

CHAPTER I

INTRODUCTION

1.1 The Background of The Study

English language is as a foreign language for Indonesia. Indonesia has applied English language in curriculum as one of an important subject that should be learn by students to facing in this era. In learning foreign language, learners have mother language that is easier to learn it, but for people that learn English as second language is more difficult or sometimes failed. As teachers in second language acquisition, they should be innovative teachers. In order, that they might use ood style or strategies in teaching learning process in second language acquisition.

English language has four skills, such as speaking, writing, reading, and listening. In this research, the writer take one skill, that is writing skill. Writing is one of the four skills in the English language to be mastered by the students. Writing is considered as a means of training to think logically in English. Writing is given in the form of list of language features to be memorized. In this case, writing will be like words saving in students' mind. In writing, the learners must apply five general components of the writing process; they are content, form, grammar, style and mechanic. So many of students didn't undersand about to make a good ways in writing.

In composing a good writing, we should notice some aspects. Grammar is one of important aspects that should be mastered in order to make a well-structured. The students have many difficulties to made correct grammar in

writing. They couldn't comprehend the use of correct grammar. While, the students try to write a text, they face the difficulties on grammatical rule. Grammar is important to conduct students in writing text and also improve the style of written text or to help students become conscious of grammar they already use in their own writing the grammar mistaken as errors means that something has been done wrong because someone don't not know and don't use the correct system.

Comparative taxonomy is one of types error taxonomy, there are four types namely linguistic category, surface strategy taxonomy, comparative taxonomy and communicative taxonomy. Where it has 4 categories namely : development error, interlingual error, ambiguous error and other errors.. The writer interests to identify the student's errors grammatical to know what types of errors that mostly made by students especially based on comparative taxonomy.

Because of the difficulties that they have in English writing, they still often do error on it. As a teacher, you may ask them to make a writing as often as possible. Writing can make their mind to develop a word become some sentences. And in writing, students can increase new vocabularies, they try to find out the meaning the words that they do not know by using dictionary.

Based on the writer's experience teaching in SMA PARULIAN 2 MEDAN when the writer did teaching practice, the writer found that when the students were asked to write a recount text, they tend to writewithout fulfilling that language features and generic structure of the text. It is hard to express their ideas and write the ideas in correct order of generic structures. They also get difficulty in reaching the purposes of the text and using certain

language features. In writing a recount text, the students often use present hat, the students often get difficulty in getting their ideas. They are confused about what they are going to write, what they want to say, how to start the story, how to develop and organize their ideas and act. The students have many difficulties to made correct grammar in writing recount text. They couldn't comprehend the use of correct grammar. While, the students try to write a text, they face the difficulties on grammatical rule. Grammar is important to conduct students in writing text and also improve the style of written text or to help students become conscious of grammar they already use in their own writing the grammar mistaken as errors means that something has been done wrong because someone didn't not know and didn't not use the correct system. The writer interests to identify the student's errors grammatical to know what types of errors that mostly made by students especially based on comparative taxonomy.

1.2 The Problem of the Study

Based on the background of the study, the problem of study is formulated as follow:

1. What types of the errors on the comparative taxonomy of English composition made by the student of SMA ADVENT AIR BERSIH MEDAN ?
2. What are the most dominant errors made by students of SMA ADVENT AIR BERSIH MEDAN on the comparative taxonomy in English composition ?

1.3 The Objective of the Study

Based on the explanation above, the objective of the study are:

1. To find out the errors of using the comparative taxonomy of English composition made by the students of SMA ADVENT AIR BERSIH MEDAN.
2. To find the most dominant errors made by students of SMA ADVENT AIR BERSIH MEDAN on the comparative taxonomy in English composition

1.4 The Scope of the Study

The scope of this study is focused on the analysis of students composition to make a recount text for the types of the errors based on comparative taxonomy. There are some types of writing that should be mastered by students, such as descriptive, narrative, recount, procedure, report, explanation, spoof, hotatory, analytical exposition, anecdote, discussion and news. In this study, the writer focuses on recount text. There are two classes that consist of 45 students on X grade in SMA Swasta Advent Air Bersih Medan. The writer focuses on 20 students.

1.5 The Significances of the Study

There are two kinds of significanses in a scientific study. The two significances of the study are stated as the follwoing :

1.5.1 Theoretically

The Theoretical Significances

- a. The result of the study is expected to be useful to enrich the horizon of English teaching writing.
- b. To increase and enrich the knowledge of the writer and readers of using comparative taxonomy

1.5.2 Practically

The findings of the study are practically use for :

- a. The students to get more understanding about the grammatical error and it helps them to know the correct grammar when the students want to write.
- b. The readers to conduct knowledge about comparative taxonomy
- c. For teachers, this research becomes reference for them to select the better ways to teach about comparative taxonomy and be able to motivate students to make comparative taxonomy well and correctly.

CHAPTER II

REVIEW LITERATURE

2.1 Theoretical Framework

In conducting a research, theories should be explained and clarified in relation of the research design. This is considered to be a very important aspect in conveying the ideas. The concepts which are used should be clear in order to have the same perspective of implementation in the field. In other words, it is important to discuss the concept used or discussed, so that the reader will get the point clearly.

2.2 Writing

Writing a text in English as foreign language is not easy. People have difficulties to write in English well because English is considered as foreign language in Indonesia. According to Harmer (2004 : 31) states “ writing (as one of the four skills of listening, speaking, reading, and writing) has always formed parts of the syllabus in the teaching of English”.

According to Brindley (1994: 152) Attainment targets and programmes of study must therefore cover both these aspects of writing, here called for convenience ‘composing’ and ‘secretarial’. Our main principle was that the secretarial aspect should not be allowed to predominate in the assessment while the more complex aspects of composition are ignored. It is evident that a child may be a poor speller, but write well-structured and interesting stories, or be a good speller, but write badly structured and boring stories.

In this study the students will try to write a recount text based on their words and their texts will be source of data to be analyzed. It is kind of technique in arranging ideas or information into condensed form of writing. The ideas and thoughts are informed into paragraphs and have a meaning of the content. Meanwhile, writing is a process to put thoughts into words in a meaningful form and it is used to express and explain ideas. In learning English writing is the same as learning other skills like reading, speaking, and listening. The students should practice and do a lot of exercise, continually and seriously studying language for students.

Byrne (1995:1) defines writing as the usage of graphic symbols letters or combinations of letters which relate to the sounds we make when we speak which are arranged according to certain conventions to form words. He also adds that the words are subsequently arranged to form sentences.

2.2.1 Kinds of Writing

Siahaan et al.(2013), describes the types of writing namely : Narrative, Spoof, Recount, Procedure, Hortatory Exposition, Anecdote, Description, Report, Analytical Exposition, Discussion and News.

1. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. The detail explanation will be presented on the next pages.

2. Spoof

Spoof is known as narration text. It is a text of writing which use a series of events in a certain process. People do it by twisting the event is to create a humor and try to make someone believe in something that is not true, as a joke.

3. Recount

Recount is also a narrative text. Basically, it is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount text is similar to the way a narration is written. Specially, a recount is written out to inform an event or to entertain people.

4. Hortatory Exposition

Horatory Exposition is written English text in which the writer persuades people that something should or should not be the case.

5. Anecdote

Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident. A short account of a particular incident or event, especially of an interesting or amusing nature.

6. Description

Description is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object.

8. Report

Report is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific detail of the object being described.

9. Analytical Exposition

Analytical Exposition is an expository text. It is written to expose the truth of the fact of the object to the reader.

10. Explanation

Explanation is a written English text in which the writer explains the processes involved in the formation or workings of natural phenomena. Something that explains statement made to clarify something and make it understandable.

11. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue. The objective here is to provide an interpretation of your results and support for all of your conclusions.

12. News

News item is neither a paragraph nor an essay. Instead, it conforms to any written English text containing one or more than one paragraph in which the writer informs people about events of the day which are considered newsworthy or important. New information or a report about something that has happened recently. Someone or something that is exciting and in the news.

2.2.2 Recount Text

Recount is also a narrative text too. Basically, it is written out to make a report about an experience of a series of related events. Theoretically, the technique to write a recount text is similar to the way a narration is written. Structurally, a recount is a text which contains three components. The first is the orientation. It does not necessarily have only a single clause. In a longer recount, it may contain

to as many clauses. This number depends on what needs to be reported. The second contains some events. This component is about some related events. commonly the first event happens is written first. The second is written next, and the last one is written at last. The last component of a recount is reorientation. It is a restatement of the first component of this text. Sometimes, the technique of writing this is by using synonyms or other related words.

a. Social Function

To retell an event with a purpose to inform or entertain the readers.

b. Text Structure

Orientation: Provides the setting and introduce participants

Events: Tell what happened, in what sequence

Re-orientation: optional- closure of event

c. Significant Lexicogrammatical Features

Focus on specific participants

Use of material process

Circumstances of time and place

Use of past tense

Focus on temporal sequence

According to Knap (2005 : 223) recon text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an even or to entertain people. According to Stubbs (2000) states that recount text is a text which functions to retell and reconstructs events,experiences, and achievement from the past in logical sequence. The recount text has three generic structures.

According to Cogan (2006) recount text is a kind of text to retell event with purpose of either or informing audiences or readers. The text has three generic structures, namely orientation, events, and reorientation. In the study, the researcher chose recount text. The text is appropriate in implementing herringbone technique. It was caused by the technique emphasizes the important information which are in recount text that can be obtained by asking six basic comprehension questions (who, what, when, where, how, and why).

According to Gerot and Wignel (1994) a recount text consists of orientation, events, and reorientation. Orientation provides the setting and introduces the participants. Events tell what happened in sequence. Reorientation is an optional part which is the closure of events. There are several significant the language feature of recount text that proposed by expert. They are almost similar each other: (a) Use specific participants (b) Use simple past tense (c) Use action word (d) Use linking item to do with time (chronological connections). Pardiyo (2007 : 63) states the recount is one of type which have a function to retell or inform an event or activity in the past.

According to Derewianka (1994) there are three types of recount text. There are three types of recount text such as personal recount, factual recount, and imaginative recount. Personal recount are usually written in the first person. Then, a factual recount is concerned with recalling event accurately. Imaginative recount have to students to imagine to situation as if they are in the real situation in the past. Before the internet exist in providing learning material, teacher still use conventional methods in teaching learning process, especially in teaching recount text.

There are some problems faced by students in writing recount text. The problems include errors in grammar, organization, content, vocabulary and spelling. Karani (2007) found that the most serious problem of highschool students in writing recount text is in the area of grammar. It came up when students write recount text which applied past tense with regular and irregular verbs selection. The next problem is organization. It happened when the students composed the text paragraph coherently. The following problem came out in the part of content and vocabulary. It took place when students demonstrated to state main idea and include supporting details as well as to care of diction in composing recount text paragraph. The last problem was spelling. It rose up when the students wrote down the recount text paragraph concerning on mechanism and punctuation.

2.3 Errors

Dulay et.al (1982 : 150) analyzing errors from a surface strategy taxonomy promise for researcher concerned with identifying cognitive process that underlie the learners error are based some logic.

According to Corder(1967 : 55) learner errors are significant in the ways : (1) they serve a learning purpose by showing teachers what learner have learned and what they have not yet mastered. (2) They serve a research purpose by providing evidencehow languages are learned. (3) They serve a learning purpose by acting as devices by what learner discover the rule of target languages. (Rod Ellis : 2008 : 51)

On other hand, Harmer (1983:35) says that errors are the result of incorrect rule learning; language has been stored in the brain incorrectly. The errors may

happen in the teaching learning process, may be it is caused by teacher, they have the lack of grammar competences in English teaching or by the students who have different understanding or wrong perception then they save on the brain for long time and improve in their English grammar.

2.3.1 Types of Error

According to Dulay, Burt, and Kashen's (1982 : 150) that there are four types of error based on the aspects of the grammar that are wrongly used by students such as :

1. Error of Omission

It is sentence which one of its aspect (word) is omitted

Ex :

1) *I write letter.*

Should be :*I write a letter* because the sentence above the determiner "a" is omitted.

2) *Joko takes apple*

Should be :*Joko takes an apple* because the sentence above the determiner "an" is omitted.

2. Error of addition

It is a sentence where some elements are presented, which should be there. The error of addition happens because learners add letter or word in sentence where should not be added there.

Ex:

1) *Does have you breakfast?*

Should be :*Have you had breakfast?* Because the sentence above the auxiliary “does” is added.

2) *Do have you got married?*

Should be :*Have you got married?* Because the sentence above the auxiliary “do” is added.

3. Error of substitution

It is a sentence which one of its aspect (word) is substituted by another.

Ex :

1) *Your grade is different with them*

Should be :*Your grade is different from theirs* because the sentence above should use the reflexive pronoun “theirs” instead of “them” as a object.

2) *We bring we bag*

Should be :*We bring our bag* because the sentence above should use the possessive pronoun “our” instead of “we” as subject.

4. Error of reordering

It is sentence which is order incorrect or a certain aspect of language rule is not suitable. The sentence can be right in presented elements, but wrongly sequenced.

Ex :

1) *I don't know what does she want.*

He said that he wants a cup of coffee.

The first sentence is wrongly word ordered, and the second one is wrongly sequenced of time.

2) *They are teachers good.*

Should be : *They are good teachers* because the sentence above, the rule of structure is not suitable.

3) *They bring chocolate last night*

Should be : *They brought chocolate last night* because the sentence above the sequenced of time is wrong.

2.3.2 Error Analysis

Human learning is fundamentally a process that involves the making of mistakes. Brown (1980 : 166) states that the fact that learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of the study of learner's error, called "Error Analysis". Then, Corder(1981 : 14) states error analysis has to do with investigation of the language of the second language learner. While, according to Dulay,al states that the error analysis can be characterized as an attempt to account for learner errors.

It seems this concept is the same as the one proposed by Crystal (1987:112) whosays that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

2.3.3 Grammatical Error

A good written communication should be correct in grammar and spelling. Error analysis will ensure your writing clear, precise, and comprehensible. Correct grammar and spelling make a positive impression on readers. Traditionally, grammar has been concerned almost exclusivelywith analysis at the level a

sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed and is a process for making a speaker's or writer's meaning clear when contextual information is lacking.

Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes (James, 1998: 154), noun, verb, adjective, adverb, and preposition. It becomes unimportant if the student can not use it accurately in communication. A learner of English needs to learn grammar, and use it correctly.

Ellis (2006 : 6) says that in learning grammar, learners face two difficulties, i.e., the difficulty in understanding a grammatical rule / feature and the difficulty in internalizing grammatical rules. These difficulties were of no significance at all in the pre-scientific era when language teachers concentrated their efforts on the language by the learners.

2.4 Error Taxonomy

According to Dulay, Burt, and Kashen's (1982 : 146-172) reviews the literature in order to present the most useful and commonly used bases for the descriptive classification of errors. They are (1) linguistic category (2) surface strategy (3) comparative analysis (3) communicative effect.

2.4.1 Errors Types Based on Linguistic Categories

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and

morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).

2.4.2 Errors Types Based on Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structure are altered learners may omit necessary items or add unnecessary ones; they may misinform items or miss-order them. Researchers have noticed, however that the surface elements of a language are altered in specific and systematic ways.

2.4.3 Errors Types Based on Comparative Taxonomy

The classification of error in a comparative taxonomy is based on *comparison between the structure of L2 errors and certain other types of contructions*. There are four subtypes errors based on comparative taxonomy :

2.4.4 Errors Types Based on Communicative Effect Taxonomy

While the surface strategy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the reader or listener. It focuses on distinguishing between error that seem to cause miscommunication and those that don't. Underlying this type of error analysis is the question: which types of errors render a phrase or sentence incomprehensible to the listener or reader?

Research has shown that certain types of errors make a critical difference as to wheter or not the listener or reader comprehends the speaker intended message. Errors that effect the overall organization of the sentence hinder succesfull communication, while errors that affect a single element on the sentence usually do not hinder communication.

2.4.4.1 Comparative Taxonomy

The classification of error in a comparative taxonomy is based on *comparison between the structure of L2 errors and certain other types of constructions*. There are four subtypes errors based on comparative taxonomy :

1. Development Errors

Development errors are errors similiar to those made by children learning the target language as their first language. Take for example, the following utterance by a Spanish child learning English.

Ex :

1. *I like do it (I like to do it)*
2. *Jim doesn't likes it (Jim doesn't like it)*
3. *I not craying (I am not craying)*

2. Interlingual Errors

As mentioned earlier, interlingual errors are similiar in structure to a semantically equivalent phrase or sentence in the learner's native language, for example :

1. Dog eat it

The researcher would translate the grammatical form

The dog ate it

3. Ambigious Errors

Ambigious errors are those that could be classified equally as developmental or interlingual. That is because these errors reflect the learner's native language structure, and at the same time, they are of the type found in the speech of children acqurcing a first language. For example, in the utterance

I no have car

4. Others

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

1. *She hungry* (without auxiliary)
2. *He sleepy*

2.5 Previous Research

In the research the writer review some report of related researchers about Surface Strategy Taxonomy in writing recount text. The writer use some graduation paper as following :

Bulqis Jolay Wayway (2013) "*An Analysis Of Grammatical Errors In Writing Recount Text Based On Surface Strategy Taxonomy At The First Year of SMA YP UNILA BANDAR LAMPUNG*". He was found that the first grade students of first semester at SMA YP UNILA Bandar Lampung, committed four types of errors based on surface strategy taxonomy. The highest frequency of errors of surface strategy taxonomy is misformation 81 items of errors or 46,7 %. The highest students' errors frequency of each error type is misformation of verb which consist of 10 errors or 59 %, and the last is misordering of phrase which consist of 9 errors or 100.

The heighest frequency of whole errors is missformation, and the lowest one is missordering. It occurred because the difference of Indonesian language and English are different. Therefore, English teacher should not ignore the errors

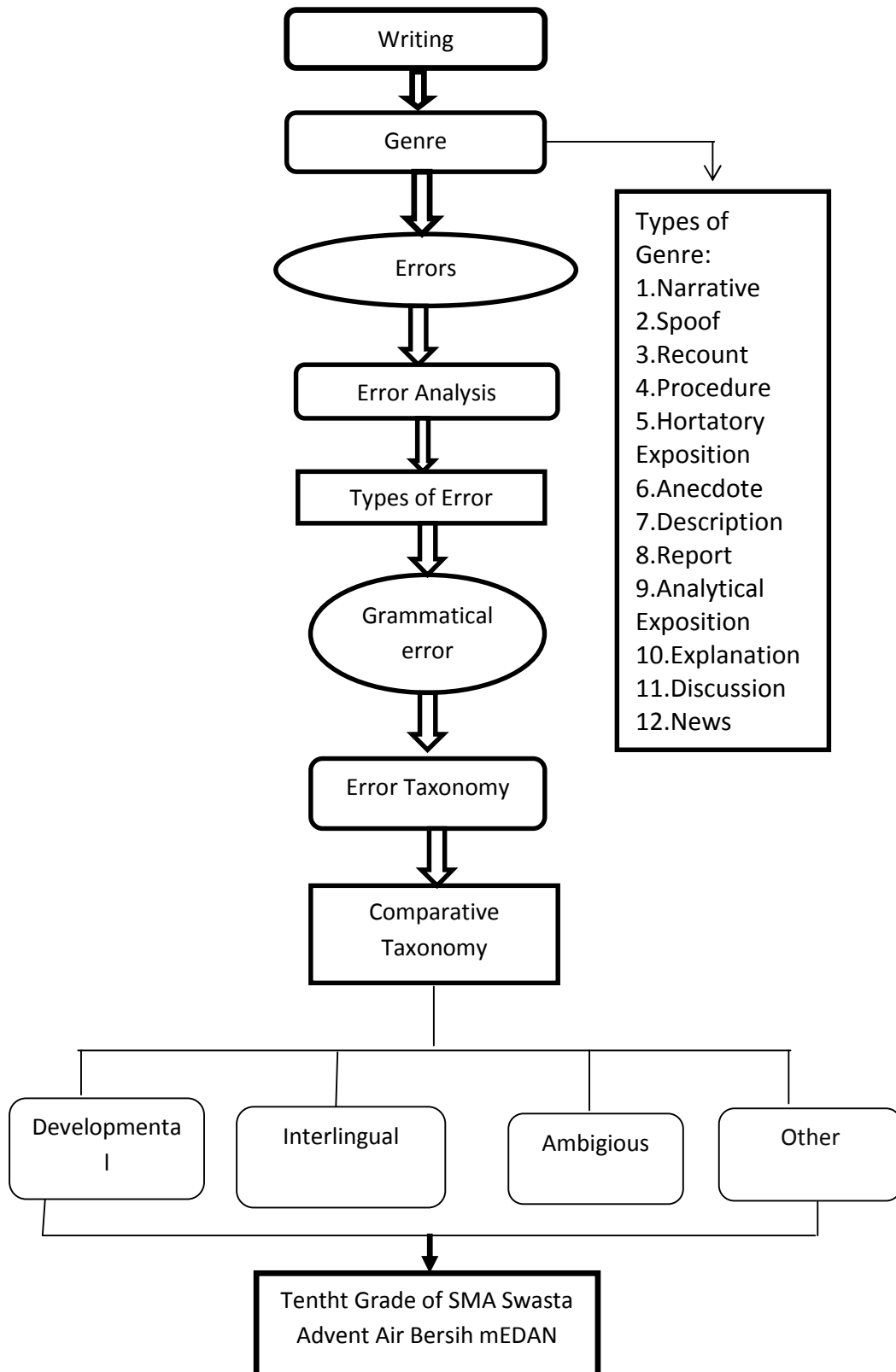
committed by the students. The teacher can give remedial teaching for the students to improve students' mastery in writing skill.

Furthermore, Irwansyah (2012) "*Error Analysis On Students' Writing Based On Surface Strategy Taxonomy*". He was found that there were 60 items (29.26%) of omission error, 48 items (23.41%) of addition error, and 97 items (47.31%) of misformation error. The total number of errors is 205 items. Below are presented several examples of apparent errors made by the students in using simple present tense in descriptive writing.

From the two previous research, both of them discuss about errors made by students based on surface strategy taxonomy. There are some similarities in the research, most students make mistakes on misinformation errors.

While in the writer, the researcher focuses in comparative taxonomy. It is not similarity between previous research because they analyze the errors students make based on surface strategy taxonomy.

2.5 Figure of Conceptual Framework



CHAPTER III

METHODOLOGY OF RESEARCH

3.1 The Research Design

This research applied by using descriptive qualitative because the result of this study identified and analyzed students' grammatical error in writing recount text based on comparative taxonomy. According to Creswell (2003:22), "qualitative research is exploratory is useful when the researcher does not know the important variables to examine." The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research concerned with Recount text.

The resercher identified and classified the students errors based on the comparative taxonomy in order to conclude it. The description in this research was about the students grammatical errors in writing recount text. The analysis based on the data which taken from the students writing.

3.2 The Subject of the Research

The subject of this resercher took the Tenth class of SMA SWASTA ADVENT AIR BERSIH . According to Arikunto (2010:174), sample is a small part of population to be researched.

The subject of this research gained by using random sampling. For efficiency and practically of this research, the researcher selected one class of the tenth classes. The researcher chose X IPA which consisted of 20 students for the sample.

3.3 The Instrument of Collecting Data

In this research, the instrument of collecting the data was a test. The name of the test was writing test and the genre of this test was recount text.

3.4 Technique of Collecting the Data

The writer collect the data by asking the students to write a comparative taxonomy text. Here, the writer used an essay test as the instrument of collecting the data.

1. Asked the students to write a recount text
2. Identified the errors which were made by students. Students errors identified based on comparative taxonomy such as development error, interlingual error, ambiguous error and other errors.
3. Checked the the error of students
4. Found some errors on students paper then she will check it, and then get the dominant types of errors which were made by students.

3.5 Technique of Analyzing Data

After collecting the data, the writer analyzed to achieve the intended objectives. The techniques that were used to analyze the data were error analysis. Based on the descriptive qualitative applied in this study, the writer analyzed the data of the study with the following steps :

To analyze the data, the writer take those following ways :

1. Collected the result of the students paper in writing based on comparative taxonomy text as the data of this research.
2. Identified the students error.

3. Classified the students error in using based on comparative taxonomy such as development error, interlingual error, ambiguous error and other errors. According to Dulay et. Al (1982:146) there are four commonly used based for the descriptive classification of error. They are linguistic category Surface strategy taxonomy, comparative analysis and communicative effect. In this study, the writer used the comparative taxonomy (development error, interlingual error, ambiguous error and other errors).

4. Counted the error to find the dominant error by using formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = The percentage of error

F = The number of errors for each kinds

N = Number of all error

100% = Standard Percentage