# CHAPTER I
# INTRODUCTION

## 1.1. The Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. It is a system of sounds and words that use to express ourselves and give our ideas. Without language people will not be able to communicate in one each other. Language makes it possible for individuals to live in a society. There are many languages which are used by people in this world and one of them is English.

English is one of language which is used by people in this world. Many people who come from different country can communicate each other by using English. Besides that, English is used in technologies, industries and sciences. All the procedures are written in English. In trading, the seller and the buyer also speak in English. That's why English is an international language in the world. Because English has so many purposes in daily life, so it is taught in the world, included in Indonesia.

Teaching English has an impact on the politic, economic, education, and curriculum. In Indonesia, English becomes the first foreign language which is taught in many schools started from elementary to university level. Teaching English must be relevant based on the curriculum from the government. Nowadays, curriculum in Indonesia is *Kurilukum 2013*. That's why the education system in teaching English based on *Kurikulum 2013*.The teachers should apply the appropriate approach, method, strategy, technique, media and model in teaching English. So, many students are interested in learning English. There are 4 language skills in teaching English, they are : listening, speaking, reading, and writing skills. Like the other three language skills, reading skill has an important role in the context of teaching English as a foreign

language in Indonesia. English as a second or foreign language requires the students be able to read a paragraph.

Teaching writing may help students to express their thought on paper and help the students after learning English, they are expected to be able to use the language for communication both in spoken and written form. Teaching writing means create a pedagogy that helps students see writing as continuous process of revising and rewriting as they invent, plan, their draft text. Teaching writing is an activity where the focus is on something such as language practice in expressing our feelings. The purpose of teaching writing is to develop students' skill in writing English effectively.

Paraphrasing is the act or restatement or rewording the text, paragraph or sentence. It is our rendition of essential information and ideas expressed by someone else, presented in new forms and more detailed restatement than a summary, which focuses concisely in a single main idea. A paraphrase is also written in the student's ownwords, but it is a restatement of the original information and therefore it is as long as (or longer than) the original material.

Based on the writer's experience when taking Teaching Practice Program *(PPL/Program Pengalaman Lapangan)* in SMP N 1 Labuhan Deli, she found that most of students were active, and some of them were passive in reading. They liked reading, and some of them did not like reading. There were some of students interested in learning English, but the others were not interested in learning English. They read the text start from the beginning until the end, and they found some difficult words, then they stopped to read and looking for the meaning of the word in dictionary. But, actually even the students did the word per word translation, it was difficult for them to paraphrase the sentences/text to find out the information of the text. Besides that, the students were difficult to use the correct grammar in writing

paraphrasing. They could not comprehend in using the correct grammar. Actually, when someone wanted to paraphrase an article, grammatical rules could not be ignored and students should be aware of grammar. Grammar is important to conduct the students in paraphrasing an article. Generally, the students made the grammar mistaken when they did paraphrase. The grammar mistaken as error meant that something has been done wrong because someone did not know the corect system. Students made grammatical errors because of the language habit in their mother tongue that was slightly or absolutely different from English. According to James (1998:111), "..., a useful descriptive error taxonomy which I suggest we call a Target Modification Taxonomy,..., the following categories : omission, overinclusion, misselection, and misordering. However, to these I shall want to add a fifth not considered by Dulay, Burt and Krashen, it is Blends". The writer interests to identify the students' errors grammatical to know what types of errors that mostly found by students especially based on surface strategy taxonomy. Eventhough the writer did the experiences at junior high school students, she isinterested to conduct a study at university level, because the university students have learnt about Writing Research Paper in the fourth semester. So they know more about writing paraphrasing.

Based on the explanations above, the writer would like to conduct a study entitled "An Error Analysis in Paraphrasing an Article of the sixth semester English Department students of FKIP Nommensen HKBP University Medan".

## 1.2. The Problem of the Study

Based on the background of the study above, the problem of the study formulated as following :

1. What types of errors are found by sixth semester English Department students of FKIP Nommensen HKBP University Medan in paraphrasing an article?

2. Do the students undestand the paraphrasing?

## 1.3. The Objective of the Study

The study analysis has some focuses of intention in doing the study, it is stated as following :

1. To find out what types of errors are found in paraphrasing an article of the sixth semester English Department students of FKIP Nommensen HKBP University Medan.

2. To find out whether the students understand the paraphrasing.

## 1.4.The Scope of the Study

In order to conduct the study appropriately, it is necessary to make the limitation. This study is focused on analyzing students' error in paraphrasing an article of the sixth semester English Department students of FKIP Nommensen HKBP University Medan. It focuses on grammatical errors based on surface strategy taxonomy.

## 1.5. The Significances of the Study

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

1.5.1.  Theoretically

1) The findings of the study are expected to be useful to enrich the horizon of English teaching writing.

2) It is oral of the alternative analyzing the grammatical errors in paraphrasing an article based on surface strategy taxonomy.

1.5.2. Practically

The findings of the study are practically useful for :

1) The writer, knows more about the teaching writing in paraphrasing an article.

2) The English Department students, get the references when they do the study.

3) The English Lecturers, improve the teaching and learning process more interesting.

## CHAPTER II

## REVIEW OF LITERATURE

### 2.1. Theoretical Framework

In conducting a study, there are some theories are needed to explain some concept and terms applied in the research concerned. This study also uses some concerns and terms that need to the theoritical explained. The theoritical elaboration on the concepts and terms used will be presented in this following part.

### 2.2. Language

Language is a principal means of human being to communicate one another. It is the way of conveying something. Siahaan (2014:1) states that language is a set of rules used by human as a tool of their communication. The use of the language is governed by the conventional rules shared by the speakers of the language. According to Finocchiaro and Bonomo (1998:3) language is a system of arbitrary, vocal symbols which permit all people in a given culture, or other people who have learned the system of that culture, to communicate or interact. Wardhaugh (2006:1) said that language is what the members of a particular society speak.

The writer concludes that language is a tool to communicate with all people and it has a set of rules to communicate and has the characteristics to show the culture of the country.


**2.3. English**

English is a global language and used in education, technology, social status, and modernization. Wierzbicka (2006:3) stated that English is the language of international air trafic control and the chief language of world publishing, sciences, and technology. According to Brown (2001:118), "English is not frequently learned as a tool for understanding and teaching ur or British cultural values. Instead, English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research".

Based on the explanations above, they can be concluded that English is one of language which is used worldwide to connect people of various regions and diverse background.

English has four skills, they are listening, speaking, reading, and writing skills. All the skills should be simultaneously achieved by the students.

**2.4.Writing**

Writing is one of English basic skill which is important besides listening, speaking and reading. It is a way for communicating with others. Sometimes the act of writing helps writer to clarify their own thoughts and organize ideas becomes a text or a paragraph. Sanggam (2014:2) stated that writing is a written productive language skill. It is the skill of a writer to communicate information to a reader or group of readers. According to Michael (2003:9), writing is an activity which can seriously damaged your health. It can consume huge amounts of time and energy but writing is the truth about your chances of success when you bang head againts the brick wall of publisher's indifference. Byrne (2002:1) said "writing is clearly much more than the production of sounds". Brindley (1994:152) stated that attainment targets and programmes of study must therefore cover both these aspects of writing, here called for convenience 'composing' and 'secretial'.

Based on the explanations above, the writer concludes that writing is a meaningful and useful way of communication in order to state or transferring knowledge or information in written form.

**2.4.1. Criteria of a Good Writing**

In order to measure how should be a good writing is, it is important for learners to know what is the criteria or characteristic of a good writing is itself. Sanggam (2014:105) stated that a good writing has the important elements of unity and coherence as the following :

1. Unity

Unity is one of the logical aspects of a good writing. It refers to the type of the supporting senetences used in the paragraph. It refers to the relevant data used in the paragraph.

This aspect can be improved before, while and after writing the draft of the paragraph. The writer must be aware of this aspect to write a good paragraph well.

2. Coherence

The paragraph coherence refers to the smooth flow of ideas in a paragraph that can be achieved in two ways. The first way is from the logical arrangement of the sentences in the paragraph. The second way is by using structural words. By using these ways, the paragraph is easy to read and comprehend because the supporting sentences are in logical order and idea is connected using appropriate transition signals.

Based on the explanations above, they can be concluded that the criteria of a good writing should include unity and coherence, so it can be called as a good writing.

**2.4.2. Writing Process**

Writing is one of the language skills which informs ideas, opinions, and soon in the written form. It is one of the communication means and it is also one of the language skills that should be known for learning language. Writing can also enable to express feelings and observations to others. In writing, there are always process and product. The process writing activity will encourage the ideas that learning to write correctness and completeness. From the process, a product will be created that is writing itself.

Harmer (2004:4) stated that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be final draft, they are :

a. Planning

At this stage, the writer must think about main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text that the writer wants to produce,  the language that the writer uses, but also the

information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or the argument.

b. Drafting

After finishing the planning, the next step is drafting. Do not worry if you stray off topic in places even the greatest writer produces their finished manuscript. As you write, the first on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to :

1. Begin with a topic sentence that states the main ideas, include several senetences that support the main idea.

2. Stick the topic does not include information that does not directly support the main idea.

3. Arrange the sentences so that the other ideas make sense.

4. Use original words to help the reader understands how the ideas in your paragraph are connected.

c. Editing (Revising)

Editing is an extremely entailed process and its best when performed by a professional. It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edits the own or their peer's work for grammar, punctuation, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

**2.4.3. Teaching Writing**

The aim of teaching writing is to help students deal with writing in their real life. Yet there is a  huge variety of types of writing in our real life. It is suggested the teachers choose some of the writing situations that largely feature the students' daily activities. Harmer (2004:12) stated that to create a well-formed and effective text, sudents should know how text are organized, and the lexicogrammatical patterns used. It involves the social purposes of the text type, the kinds of situation, who the probable audience is, what readers are likely to know, and the roles and relationships of the text users, the types of textual variation, and how the genre is related to the target context.

Seow (2002:319) explains that there are five pointers for teachers in implementing teaching writing, they are : teacher modelling, relating process  to product, working within institutional constraints, catering to diserve student needs, and exploring the use of computers in process writing.

1. Teacher modelling means the teacher should model the writing process at every stage and teach specific writing strategies to  students through meaningful classroom activities.

2. Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of the revision, they will begin to understand the result expected in every stage.

3. Working within institutional constraints means that the teaching process skill can be done through stages such as planning, drafting, and editing (revising) witin a regular two

period composition lesson. Process skill can be repeated until it reaches the improvement.

4. Catering to diverse student needs means that the teacher should implement a flexible programmer to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, editors or revisers during a writing session. A students may be with he planners for one writing task, but move to be with the editors later for the same another task, according to his or her need or developmental stage in writing.

5. Exploring the use of computers in process writing means that teaching writing in editing stage, the teacher can use computer and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.

In teaching writing, the teacher should be to make the students write their ideas well. The teacher should consider writing skills that the students have to master.

**2.5.Paraphrasing**

Paraphrasing is the act or restatement or rewording the text, paragraph or sentence. Haris (1997:242) stated that a paraphrase restates information from a source, using your own words. According to wikipedia (2018), "A paraphrase is a restatement of the meaning of a text or passage using other words".

Paraphrase is a verb which means to re-write a phrase or sentence with the same meaning but using different word. Paraphrasing is a very important skill for most English tests, including TOEFL IBT, IELTS and TOEIC Speaking and Writing. In TOEFL IBT, for instance, paraphrasing is an important skill in the reading section, in the listening section, in the speaking and writing sections of the test.

**2.5.1. Method of Paraphrasing**

There are three main ways to paraphrase by combining all of these methods, you can achieve clearly and accurately paraphrased an article. The next sections will look at these methods in more detail.

**1). Use Different Vocabulary with the Same Meaning**

Most students try to use this method, but actually it can be difficult to use. The reason is that although English has many synonyms such as 'large or 'big', it is unusual for these words to have exactly the same meaning. So, if you try to use a lot of synonyms when you paraphrase, you might produce sentences that are not natural English. Unnatural sentences are likely to reduce your score more than small mistake because the reader may not understand what you are trying to say.

**2). Change the Order of Words**

Changing the word order of a phrase or sentence is usually safer than using synonyms because the words are the same, so the meaning must be the same. However, it is not always easy to decide which words to move or to decide to which position the words should be moved also, when you move a word, you might need to change some other words, add some other words or cut some other words to ensure that the new sentence is grammatically correct. Here are two suggestions for how to change the word order without making errors.

**3). Use Different Grammar**

It sounds very difficult to use different grammar, but actually it is easier than changing vocabulary. In addition, if you change the grammar and make an error, usually the reader will understand what you mean. However, if you change the vocabulary and make an error , often

the reader will ot understand what you mean. So, although changing the grammar has some advantages, it is still not easy and you should practice it as often as possible.

So, the students can use these methods to paraphrase. They can choose which method is easy to be applied in paraphrasing.

## 2.6. Paraphrasing a Text

Thereare three types of paraphrasing, they are; paraphrasing word, paraphrasing sentence and paraphrasing text.Haris (1997:242) stated that a paraphrase restates information from a source, using your own words. Paraphrase is different from summary. The first, paraphrase are approximately the same length as the source but in summary, it is shorter than original source. The second, paraphrase keep the same organization and more detailed, in summary, they include only the main points and don't follow the organization of source. The third, paraphrase captures the sense of each part of source, whether the source is a single sentence or several pages, in summary, which condenses original material in to its essential meaning. Based on the explanations, the writer will choose paraphrasing a text.

### 2.6.1. Teaching Paraphrasing Skills

Paraphrasing is restatement of a text of passage in the other form or the other words, often to clarify meaning. Paraphrase involves in putting a passage from the source material in to your own word. A paraphrase must be attributed to the original source. The key to successful paraphrasing is to use as few words as possible from the original text – be mindful not to change the meaning that you are trying to convey as you rephrase--and to cite your paraphrase. Without proper citation, your paraphrase could be construed as plagiarism. The material is usually shorter than the original passage, taking somewhat brander segment of the source and condensing it slightly. Paraphrasing includes :

1). Replacing difficult vocabulary words or phrase with words the students understand.

2). Rewriting lengthy or complex sentences into simpler sentences, or combining simple sentences into more interesting complex sentences.

3). Explaining concepts and abstract ideas from sentences or passages using more clear and concise wording.

4). Translating ideas and information into students' own word.

Problem with underlying language processing skills make paraphrasing especially difficult for students with language – based learning disabilities. Weakness, particularly at the semantic (word), syntactic (sentence), and discourse (paragraph) levels, minimize the ability to "play" with words. Limited vocabulary and ability to construct complex sentences make it difficult for students to come up with a "different way of saying things".

### 2.6.2. Basic Principles Paraphrase

There are some basic principles in paraphrasing. Saraka (1988:226) stated that in paraphrasing, the students need to remember these essential points :

1). A paraphrase is a point-by-point restatement of the essential points or ideas of and original passage in different words, normally using synonyms wherever possible or changing the tenses from active to passive, the direct to indirect quotation, nouns and pronouns to their antecedents or viceversa.

2). A paraphrase must give all the crucial points of the original passage, including the main idea of the topic sentence (topic and controlling idea), major and minor support. In other words, a paraphrase must restate all information of the quoted passage in different words.

3). A paraphrase should reflect the order of the original passage. When you paraphrase, you must present sequentially the produce ideas in the same ways as the author of the original text

does. You can substitute the words, phrase or clause with other words or sentences in different forms and style but trust preserve the meaning.

### 2.6.3. Characteristics of Paraphrase

There are many characteristics of paraphrase. According to Harris (1997:232), there are some characteristics of paraphrase :

1). Paraphrases have approximately the same number of words as the source (a summary, conversely, is much shorter)

2). Paraphrases use your own words, not those of the source

3). Paraphrases keep the same organization as the source

4). Paraphrases are more detailed than a summary

5). Paraphrases are objectivve and do not include your own interpretation or slant on the material.

### 2.6.4. Steps in Writing Paraphrase

There are some steps in writing paraphrase. According to Driscoll Dana Lynn (2012:132), there are six steps to write a good paraphrase; they are:

1). Reread the original passage until you understand its full meaning.

2). Set the original aside, and write your paraphrase on a note card.

3). Jot down a few words below your paraphrase to remind you later how you envision using this material. At the top of the note card, write a key word or paraphrase to indicate the subject of your paraphrase.

4). Check your rendition with the original to make sure that your version accurately expresses all the essential information in a new form.

5). Use quotation marks to identify any unique term or phraseology you have borrowed exactly from the source.

6). Record the source (including the page) on your note card so that you can credit it easily if you decide to incorporate the material into your paper.

## 2.7.Errors

Errors means something done wrong by the learners because they do not know or cannot use the correct system. Actually making error is a part of language. Learners can make error or mistake when they write or speak although the language is their mother tongue therefore it is their second language. According to Edge in James (1998:80), "Errors are wrong forms that the pupil could not correct even if their wrongness were to be pointed out. However we can recognise what the students wanted to produce and the class is familiar with that form". Corder (1998:1) stated that error is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition.

The appearence of such errors can be detected. It means that the errors arise because each learner has different motivation, social background, and inteligence. It is a relationship with the learner's language competence. Error is the flawed side of the learner speech or writing. It is a part of conversation or composition that deviates from some selected norms of nature language performance. As a matter of fact, errors are different from mistake as explained by (Corder in James 1998:78).

Based on the explanations above, the writer concludes that errors are something wrong that have been done by the learners in learning language, especially in learning the second language.

### 2.7.1. Source of Errors

In learning a second language, students often make several errors because of some factors. Norrish (1995:21) stated the source of errors as follows:

**1). Carelessness**

It is often closely related to lack of motivation. One way of reducing the number of carelessness errors in written work is to get students to check others' work.

**2). Translation**

Word-by-word translation of idiomatic expression in the learners' first language can produce classic errors. Brown (1987:169) states that there are four major sources of learners' errors, they are :

1). Interlingual Transfer

Interlingual transfer is the learners make error when the learners transfer their native language system into the target language system. The beginning of stages of learning a second language is characterized by a good deal of interlingual transfer (from native language). The learners are not aware of differences between the system of the two languages. In Indonesia, this is the example of phrase "mobil baru", but if the phrase is translated in English, the ordered of word will replace that is not become car new, but new car.

2). Intralingual Transfer

Intralingual transfer is the negative transfer of items within the target language or in another way the incorrect generalization of rules within the target language. James (1998 : 185) states that there are four parts of intralingual interference such as :

(1). Overgeneralization

Overgeneraliation is where the learners make error according to the learner's experience of certain structure that are generalized in the target language.

Ex : *The Past Tense look is looked but sit is sat not sitted*

(2). Ignorance of Rule Restriction

Ignorance of Rule Restriction is a failure to observe existing structures, the application of which cannot be applied in another context.

Ex : *I prepare lunch*

Should be : I serve lunch

(3). Incomplete Application of Rules

Incomplete Application of Rules are a failure to observe structure whose deviancy represents the degree of development of rules required producing acceptable utterance.

Ex : *He eats rice, I eat rice too*

Should be : He eats rice, so do I.

(4). False Concepts Hypothesized

False Concepts Hypothesized is cause of error is result from faulty comprehension of distinction in the target language.

Ex: *borrow me your car*

Should be : Please, lend me your car or may I borrow your car?

**3). Context of Learning**

Context of Learning refers to the social situation, in the case of untutored second language learning or the classroom with its teacher and its material, in the case of school learning. In the classroom context, frequently a teacher or textbooks can lead the learners to

make errors because of misleading explanation from the teacher or faulty presentation of a structure or words in a textbook. In social context, untutored language acquisition can bring about certain dialect acquisition which may become a source of error (Norrish,1995:21).

**4.) Communication Strategy**

A communication strategy is the conscious employment or verbal or nonverbal mechanisms for communicating an idea when precise linguistics forms are for some reasons not readily available to the learner at a point in communication (Norrish, 1995:22).

Based on the explanations above, all the sourceof errors above are found in students' learning language, especially translation. The students often make errors in translation. There are two types of translation, they are interlingual transfer and intralingual transfer. Both of this type are common sources of errors.

**2.7.2. Types of Errors**

There are many types of errors. According to Corder (1981:36), 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 read book*

    Should be : *I read a book*. Because the sentence above the determiner "a" is omitted.

2) *Rini is beautiful girl*

    Should be : *Rini is a beautiful girl* because the sentence above has the determiner "a" 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) *Do have you got married?*

Should be : *Have you got married?* Because the sentence above, we can not use the auxiliary "do" in the initial of the sentence because the statement is arranged in Perfect Tense.

2) *I am go to church every day.*

Should be : *I go to church every day*. Because the sentence above to be "am" is added.

3). Error of Selection

It is a sentence where the wrong item has been chosen in place of the right one.

Ex:

1) *I seen her yesterday.*

Should be: *I saw her yesterday.* Because the sentence above verb "seen" is wrong selection.

2) *You is a student.*

Should be : *You are a student.* Because the sentence above, to be "is" is wrong selection.

4. Error of Ordering

It is sentence where the elements presented are correct but wrongly sequenced or wrong application of structure or morpheme.

Ex:

1) *They are teachers good.*

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

2) *He yesterday came late to school.*

Should be : *He came late to school yesterday*. Because the sentence above, the sequenced of time is not suitable.

### 2.7.3. Error Analysis

Error analysis is a study in linguistics focusing on error made by learners. James (1998:1) states that Error Analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.

Corder (1981:35) proposes five steps, they are: collection of sample of learner's language, identification of errors, description of errors, explanation of errors, and evaluation of errors. Errors provide information for the teacher about how much the learner has learnt, provide the researcher with evience of how language was learnt, and served as devices by which the learners discovered the rules of the target language. The same opinion is proposed by Norrish (1994:80) states that an error analysis can give a picture of the type of difficulty learners are experiencing. He further explains that using error analysis as a monitoring device, the teacher can asses move objectively how teaching is helping his students.

### 2.7.4. 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 exclusively with 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, on the other hand, cover such things as mistakes in verb form, tense and in the sentence structure" (Thornbury 1999:114).

Based on the explanations above, if the learners cannot use the language, the mistakes that make are called grammatical errors.

## 2.8. Error Taxonomies

Error taxonomy is an error analysis on grammatical error. Dulay, Burt and Krashen have focused on error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. They have called these descriptive taxonomies. Error analysis, from this perspective, is an analytical tool, as are the specification of transitional constructions, the computation of acquisition orders, and the delineation of special utterance types. Dulay, Burt and Krashen in James (1998:104) stated that there are four kinds of error taxonomy, they are : Linguistic Category Taxonomy, Surface StrategyTaxonomy, Comparative Taxonomy and Communicative Effect Taxonomy.

## 1. Linguistic Category Taxonomy

The first type is Linguistic Category Taxonomy. According to Dulay in James (1998:104), this type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the error is located in the overall system of the target language based on the linguistic item which is affected by the error. It indicates on what level of language the error is located: in phonology, graphology, grammar, lexis, text or discourse.

## 2. Surface Strategy Taxonomy

This is the second type of descriptive taxonomy proposed by Dulay, Burt and Krashen in James (1998:106). A more acceptable descriptive label for this would be the Target Modification Taxonomy since it is based on the ways in which the learner's erroneous version is different from the presumed target version. They describe this taxonomy as being based on the ways surface structures are altered. They suggest that there are four principal ways in which learners modify target forms, in other words, four ways in which interlanguage and target language forms diverge in specific and systematic ways, they are : Omission, Addition, Misformation and Misordering. But, James (1998:111) states that Dulay, Burt and Krashen's sytem comprises four main categories plus four subcategories. Some of them, he rejected, coalesced or relabeled as following categories: omission, overinclusion, misselection, and misordering. He also add a fifth not considered by them, namely blends.

**3. Comparative Taxonomy**

Errors in this taxonomy are classified based on the comparison between the structure of target language errors and certain other types of construction (Dulay, 1982:182). There are three types of errors, they are :

1). Developmental Errors

These errors are errors similar to those made by children learning the target language. There are two considerations underlying the interest in comparing L1 and L2 acquisition errors.

(1) If characteristics common to both L1 and L2 acquisition can be identified, we may be able to apply L1 theoretical inference to L2 acquisition theory as well.

(2) Since L1 acquisition errors are not possibly due to language interference, when the same errors are made by L2 learners, it is reasonable to believe that mental processes of general language development are at work, not the grammar rules of the learner's native language.

2). Interlingual Errors

Interlingual errors are similar in structure to semantically equivalent phrases or sentence in the L2 learner's L1. The sources of interlingual errors are all conditions that result in the premature use of the L2 by the language learner. These would include pressure to perform in the L2, living in an environment where the use of the L2 is very limited, conscious L2 language processing and so forth.

3). Ambiguous Errors

Ambiguous errors are those that could be classified as either development or interlingual errors because they reflect errors that L1 learners commonly make while at the same time reflect the structure of the L2 learner's mother tongue.

**4. Communicative Effect Taxonomy**

The communicative effect deals with errors from the perspective of their effect on the listeners or readers. It focuses on distinguishing between error and mistake that cause miscommunication (Dulay, 1982:189). There are two types of errors :

1). Global Errors

Global errors are errors that affect overall sentence organization and hinder communication (Burt and Kiparsky in Dulay et all, 1982:191).

2). Local Errors

Local errors are errors that affect a single element of a sentence and usually do not hinder communication (Burt and Kiparsky in Dulay et all, 1982:191).

Based on the explanations about error taxonomy, the writer decides to use the surface strategy taxonomy in this study.

**2.8.1. 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. It shows the cognitive processes that underlined the learner's errors are some logic.

**2.8.2. Types of Surface Strategy Taxonomy**

There are many types of surface strategy taxonomy. James (1998:106) mentioned that there are four types of this category based on Dulay's theory, but James added the fifth by his own theory.

**1. Omission**

The omission erros are characterized by the absence of an item that must appear in a well-formed utterance and the content of morphemes (nominal, verb, adjectives, adverbs) which should be in the correct expressions.

Ex: *He born in England* for *He was born in England*

*To be is omitted in passive sentence form.*

**2. Addition (Overinclusion)**

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. According to Dulay, Burt and Krashen in James (1998:107), addition usually occurs in later stage of second language acquisitionor when the learner has acquitted some target language rule. There are three subtypes of addition as follows:

1). Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic items is erroneously added to exceptions that can be found in English. Regularization which involves overlooking exceptions and spreading rules to domains where they do not apply.

Ex: *The book was readed by Mira.*

*The verb read in past form is read not readed.*

2). Double Marking

An error in which a concept is expressed twice when the language requires its expression only once. The failure to delete certain items which are required in some linguistics contraction but not in others.

Ex: *He does loves his girlfriend*

*The auxiliary "does" is unnecessary*

3). Simple Addition

Simple addition error is an error that does not belong to double marking or regularization. Simple addition is the subcategory of addition. It is called simple addition, if an error is neither a double marking nor regularization. According to Dulay in James (1998:107), no particular features characterize simple additions other than those that characterize all addition errors. The use of an itemwhich should not appear in a well-formed utterance.

Ex: *In over there*

*The preposition in is never used while we say over there.*

**3. Misformation (Misselection)**

Misformation error is a type of error that is characterized by the use of incorrect morpheme or structure. Misformation error is characterized by the use of the wrong form of the morpheme or structure. There are three types of misformation error :

1). Regularization

Regularization is an item in which a regular marker is used in an irregular one. Ex: *Womans for women*

2). Archie-Form

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.

Ex: *That dogs for those dogs*

*That* instead of *those*

3). Alternating Form

In this type of error, the students know a lot more about various members of a class of words and the different usages among them. However this fact sometimes confuses him to which one to use.

Ex: *He has saw them.*

*Saw* instead of seen.

**4. Misordering**

Misordering error is error that is charaterized by the incorrect placement of a morpheme or group morphemes in an uttarence. Misordering error is characterized by the incorrect placement of a morpheme or group of morphemes in an  uttarance. The students often do misaddresing on the group of morphemes.

Ex: *What Daddy is doing?*

The word order is confusing. It should be *what is Daddy doing?*

## 5. Blends

Blend error is typical of situations where there is not just one well-defined target, but two. The learner is undecided about which of these two targets in mind. In such situations the type of error that materializes is the blend error, sometimes called the contamination or cross-association or hybridization error. James (1998:111) stated that blend is one category that complements the Target Modification Taxonomy.

Ex: *a) The question is easy to answer.*

*b) The question is easily answered.*

The blend results : *The question is easy to be answered.*

Based on the explanations above, the writer will use the types of error taxonomy in this study to find out the students' error in paraphrasing an article.

## 2.9.Previous Research

The writer will take two the previous researches from journal. The first journal is *Students' Problem in Paraphrasing of seventh semester English Department students at Tanjungpura University, Pontianak* by Wahyuni (2013). It was conductedwith aims to find out the students ability in paraphrasing, the problemsfaced in paraphrasing and the causes of the problems in paraphrasing. There were 13 participants in this study.The data were collected fromparaphrasing test, questionnaire and interview. The test result showed that the students' ability in paraphrasingqualified in unsatisfactory level, because the students were difficult in paraphrasing. The different result of the instruments was caused bythe students' lack of understanding toward the criteria of a goodparaphrasing. Furthermore, lack of vocabulary and

understandingabout paraphrasing discovered as the causes of the students' problemsin paraphrasing.

The advantages from this research to help the writer to complete the theory of students' problem in paraphrasing. So, it makes the writer is easier in her research and to find out the comparison between this previous reseach and her research.

The second previous research is a journal from *A Comparative Taxonomy of Errors Made by Iranian Undergraduate Learners of English* by Reza Kalipour from Shiraz University Iran. This study tried to identify and investigate errorsmade by Persian learners of English according to comparative taxonomy which categorizes errors based on the source of errors such as interlingual, developmental, ambiguous and other errors. To conduct this study, Persian learners of English were selected according to their Grade Point Average from Shiraz Azad University. Elicitation test was used for data collection. Writings of the students were analyzed and the errors were extracted and categorized based on comparative taxonomy. The results showed that the majority of the erros can be attributed to developmental, other, ambiguous and interlingual errors respectively. It proved that majority of errors were those which are common among native speakers of English and foreign learners of English. Interlingual errors constitute the lowest number of errors. This finding rejected positive transfer from Persian learners' mother tongue, Farsi. Based on the previous research above, the students made many errros in other categories.

The advantages from this previous research to help the writer to complete the theory of thesis, especially in error analysis based on surface strategy taxonomy, so it makes the writer is easier in doing her research.

In the section, the writer decides that it is very interest to know what types the errors are found mostly by students in paraphrasing an article. Therefore, English lecturer should not ignore the errors committed by the students.

## 2.10. Conceptual Framework

Writing is Paraphrasing is a verb which means to re-write a phrase or sentence with the same meaning but using different words. Paraphrasing is a very important skill. Generally, the students always made the grammar mistaken when they paraphrased an article. The grammar mistaken as error means that something has been done wrong because someone does not know and does not use the correct system.

Error means something done wrong by the learners because they do not know or cannot use the correct system. Actually making errros are a part of language. Learners can make error when they write or speak although the language is their mother tongue therefore it is their second language.

Error taxonomies is the classify errors according to some observable surface feature of the error itself, without reference to its underlying cause or source. There are three types of error taxonomies, namely: linguistic category taxonomy, surface strategy taxonomy, communicative effect 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 misorder them. Surface strategy taxonomy has five types, namely: omission, overinclusion, misselection, misordering, and blends. The grammatical errors can identify based on surface strategy taxonomy to know what types of errors are mostly made by students. So, the students easily what types of erros that usually do especially in writing paraphrase.
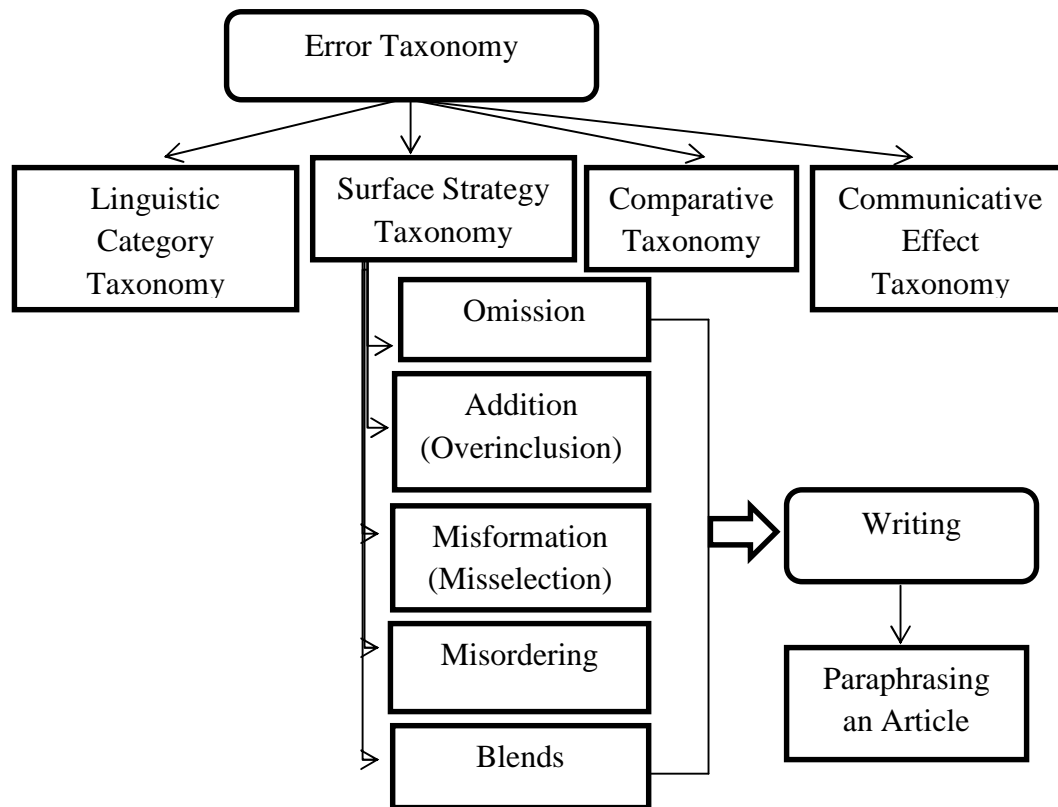
1.1.Figure of Conceptual Framework
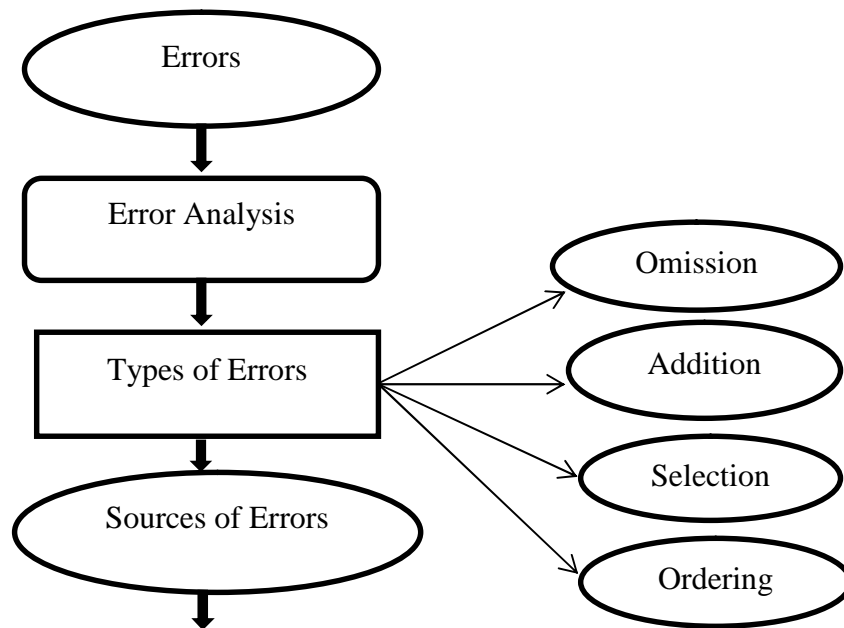
Figure 2.1. An Error Analysis in Paraphrasing an Article of The Sixth Semester English Department Students of FKIP Nommensen HKBP University Medan.

## CHAPTER III
## RESEARCH METHODOLOGY

This chapter described the research design in this study, the step of action research, the subject of the study, instrument of collecting data, technique of collecting data, and technique of analyzing data. To get the clearer view of the above matters each of them were elaborated in the following description.

### 3.1. Research Design

Research design is a plan and the procedure for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. There are three types of research design, they are; qualitative, quantitative, and mixed methods. The research design of this study was mixed methods. According to Creswell (2009:23), "Mixed methods is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical framework". This study applied mixed methods which combine both qualitative and quantitative research.

## 3.2. The Subjectof the Study

The subject of this study wasthe sixth semester English Department Students of FKIP Nommensen HKBP University Medan. There were three parralel groups and each group consists of 42 students.

The writer selected one class from three parralel groups as sample randomly. It was because the limitation of time and each of classes consists of same students' qualification. One of the group was group C consisting 42 students.

## 3.3. The Instrument of Collecting Data

In collecting data, the writer applied one instrument to elicit students' grammatical errors. The instrument was writing test. The students assigned to paraphrase an article.

## 3.4. The Technique of Collecting Data

The data was analyzed to find out the students' grammatical error in their paraphrasing an article based on the sufrace strategy taxonomy. The writer applied some procedure, they were :

1. Distributing the article to the students.

2. Checking the students' work to find out the errors.

3. Underlining each error from the students' paraphrasing.

### 3.5. The Technique of Analyzing Data

After collecting the data from the students, the writer analyzed the students' errors as following :

1. Classifying the types of errors based on omission, overinclusion, misselection, misordering, and blends.

2. Calculating the percentage of errors.

3. Tabulating the students' score.

4. Conclusion.

To calculate the percentage of errors by applying formula :

$$N = \frac{x}{y} X\ 100\ \%$$

Where : N = The percentage of errors

x = Number of errors for each type

y = Number of all errors

To calculate the students' score in paraphrasing an article by applying the formula :

$$S = \frac{n}{N} X\ 100$$

Where : S = Students' score in paraphrasing an article

n = The correct sentences

N = The total sentences

To calculate the students' mean score by applying the formula :

$$M = \frac{\Sigma X}{N}$$

Where : M    = Students' mean score

$\sum X$ = The total of students' score

N    = The total students