content and organization of the paragraph or essay, and editing the sentences and words in it.

Furthermore, Kristine Brown and Susan Hood also describe the three main stages of the writing process. For ease to discussion, they present these three stages like this:[32]
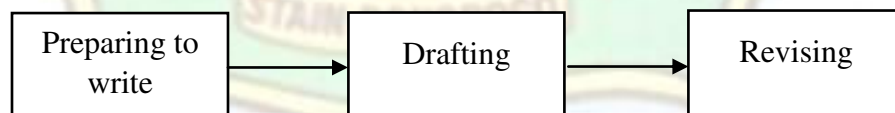
| Preparing to write | → | Drafting | → | Revising |

Table 2.1.1 Process of Writing

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[32] Kristine Brown and Susan Hood, Writing Matters: Writing Skills and Strategies for Students of English (The Press Syndicate of the University of Cambridge, 1989), 6
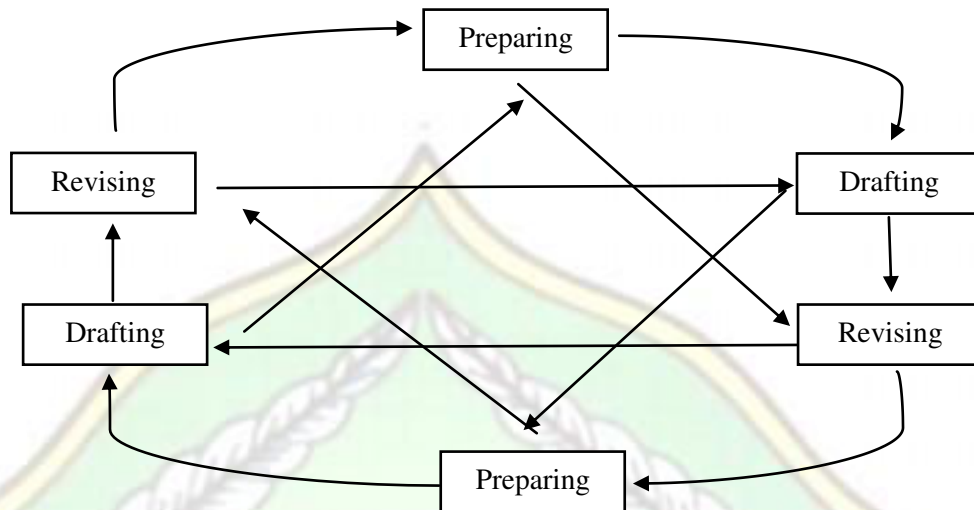
However, in practice the process is often more like this:

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                    ┌──────────┐
              ┌────▶│ Preparing│────┐
              │     └──────────┘    │
              │          ▲          ▼
     ┌──────────┐        │      ┌──────────┐
     │ Revising │───────────────│ Drafting │
     └──────────┘                └──────────┘
          ▲                           │
     ┌──────────┐                ┌──────────┐
     │ Drafting │────────────────│ Revising │
     └──────────┘                └──────────┘
          ▲                           │
          │     ┌──────────┐          │
          └─────│ Preparing│◀─────────┘
                └──────────┘
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Table 2.1.2 Practical Process of Writing

8. The Characteristic or Good Writing

Melissa Donovan culls a general list of the characteristics of good writing:[33]

a. Clarity and focus

In good writing, everything makes sense and readers do not get lost or have to reread passages to figure out what is going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

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[33] Mellisa Donovan, Eight Characteristics of Good Writing, http://www.writingforward.com, (January 6th, 2016)

b. Organization

    A well−organized piece of writing is not only clear, it is presented in a way that is logical and aesthetically pleasing.

c. Ideas and themes

    For a piece of writing to be considered well crafted, it has to contain clearly identifiable ideas and themes.

d. Voice

    This is what sets the writer apart from all other writers. It is the writer's unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable.

e. Language (word choice)

    The writer can never underestimate or fail to appreciate our most valuable tools; words. Good writing includes precise and accurate word choices and well-crafted sentences.

f. Grammar and style

    Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there is a good person). Style is also important in ensuring that a piece of writing is clear and consistent.

g. Credibility or believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. Inn fiction, the story must be believable (even if it is impossible), and in non-fiction, accurate research can make or break a writer.

h. Thought-provoking or emotionally inspiring

Perhaps the most important quality of good writing is how the reader responds to it.

In other hand, Berke divided the characteristic of good writing into several types:[34]

1) Economy

Economical writing is efficient and aesthetically satisfying. While it makes a minimum demand on the energy and patience of readers, it returns to them a maximum of sharply compressed meaning. Economical writing avoids strain and at the same time promotes pleasure by producing a sense of form and right proportion.

2) Simplicity

This does not require that the writer make all sentences primer like or that the writer reduces complexities to bare bone, but rather that the writer avoids embellishment or embroidery.

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[34] Jacqueline Berke, Twenty Questions for the Writer: A Rhetoric with Readings (Harcourt Brace Jovanovich, 1985), 297-298

3) Clarity

The writing should not add to the complications nor increase the difficulty; it should not set up an additional roadblock to understanding.

B. Narrative

The introduction to many pieces of academic writing contains some kind of historical background or development. This is usually in the form of narrative: an account or description of events in the past which entails following a time sequence or chronological order (i.e. earliest first). Verb forms commonly used are the simple past active (e.g. it organized), simple past passive (e.g. it was created), and past perfect active (e.g. it has created).[35]

According to Halliday and Hasan in Siliman, narratives are a major form of text/ discourse because they are linguistic passages of varying lengths that create a unified whole. A more sophisticated discourse form than conversation, narration requires macro-organization of discourse units involving the ability to sequence events, understand cause-event relationships and structures, and create a unified text. Specifically, narratives require the production of multiple linguistic propositions. They are expected to contain an introduction and an organized sequence of events that lead to a logical conclusion, and they require

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[35] R. R. Jordan, Academic Writing Course: Study Skill in English (United Kingdom: Pearson Education Limit, 1999), 27

the narrator to carry on a monologue, during which the listener assumes a relatively passive role.[36]

A key characteristic of narrative text is the requirement to orient or introduce the reader/ listener to the people, time and place in the story (orientation). The structure of narrative is generally more complex. Stories, for example, bring rather complex dimension into play. More than simply sequencing a series of events, stories use the sequence to set up one or more complexities or problem. It is this problem making that usually draws the reader into the narrative, provided that the reader can empathize with the characters. This problem part of the narrative must eventually find some way of being resolved, otherwise we are left with very frustrated or angry reader.[37] However, it can be simplified in some patterns of generic structure as follow:

a. Orientation

The orientation is starting point of a story. It presents the information of what, who, where, when.[38]

1) Who and what present the information of the character or people in the story. There are two methods of describing character, they are direct and indirect.

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[36] Elaine R. Silliman and C. Addison Stone, Emergent Literacy and Language Development (New York: The Guilford Press, 2009), 153-154

[37] Peter Knapp and Megan Watkins, Genre, Text, Grammar (Australia: University of New South Wales Press Ltd., 2005), 222-223

[38] Dave Freitage, Sunny Stauts, and Rob Melton, Element of Narrative: Structural Approach to Writing Narrative, (August 2nd, 2016)

a) Direct is what the author tells us about the character, such as "what the character looks like (physical description)", "what the character says", "what the character thinks".

b) Indirect is when the readers learn the character by their selves including "what the character says about himself/ herself", "what other characters react to the main character", "details of a character's appearance", etc.

2) Where and when present time and place of the story. Where usually includes geography and cultural, religious or political background that seven as a backdrop that supports the story's action. For example, The Crucible by Arthur Miller takes place in a Puritan colony in Massachusetts inn 1620 at the height of the witch trials. Dead Poets Society takes place in 1959 in New England in a private boy pre-school. Neither story would have the same impact in a different setting. Meanwhile, when usually includes the year, season, month, day of the week, hour of the day.

b. Complication

It is a series of conflict which arise in the story. Conflict is an inherent incompatibility between the objectives of two or more characters or forces. Conflict creates tension and interest in a story by adding doubt as to the outcome.

Conflict refers to the different drives of the characters or forces involved. Conflict may be internal or external. It may occur within a character's mind or between a character and exterior forces, (or point(s) of

view). Conflict is most visible between two or more characters, usually a protagonist and an antagonist/ enemy/ villain, but can occur in many different forms. A character may as easily find himself in conflict with a natural force, such as an animal or a weather event, like hurricane. The literary purpose of conflict is to create tension in the story, making readers more interested by leaving them uncertain which of the characters of forces will prevail.[39]

There may be multiple points of conflict in a single story, as characters may have more than one desire or may struggle against more than one opposing force.[40]

c. Resolution

Resolution is when the problem in the story boils over, forcing the characters to confront it, allowing all the elements of the story to come together and inevitably leading to the ending. There are two kinds of story ending, they are close-ended story and open-ended story.

When a conflict is resolved and the reader discovers which force or character succeeds, it creates a sense of closure.[41] Conflicts may resolve at any point in a story, particularly where more than one conflict exists, but stories do not always resolve every conflict. If a story ends without

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[39] Edgar V. Roberts, Literature an Introduction to Reading and Writing (Prentice-Hall, 1986), 103

[40] H. Porter Abbot, Cambridge Introduction to Narrative (Cambridge University Press, 2008), 55

[41]Ibid., 55-56

resolving the main or major conflict(s), it is said to have an open ending.[42] Open endings, which can serve to ask the reader to consider the conflict more personally, may not satisfy them, but obvious conflict resolution may also leave readers disappointed in the story.[43]

However, generic structure is a kind of template into which the writer can fit their words and sentences.[44] Generic structure describes the development of the text surrounded by the given context. According to SFL, a text or an interaction develops through some steps called "stages" towards the goal. So, generic structure consists of some stages with transition which are necessary of optional to deal with for the text in the given context. Each stage further contains some moves in the interaction and the information of the move transition. Each move has the information of the possible speech-function in the interactants' utterance.[45]

In other words, generic structure is a kind of template which develops a text through some stages towards the goal which consist of some stages of transition.

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[42] Richards Toscan, Playwriting Seminars 2.0, Paper Presented at the Virginia Commonwealth University, February 26th, 2013

[43] Stephen Emms, Some Conclusion about Ending, The Guardian, February 10th, 2010

[44] Andrew Goatly, Critical Reading and Writing: An Introductory Coursebook (United States of America: Routledge, 2000), 29

[45] C. S. Butler, Structure and Function: A Guide to Three Major Structural-Functional Theories (Amsterdam/ Philadelphia: John Benjamins Publishing Company, 2003), 106

Beside the generic structure, the grammatical feature is also important in writing narrative text in order to make a good composition. According to Knapp & Watkins, grammatical feature of narrative text consists of:[46]

a. When sequencing people and events in time and space, narrative typically uses:

1) Action verb; for example,

One day the man and his son **went collecting** fire-wood. They saw a golden tree. They **went** slowly over to the tree. When they **got** closer to the tree, they **heard** a voice **coming** from the tree.

2) Temporal connectives; for example,

We **then** looked at some games and equipment. **After** lunch, we walked up to the Sidney Morning Herald and saw how they make papers. **After** that, we caught the train back to Mauriceville.

b. Stories are typically written in the past tense unless quoting direct speech; for example,

They **were** poor because their pig **ate** them out of house and home and he ***didn't share*** with other animals. His name **was** Bob. 'You **should go** on a diet' **said** Clarabelle.

c. In action sequences, mainly action verbs (bold) are used, while in reflection/ evaluations, mental verbs (italicized) predominate; for example,

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[46]Ibid., 221-222

Bells **were ringing,** series **screeching** and people **were running** everywhere.

Maria ***didn't know*** what to **do** next. She thought about her mother and **wondered** what was in her head.

d. Narratives often use action verbs metaphorically to create effective images; for example,

It was a terrible argument. Words were **flying** everywhere.

e. Narratives often use rhythm and repetition to create particular effects; for example,

Riding. The boy went **riding** across the wintery moor, far away from the strife of his unhappy home.

f. Play with sentence structure is another common feature of narratives. Often sentences comprising one word or a short phrase are used to create poignant effects; for example,

Anger, silence. As the vengeful brother prowl the streets.

Rose slowly opened the old wooden door. Dark. There was nothing but black.

C. Error Analysis

1. The Definition of Error Analysis

It is inevitable that learner make mistakes in the process of foreign language learning. However, one thing that puzzles many teachers is why students go on making the same mistakes even when such mistakes have been repeatedly pointed out to them. Yet not all mistakes are the same; sometimes they seem to be deeply ingrained, yet at other times students correct themselves with apparent ease.[47]

Ellis in Nzama explains Corder's definition of an error when he says it takes place when the deviation arises as a result of the lack of knowledge.[48] Meanwhile, Brown states that error analysis is observing, analyzing, and classifying errors to reveal something of the system operating within the learner which leads to a surge of learners' error.[49]

From the explanation above can be concluded that error analysis is a technique for validating the theory of transfer in which involving the activity of observing, analyzing, and classifying errors in a particular type of sample.

2. The Importance of Error Analysis

Lungu in A Ridha states that errors are studied in order to find out something about the learning process and about the strategies employed by

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[47] Jeremy Harmer, The Practice of English Language Teaching (Longman ELT, 2001), 99

[48] Muzi V. Nzama, Error Analysis: A Study of Errors Committed by Isizulu Speaking Learners of English in Selected School (Thesis, University of Zululand), 10

[49] H. Douglas Brown, Principle Language Learning and Teaching (New York: Pearson Education, Inc., 2007), 259

human beings learning another language.[50] Furthermore, Erdŏgan states that error analysis enables the teachers to find out the sources of errors and take pedagogical precautions towards them.[51] Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspect. Moreover, it will aid in the adoption of appropriate teaching strategies to help students learn better.

3. **Source or Errors in Using Generic Structure**

Error in using generic structure caused the students cannot distinguish the pattern of generic structure of each text. William Grabe explains that the difficulties in understanding the pattern of generic structure are recognizing the specific features or the characteristics of the texts, the function of generic structures of texts, the understanding a sense of story structure (generic structure):[52]

a. Recognizing the specific features or the characteristics of texts

If the students do not recognize the characteristics of every genre of text, they will get difficulties in understanding the texts itself. One of the characteristic of text is generic structure. By recognizing the generic structure, they will know sequences of event that organized in every parts of generic structure.

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[50] Nada Salih A. Ridha, *The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis Study*, Journal of the Collage of Arts, University of Basrah (2012), 24

[51]Vecide Erdŏgan, Contribution of Error Analysis to Foreign Language Teaching, Mersin University, Journal of the Faculty of Education. Vol.1 (2005), 262

[52] William Grave, Reading in a Second Language (New York: Cambridge University Press, 2009), 256

b. Recognizing the parts and the function of generic structures

By recognizing the name of the parts of generic structure, the readers usually get the description about what that part will tell them about. By recognizing the function of generic structure, they will be given an understanding of what will happen in that part and also will know the kinds of information organized in every part of generic structure.

If the readers do not know the name and the function of those parts, they will not have the glance description about that part. Moreover, they will find it difficult in categorizing the parts of generic structure into the appropriate structure. In addition, they will also get difficulty in understanding the sequences of information that organized in every parts of generic structure.

4. **Previous Research Finding**

Based on some previous research, first, from the publication article by Fery Ardiansah Maulana entitled Genre Analysis of Descriptive Text Written by Students of SMP Negeri 3 Teras in 2012/2013 Academic Year. The researcher found six students who made mistake in eriting descriptive text, especially in its generic structure. They did not use the generic structure clearly.For example, they just use the identification without description conversely and the other is out of topic.

Second, based on the findings of the analysis of Nur Islamiati entitled Analysis on the Generic Structure of Fourth Semester Students' Writing of

English Department of Stain Ponorogo in Academic Year 2012/2013, it shows that the students made errors in their generic structure. The possible cause of those errors are low vocabularies and low mastery of generic structure of text, less practice, and the monotone concept in the learning process.

The third scientific article of Yuyun Yuniarti, Pipit Rahayu, and Eripuddin entitled Analysis of Generic Structure in Writing Descriptive Text at The Ninth Grade Students of SMPN 3 Rambah Hilir. The conclusion shows 3 students was good categories, 32 students was fair category, and 15 students was poor category.

From the previous research finding above, the researcher concludes that conducting a good composition with the appropriate generic structure is not simple. The writer should know the purpose and the function of the text that will be written, so that the reader can understand the message of the text.
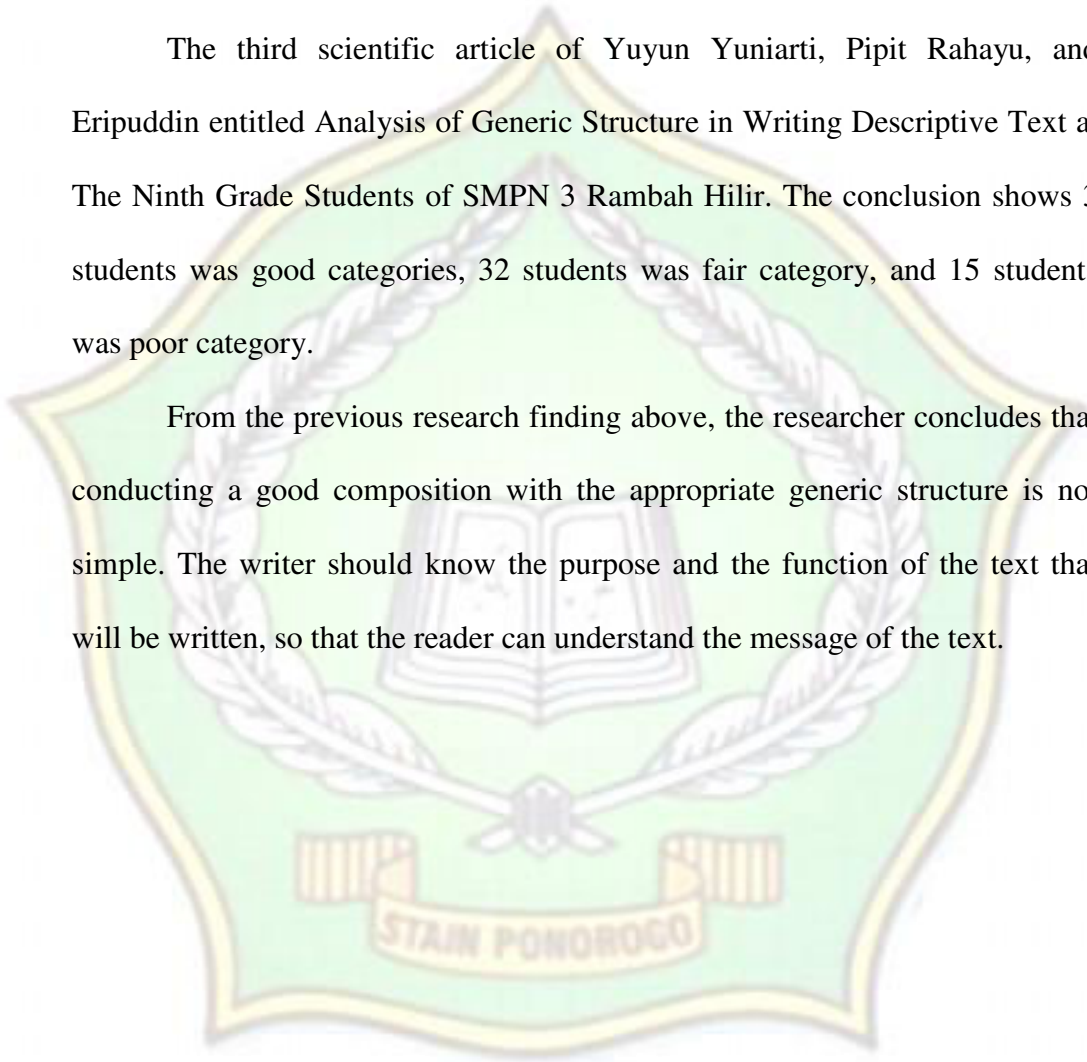
CHAPTER III

RESEARCH FINDING

A. General Data Description

1. The History of STAIN Ponorogo

   The history of State Islamic College (STAIN) Ponorogo could not be separated from the history of IAIN SunanAmpel of Surabaya. In the beginning of 1970, IAIN SunanAmpelgrew fast and succeeded to open 18 faculties, spreading in three provinces: East Java, East Kalimantan, and West Nusa Tenggara. One of the faculties of IAIN Sunan Ampel is *Syari'ah*Faculty of Ponorogo. On RabiulAwal6[th], 1390 Hijriyah, exactly in May 12th, 1970, it was handover from Preparation Committee to Ministry of Religion of Indonesian Republic. At the same time, it began to open the Program SarjanaMuda (SARMUD).

   Started from academic year 1985/1986, *Syari'ah* Faculty of IAIN SunanAmpel of Ponorogo grew and amended. It operated the doctoral program (S-1) by opening Qadha*'* and MuamalahJinayah Department. In addition, the President's decision number 11 about the founding of State of Islamic College (STAIN) have been released and ratified by Ministry of Religion on Syafar25[th], 1418 H/ June 30th, 1997.

   Based on the President's decision above, on academic year 1997/ 1998 *Syari'ah*Faculty of Ponorogo changed its status from region faculty become

STAIN. It was an organic unit under Religion Department and led by the chairman who has a responsibility to Ministry of Religion. Whereas the construction functionally is operated by institutional general directorate of Islamic religion. The change of status of *Syari'ah*Faculty of IAIN SunanAmpel become STAIN Ponorogo was decided based on revolved letter of institutional General Director of Islamic religion number E/136/1997. Since this change of status, State of Islamic College (STAIN) Ponorogo operated educational academic and professionalism by opening three departments;Syariah, Tarbiyah, and Usuluddin.

2. Vision and mission of STAIN Ponorogo

   a. Vision of STAIN Ponorogo

      The excellent study center and development of Islamic science in order to realize the civil society in 2030.

   b. Mission of STAIN Ponorogo

      1) Implement the excellent education and teaching Islamic sciences (2015-2030).

      2) Implement the excellent research in the field of Islamic science (2015-2030).

      3) Implement the excellent public service (2015-2030).

      4) Implemented an excellent cooperation with related institution at the national and international level.

3. Geographical Position of state Islamic College of Ponorogo

   State of Islamic college of Ponorogo is located on PramukaStreet 156 Siman District Ponorogo Regency that verge with:

   a. North side : Let. Jend. Suprapto Street, 1th gangway

   b. South side : the settlement of citizen of Menur Street

   c. East side : Let. Jend. Suprapto Street

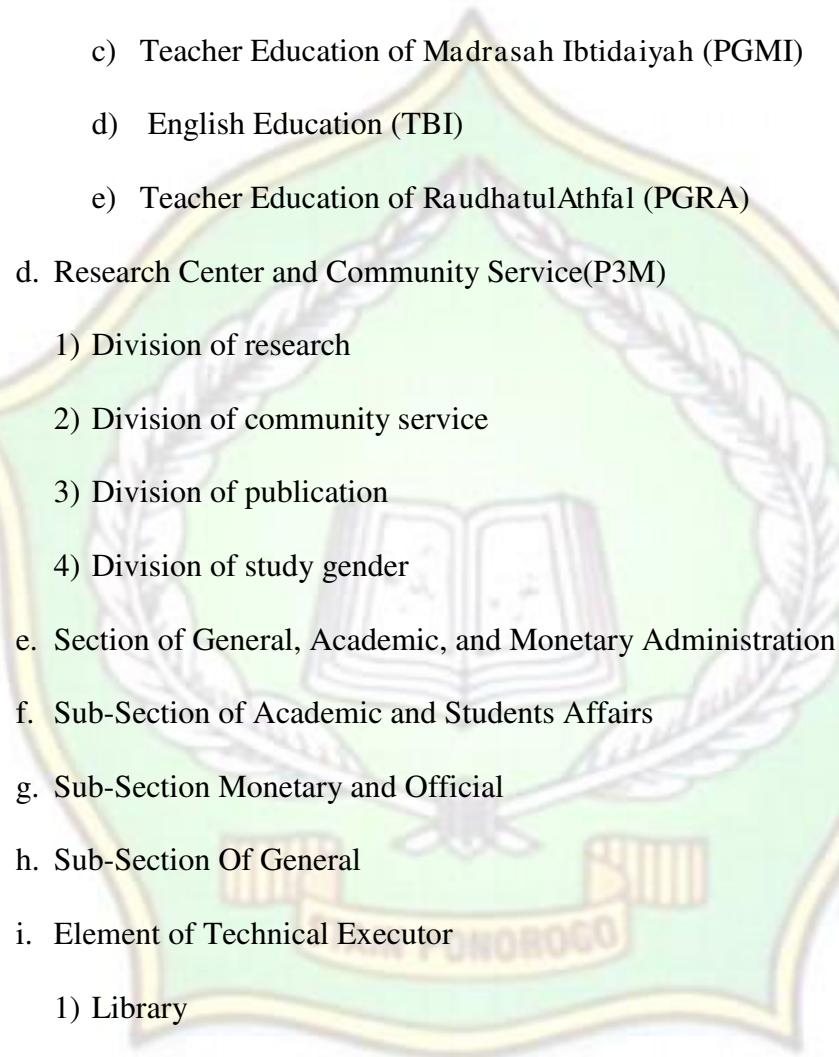   d. West : settlement

4. Organizational Structure of STAIN Ponorogo

   a. Head Elements

      1) Chairman of State Islamic College

      2) Deputy Chairman of the Academic Affair

      3) Deputy Chairman of Public Administration Affair

      4) Deputy Chairman of Students Affair

   b. Senate of State Islamic College of Ponorogo

   c. Faculties

      1) Faculty *Syari'ah*and Islamic Economy

         a) AhwalAsyakhsiyah

         b) *Mu'amalah*

         c) The banking of*Syari'ah*

         d) *Syari'ah*economy

      2) Faculty of Ushuluddin and Dakwah

         a) Knowledge of Al-*qur'an*and tafsir

b) Islamic communication and broadcasting

3) Faculty of Education

    a) Islamic Education (PAI)

    b) Arabic Education (PBA)

    c) Teacher Education of Madrasah Ibtidaiyah (PGMI)

    d) English Education (TBI)

    e) Teacher Education of RaudhatulAthfal (PGRA)

d. Research Center and Community Service(P3M)

  1) Division of research

  2) Division of community service

  3) Division of publication

  4) Division of study gender

e. Section of General, Academic, and Monetary Administration

f. Sub-Section of Academic and Students Affairs

g. Sub-Section Monetary and Official

h. Sub-Section Of General

i. Element of Technical Executor

  1) Library

  2) Computer center

  3) Language center

  4) Education quality assurance center

  5) Postgraduate

B. Specific Data Description

This study was aimedat finding out errors on narrative text made by the sixth semester students of English Education Department of STAIN Ponorogo.

Based on the research done in May 2016 in English Education Department of STAIN Ponorogo, the researcher used the sixth semester students as the population. The researcher only took one class out of four class. The class taken as sample was TI A which consisted of 30 students.

The data were collected by means of a test. The test was in the form of composition. Each student had to make a written narrative text.

After students did the test, the researcher analyzed their work. In this stage, the researcher identified, described, explained, and evaluated the errors made by the students in writing narrative text.
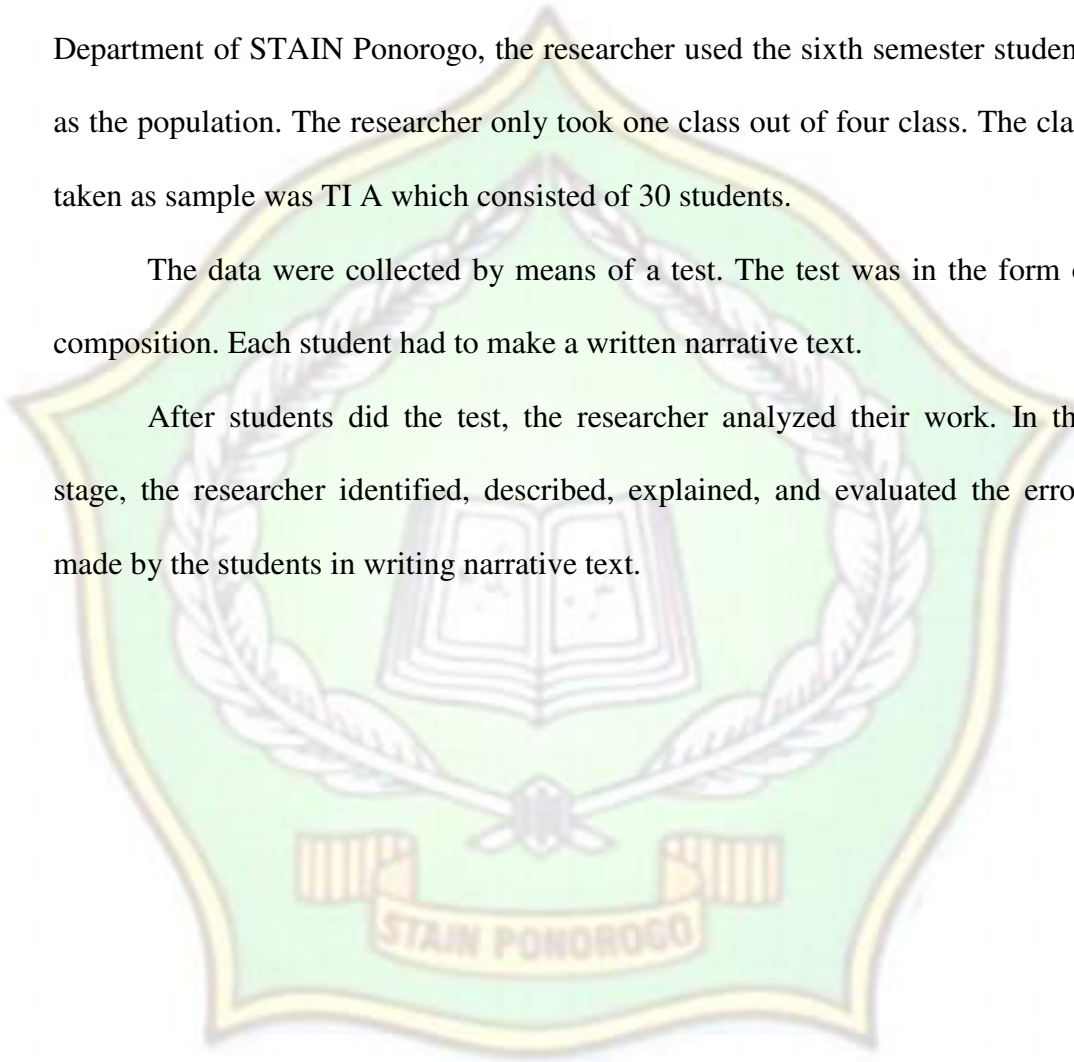
CHAPTER IV

DISCUSSION

In this chapter, the researcher presents the data cited from the students' composition. The data analysis was divided into two steps. First, the researcher identified the generic structure used by students in writing narrative text. Then, the researcher classified the errors which were done by the students.

A. Generic Structure of Narrative Text

1. Analysis of narrative text 1

The first story consisted of three parts, they were orientation, complication, and resolution.The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> Long time ago, a widow lived was called Mande Rubayah. She gave a son, her named Malin Kundang. They lived in Padang, Sumatra Barat. They were bad economy condition after his wife went sailed and never back home. Mande Rubayah forced greated Malin Kundang with himself. She loved Malin kundang. He was smart but litle naughty.

The orientation discussed about the participants, time, and setting of place. The story happened long time ago in Padang, West Sumatra. It told about Malin Kundang and his mother, Mande Rubayah and their life after leaving by Malin's father.

49

Second, complication. The complication was in the second, third, and half of fourth paragraphs as follow:

After he was adult, he was decided to reach a living outside island because he was sad when saw her mother. Firstly, her mother unagreed after remember his wife never back home. And finally, her mother gave permit because he wanted work.

Malin kundang worked hard and he had riched it. He was married a girl. After he was married, finally he decided back to her born place. Her mother saw far any two person in the ship. She was confident that is son.

Her mother saw nearly ship to convidence that is malin kundang. And it was malin kundang that homesickness her mother. After the ship arrive, her mother met Malin kundang. and she huged Malin. But what happened then, Malin removing his mother's arms and pushing it down. Malin pretended not to recognize her mother in shame at his wife.

The conflict happened between Malin Kundang and his mother. Malin's mother was angry to him because he was pretended to not recognize his mother as what was told in the fourth and fifth sentences of the fourth paragraph. *"Malin removing his mother's arms and pushing it down. Malin pretended to not recognize her mother because of sameness at his wife."*

Third, resolution. The resolution was in the last three sentences in the fourth paragraph as follows:

Malin mother was very upset to hear the statement. She wasn't expect their children to be disobedient. Because anger is top, Malin Mother lifted her hand and said "if he was my son, I swear him into stone. After that, Malin Kundang body stiffen and his body slowly into stone.

This story had a sad ending. It told that Malin Kundang was cursed by his mother and turned into a stone.It was shown in the last sentence.

"Malin Mother lifted her hand and said, "If he was my son, I swear him into stone. After that, Malin Kundang body stiffen and his body slowly into *stone."*

Based on the explanation above, can be concluded that there was no error made by student 1 in using generic structure of narrative text.

2. Analysis of Narrative Text 2

The second story consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follow:

> Once upon a time, there was a family who has living in middle of jungle. They lived in a simple house in farming field and without a child.

The orientation discussed about time, participants, and setting of place. This story happened once upon a time. Meanwhile, the participants were not mentioned explicitly. It was shown in the first sentence. *"Once upon a time, there was a family who lived in the middle of jungle."*Here, the writer wrote "family" to introduce the couple who caused conflict. Nevertheless, the main character of the story were introduced in the next paragraph, they were Buto Ijo and Timun Mas. The setting of place was ambiguous because the writer wrote two different places in this paragraph.

The writer wrote *"in the middle of jungle"* in the first sentence and *"in a simple house in the farming field"* in the next sentence.

Second, complication. The complication was in the second, third, and fourth paragraphs as follow:

> One night, while they were praying for get a child, buto ijo a giant with supernatural powers passed their house. He heard their pray. "Don't worry a farmer. I can give you a child, but you must give it back to me when she was in 17 years old" said buto ijo. The farmers were so happy. They did not think about the risk of losing their child letter and agree to take the offer.
>
> Later, Buto Ijo gave them a bunch of cucumber seeds. The farmers planted them carefully. Then the seeds changed into plants. No longer after that, a big golden cucumber grew from plants. After it had ripe, the farmers picked and cut it. They were very surprised to see beautiful girl inside the cucumber. They named her Timun or Golden Cucumber. Years passed by and Timun Mas has changed into a beautiful girl. On her 17th birthday, Timun Mas was very happy.
>
> However, the parents were very sad. They knew they had to keep their promise to ButoIjo the giant but they also did not want to lose their beloved daughter. "My daughter, take this bag. It can save you from the giant," said father. "What do you mean, Father? I don't understand," said Timun Mas.

The conflict happened between Timun Mas' parent and Buto Ijo. It happened because Timun Mas' parent broke their promise to Buto Ijo to give Timun Mas back when she was 17 years old. It was shown in the second sentence of the fourth paragraph. *"They knew they had to keep their promised to Buto Ijo, but they did not want to lose their daughter"*.

Third, resolution. The resolution was in the fifth, sixth, and seventh paragraph as follow:

Right after that, Buto Ijo came into their house. "Run Timun Mas. Save your life!" said the mother, Buto ijo was angry. He knew the farmers wanted to break their promise. He chased Timun Mas away. Buto Ijo was getting closer and closer. Timun Mas then opened the bag and threw a handful of salt. It became sea. Buto Ijo had to swim to cross the sea.

Later, Timun Mas threw some chilly. It became a jungle with trees. The trees had sharp thorns so they hurt ButoIjo. However, he was still able to chase Timun Mas. Timun Mas took her third magic stuff. It was cucumber seeds. She threw them and became cucumber field. But Buto Ijo still could escape from the field. Then it was the last magic stuff she had in the bag. It was a terasi. She threw it and became a big swamp. Buto Ijo was still trying to swim the swamp but he was very tired. Then he was drowning and died.

And then Timun Mas immediately went home. The farmers were so happy that they have to see their daughter and finally met together again.

This story had a happy conclusion. It told that Timun Mas killed Buto Ijo by throwing some magic stuffs that were told in the second and third paragraphs. First, she threw a handful of salt. Second, she threw some chilies.Third, she threw cucumber seed. Then, she threw terasi.

Based on the explanation above, can be concluded that there was no error made by student 2 in using generic structure of narrative text.

3. Analysis of Narrative Text 3

The third story consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

Once upon a time, there lived an old king namely King Ramon. He lived with his two daughters in a beautiful palace. The first daughter was very beautiful, mild, and kind person. Her name was Adelia. And the second was Emily. She was a friendly, kind, and cheerful but she had an ugly face.

The orientation discussed about time, participants, and setting of place. This story happened once upon a time in a palace. Meanwhile, in this paragraph, the participants did not mentioned completely. The writer introduced three of the participants, but not the lead role. The lead role was mentioned in the next paragraph. However, the participants were King Ramon, Princess Adelia, Princess Emily, and Prince Peter.

Second, complication. The complication was in the second, third, and fourth paragraphs as follow:

One day, there was a handsome prince came to the palace with his guardians. His name was Peter. The king introduced his two daughters to the prince. He introduced his first daughter conveniently. He said that his first daughter was a beautiful and kind person. And then he introduced his second daughter but he did that not as convenient as he introduced his first daughter.

Days passed and the prince got along with the princess. The most surprising was that Peter showed that he interested with the second princess, Emily. He more enjoyed playing in jungle with Emily than painting with Adelia. Princess Emily also felt in love with Peter but she never told it to everyone.

One day, there was Peter's guardian said to his friends, "Hey, do you know that Prince Peter look for a girl to be his wife. I think that he interested with Princess Emily". "I know that he look for a wife but I don't think that he will marry Princess Emily. I think that he will marry the beautiful one, Princess Adelia", answered his friends. "No, Prince Peter look for an ugly girl because he wish that ugly girl will change into beautiful girl like in the fairy tale. And I think that the ugly girl is Princess Emily but I don't know when will she change into beautiful", said the first guardian again. But they

didn't know that Princess Emily sat near them and she heard what they said. She felt so blue and left that place to come to her room.

The conflict appeared when Princess Emily heard Prince Peter's guardiansdebated about who would be proposed by the prince. It was shown along the fourth paragraph.

Third, resolution. The resolution was in the fifth and sixth paragraphs as follow:

> The other day, Prince Peter came to the palace and he said that he would like to ask a princess to marry him. All of people thought that it would be Princess Adelia. But it was very surprising that Prince Peter asked Princess Emily to be his wife. Princess Emily refused it and said "I know that you are a good man and I also know what you wish for. But I am not the girl like what you want. I will be like this forever and never change into beautiful because I never got curse before. I am sorry, really sorry". Prince Peter answered her with a nice smile, "I am sorry too. I don't know from whom you know that thing but it was my dream long time ago. Now, I want to marry you not for that. I just want to live with my beloved girl, with a person that will always make me smile. Now I know that human beauty never last forever. The most important thing is your heart. It will never change till the end of the life". Princess Emily smile and said, "Is that so?". "Yes, I love you Emily. Would you like to spend your time with me? Do you wanna be the special person that will always stand beside me?", asked Prince Peter. "Yes, I do. I love you too, Peter and I absolutely like to be spend the rest of my life with you" said Princess Emily.
> Three days later, King Ramon held a party and announced that his second daughter would be married with Prince Peter. All of people in the palace was very happy to hear that include Princess Adelia. Finally, Prince Peter and Princess Emily lived happily ever after.

This story had a happy conclusion. Prince Peter married Princess Emily after convincing her that he loved her just the way she is by saying such a beautiful words as what he said in the fifth paragraph. *"Now, I want to*

marry you not for that. I just want to live with my beloved girl who will always make me smile. Beauty is not important but your heart that will never change lifetime.

Based on the explanation above, can be concluded there was no error made by student 3 in using generic structure of narrative text.

4. Analysis of Narrative 4

The fourth story consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> One day, the Golan and the cock pit mirah in the village Mirah. Each time, the cock of superior Golan, Golan people cheering and vice versa with Mirah. Suddenly the cock of the Golan to leave the arena and Joko Lancur (owner of the cock / rooster) trying to catch up.

The orientation discussed about time, participants, and setting of place. This story happened one day in Mirah and Golan. The participants were introduced incompletely in this paragraph, the writer only mentioned Joko Lancur and mentioned others participants in the next paragraph, they are Mirah Putri Ayu, Ki Ageng Mirah, and Ki Honggolono.

Second, complication. The complication was in half of first paragraph and half of second paragraph

Joko Lancur stopped when she saw the girl from the village Mirah is batik. Rooster owner went up to the girl. Undeniably, they looked at each other and get acquainted. Upon arriving home, Joko Lancur always ringing her face from the village Mirah. So is the girl Mirah. Until finally, Joko Lancur talk his parents, because they cannot feeling the love. At first , the father Joko Lancur happy because her son wanted to marry, but after knowing that the girl wanted to marry Joko Lancur is Mirah girl, and her father as Joko Lancur (Ki Honggolono) are Hindu, while the girl and her father (Kyai Ageng Mirah) who are islam, Ki Honggolono was unbelievable shock, told him to get rid of the feeling because of religious defferences and beliefs. However, Joko Lancur adamant his stance. He does not want marry the girl Mirah, if not he be better of dead

When the wedding ceremony, Joko Lancur look dashing with custom java. All requirements have been all the power that Ki Honggolono make hay and soybean steams (titen) into barns and soybeans. And pray that barnwas able to walk alone from the village to the village Mirah Golan. Arrived at Mirah, Mirah Kyai Ageng already knew it was just a vicious sciencies, science jin.

The complication happened between the characters was caused by

Joko Lancur as what was told in above paragraph.

Third, resolution. The resolution was in the half of second paragraph.

Then, Kyai Ageng Mirah seek God to be the truth. Kyai Ageng ask that Ki Honggolono see that the content is not a rice granary and soya, but hay and soybean steams. Kyai Ageng Mirah cannot accept this proposal, and Ki Honggolono advised to return path of god. Ki Honggolono embarassed and angry is not playing. Mirah perawan instantly fell down and died. Know that Mirah perawan died, then Joko Lancur took his dagger and thrust himself into her stomach, then Joko Lancur died. Joko Lancur perawan Mirah and then buried into the ground Mirah. On anger and swearing Ki Honggolono , namely first, Mirah and Golan people do not dare to keep hay and soy bean steam, "because it burns easily" Secondly, there part who do not dare to plant soybeans. Third, Mirah and Golan should be married, Fourth, Mirah people should not carry goods from the Golan village, because he could not find his way home, before disposing of the road, so instead, Fifth, there is river, the water from the area Mirh and water from Golan area can not be merged. And where the story is still there to this day.

This story had a sad ending. Joko Lancur and Mirah Putri Ayu were die in the end as what was told in the above paragraph.

Based on the explanation above, there was no error made by student 4 in using generic structure of narrative text.

5. Analysis of Narrative Text 5

The fifth story consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> Once upon a time, there was a huge apple tree which gave tasty apples to the people around it. There was also a little boy who became a close friend to the apple tree. The boy used to play with apple tree, climb its branches, sleep under its shadow, pluck its apples, etc. Every day he visited the apple tree, and ate some apples. The apple tree was kind to the boy and enjoying spending time together.

The orientation discussed about time and participant. This story happened once upon a time somewhere. Meanwhile, the participants were a boy and an apple tree.

Second, complication and resolution. The complication and the resolution in this story were in the same paragraph as follow:

> One day, the boy joined in school and did not have a time to spend with apple tree. After several days, the boy came to the tree. The apple tree was so happy to see the boy. It asked the boy to play. Unfortunately, the boy said he was not a child anymore. He did not

want to play with the tree. But he asked another request to the apple tree. The tree asked what the boy wanted. The boy said he needed toys, but his parents did not have money to buy it for him. The tree said, "Dear my boy, i don't have any money to buy it for you, but you can pick my apples, then sell them, get money and buy the toys you want." The boy went happily to his home after plucking apples. The tree was waiting to see the boy return. But he never came back for many years. The apple tree was sad and it did not produce any apples anymore.

The conflict happened between the boy and the apple tree. It shown in the first to eighth sentences. It told that the boy did not want to spend his time with the apple tree anymore but asked it to give him toys.

This story had a sad ending because after the boy picked the entire apple, he never came to see the apple tree again as what was shown in the last two sentences.

Based on the explanation above, can be concluded that there was no error made by student 5 in using generic structure of narrative text.

6. Analysis of Narrative Text 6

The sixth story consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first, second, and third paragraphs as follow:

Told a princess who lived in a village that many inhabitants. In the village is very peaceful and comfortable to live in. But there is a very touching story which is told a pretty beautiful princess but she lives alone. Let's call him Cinderella. Even her life with people who are very cruel heartless.

One day Cinderella met a mother who wants her to stay with him. Call it mother Sarah. Cinderella was finally accepted the offer, and brought home to mom Sarah Cinderella. Mrs. Sarah lived with her two children named Jasmine and Violet. Two daughters are very beautiful and kind-hearted.

After a few days stay at home mom Cinderella Sarah turns Cinderella made in a maid. And character all the family finally looks too. Mrs. Sarah are very sadistic and her two children are very spoiled and want to win themselves. Cinderella which was originally very plain, he very patiently to live their lives.

The orientation discussed about time, participants, and setting of place. This story happened one day in a village. Meanwhile, the participants were Cinderella, Mrs. Sarah, Jasmine, and Violet.

Second, complication. The complication was in the fourth paragraph as follows:

Once upon a time there was a prince distributing invitations to the royal party. Sarah's mother's family did not allow Cinderella participate in the royal party. Cinderella also follow what was said mother Sarah.

The conflict happened among Cinderella, her stepmother, and her stepsister. It shown in the first and second sentences. "One day, a prince held a ball in the palace. However, Cinderella did not allowed coming to the *ball by her stepmother and also her stepsisters."* Even so, Cinderella could not do anything except following the order.

Third, resolution. The resolution was in the half of fourth paragraph, fifth, and sixth paragraphs as follow:

Suddenly there was a fairy godmother who came Cinderella to change his appearance and finally came to the party Cinderella kingdom.

> Whileat the party, Cinderella looks charming and captivate the prince, and Cinderella dancing with the prince of the kingdom. It was already00.00, Cinderella should go and glass slippers left in the kingdom. The next day, the prince looking for a pair of glass slipper village to village.
>
> Prince came home mom Sarah, Cinderella went to the prince. And the prince put the shoe on the foot Cinderella and was very fitting. They both live with happily.

In this part, told that a fairy help her coming to the ball. And finally, it was a happy ending. Cinderella and the Prince married and they live happily ever after.

Based on the explanation above, can be concluded that there was no error made by student 6 in using generic structure of narrative text.

7. Analysis of Narrative Text 7

The seventh story consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> One day, Mouse Deer walked around the forest. Then he was boring and went to the edge of jungle. The Mouse Deer saw row after row of vegetables in a garden near the forest edge.

The orientation discussed about time, participant, and setting of place. This story happened one day in the jungle. Meanwhile, the participant was mouse deer. However, there were another participant that was mentioned in the next paragraph. He was a farmer.

Second, complication. The complication was in the second, third, fourth paragraphs as follow:

"wow.. juicy cucumbers!" said Mouse Deer. He began walked into the garden. "it must been very delicious!".

Suddenly, snap!"oh..oh..!" unfortunetly, his leg was catch in a trap. He tried to pull his leg, but he couldn't get away. "poor of me! This is the end of life, "he said," The farmer will catch me for dinner".

Soon, he saw the farmer coming. He as confused. He thought last. He had an idea. He lay on the ground and made his body stiff. " well…well.. finally I got you! Poor Mouse Deer" said the farmer. " But you look dead."

The conflict happened between the mouse deer and the farmer. It happened because the mouse deer was fixated by the cucumber in the garden so that it went into the garden. It shown in the second sentence of second paragraph. *"He began walked into the garden".*

Third, resolution. Theresolution were in the fifth and sixth paragraphs as follow:

The farmer pushed the Mouse Deer with his foot. But the Mouse Deer didn't moving. "Perhaps you have been die," said the farmer. "it's a pity! I can't eat you.

He pulled the Mouse Deer's leg out with a soft plop. Then he jumped up and ran away. " Hey! You tricked me!" the farmer yelled. The Mouse Deer laugh," You are smart but I am smartest than you!".

This story had a happy conclusion. It was told in the last paragraph. The mouse deer tricked the farmer successfully.

Based on the explanation above, can be concluded that there was no error made by student 7 in using generic structure of narrative text.

8. Analysis of Narrative Text 8

The eighth story consisted of two parts, they were orientation and complication. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> Once, there was a kingdom in Priangan Land, lived a happy family. They were a father in form of dog, his name is Tumang. A mother which called Dayang Sumbi, and a child which was called Sangkuriang.

The orientation discussed about time, setting of place, and participants. This story happened one day in a kingdom of Priangan Land. Meanwhile, the participants were Tumang, dayang Sumbi, and Sangkuriang.

Second, complication. The complication was in the following paragraphs:

> One day, Dayang Sumbi asked her son to go hunting with his lovely dog, Tumang. After hunting all day, Sangkuriang began desperate and worried because he hunted no deer. Then he thought to shot his own dog. Then he took the dog liver and carried home.
> Soon Dayang Sumbi found that it was not deer liver but Tumang's, his own dog. So, she was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from their home.
> Years go bye, Sangkuriang had travel many places and finally arrived at a village. He met a   beautiful gil and felt in love with her. But the beautiful women know the boy is sangkuiang because she

Actually, it was an uncompleted story. However, the conflict happened among the characters. It started when Sangkuriang killed Tumang

and it was known by dayang Sumbi, so that he was chased away from his house. It shown in second and third paragraph.

Based on the explanation above, can be concluded that there was no solution for the conflict. It means that there was error in using generic structure of narrative text.

9. Analysis of Narrative Text 9

The ninth story consisted of two parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> A long time ago there lived a little green frog with his mom in the large pool. The little green frog was very stubborn. He never listen his mom's words. When his mom ordered to go to west he would go to east, he always does in the opposite way.

The orientation discussed about time, participants, and setting of place. This story happened long time ago in a large pool. Meanwhile, it was a story about a mischievous little green frog and his mother.

Second, complication. The complication were in the second paragraph.

> One day, the mom thinking about his son "what should I do with this child?" "Why he is different with the other child?" one day his mom told to him to stayed at home because the heavy rain in the outside. But, the little green frog did not listen to his mom words. He jumped out and played in the river. Every day his mom advice him,

but the little green frog more stubborn. This was make his mom sad and finally got sick and weak.

The conflict happened between the characters. It was caused by the little green frog that never listened to his mother order. It was shown along the paragraph above.

Third, resolution. The resolution was in third and fourth paragraphs as follow:

> Few days later, his mom condition more weak. She called his son "My son, if I die please buried me in the side of river. But, truly his mom wants buried on the top of mount. She remembered that his son will do in the opposite ways; she decided to order his son to bury her in the side of river. Finally his mom passed away, he regret with his fault to his mom. The little green frog remembered his mom's words "I always ignore my mom's words and to redeem my fault I will do my mom's last words.
>
> Then the little green frog buried his mom in the side of river. But, few weeks later the rain fell so heavy and the river overflow. The little green frog worried about his mom's grave. He came to the river and cried so loudly. After that he always come to the river when the rain is fall. Since that, we always listening the green frog cried when the rain was fall.

This story had sad and happy ending. First, it was happy because the little green frog was aware of his fault. It was shown in the third paragraph: *"Finally, his mother was passed away. He was sad. He remembered all of his naughtiness and promised himself to be a good boy."*Meanwhile, it was sad because it was too late to make up the little green frog fault, because there was misconception between him and his mother. The consequence of the misconception as what was said in the last paragraph.

Based on the explanation above, can be concluded that there was no error made by student 9 in using generic structure of narrative text.

10. Analysis of Narrative Text 10

The tenth story was in the form of recount text which consisted of three parts, they were orientation, event, and reorientation. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> The biggest, best birthday ever that would describe my 18th birthday. My parents surprised me with a party at the zoo. Grandmother baked my favorite cake. There were many gifts from friends and family. It was a wonderful celebration.

The orientation discussed about time, participants, and setting of place. This story happened at writer's 18th birthday in the zoo. Meanwhile, the participants were the writer, her family, and her friends. It told about the surprise party that had been made by the writer's family and friends.

Second, event. The event was in the second and third paragraph as follow:

> It all began with a surprise party at the zoo thrown by my parents. No one mentioned my birthday all morning so I figured everyone had forgotten it. I was surprised when my mom take me to the zoo parking lot, and everyone jumped from behind cars shouting, "Surprise." Only close family was invited.
> After that we went to my Grandma's house. She had made my favorite cake. I blew and blew at the candles until I finally realized they were trick candles. Grandma gave me the biggest piece.

In event, the writer told about how the surprise party worked. It was told along above paragraph.

Third, reorientation. The reorientation was in the last paragraph as follows:

As you can see, my eighteen birthday was a most memorable celebration. The party at the zoo, a delicious cake, and a very special gift made it a memorable birthday. I think it was a nice way to remember the day I was born.

Here, the writer told her truly feeling about the party.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in using generic structure.

11. Analysis of Narrative Text 11

The eleventh story was consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

A long time ago, there was a king namely Rahwana. He was very rich and powerful, but he had no wife to accompany him in his life. He had a very big and beautiful palace. And on the other side, there was another king namely Rama. He had a very beautiful wife namely Shinta.

The orientation discussed about time and participants. The story happened long time ago among Rama, Rahwana, and Shinta. Nevertheless, there was a participant that was told in the last paragraph, he was

Hanuman.Whereas, setting of place did not mentioned in this paragraph but in the next. The setting of place was forest and park behind the palace.

Second, complication. The complication were in the second and third paragraph as follow:

> One day, Rama wanted to hunt wild animals in the forest with his servant. He left his wife in the beautiful park behind the palace. He told Shinta not to go out from the magic circle he made on the ground.
> Rahwana knew that Rama had gone o hunt. He changed into a golden deer and came near Shinta. Shinta wanted to catch the deer and she go out the circle. Then Rahwana kidnapped her. He brought her to fly to his palace as his wife.

The conflict happened between the main characters, they were Rama, Rahwana, and Shinta. It was caused by Rahwana who was kidnapped Shinta when Rama hunted in the forest. It was shown along the third paragraph.

Third, resolution. The resolution was in the last paragraph as follows:

> Rama knew who kidnapped his wife. He asked Hanoman to help him fight against Rahwana. Then he won the battle with the help of the king of apes, Hanoman. Finally, they Rama and Shinta live happily ever after.

This story had a happy conclusion. Rahwana was killed by Hanuman and Rama and Shinta live happily ever after.

Based on the explanation above, can be concluded that there was no error made by student 11 in using generic structure of narrative text.

12. Analysis of Narrative Text 12

The twelfth story was consisted of threeparts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> Once upon a time, there was a lonely island that was guard by three gods, viz: Wisnu, Siwa, and Brahma. They controlled that island from various threat and danger.

The orientation discussed about time, participants, and setting of place. The story happened once upon a time in an island. Meanwhile, the participants were Wisnu, Shiwa, Brahma, and also the giants that were told in the next paragraph.

Second, complication. The complication was in the second paragraph as follows:

> One day, two giants came to that island and they war to authority it. They war by feign and attack with their inside strength. It became that island been clamorous and earthquake. However, they were dead and no one that can authority that island. From the time, that island often earthquake and seen a clamorous in there.

The conflict happened between twogiants that fought and caused an earthquake in the island. It was shown in the first and last sentences of above paragraph.

Third, resolution. The resolution was in the third and fourth paragraphs as follow:

The three gods be worried about that, so they were doing conference to keep that island. Brahma said; "We must keep this island". And they agreed to move the Meru Mountain in India to that island but they were confused how moved a mountain to that island. Wisnu said; "I am ready to be turtle to hold a mountain". "I am ready to be snake to keep a mountain" Brahma answered.

The next day, the three gods moved the mountain like as their agreement reached. At first, they put a mountain at western part of the island, but that caused the island to tip. So it was moved east word. On that journey, parts kept coming off the lower rim, forming the mountains Lawu, Wilis, Kelud, Kawi, Arjuno, and Welirang. The damage thus caused it to shake and the top came off and created Penanggungan Mountain as well. Afterwards, they moved the mountain to midst of island. And then Shiwa saw many Jawawut trees in that island, so since that they called it Jawa Island. Finally that island came be lonely island.

The Gods did a conference to solve the problem and it decided that they supposed to move the mountain in other place as what was told along the last paragraph.

Based on the explanation above, can be concluded that the there was no error made by student 12 in using generic structure of narrative text.

13. Analysis of Narrative Text 13

The thirteenth story were consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

Many years ago there was an old man who lived with his family at the foot of a high mountain. He was called "Mr. Stupid". Every time he wanted to go to town he had to climb over the mountain. One day, he said to his wife and sons, "Let us move the

mountain. it is in our way.", "How can you do that?" his wife asked. "you are an old man and you are no longer strong with the rocks and earth?", "I may be old." Replied Mr. Stupid, "but my heart is young. We can throw the rocks and earth into the sea." He told his sons to start work. They brought their sons and even his neighbors and friends came to help him. They carried the rocks and earth away in baskets to the sea.

The orientation discussed about time, participants, and setting of place. The story happened many years ago in a valley. The participants were Mr. Stupid, his wife, and his child. Nevertheless, in the next paragraph was mentioned another participant, he was Mr. Clever.

Second, complication. The complication was in the second paragraph as follows:

At this time, there was a scholar living in the capital who was called "Mr. Clever". When he heard what Mr. Stupid was doing, he went to see him. "You are a fool!" he cried. "How can you move a mountain? Besides, you are old. How can you hope to finish the work before you die?". "Once my mind is made up, nothing can stop me," Mr. Stupid answered. "If I die, my sons will carry on the work. When they die, their sons will carry on the work. Why should I worry about not being able to finish it?" Mr. Clever did not know what to say and he left in a bad temper.

The conflict happened between Mr. Stupid and Mr. Clever. It was caused by the difference opinion between themif the mountain could be moving. It shown in the fourth sentence of second paragraph: *"How can you move a mountain? Besides, you are old. How can you hope to finish the work before you die?"*

Third, resolution. The resolution was in the last sentence of this story as follows:

After many years of hard work, Mr. Stupid and his family moved the mountain.

This story had a happy conclusion. As what was told above, Mr. Stupid and his family moved the mountain in the end.

Based on the explanation above, can be concluded that there was no error made by student 13 in using generic structure of narrative text.

14. Analysis of Narrative Text 14

The fourteenth story was in the form of news item text which consisted of two parts, they were newsworthy event and elaboration. However, there was no source included. The identification can be seen in the following discussion:

First, newsworthy event. The newsworthy event was in the first paragraph as follow:

> On 15 August 1945, in Pegangsaan Timur Street 156 Jakarta, there was controversy between young man and Bung Karno. It was discussed about Independence Proclamation of Indonesia. The young man insisted Bung Karno to proclamation the Independence immediately, but Bung Karno refuse it

The newsworthy event discussed about controversion of Indonesian independence proclamation among young generation and Bung Karno. As what was shown in the first sentence of above paragraph.

Second, elaboration. The elaboration were in the second and third paragraphs as follow:

> The controversion was taking place for a few minutes. Then, on 16 August 1945, the young man perforce to brought Bung Karno

and Bung Hatta to Rengasdengklok so that they were not influenced by Jepang. In Rengasdengklok the young man forced Bung Karno to declare the Independence of Indonesia on 17 August 1945. After long discussion going on, Bung Karno was ready to deal with this request. In the evening, Bung Karno and Bung Hatta were brought in Laksamana Tadashi Maeda's house, in Jakarta. The next strategy from the young man was formulated the proclamation text. There were Bung Karno, Bung Hatta, Ahmad Soebardjo, Sukarni, Sudiro, and B.M. Diah. They made a concept for formula of independence text. At four on 17 August 1945, the text was ready to declare to mass.

Finally, according to the agreement, the Independence Proclamation will be held on Bung Karno's house on Pegangsaan Timur 156 Jakarta. At ten o'clock Bung Karno declared the Independence of Indonesia with some event formation such as brief oration of Bung Karno, bunting and sank Indonesia Raya as National anthem of Indonesia. All of mass was very happy to hear that. Now, Indonesia is the Independence country.

The elaboration discussed about background, participants, time, and place of event. The controversion happened because Bung Karno refused to declare the Indonesian Independent proclamation. The figures that played a part in were Bung Karno, young generation, Ahmad Soebardjo, Sukarni, Sudiro, and B.M. Diah. The place of event was in Rengasdengklok, Laksamana Maeda Tadasi's house, and Pegangsaan Timur 56 Jakarta.

Based on the explanation above, can be concluded that the writer use the wrong generic structure in narrative text.

15. Analysis of Narrative Text 15

The fifteenth story was consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> Once upon a time, there was a couple who loved each other. The husband name was Jono and his wife was Ina. They lived happily in a big house with complete facilities. They were successful man and woman in Jakarta.

The orientation discussed about time, participants, and setting of place. The story happened once upon a time in Jakarta. Meanwhile, the participants were Jono and Ina. Nevertheless, there were two other participants that were introduced in the next paragraph, they were Jeny and Indra.

Second, complication. The complication was in the next three paragraph as follow:

> One day, When Jono went to his office, he met a girl who got injured. Jono stopped his car then helped the girl. Her head and hand were bloody. He carry out her to the hospital to got first aid. An hour later, the girl was conscious and told about herself. Her name was Jeni, she came from small village. She decided go to Jakarta to looked for a job.
> "What I can do for you to pay this?" Jeni asked
> "Nothing." Jono answered
> "You had helped me, you save my life."Jeni replied
> "I am sure everyone will do like that if find someone who need a help, do not be a matter.".Jono answered
> "No,, let me help you." Jeni said
> "I live with my wife in the big house and just have a little time to take care to our house, if you want to help me, please help us to done it". Jono answered
> "With pleasure sir." Jeni replied
> After Jeni came in Jono's house everything became easier and finished goodly. Before Jono and Ina went to office, the breakfast always ready in the table. Jeny were skilled, kind and orderly woman.

One night, when Jono went home, he got accident in the street. His car crashed to the tress. His legs were broken. Jono could not walked again. He just sat on wheelchair and could not do his activity as usual. Their money ran out until he sold out office to Indra, his friend to paid his medical treatment.

Unfortunately, Ina unfaithfully to took care her husband. She left jono and married to Indra who rich and succesfull man. Jono quite sad. He felt that his live was end after his wife left him. In this situation, Jeni always gave spirit to Jono and help him to walked patiently.

The complication happened between Jono and his wife. It was started when Jono was sick because of an accident. He could not do anything but sitting on the wheelchair. His business was bankrupt and he left by his wife. It was shown in the last two paragraph above.

Third, resolution. The resolution was in the following paragraphs:

"Why you always beside me? My wife left me for other people." Jono said
"You had helped me during this time, save my life and give me a job here. I can not forget your help in my mind. I will never leave you, let me beside you, I love you." Jeni answered
"How kind you are." Jono replied.

A month later, Jono's legs was coming through. He could do activity as usual. Jono built up her company and her life from the beginning with Jeni. He found his truly love. Jeni always beside him. They live happily together.

This story had happy conclusion. As what was shown in the last paragraph that Jono was healthy and he built a new company. In addition, he was married with a girl who always by his side.

Based on the explanation above, can be concluded that there was no error made by student 15 in using generic structure of narrative text.

16. Analysis of Narrative Text 16

The sixteenth story was consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

This story was quite unique because there were five conflicts happened and every conflict had its own solutions.

The first paragraph was consisted of orientation, complication, and resolution.

> A stupid man was sent by his father to sell salt. He first went to a mining area but nobody there wanted his salt. When he returned home, his father told him that if he had helped the miners to dig, they would have bought his salt.

This story told about a stupid man and his father. The first conflict happened when the stupid man could not sell the salt in the mining area. While the resolution came from his father that told him to help the miners to dig, so they would buy his salt.

Then, the second paragraph was consisted of the second conflict and its solution.

> The man next went to a house where a wedding was taking place. There he dug a huge hole. This made the people angry and they chased him away. When he returned home, his father told him that if he had beaten a drum and danced instead, the people there would have bought salt from him.

The second conflict happened when the stupid man could not sell his salt because the people in a wedding party were angry to him after he dig a

hole as what his father's advice. Then, his father told him that he had beat a drum and danced, so the people would buy his salt.

Then, the third paragraph was consisted of the third conflict and its resolution.

> Then, he went to a village where there happened to be a fire. Rushing to the place, he started drumming and dancing, only to be thrown out by the people. His father told him that he should have poured water on the fire instead, if he wanted to sell salt there.

The third conflict happened when the stupid man was thrown out by people after beat a drum and dance in a fire. His father told him to poured water on the fire, so the people there would buy his salt.

Then, the fourth paragraph was consisted of the fourth conflict and its solution.

> In the next place he went to, a couple were fighting with each other. The foolish man poured a bucketful of water on them, again to be chased away. His father later told him that he should have tried to settle the quarrel, in which case they would have bought salt from him.

The fourth conflict happened when the stupid man poured a couple with a bucketful of water. Then, his father told him to settle the quarrel, so they will buy his salt.

Then, the last paragraph told about the end of stupid man's life.

> In the final event, the man saw two bulls fighting with each other. He stepped in to stop the fight and was gored to death by angry bulls

The stupid man died when he tried to stop the bulls that were fought.

Based on the explanation above, can be concluded that there was no error made by student 16 in using generic structure of narrative text.

17. Analysis of Narrative Text 17

The seventeenth text was in the form of recount text which consisted of three parts, they were orientation, event, and reorientation. The identificationcan be seen in the following discussion:

First, orientation. The orientation was in the first and second paragraphs as follow:

> Holiday last year, I went to see a waterfall with my big family. We went to Tawangmangu waterfall in Karanganyar. During our journey we enjoyed the beautiful scenery. In there we saw the beautiful scenery of waterfall. We really enjoyed the holiday in there.
> Me and my big family went to Tawangmangu waterfall. It is located not far from Solo. It is about 30 kilometers east of the city. It is very easy to get the place with public transports. Bus is the cheapest, but taxi is most expensive.

The orientation discussed about time, participants, and setting of place. The story happened on holiday last year in Tawangmangu waterfall. The participants were the writer and his family.

Second, event. The event was in the third and fourth paragraphs as follow:

> During our journey we enjoyed the beautiful scenery. Many big trees grew in left and right sides of the road. Everything looked so green and fresh. People really like this place because it has cool weather most on the time. It is not polluted at all. The air is always fresh which is very good for health.
> In there we saw the beautiful scenery around waterfall. The water fall more than 30 meters down to a small lake, and then the waters flows to the small river nearby. It is always nice to hear the

sound of the flowing water. Located in the middle of pinewood, the lake is always wonderful to admire. In addition, there are many funny and tame monkeys climbing the trees on the left and right sides of the sidewalk down to the lake that make the visit is more fun.

The writer told about what she was seen when she visited the waterfall. It was shown along above paragraph.

Third, reorientation. The reorientation was in the last paragraph as follows:

> As you can see, my holiday is a happy moment. Me and my big family went to Tawangmangu waterfall, enjoyed the beautiful scenery on journey, and saw the beautiful waterfall. I think that is my memorable day.

Here, the writer told about her truly feeling after visited Tawangmangu waterfall.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

18. Analysis of Narrative Text 18

The eighteenth story was in the form of recount text which consisted of three parts, they were orientation, event, and reorientation. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first and second paragraphs as follow:

> Last month, my school had a study to Yogyakarta. I am very glad to hear that, because it was my first vacation to Yogyakarta. We leave from school by bus. The place that would be visited at Yogyakarta is Borobudur Temple, Prambanan Temple, and Malioboro. That holiday make me happy and enjoy.

In the last lesson, my teacher gives the announcement that my school will go to study tour to Yogyakarta. I am very glad to hear that, because it was my first vacation to Yogyakarta. I don't patient to wait that day. After one month, the time finally came.

The orientation discussed about time, participants, and setting of place. The story happened last month in Yogyakarta. Meanwhile, the participants were the writer, her teachers, and her friends.

Second, event. The event was in the third and fourth paragraphs as follow:

Me and my friends leave from school at Saturday night. We went by bus. During the trip, many of my friends are singing in the bus. Then, we stopped atProbolinggo for breakfast. After that, we continue our journey back. We arrived in Yogyakarta at Sunday morning.

For the first, the place that we would visited is Borobudur Temple. In this temple so many stone of ancient. Many visitor want to enjoy with the scenery around the temple. After that, Prambanan Temple. This temple, same like Borobudur Temple. And the last destination is Malioboro, In this place we bought dresses , sandals, and souvenir special Jogja. We also bought special food in Jojga, bakpiapathok.

The writer told about her journey, destination, andschedule. It was shown along above paragraph.

Third, reorientation. The reorientation was in the last paragraph as follows:

As you can see, my holiday is very grafity. My first holiday in Yogyakarta, visited many destination and shopping with my friends. I think it was a superb way to remember the day I very have fun.

Here, the writer told her trully feeling after visited Yogyakarta.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

19. Analysis of Narrative text 19

The nineteenth story was consisted of threeparts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> Long time ago, there was a princess called Pretty. She lived with her stepmother in the Castle. The stepmother was very evil, but Pretty was stepchild that obedient to her stepmother. The stepmother was always jealous with the beauty of Pretty and she had the magic mirror that always she asked about her beauty.

The orientation discussed about time, participants, and setting of place. This story happened long time ago. Meanwhile, the setting of place was in a castle and a forest. However, the forest was not mentioned in above paragraph, but in the next. The participants were Pretty, her stepmother, magic mirror, and there were some other participants that mentioned in the next paragraph, they were a soldier and dwarfs.

Second, complication. The complication was in the second and third paragraphs as follow:

> One day, the stepmother asked to her magic mirror. "Who is the beautiful woman in this world?" and the mirror answered "pretty is the beautiful woman in this world". The step was very angry and she mother ordered her solder to kill Pretty. The solder brought the

Pretty to the forest to kill Pretty, but he didn't kill Pretty. He just left Pretty in forest.

Next time, Pretty was very afraid in the forest. She found small home in the middle of forest. In there, there were seven dwarf people. Pretty introduced her name and she lived together with them. The seven dwarfs were very kind and friendly. They were very pity with the Pretty's story.

The conflict happened between Pretty and her stepmother. It was started when magic mirror told the stepmother that the most beautiful woman in the world was Pretty. It was shown in the beginning of second paragraph: *"One day, the stepmother asked to the magic mirror, "Who is the most beautiful woman in this world?" The magic mirror answered, "Pretty is the most beautiful woman in this world." The stepmother was very angry and was command her soldier to kill Pretty."*

Third, resolution. The resolution was in the last two paragraphs as follow:

The stepmother knew about the Pretty's life. She was very angry. She became a old woman and she went to the forest. She came to the home of Pretty when the seven dwarfs didn't in home. She gave Pretty the poison apple and Pretty ate it. After ate, Pretty slept forever. The stepmother laughed and she went away from this place.

The seven dwarfs came back and they found Pretty had slept. They were very shocked about this situation. They just cried. Suddenly, in the forest there was a prince looked the situation. He looked Pretty that slept and he felt in love with her. And then, he kissed her. The Pretty woke up. Finally, they lived together happily.

This story had a happy conclusion. It was shown along the last paragraph. A prince came and kissed Pretty to wake her up from her sleeping after ate a poisonous apple.

Based on the explanation above, can be concluded that there was no error made by student 19 in using generic structure of narrative text.

20. Analysis of Narrative Text 20

The twentieth story consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first and second paragraphs as follow:

> Once upon a time, there was a young girl named Cinderella. She lived with her step mother and two step sisters. The step mother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her step mother made Cinderella do the hardest works in the house; such as scrubbing the floor, cleaning the pot and pan and preparing the food for the family. The two step sisters, on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

The orientation discussed about time, participants, and setting of place. The story happened once upon a time. Meanwhile the participants were Cinderella, her stepmother, her stepsisters, and a prince that mentioned in the next paragraph.

Second, complication. The complication was in the half of third paragraph as follows:

> One day, the two step sister received an invitation to the ball that the king's son was going to give at the palace. They were excited about this and spent so much time choosing the dresses they would wear. At last, the day of the ball came, and away went the sisters to it. Cinderella could not help crying after they had left.

The conflict happened among Cinderella, her stepmother and her stepsisters. Cinderella might not be coming to the ball by them.It was shown along above paragraph.

Third, resolution. The resolution was in the half of second paragraph up to seventh paragraphs as follow:

"Why are crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go to the ball" said Cinderella. "Well" said the godmother, "you've been such a cheerful, hardworking, uncomplaining girl that I am going to see that you do go to the ball".

Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's raged dress with her wand, and it became a beautiful ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella", she said; "You must leave before midnight". Then away she drove in her beautiful coach. Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve, she ran toward the door as quickly as she could. In her hurry, one of her glass slipper was left behind.

A few days later, the king' son proclaimed that he would marry the girl whose feet fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slipped the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and live happily ever after.

This story had a happy conclusion. As what was shown in the last paragraph, Cinderella and the prince were married and they live happily ever after.

Based on the explanation above, can be concluded that there was no error made by student 20 in using generic structure of narrative text.

21. Analysis on Narrative Text 21

The twenty-first story was in the form of recount text which consisted of three parts, they were orientation, event, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> A very enjoyable day with my family in the Umbul Town Square. My little brother and I have played many kind of games. My parents really enjoyed the holiday that I planned with my little brother. They are very romantic and I'm so glad to see my parents happy together.

The orientation discussed about participants and setting of place. The participants were the writer and her family. Meanwhile, the story happened in Umbul town square.

Second, event. The event was in the second, third, and fourth paragraphs as follow:

> One day, I felt very sad to see my parents fight. And then, me and my little brother were planning to invite them go on vacation. Does not matter much or nearby where we vacation. The important thing is they can spend time together and felt happy.
> My little brother and I walked around the garden path and let both of my parents. We ride a roller coaster, a rocking boat, a windmill, and a lot of other games. we forgot all the things that make us sad, we have fun as much.
> Do you know that my mother was terrified of the game and I forced my mother to ride the windmill with my father? Initially my

mother refused but then she would ride windmill. They were very romantic as it should and I'm so glad to see them.

Here, the writer told about surprise that she and his brother had prepared to harmonize their parent. It was shown along above paragraph.

Third, reorientation. The reorientation were in the last paragraph as follows:

Indeed a day full of memories with my family. I will keep my family forever because they are everything to me. It was truly special day for my parents.

Here, the writer told about her truly feeling.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

22. Analysis of Narrative Text 22

The twenty-second story was in the form of recount text which consisted of orientation, event, and reorientation. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

I still remember the happiness of September. I got the cute present in my nineteenth birthday from my family and my friends. My belove friends was planning to make me felt sad and they gave me surprised that I can't imagine before. It all made me very happy.

The orientation discussed about time, participants, and setting of place. The event happened on September. Meanwhile, the participants were

the writer, her family, and her friends. It told that the writer got a surprise party from her family and friends.

Second, event. The event was in the second, third, and fourth paragraphs as follow:

> One day in Saturday morning, my mother was wake me up and she say "happy birthday" to me. I'm so glad because my mother remember about my birthday. But I felt sad because my belove friend went to Surabaya and the other went to Malang so I can't meet them in my special day.
> Initially, my friends just gave me say "happy birthday" in facebook, whatsApp, etc. After that I spend time watching TV and eating snack. Suddenly my friend was behind me and brought a cake. I was surprised and happy because my friends care with me.
> And then, my friends told me that there were someone special who waiting outside my house. They closed my eyes and took me to the porch of my house, but when I opened my eyes, they threw flour, eggs, and water to me. the four of us playing chase recently and my clothes wet and smelly so I had to shower. I hug them and they also wet and it was very enjoyable.

Here, the writer told the event chronologically how was the surprise party worked. It told along above paragraph.

Third, reorientation. The reorientation was in the last paragraph as follows:

> As I told above, I was very happy because for the first time I was given a surprise by my friend in my house.

Here, the writer told about her truly feeling about the surprise party.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

23. Analysis of Narrative Text 23

The twenty-third text were consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

> Once upon a time in Neverland there were three walker. They are Bakar, Umar and Salim. They were walk from one city to other city to be more better. Sometimes they felt very tired and slept. But they were never gave up togot what they want.

The orientation discussed about time, setting of place, and participants. The story happened once upon a time in Neverland. Meanwhile, the participants were Bakar, Umar, Salim, and some other participants that did not mentioned in the first paragraph, they were a wise man and his friends.

Second, complication. The complication was in the second and third paragraph as follow:

> One day, they felt very hungry and thirsty. Suddenly, they found a big box with money and gold inside the box. But each of them had feeling to belonging the box. Then Bakar said to his friends,"did you fell hungry and thirsty?" "Yeah, we felt hungry and thirsty," said his friend. "Who are to got the food for our eating?" said Bakar. "Okey, I will go to got the food," said Salim. Then Salim went to country to got the food.
> After got the food, Salim back to his friends. But what he did with the food? He took the poison to the food and said," after they ate this food they will die and the box will be my mine." But, his friends, also has a bad plan to him. They plan to killed him if he was came.

The conflict happened between Bakar, Umar, and Salim. They planned to kill each other after finding a big box of money and gold. As what was shown in the third paragraph, Salim took the poison in the food. Similarly, Bakar and Umar planned to kill him while waited for him.

Third, resolution. Theresolution was in the last two paragraph as follow:

> After Salim came back, without long thought they killed him. They was very happy when saw Salim was die. Then they ate the food that Salim bought from the country. They did not know there was poison in the food. Finally, they were killed.
> Then, a wise man and his friends trough the pleace. "Look!!!" said the wise man. "Because wealth they killed each other." said him. "Yes, Sir. They also thought money." said one of his friends. "Therefore, as human being we must say thanks to the God with all of we had and we must share with someone more needed." said the wise man. "Yes, Sir we will remember what did you say." said all of his friends. And then the wise man and his friend continued their walked.

This story had a sad ending. Bakar, Umar, and Salim were die. It was shown in the fourth paragraph: *"Umar and Bakar killed Salim right after he* came back. *Then, they ate the food that Salim was brought and were died."*

Based on the explanation above, can be concluded that there was no error made by student 23 in using generic structure of narrative text.

24. Analysis of Narrative Text 24

The twenty-fourth text was in the form of recount text which consisted of three parts, they were orientation, event, and reorientation. The identification can be seen in the following paragraph:

First, orientation. The orientation was in the first paragraph as follows:

A few years ago,Iwent sightseeingto Malang. Iwentalongwith my friendson the bus. We visitedsome ofthe tourist attractionsin the cityof Malang. There weboughta lot ofsouvenir. Wereallyenjoyed theholidayin Malang.

The orientation discussed about time, setting of place, and participants. The story happened a few years ago in Malang. Meanwhile, the participants were the writer and her friends.

Second, event. The event was told in second, third, and fourth paragraphs as follow:

Igo on holiday with my friends. We were also accompanied by our teacher. We went to Malang by using four buses. Each bus can accommodate approximately 30 students. I rodeon the busC.

There we visited a few tourist attractions. The first place we visited was Jatim Park. There we can enjoy a variety of rides that can increase knowledge. Then the next place is Coban Rondo waterfall. Natural setting is beautiful with views of waterfalls add to the beauty of this place. We can relax while taking pictures there. The third place we visited was the Dewi Sri market. There were many vendors selling souvenirs or souvenirs Malang, such as apples, and fruit crisps. We can buy souvenirs are at an affordable price.

We can buy a lot of souvenirs or fruit on the Dewi Sri market. At that time, I bought a lot of souvenirs, including apples, fruit chips, and aT-shirtthat read"I love Malang". Similarly, my friend, they also bought a lot of souvenirs. Even those there who buy plants there. Anyway, we are very satisfied shopping at Dewi Sri market.

Here, the writer explained her schedule when she was in Malang as what was shown along above paragraphs

Third, reorientation. The reorientation was in the last paragraph as follows:

We are verypleased to bean excursion tothe city of Malang. I wentto Malangwith my friends. There are so manytourist attractionsthat can bevisitedinthe city of Malang. We can alsobuya lot ofsouvenirs. Wereallyenjoyed theholidayin Malang.

Here, the writer told about her truly feeling after visiting Malang.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

25. Analysis of Narrative Text 25

The twenty-fifth text was in the form of recount text which consisted of three parts, they were orientation, event, and reorientation. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

Holiday last year, I went to see a waterfall with my classmates. We went to see a waterfall early morning by bus. At 6:30 we all had gathered at the bus stop waiting for the bus that would take us to our destination. Only ten minutes later the bus was coming and it was almost fully seated since it was a holiday. Luckily we all got the seats.

The orientation discussed about time, setting of place, and participants. The story happened holiday last year in a waterfall. Meanwhile, the participants were the writer and her classmates

Second, event. The event was in the second, third, and fourth paragraphs as follow:

During our journey we enjoyed enchanting scenery. Many big trees grew in left and right sides of the road. Everything looked so

green and fresh. The weather looked so fine. We could clearly see the green hills and the sun which was coming out behind the hills.

There we saw a beautiful waterfall flowing down. To see the waterfall, all visitors have to walk through many steps which are quite slippery because of the dew. The water was so clear and fresh. We enjoyed playing splashing water and surely we got wet. A

After we contented to play in the waterfall, we felt very hungry. Not far from the waterfall, there was a food stall. At that time, we all decided to take a break there. We also ordered some food and drink. After that we decided to go home.

.

Here, the writer told about what she was seen when she visited the

waterfall as what was shown along above paragraph.

Third, reorientation. The reorientation was in the last paragraph as

follows:

Were all enjoyed the holiday in there. Not willing to taste the happiness is finally finished. In my mind, I am back tomorrow.

Here, the writer told about her truly feeling after visiting the

waterfall.

Based on the explanation above, can be concluded that the writer

used the wrong generic structure in narrative text.

26. Analysis of Narrative Text 26

The twenty sixth text was in the form of recount text which consisted

of three parts, they were orientation, event, and reorientation. The

identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as

follows:

I shall never forget my twentieth birthday. My sister surprised me with a party at my room. My mother made my favorite food. There were many gifts from friends and sisters. It was a wonderful celebration.

The orientation discussed about time, setting of place, and participants. The story happened on writer's twentieth birthday in her house. Meanwhile, the participants were the writer, her mother and mother, and her friends.

Second, event. The event was in the next three paragraphs as follow:

It all began with a surprise party at my room thrown by my sisters. No one mentioned my birthday all morning so I figured everyone had forgotten it. I was shocked when my sisters guided me to my room, and everyone shouting, "Surprise."

After that we went to dining room. There was my mother. She had made my favorite food. That is fried rice. There were many snacks and cake also. All of the foods were very delicious. All the foods felt more delicious when my mother feed me, yummy!

Later my friends and sisters gave me many gifts. There were veils, books, brooch, holy Qur'an, and queerer my sisters gave me eggs and flour. I was so amazed. Apparently, they want to pelt me with water, flour and eggs. But they had been forbidden by my father. Hahaha I was so happy.

Here, the writer told about the surprise party worked. It was shown along above paragraph.

Third, reorientation. The reorientation was in the last paragraph as follows:

As you can see, my twentieth birthday was the most memorable celebration. The surprise party at my room, a delicious foods, and a very special gift made it a memorable birthday. I think it was a superb way to remember the day I was born.

Here, the writer told about her truly feeling.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

27. Analysis of Narrative Text 27

The twenty seventh text was in the form of recount text which consisted of three parts, they were orientation, event, and reorientation. The identification can e seen in the following discussion:

First, orientation. The orientation was in the half of first paragraph as follows:

What we can do in holiday? I think that holiday is very interesting when every day we just work and work, it make our head dizzy. Sometime we need holiday to make our brain fresh. Many years ago I visited Bali when class three senior high school.

The orientation discussed about time, setting of place, and participants. The story happened many years ago in Bali. Meanwhile, the participants were the writer and her friends.

Second, event. The events wasin the half of first paragraph, second, third, fourth, and half of fifth paragraphs as follow:

First day, I was began at 10.00 a.m from my school. Then, was arrived in Banyu Wangi harbour at mid-night by bus. Next, was arrived in Bali harbour at 01.30 a.m by ship. I went there for four day with my friends and teachers.
I was saw PLTU Jawa-Bali on my trip. I think that is amazing in night because much lamps to shine light. I never saw it in my life before than.
Second day, We visited much place like beach Tanah Lot Kuta, Dreamland and market such as Joger, Sukowati, etc in Bali. For each place was spent one day. We was arrived the beach at 05.30 a.m. There praying tradition ceremony and culture festival Bali. My

friend was allowed that ceremony but I didn't it because I think that not my relegion.

Third day, We can bough anything in the market according to how much brought money. Brought souvenir only from Joger and Sukowati like accesories, clothes, kitchen tool etc. Sukowati more cheaper price than Joger because it have lower quality.

We can take pictures and do conversation with tourist about theirself, get different culture and language structure. They use Dupa when praying and it make everything almost smell Dupa. I didn't like it because make me stomachace.

Fourth day, We come back to Bali harbour at 05.00 p.m. Then, was arrived in my school at 05.30 a.m.

Here, the writer told about the events chronologically. Started from when she left the school up the day she was home.

Third, reorientation. The reorientation was in the half of fifth paragraph as follows:

Therefore, I think that my holiday is very interesting and if I have much money. I want to Bali again with my family. Than, make new experience.

Here, the writer told her truly feeling about visiting Bali.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

28. Analysis of Narrative Text 28

The twenty-eighth text was consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

Once upon a time there lived a mother pig with her three little pigs. The pigs grew so big that they had to leave their home and build houses for themselves.

The orientation discussed about time, setting of place, and participants. The story happened once upon a time in the main characters' house. Meanwhile, the participants were three little pigs, their mother, and the wolf that did mentioned in this paragraph.

Second, complication. The complication was in the second, third, and fourth paragraphs as follow:

The three pigs set off. Soon they met a man with some straw. The first little pig took the straw and built a house of straw for himself. The second little pig met a man with sticks. He built his house with sticks.
The third little pig was afraid that the wolf might blow his house down, so he built his house with bricks.
The next day the wolf appeared. He blew down the house of straw. Then he blew down the house of sticks, but he could not blow down the house of bricks.

The conflicts happened among three little pigs and the wolf. As what was told along above paragraphs, the wolf tried to damage the three little pigs' house.

Third, resolution. The resolution was in the last two paragraphs as follow:

Suddenly the wolf got an idea. He climbed on the roof. Meanwhile the third little pig put a pot of water on the fire to boil. The wolf began to come down the chimney. Into the pot fell the wolf with a big splash!
That was the end of the greedy wolf and the pigs lived together happily ever after in the house of bricks.

This story had a happy conclusion. The wolf was die in the end as what was shown in the last two sentences of fifth paragraph: "The wolf began to come down the chimney. Into the pot fell the wolf with a big splash!"

Based on the explanation above, can be concluded that there was no error made by student 28 in using generic structure of narrative text.

29. Analysis of Narrative Text 28

The twenty-eighth text was in the form of recount text which consisted of three parts, they were orientation, event, and reorientation. The identification can be seen in the following discussion:

First, orientation. The orientation was in the half of the first paragraph as follows:

> Last week we went to taman mini Indonesia indah it is located in east java , we went there by bus. We visited many traditional buildings miniature, amusement Centre.

The orientation discussed about time, setting of place, and participant. The story happened last week in taman mini Indonesia indah. Meanwhile, the participant did not mention explicitly. He only mentioned "we" to introduce the participants.

Second, event. The event was in the half of the first paragraph and half of second paragraph as follow:

> At twelve o'clock we went to building miniature and have lunch near the lake. The lake is very unique, because in the middle of it there is miniature of Indonesia archipelago. We can see the

archipelago thoroughly by riding a sky lift that passes though on top of it. The mind around the lake blew very gently and the situation was so nice that we could he lunch and took a rest.

We continued the journey to amuse center. In there we can played game example funny game, challenge game and so on.

Here, the writer told about his experience visiting taman mini Indonesia indah.

Third, reorientation. The reorientation was in the half of the last paragraph as follows:

We like that and keep up for a long time there and comfortable spend time with gladness, we really enjoyed our picnic to Taman mini.

Here, the writer told about his truly feeling after visiting taman mini Indonesia indah.

Based on the explanation above, can be concluded that the writer used the wrong generic structure in narrative text.

30. Analysis of Narrative Text 30

The thirtieth text was consisted of three parts, they were orientation, complication, and resolution. The identification can be seen in the following discussion:

First, orientation. The orientation was in the first paragraph as follows:

Once upon a time, in a very small village, there was an old married couple who have not been gift a child. Everyday, they pray to god in order to be blessed with a child. One day, the wifewas pregnantandgave birth to aboy. The husband came to a pastor. He asked the pastor to give his son a name. The pastor answered,

"Antoneo Ace Dravin." The old man shaked his head, "longer," he said. The pastor thought then said, "Atoneo Ace Dravin Perseus Ophiucus Draco Cygnus Circinus." The old man shaked his head again, "longer," he said. The pastor thought harder then said, "Antoneo Ace Dravin Perseus Ophiucus Draco Cygnus Circinus Cepheus Betelgeuse Sirius Canopus Capela Vega Rigel Procyon Arcturus Arthur Lucius Slughorn." The old man smiled and said that he agreed with this very long name.

The orientation discussed about time, setting of place, and participants. The story happened once upon a time in a very small village. Meanwhile, the participants were an old married couple, a pastor, Antoneo, and the villagers that would be tell in the next paragraph.

Second, complication. The complication was in the second paragraph as follows:

One day, when Antoneo Ace Dravin Perseus Ophiucus Draco Cygnus Circinus Cepheus Betelgeuse Sirius Canopus Capela Vega Rigel Procyon Arcturus Arthur Lucius Slughorn played in the river, he found a saw between two stones. He pulled that saw. A few moment later, when he had pulled out the saw, he shouted loudly because what was he pulled was a crocodile tail. The crocodile was angried and punched at that boy

The conflict happened when Antoneo played in a river and wrongly guess crocodile's tail as a rock and pulled it with a saw that he was found. It was shown along above paragraph.

Third, resolution. The resolution was in the last paragraph as follows:

A fishing person knew this accident. He ran and called all of villagers to help the boy, he shouted, "help..., help.... Antoneo Ace Dravin Perseus Ophiucus Draco Cygnus Circinus Cepheus Betelgeuse Sirius Canopus Capela Vega Rigel Procyon Arcturus Arthur Lucius Slughorn was punched by the crocodile. Help...,

help...." All of villagers came into the river but they were late. That boy had been eaten by crocodile.

This story had a sad ending. The main role was die in the end because the villager came too late to rescue him. It was shown in the last sentence: *"All of villagers came into the river but they were late. That boy had been eaten by crocodile."*

Based on the explanation above, can be concluded that there was no error made by student 30 in using generic structure of narrative text.

B. The Kinds of Errorsof Narrative Text Generic Structure

Following the difficulties in understanding patterns of generic structure that have been explained in CHAPTER II, students made some errors in using generic structure of narrative text. The errors done by the students are:

1. Uncompleted patterns of narrative text generic structure

Generic structure of narrative text consists of orientation, complication, and resolution. However, there was a text that did not finished yet. There was no solution of conflict. Whereas, the solution was needed to consider whether the story was sad or happy ending.

2. Using generic structure of recount text

Recount text is one of the kinds of narration. The generic structure of recount text consists of orientation, event, and reorientation. Even so, it may not use the generic structure of recount text in composing narrative text

because there is no conflict and its solution as the specific characteristic of narrative text.

3. Using generic structure of news item

News item text and narrative text is almost same. There are sequence of events in both of them. However, news item was in the form of news while narrative is a story with conflict and its solution.

CHAPTER V

CLOSING

This chapter presents the conclusion and suggestions for teachers, students, and other researchers.

A. Conclusion

This research was to analyze and describe the deviation in generic structure of sixth semester students of English education department of STAIN Ponorogo.

The data collection and analysis have been presented in the previous chapter in which the findings are obtained. It can be concluded that there were a number of errors made by students in generic structure in written narrative text consisting of 11 errors out of 30 texts consisting of 1 error of uncompleted pattern of narrative text generic structure and 10 errors of improperly generic structure used in writing narrative text, 1 text used generic structure of news item and 9 texts used generic structure of recount text.

B. Suggestions

1. For the English Teacher

   The teacher must prepare the material before doing teaching and learning process carefully. The teacher should know the suitable methods of teaching. It is important because it can influence the students' achievement.

2. For the students

   The students must pay attention more and focus in teaching and learning process. They should practice to improve their ability in arranging generic structure in writing texts.

3. For the researcher

   The result of this reseach is still far from perfection. The kinds of errors on generic structure can be more specifically explained to understand further about text. Therefore, the writer expects that there will be further research on more specific factors of students' error in generic structure done by other researcher in the future. The writer also hopes that this research can be used as one of the references of further studies in error in generic structure.

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