CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language is a tool of communication used by human being to communicate and interact with each other. Language has an important role in human life, both in written and spoken. Without language there is no communication because only with language and body by using language people can share their ideas, opinions, and information to other.

In this global era, one of the international languages used until now is English. English is widely used as a means of communication all over the world. It is generally known that people are expected to master English language. In English , there are four language skills, they are listening, speaking, reading and writing. These four language skills should be achieved by Indonesian students as mentioned in the Educational Unit Curriculum (KTSP) of SMA Negeri 1 Percut sein tuan. Writing and speaking are labeled as productive skills, while reading and listening are labeled as receptive skills. Generally , one of the four skills; writing is the most of difficult skill for the students to master.

Writing is one of the difficult in language learning, since writing is the most difficult process in language , students have to study hard to be able to write effectively. According to Nunan (2003:8) writing is the process of thinking to invent ideas, thinking about how to express into good writing and arranging the ideas into statement and paragraph clearly.

Based on researchers observation in SMA N 1 P.S.T , I hope the students can write good grammar when they write descriptive text but in fact, the writer found that using correct

grammar in writing is very difficult. They cannot comprehend in correct grammar. Truly, when someone want to write, grammatical rules cannot be ignored and students should always consciously be aware of grammar. This can be caused by the students lack of vocabulary and the differences of grammar. While, the students try to write a text, they face the difficulties on grammatical rule. Generally , the students always made the grammar mistaken when they write. The grammar mistaken as error means that something has been done wrong because someone does not know and does not use the correct system. In the world, the students sometimes made grammatical errors because of the language habit in their mother tongue that was sometimes sligthly or absolutely different from English. So many types of common errors based on aspects of the grammar that are wrongly used by the students such as : ommision, addition, , misformation and misordering. In this case, the writer only focuses on errors based on surface strategy taxonomy. Where it has 4 categories namely : Ommision. Addition, misformation and misordering. The writer interest to identify the students' Errors grammatical to know what kinds of errors that mostly made by students especially based on surface strategy taxonomy. Meanwhile, the writter chooses one of the writing genres skill namely descriptive text that conducts students analysis. Where, descritive text can support the students to express their experience to other people easily.

Those factors proved with their scores of writing. The table below are the result and the data of my preliminary observation , and the standard score (KKM) of this test is 75.

TABEL 1.1
The table of rubric score

NO	Student's name	Score
1	AC	66
2	AP	30
3	CA	56
4	DA	45
5	IF	20
6	IM	36
7	IMS	25
8	MA	84
9	LS	36
10	UA	85

Total score = 483

Total data = 10

Mean = 483/10=48,3

From the analysis of the student's writing test, their skill in writing is still lack. The observation , the writer found that 70% of students got 20-50 and 30% of students got 50-60. the students also did not understand how to write noun, simple present tense, action verbs, figurative language. to sum up the explanation above , the writer analyze types of errors are made by the students in writing descriptive text based on surface strategy taxonomy at SMA N.1 Percut sei tuan.

1.2 The Problem of the Study

Based on the background above, problem of the study can be stated as :

"What types of Errors are made by the students in writing descriptive text based on surface strategy taxonomy at SMA N.1 Percut sei tuan?

1.3 The Objective of the Study

The objective of the study was to find out types of errors in student's writing descriptive text based on surface strategy taxonomy.

1.4 The Scope of the Study

The data categoriezed into 4 groups, they were ommision, addition, miss-formation, and miss-ordering, these types of error based on surface strategy taxonomy. According to Dulay (146:1983) ‘’A surface strategy taxonomy higlihgts the ways surface structures are altered: students may omit neccesary item (ommision) or Add unneccesary ones (Addition) they (miss-formation) items or (miss-ordering)’’.

In this research , the writer focuses the discussion only in the analysis of grammatical errors which are found among the students in writing a descriptive text at the tenth grade . There are many things that can be discussed but the scope of this is limited on discussing the grammatical error in writing descriptive text. descriptive text consist of social function, generic structure and lexicon grammatical features. The writer discusses about types of errors based on linguistic category taxonomy, surface strategy taxonomy, communicative effect taxonomy. In this case, the writer focuses only types of the errors based on surface strategy taxonomy . There are 4 types of the errors based on surface taxonomy, namely : omission (nominal, verb, adjectives, adverbs), addition (doble marking, regularization, and simple addition), misformation (regularization, archie-form, and alternating form) and misordering.

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:

The Theorical Significances

The result of the study is expected to be useful to enrich the horizon of English teaching writing**,** It is oral of the alternative analyzing the grammatical errors in writing descriptive text based on surface strategy taxonomy.

The Practical Significances

The findings of the study are practically usdeful for:

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, The readers to conduct knowledge about correct grammar in writing.

CHAPTER II

REVIEW OF LITERATUR

2.1 Theoritical 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 concepts used or discussed, so that the reader will get the point clearly.

2.2 Definition of Writing

According to Akhaidah (1994:1-2) states that there are some functions of writing for students. Through writing students will recognize themselves more and their potential. Writing also helps students to develop their ideas and information , trains the students to organize the ideas systematically and express it consciously and helps students to think and speak orderly.

Before people write a text they should know about the definition of writing. Writing is one of English basic skill which is important besides listening, speaking, and reading. It is 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. Writing is the presentation of language in atextual medium using a set of meaningful signs or symbols. Writing is a tool for communication and listening that allows us to document, collect, and widely circulate detailed information. There are some definition of writing from some expert and souces.

The writer conclude that writing is a meaningful and useful way of communication in order to state or transfering knowledge or information in written form. Writing also provides a means of expressing oneself and persuading others. In order to make a good writing, a writer should have clear purposes. The writing also should consist of specific information connected and arranged orderly using appropriate word or sentence

According to Michael (2003:9), writing is an activity which can seriously damage your healt. 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.

From the explanation above , the writer makes an opinion that writing has a lot of function in social life. Because writing is one tool of communication that has the relation between source language into target language. And also when someone writing in English we need someone to know it into target language . so we know what the meaning of the text.

2.3 Types of writing

According to knap and walkins (2005) , genre is an organizing concept for cultural practice. Genre is a based accession, function, behaviour, and interaction structure. Genre is classified according to their social purposes and identified according to the stages they move to attain their purposes.

According to writer, Genre is very important for us in analyzing a text. We need language theory or grammar to help us understand how a text works, so we can help language learners learn how to understand and produce good oral and written texts. For example, we will describe a temple, so we must choose one of the genres so that we can make the text well. In genre, language is seen as a source to form meaning or meaning. Grammar is arranged in such a way that it does not occur ambiguously in each text.

The generic and language feature dominantly used, texts are divided into a several types. They are narrative, recount, report, explanation, analytical exposition, Hortatory exposition, procedure, disscussion, review, annecdote, spoof and description. This variations are known as genre.

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. Recount

   Recount is also a narrative. Basically, it is written out to make a report about an experience of a series of related event. Theoritically, the technique to write a recount is simmilar to the way a narration is writen. Specifically, a recount is written out to inform an event to entertain people.

3. Report

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

4. Explanation

   Explanation is a written English text in which the writer explains the process involved in the formation or workings of natural or socio cultural phenomena. The general statement is the writer explain the process involved in the formation or working of natural or socio cutural phenomena. It functions that tell why or how the phenomena occur.

5. Analytical exposition

   Analytical exposition is expository text. It is about the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact . analytical explains, it is just to persuade them to believe it.

6. Hortatory exposition

Hortatory exposition is written English text in which the writer persuades people that something should or not be the case. The purpose is to persuade the readers or listener that something should or should not be the case.

7. Procedure

   Procedure is any written English text which the writer describes how something is accomplished through a sequence of actions or steps

8. Discussion

   Discussion is a written English text in which the writer presents some points of view about an issue.

9. Review

   Review refers to a written English text in which the writer makes a critique on an artwork or event for the public readers.

10. Anecdote

    Anecdote is any written English text in which the writer shares with the others an account of an unusual or amusing incident.

11. Spoof

    Spoof is known as a narrative text. It is a text of writing which use a series of events in a certain process.

12. Desription

    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.

2.4 Descriptive Text

Descriptive text is a type of text which used by the writer of speaker to describe particular thing, person, animal, place and event to readers or hearers (Gerot and Wignel. 1994; Knapp and Watkins) The process of describing is done through ordering their characteristics clearly , starting from naming them, classifying them, and dealing with their attributes, behaviours, functions, and so on so that the readers or hearers can possibly notice what the writer is writing about as if they could directly see it throuh their own eyes.

According to the writer, descriptive text is a text is a text which says what a person or thin is like. Its purpose is to describe and reveal a particular person, place, or thing. So, it can be said that this descriptive text is a text that explains about whether a person or an object.

2.4.1 The Social Function of Descriptive Text

The goal of the purpose of descriptive text is to describe averything that is human, animal, plant or inanimate object with the properties attached to it such as size, type, colour, etc. So that the reader can know what something is form the picture that we convey even though he has not never seen it.

2.4.2 Generic Structure of Descriptive Text

Each genre or type of text , surely cannot be passed with the term generic structure. This term is used to show how the author of the text composes his writing so that the message and its meaning are more easily conveyed to the reader. The following is a generic structure of descriptive text in English.

1) Identification

   Identifies certain phenomena or objects or objects that want to be described paragraph.

2) Description

Describes the appearance and characteristics of the things previously explained. In general, what is a benchmark for the description of this type of text is the parts of the object (part), the object quality (quality), or the characteristics of the characteristics (characteristics)

Table 2.1

Example of Descriptive Text

Title	My Mother
Identification	My mother is a very beautiful woman. Her tall is about 165 cm and her weight is about 55 kg. She has a black and shiny curly hair. She also has a pointed nose and a dimple that makes her beautiful. Her eyes are brown like my eyes. My mother has a light brown skin color like most common women in Indonesia. Her red lips and white teeth combine to form a beautiful smile. My mom is not fat and skinny too. I think her body is pretty proportional.
Description	She is a very nice, a friendly, and a patient woman. My mom loves her family so much. She is the best mother in the world. She plays her role as a housewife nicely. She never forgets her

	responsibilities as a mother. Although she is very busy at work, she never forgets her family. My mom really loves cleanliness. She always keeps her home clean and healthy. Besides being a good mom, she is the greatest chef who ever existed. She is very smart to make a tasty food. I loved food made by her especially her fried chicken.

2.4.3 Language Features of Descriptive Text

Language features literary means analyzing language. Language feature helps you to understand what the writer is saying. Descriptive text has some language feature, they are:

1) Using specific nouns, such as my mother, my cat, my boyfriend . besides, often using adjectives (adjectives) to clarify the use of nouns or nouns , such as big houses, smart students, independent women.
2) Simple present tense is uses a basic verb or first form (verb 1) and uses a verb that can indicate ownership or state of an object. Descriptive text uses the present tense because descriptive text explains a fact from the object described. As an office I have 22 floors, beautiful Azka and others.
3) Action verbs is use verbs that show activities or activities that can be seen. For example , sleeping, walking, singging, dancing, etc.

4) Figurative language is using language that describes or describes something. Uses languge to give a picture to the reader

   For example :

   - My love for you is as big as the ocean

   - My love for you is as big as the ocean. His skin was as white as snow

2.5 Errors

According to james in brown (1998:83) , Errors is a systematic deviation , when learner has not learn something and consistently gets is wrong. It seems that the phrase systematic deviation in these definitions is a key word which can be deviated interpreted as the deviation which happends repeatedly. Errors is determining the incidence, nature, causes and consequences of unsuccessful language. According to Corder (1981:36) " Errors are described by the application of linguistics theory to the data of erroneous utterances produced by a learner or a group of learners.

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 matter of fact, errors are different from mistake as explained by (Corder in james 1998:78)

Based on the explanation 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. Errors happens because the use of the incorrect system. In learning language , the learners often make error in writing, speaking, listening and etc.

2.5.1 Source of Errors

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

based on the explanation above, the writer concludes that in every second language teaching or foreign language there are two things that students usually experience or do. First students often make mistakes in learning the second language. Second, students often make language mistakes in the process of learning the second language.

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 tranfer is the learners make error when the learners transfer their native language system into the target language system. The begining of stages of learning a second language is characteristized by a good ideal of interlingual transfer (from native language). The learners are not aware of differences between the system of the two language. 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 car.

2)Intralingual Transfer

Intralingual error is the negative transfer of items within the target language or in another way the incorrect generalization of rules within the target language (Brown, 1994: 47-54), James (1998: 185-187) states that there are four parts of intralingual interference such as :

(1)Overgeneralization

Overgeneralization is where the learners make error according to the learner’s expirience of certain structures that are generalized in the target language.

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

(2) Ignorance of the Rule Restriction

Ignorance of the 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 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 I do

(4) False Concepts Hypothesized

False Concepts Hypothesized is a cause of error is result from faulty comprehension of distincion in the targer 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 texbooks can lead the learners to make errors because of misleading explanation from the teacher or faulty presentation of a structure or words in a texbook. In social context , untutored language acquisition can bring about certain dialect acquisition which may become a source of error.

4. Communication Strategy

Brown (1994:178) , a communication strategy is the conscious employment or verbal or nonverbal mechanism for communicating an idea when precise linguistics forms are for some reason not readily available to the learner at a point in communication.

The writer conclude that, It has been mentioned above that to achieve effective communication a good communication strategy is needed. Strategy refers to the overall

communication approach that will be taken in order to face the challenges that will be faced during the communication process.

2.5.2 Types of Errors

According to Carl James (1998:13) 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 apple because the sentence above the determiner “ an” is omitted.

3. Rini beautiful girl

   Should be : Rini is beautiful girl because the sentence above has the determiner “a” is ommited.

2. Error of Addition

   It is a sentence where some elements are presented , which should be there. The error of addition hapens 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 , we can't use the auxiliary "do" in the initial of the sentence because the statement is arranged in perfect sentence.

3) I am go to church every day

should be : I go to church everyday. Because the sentence above to be "am" is added.

3. Error of Substitution

It is a sentence which one of its aspect (word) is substitution 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 possesive pronoun "our" instead of "we" as subject.

3) I book is very expensive

Should be : My book is very expensive because the sentence above should use possesive pronoun "my" inrstead of "I" as subject.

4. Error of reordering

It is sentence which is order incorrect or a certain aspect of language rule is not suitable. Thye 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

2.5.3 Error Analysis

Error analysis is a study in linguistics focusing on error made by learners estabilished by corder and colleagues in 1981. According to corder (1981:1), 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. Corder in Ellis (1994:48) proposes five steps, these 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 learners has learnt, provide the researcher with evicience 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 more objectively how teaching is helping his students .

The researcher conclude that error analysis may be carried out in order to find out strategies which the learners use in language learning , find out causes of the learner's errors and obtain information of common difficulties in language learning.

2.5.4 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 positive impression on readers. Traditionally , grammar has been concerned almost exclusively with analysism at the level a sentence . thus a grammar is a description of the rules that govern how a language's sentence 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, coversuch things as mistakes in verb form, tense and in the sentence structure" (Thornbury 1999:114).

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

2.6 Error Taxonomies

Dulay , burt and krashen state in Kafipour, R (1989: 18-24) limit their discussion to the descriptive aspects of error taxonomies on the assumption that the accurate description of errors is a seperate activity from the task of infering the sources of those errors. They 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 souce. They have called these descriptive taxonomies. Errors analysis , from this

perspective, is an analytical tool, as are the specification of transitional constructions, the computation of aquisition orders, and the delineation of special utterance types.

They have reviewed the literature in order to present the most useful and commonly used bases for the descriptive classificafication of errors. There are linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy.

1. Linguistic category taxonomy

Linguistic category taxonomies classify errors according to either or both the language or linguistic constituents . language component include phonology (proounciation) syntax and morphology (grammar) , semantics and lexicon (meaning and vocabulary) and discourse while constituents include the element that comprise each language component (Dulay, Burt and Krashen, 1982: 146)

2. Surface strategy taxonomy

The category of errors are according to how the surface structure of a sentence or expression is altered by the errors. Such a classification would include ommision, addition, misinformation, and misordering .

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 constraction (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 considereration 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 theoritical inference to L2 acquisition theory as well.

(2) Since L1 acquisition errors are not posibly 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 aquivalent 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 (Shaffer, 2005).

The writer conclude that, The second language process occurs after mastering the first language and is called language learning. This process generally takes place in a structured manner and some people realize that he is learning a language and also aware of what motivations drive him to master the language.

3) Ambiguous Errors

Ambiguos 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 (shaffer,2005).

4) Communicative effect taxonomy

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

Based on explanation above, the writer conclude that commuicative effect are the use of language that deviates from the language rules performed by someone systematically and consistently. communicative effects view and deal with mistakes from the perspective of their effects on listeners or readers.

1) Global Errors

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

According to writer, Global errors are errors that affect the organization's sentence errors so that it really disrupts communication.

2) Local Errors

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

According to writer, Local errors Local weakness is an error that affects an element in a sentence that does not usually interfere with communication significantly.

2.6.1 Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structure are altered learners may omit neccessary items or add neccessary 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.

2.4.2 Types of Surface Strategy Taxonomy

According to Dulay (1982: 146) , there are 4 types of this category such as :

1. Ommision

   The ommision errors are characteristized 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 committed in passive sentence form

2. Addition

   Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. Dulay, Burt and krashen (1982: 156) , addition usually occurs in later stage of second language aquisition or when the learner has acquitted some target language rule . there are three terms of addition as follow :

   1) Double marking

      An error in which a concepts 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 :

   (1) He does loves his family

   The auxiliary "does" is unneccessary

(2) I did wrote a latter

The auxiliary “did” is unneccessary

2) Regularization

An item which requires special rules is indicated by the application of a regular or an error. Regularization errors that fall under the addition category are those in which marker that is typically added to a linguistic items is erroneously added to exceptions that can be found in English.

Ex :

The letter was readed by Ani

The verb read in past form is read not readed

3) Simple Addition

Simple addition error is an error that does not belong to double marking or regularization. Simple addition is the subcategory of additions. It is called simple addition, if an addition error is neither a double marking nor regularization. According to Dulay (1982 : 158) , no particular features characterize simple additions other than those that characterize all addition errors. The use of an item which should not appear in a well-formed utterance.

Ex :

In over there

The proposition in is never used while we say over there.

3. Misformation

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

1) Regularization

Regularizations is an item in which a regular marker is used in an irregular one.

Ex :

(1) Womans for Women

(2) Childs for Children

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 stage 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 characterized by the incorrect placement of a morpheme or group morphemes in a utterance. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. 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?

2.7 Previous Research

The writer will take three the previous researcher from journal namely: *An analysis Of Grammatical Errors In Writing Descriptive Text Based On Surface Strategy Taxonomy At The First Year Of Sma Yp Unila Bandar Lampung by Bulqis Jolay Waway.* He said that grammar is important aspects that should be mastered in order to make a whell-structured writing. In learning process, the students still made errors and mistakes, so it is important to analyze their errors and diagnose the difficulty of the study in the classroom. The objective of this research is to identify the frequencies of occurances of the students'

Grammatical errors based on surface strategy taxonomy that is found in their Descriptive text. This research applied descriptive qualitative method, where the researcher gathered the data from the students Descriptive text writing. The data gained were further based on the surface strategy taxonomy in order to draw the conclusion.

Having analyzed the data, it 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 43 errors or 53%, the second is omission of verb which consist of 14 errors or 20.6%, then the third is addition of preposition which consist of 10 errors or 59%,and the last is misordering of phrase which consist of 9 errors or 100%.

The highest frequency of whole errors is misformation, and the lowest one is misordering. 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.

The second from An Analysis Of Students' Errors In Writing Of Descriptive by Zakia Permata Sari, Muhammad Sukirlan, Sudirman from Universitas Lampung. This research was intended to (1) find out the student's errors in writing Descriptive text and determining the types of error based on linguistics category taxonomy, surface strategy taxonomy, and communicative effect taxonomy and (2) investigate the students' reason for making the errors. The subjects of this research were 31 students of class X4 at SMAN 1 Pesisir Tengah of 2019/2020 academic year.

The method used in this research was descriptive qualitative. The instruments of this research were a writing task and observation. The result showed that based on linguistics category taxonomy, mostly students made syntactic errors. Based on surface strategy taxonomy, mostly students made omission error. Based on communicative effect taxonomy, mostly students made local errors. The errors made by the students happened because of the students' lack of knowledge of English grammar and also the influence of their first language.

The last, A Comparative Taxonomy of Errors Made by Iranian Undergraduate Learners of English by Reza Kafipour from University Shiraz Iran. This study tried to identify and investigate errors made 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 errors 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 leaners of English. Interlingual errors constitute the lowest number of errors. This finding rejected positive transfer from Persian learner's mother tongue, Farsi.

Based on these previous research above, the writer found some theories that will help the writer to do research in analysis student. The students make many errors in other categories. In the section the writer decides that it is very interest to know what types the errors are made mostly by students in writing that help them understand writing skill well. Therefore, English teacher should not ignore the errors committed by the students.

2.8 Conceptual Framework

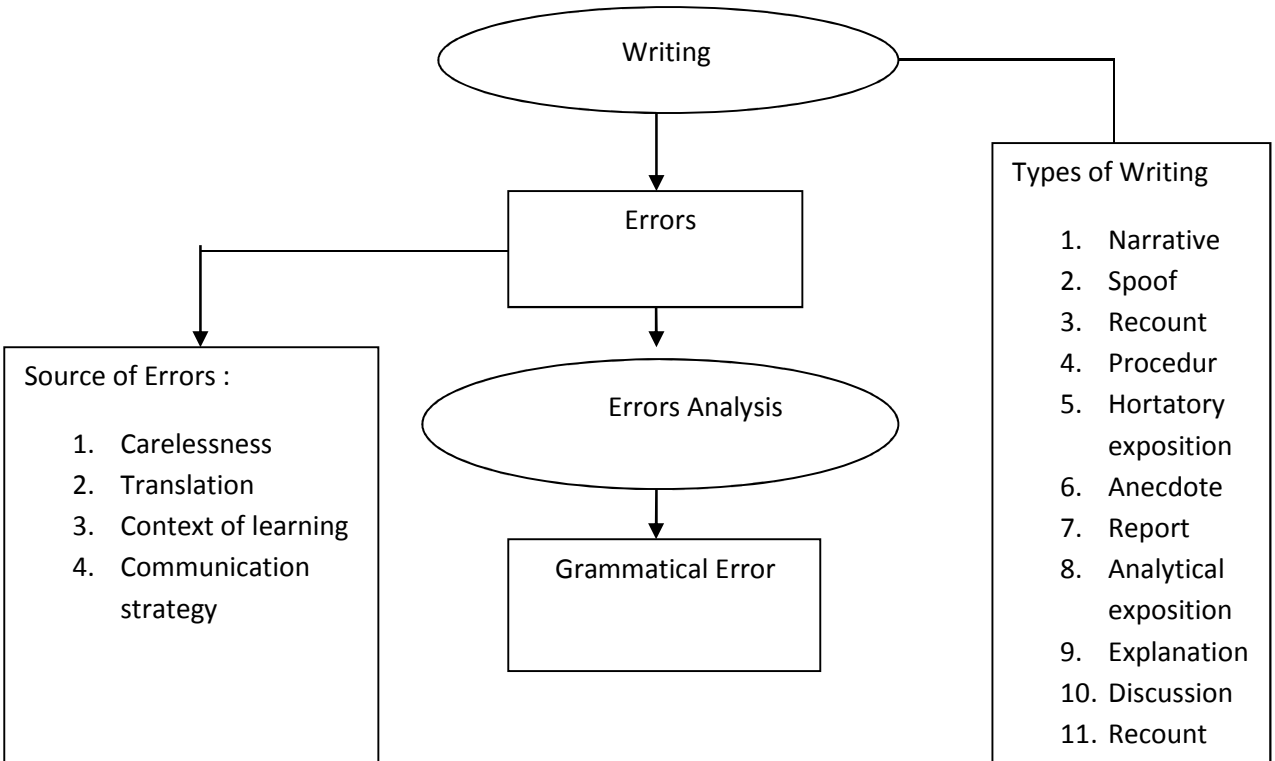
Writing is one of the language skill that students should know when learning a language. Writing is process to put thoughts into words in a meaningful form and it is used to express and explain ideas. In fact, the students' still have difficulties in expressing their ideas, feelings and interest especially in writen form. While, the students try to write a text, they face the difficulties on grammatical rule. Generally,the students always made the grammar mistaken when they

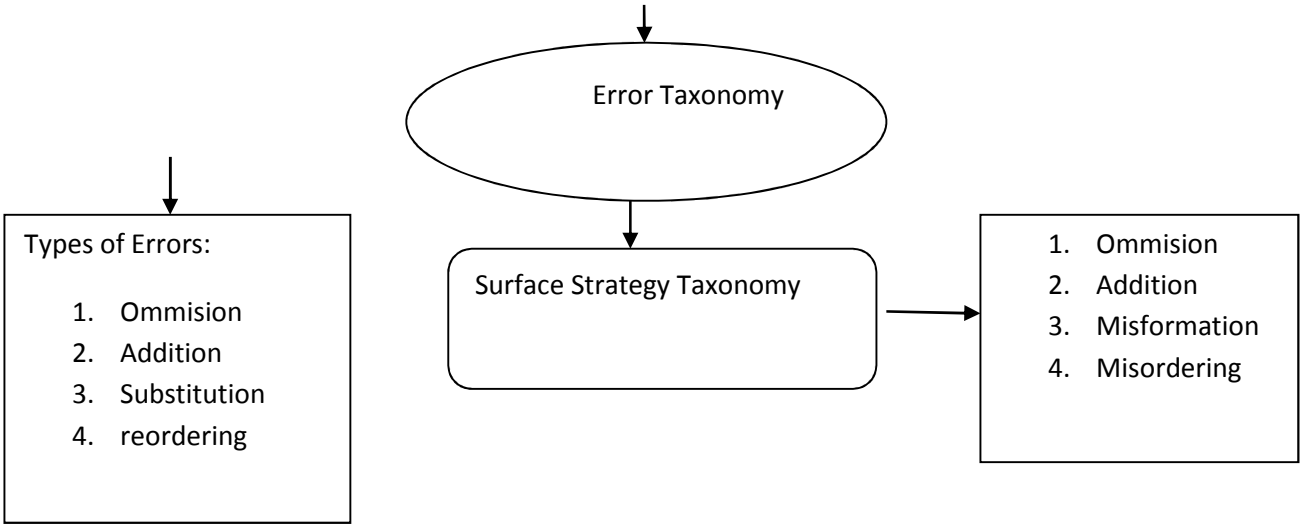
write. The grammar mistaken as error means that something has been done wrong because someone does not know and does not use the correct system.

Error means something done wrong by the learners because they do not know or cannot use the correct system. Actually making errors are 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.

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 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 neccessary items or add unnecessary ones; they may misinform items or miss-order them. Where surface strategy taxonomy has 4 types namely: ommission, addition, misformation, and misordering. The grammatical errors can identify based on surface strategy taxonomy to know what types of errors that mostly made by students. So, the students easily what types of errors that usually do especially in writing.

2.1 Figure of Theoritical Framework





CHAPTER III

METHODOLOGY OF RESEARCH

The set of rules and procedures or and approach to solve the problem systematically, and the process of study to collect information and data is the meaning of reseach methodology.

3.1 The Reseach Design

The strategy used in this research is descriptive qualitative because the result of this study identify and analyze student's grammatical error in writing descriptive text based on surface startegy taxonomy. According to Creswell (2009:22), "qualitative research is exploratory is

useful when the research does not know the important variables to examine." The work way of descriptive qualitative is collecting the date, arranging the data and interpreting the data. Qualitative research will concern with description.

The writer would identify and classify the students' errors based on the surface strategy taxonomy in order to conclude it. The description in this research is about the students grammatical errors in writing descriptive text. The analysis would be based on the data taken from the students' writing.

3.2 The Subject of Research

According to Arikunto (2006: 38) sample is a group of individual who present the whole individual in the population. So, according to writer the sample is a part of the population. then examined and the results of research (conclusions) are then imposed on the population (generalization).

The researcher took the subject from SMA Negeri 1 Percut Sei Tuan and focussed to tenth grade student . The writer choose X-1 as the subject in this research. In class XI-1 there are 34 students as the subject. The writer would take 10 students as sample randomly. According to Arikunto (2017: 180) random sampling can be done by sweeptakes, ordinal, and using random number tables. The writer would use the sweeptakes to get the sample randomly. Because the population was 34 students. The only 10 students sample is taken. Then all the students was given a number. Namely number 1 to 34. The writer small pieces of paper that read 1 digit each paper from 1 until 34. And then the writer would take 10 roll of paper as the sample. The writer choosed them because the writer wants to analyze what types of Errors are made by the students

in writing descriptive text based on surface strategy taxonomy do the students used in writing descriptive text.

3.3 The Object of the Research

The object on this research are students 'Errors' . it was found students write descriptive text at tenth grade on SMA N 1 Percut Sei Tuan. Then the writer classified the Error Taxonomy. There were some Error analysis use in Error Taxonomy, namely : Linguistic Category Taxonomy (pronounciation, syntax and morphology, semantics and lexicon, discourse) , Surface Strategy Taxonomy (Ommision, Addition, Misformation, Misordering), Comparative Taxonomy (development error, interlingual error, ambigous error), Communicative Effect Taxonomy (global error and local error). Here, the writer choose Surface Strategy Taxonomy.

3.4 The Technique of Collecting Data

Before disscusing the techniques of data collection, researcher will first attach the type of data and the amount of data used in this study. The type of data used is only focusing on text (Descriptive text) . the amount of data use by researcher is 8 data, namely ommision, addition, miss-formation, miss-ordering.

The technique of collecting data used observation.

3.4.1 Observation

The technique for collecting data is observation, researcher collect data by observation the students, because researcher use type of the data are texts . so the result of observation with the students are to find out about the real conditions of grammatical error in writing descriptive

text, are the problem by the students of error by observation students, and have the total of 8 data.

The data of this study is collect by applying documentary technique because the source of this study writing descriptive text based on Surface Strategy Taxonomy. The researcher will apply some procedure, they are:

1. The writer Asking the student to write descriptive text that the purpose want to know where the mistakes made by the students. The students who asked to write at least two paragraph on piece of paper. The paragraphs were about 150 words and 10-20 sentences. It was done in 60 minutes.

2. After the writer asking the students to make descriptive text and then the writer Collecting the data.

3. And then, the researcher checked the students‟ task to recognize the errors. Namely : ommision, addition, misformation, and misordering.

4. And the last, the writer Underlining each word classes error from the students make descriptive text.

3.6 The Technique of Analyzing Data

To analyze the data, the researcher used descriptive qualitative to analyze data. According to Sugiyono (2008: 245), there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion drawing or verification. Based on those statements, the researcher divides the activity in analyzing data into three activities, they are data reduction, data display, and conclusion drawing.

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

1. After collecting the data from the students, the writer conduct reduction data into Errors.
2. Then the writer classifing the errors based on ommision errors, addition errors, misformation errors, and misordering errors.
3. The writer analyze the data based on Errors. In analysis there are four categories that will be analyzed by the researcher, namely addition, mission, misinformation and misordering. so the fourth mistake made by the student is a data that will be found by an author.
4. The writer classified the data to make the finding, the author takes a minimum of ten sample description sheets of text made by students, and after telling students to make a decriptive text as much as two paragraphs and consists of twenty lines in the text. then the writer seens the mistakes made by students on each line in their text.
5. And the last the writer make conclusion

3.7 Validity Triangulation

The writer made an observation to get the preliminary data on March 13, 2019 at SMA N 1 Percut Sei Tuan. This data collection is said to be an observation to find the first data in the writer's proposal. In conducting this observation, the writer must get the permission from the headmaster of SMA N 1 P.S.T , namely Muliadi M.Pd . then the researcher asked the permission from the English subject teacher Magdalena Silitonga S.Pd, to allow the researcher to use his lesson hours in making this observation. In this observation, the researcher provided error by the students , namely descriptive text . then the writer analyzes types of error . and there were also several students in the classroom who were asked by researcher about students' understanding of English lessons especially in write descriptive text.