

# CHAPTER I

## INTRODUCTION

### 1.1 The Background of the Study

English one of languages that is very popular in all countries, especially in Indonesia. English language is one of the important languages in the world. English is as a foreign language in Indonesia but also as an international language in the world because used as a tool of communication getting trademark, social culture, education, job, business and politics. That's why English able to take places as a language number one in the world. Most of people think that English difficulty to know and understand. Actually, English don't difficult to understand. If human practice in their daily life. In English teaching process there are four skills in English education as reading, listening, speaking and writing. Writing is one of English skill is taught very difficult to learn.

Writing is important tool in communication. By written we can express our feeling, share our idea, opinion and information. According to Harmer (2004:3) writing is a vital skill for speakers of a foreign language as much as for everyone using their own first language. Writing is a process of putting the idea or knowledge into words, until we able to deliver what we thought. In writing skill needed ability to make the good written, the problem is many of students didn't know how to write or to start the written. In this research the writer focuses to analysis the text of writing skill. According to Siahaan (2008:3) that type text in English they are description, recount, narrative, procedure, report, spoof text. One of the kind of the text that student is difficult to wrote down spoof text. Spoof text is a text which tell a potential factual story that was happened in the past with an unpredictable and funny ending. It's important for students to study

spoof text because they can be used express or tell about an event with a humorous twist or funny ending. Its social function is to entertain and share the story. To make the students motivated and enjoyable to write spoof text in paragraph is they have to know the purpose and generic structure of text. Many of students didn't know how to write spoof text in paragraph

Concerning to matter above, the obstacle which students have might be arisen from the grammatical to write paragraph. Especially in writing spoof text. The grammatical rule becomes the difficult problem for the students or learner in learning English. Sometimes the students write the grammatical error in the paragraph. According to James (2013 : 62) Error is on the other side of equation being the study of linguistic ignorance the investigation of what people do not know and how they attempt the cope with their ignore. Its mean error one of the mistakes that can't analyze by self but, should do by the analyzed and investigate .For example:

“she writing a letter” should be “ She is writing a letter”.

To prove it, the writer doing the observation and found that most students still got the difficulties when write spoof text in paragraph.

After do the observation, the writer found some data. The writer found grammatical error in writing paragraph. According to Dulay in Diah (2013:19)there are 4 types of error analysis in surface strategy taxonomy namely, omission, addition, misformation, misordering. The example can seen below:

Example of Misformation :

“My mother is a women very beautiful” should be “ My mother is a beautiful women.

Example of Omission:

“There so many photos began from my childhood till now” should be “there are many photos began from my childhood till now.

Example of Addition:

“I can always know when my mother sad “should be “I always know when my mother sad.

Example of misordering:

“He name is Idole” should be “His name is Idole”

Based on the explanation, the writer was interested to analysis the grammatical error made by the students to know the students’ error, the writer will conduct the study An Error Analysis in Writing Paragraph of the Students in English Department of Nommensen HKBP University.

## **1.2 The Problem of the Study**

Related to the background of the study, the problems of the study are:

1. What types of Grammatical Error in Writing Paragraph of the Students in English Department of Nommensen HKBP University based on surface strategy taxonomy.
2. What dominant types of Grammatical Error in Writing Paragraph of the Students in English Department of Nommensen HKBP University based on surface strategy taxonomy.

## **1.3 The Objective of the Study**

Based on the problem of the study, the objectives of the study are:

1. To identify the types of grammatical error in writing spoof text of the students in English department of Nommensen HKBP University.
2. To find the dominant types of grammatical error in writing spoof text of the students in English department of Nommensen HKBP University

## **1.4 The Scope of the Study**

In this research, writer focuses on grammatical error analysis in writing spoof text. There are four types of error analysis according to Dulay (1982:146) in Diah (2013:19 – 23) such as error type base on linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

But the writer focuses on error analysis based on strategy taxonomy. There are four types of error analysis based on strategy taxonomy they are omission, addition, misordering, and misformation. .

### **1.5 The Significances of the Study**

The significances of the study are expected become useful for two types:

#### 1. Theoretically

- 1) The result of the study is expect can useful to enlarge the study in teaching spoof text in writing paragraph.
- 2) The research is expect able become analyzing the error in spoof text writing paragraph.

#### 2. Practically

##### 1) For the teacher

The finding of the study is, hope able to help the teacher to teach the students to giving the materials and to make the students know and understand about the spoof text in paragraph writing.

##### 2) For the students

The result of the research is expect to make the students know and understands about the materials especially sentences in writing paragraph. And also can help

the students to knowing about the correct in write spoof text, so that they didn't make the same error in the future.

3) For other researcher

The result and discussion of the study can used as a reference the research which related in write spoof text and then can help the researcher to finish the research.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

In doing the research, a basic from some theories are needed to avoid misunderstanding of all terms that related to the research. This chapter related to the review of literature and will be explain about the materials.

#### **2.2 Definition of Error Analysis**

Error is a mistake that students make when the learning process run. Sometimes the students do the error because don't understand about the material. According to Corder (1982: 36) error are described by the application of linguistic theory to the data of erroneous utterances produced by a learner or a group of learner. Error is a necessary part of language learning process that usually made by the students.

According to Brown (2007: 259) error analysis is the fact that learner do make errors and that these errors can be observed, analysis, and classified to reveal something of the system operation within the learner, led to a surge of study of learners' errors. Meanwhile, according to Keshavarz ( 2012 : 58 ) error analysis try to account for learner performances in term of the cognitive process learner make use of in reorganizing the input the receive for the target language. Base on the explanation above, the writer conclude that error is something done wrong which is use of the students naturally because each learner has different motivation, social background, intelligent, skill, and language competence. Because the reason, the students need teacher to repair, help them to fix the error, and give feedback to the students in learning process.

##### **2.2.1 Types of Error**

Dulay (1982: 146) in Diah (2013: 19 – 23) explained there are four types of error . They are error type base on linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

### 1. Error Types Base on Linguistic Category

Many error taxonomies have been base on the linguistic item which is affected by an error. These linguistic category taxonomies classify error according to either or both the language component or the particular linguistic constituent the error effects.

Language component include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style). Example of error in morphology:

“the bird he save him”. The correct one is” the bird he saved him”. Such materials permit teacher and students to feel that they have covered certain aspect of the language in the classes. They also allow user to find easily those part of language they are most interested in studying or teaching.

### 2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the way surface structured are altered: learners may omit necessary items or add unnecessary ones; they may misform items or disorder them. For example:

“Marry presidents new company”. The correct one is “Marry is the presidents of the new company”.

Analysis error from a surface strategy perspective hold much promise for writer concerned with identifying cognitive process that underline the learners’ reconstruction of the new language. It also makes us aware that learners’ errors are based on same logic.

### 3. Comparative taxonomy

The classification of error in a comparative is based on comparison between the structure of language errors and certain other types of construction. For example, if one were to use comparative taxonomy to classify the errors of Korean students learning English, one might compare that the structure of the students' errors to that of errors reported for children acquiring English as a first language.

### 4. Communicative effect taxonomy.

While the surface strategy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguish between errors that seem to cause miscommunication and those that don't. Errors that effect that overall organization of the sentences hinder successful communication while errors that affect a single element of the sentences usually do not hinder communication.

According to James (1998:104-) in Burt and Krashen (1982:156) there are four types of Error analysis. They are linguistic category classification, the surface structure taxonomy, communication strategy – based error, comparative taxonomy.

#### 1. Linguistic Category Classification

Based on linguistic items 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. There is the specification of the category of linguistic unit where the error occurs. Some possibilities they list are: the auxiliary system, passives, sentence complements, in fact the sorts of categories conventionally used for constructing structural syllabus for TEFL and the related teaching texts.

#### 2. Surface structure Taxonomy



This taxonomy as being based on the ways surface structures are altered. We must not lose sight of the fact that we are speaking metaphorically. It would be quite misleading to say that the learner ‘alters or’ distorts’ the correct form so as to produce an error. This formulation would imply that he or she knew the correct form all along, in which case he or she would not have produced an error in the first place.

### 3. Communication strategy based on errors

This type divides into two Holistic strategies and analytic strategy.

Holistic strategies refer to the learners’ assumption that if you can say x in the L2 then you must be able to say Y. Lacking the required form, it must be all right to use another near – equivalent L2 item which they have learned. The most general term for this is approximation. Analytic strategies express the concept indirectly, by allusion rather than by direct references: this is circumlocution. The learners identify one or more criteria attributes of the referent and mention this in an attempt to refer to the entity in question.

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#### **2.2.2 The Sources of Error**

The writer put the sources of error to identify error in second language learning production data. According to Brown (2007: 263) there are two major of learner’s errors, they are :

## 1. Interlingual Transfer

Interlingual transfer is significant sources of error for all learners. The beginning stages of learning a second language is especially vulnerable to interlingual transfer from the native language, or interferences. In these early stages, before the system of second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. In the other words, interlingual transfer is when the learner or students make error by transfer their native language system into the target language system, the students are not aware of the differences between two languages. This case belongs to internal problem.

## 2. Intralingual Transfer

One of the major contribution or learner language research has been its recognition of sources of error that extend beyond interlingual errors in learning a second language. Intralingual transfer is a major factor in second language learning.

### **2.2.3 The Causes of Errors**

There are some causes of error such as:

#### 1. Mother tongue interferences : interlingual Errors

An interlingual error is an error resulting from language transfer, which is caused by the learners' native language. Behaviorist learning theory predicts that transfer will take places from the first language into second language. According to Dulay et al(1982 : 101 ) there are two types of transfer. Firstly, negative transfer refers to those instances of transfer which result in error because old, habitual behavior is different from new behavior that is being learned. Secondly, positive transfer result in correct performances because the new behavior same as the old. An Indonesian learner of English may produce the incorrect sentences

“I hear since agust “instead of “I have been hear since Agust “. Actually, in the learners’ mother tongue pattern (Indonesia pattern)

“Aku disini sejak Agustus“. In the fact the learners do not know how the right structure is, they simply make the sentences into their mother tongue structure. The learner directly constructs the sentences into their mother tongue pattern.

## 2. Target Language Cause : Intralingual Transfer

An intralingual transfer is an error which derives from faulty or partial learning if the target languages, rather from language transfer.

Error caused by learning strategy based error included:

### 1. False Analogy

The learner wrongly assume that the new item B behaves like A, for example: plural from “boy“ is “boys“ A assume that child behaves “ childs “even though, the right one “ children “

### 2. Misanalysis

The learner has formed a hypothesis concerning a second language item, which they are not putting into practice. For example: “they are some beautiful dog“and its food comes from my mother “. The right one is “they are some beautiful dog and their food comes from my mother “.

### 3. Incomplete Role Application

It is call undergeneralization. An example can see from the sentences “nobody knows where was she “. The correct sentence is “nobody knows where she was “. Here the learner has applied two components of the interrogative rules : they have selected and fronted a wh – element, but have commit to invert subject verb.

#### 4. Overlooking co occurrences restriction

An example of this is “I enjoy to learn about English “here the sentence is incorrect. In the fact, it is caused by ignorance of the fact that the verb “ enjoy “ selects as gerundial complement.

### 2.3 Surface Strategy Taxonomy

After explanation above about the surface strategy taxonomy, According to Dulay (1982: 146) in Diah (2013: 19 -23) there are four types of errors on surface strategy taxonomy, such as:

#### 1. Error of Omission

Omission errors are characterized by the absence of an item that must appear in a well – formed utterances. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than other. For example

##### 1) She is wonderful mother

Should be: she is a wonderful mother because the sentences above the determiner “ a “ is omitted.

##### 2) I cook cake

Should be: I cook a cake because the sentences above the determiner “ a “ is omitted.

#### 2. Error of Addition

Edition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well – formed utterance. Addition errors usually occur in the later stage of language acquisition, when the learner has already acquired some target language rules. In the fact, edition errors result from the all – too – faithful use of certain rules.

There are three types of addition have been observed.

#### 1) Double Markings

Many addition errors are more accurately described as a failure to delete certain items which are require in some linguistic construction, but not in other. For example, in most English sentences some semantic feature such as tense may be marked syntactically only once. The example:

“ he doesn’t knows my name should be “ he doesn’t know my name.

#### 2) Regularization

A rule typically applies to the class of the items, such as the class of main verbs or the class of noun. In most language, however some members of the class are exception to the rule.

For example:

“the verb drink does not became dranked but drunk

#### 3) Simple Addition

Errors are the “grab bag “subcategory of addition. If an addition error is not a double marking nor a regularization. It is called simple addition.

#### 3. Misformation

Misformation errors are characterized by the use wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example: “The dog ated the chicken should be “the dog ate the chicken.

#### 4. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

“all the time she is late “ should be “ she is late all the time.

“she is a women wonderful “ should be “ she is a wonderful woman.

## **2.4 Grammatical Error**

A good written communication should be correct in grammar and spelling. Error analysis was ensured 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 description of the rules that govern how a languages’ sentences are form and is a process for making a speaker or writers’ meaning clear when contextual informational is lacking.

A learner or students of English need to learn about grammar, not only need the grammar but also should be able to use it correctly. Ellis (2006: 6) stated that in learning grammar, learner face two difficulties such as the difficulty in understanding a grammar rules or feature, and the difficulty in internalizing grammatical errors were of no significances at all in the pre scientific era when language teachers concentrated their effort on the language by the learner.

## **2.5 Writing**

Writing is one of four skills in English language. Writing is an important skill that some know because the tool of people to communicate. In other words, writing is how someone can express or transfer the idea, opinion, information and emotion by the written form.

According to Byrne (2002: 1) writing is clearly much more than the production of the graphic, symbol, just as speech in more than production of sound. It means that symbol will be arranged becoming words, construction into form sentences. Writing is one of product skill in English because by used writing someone understood about other said. Meanwhile according to Mc Donough and Shaw (1993: 182) writing is seen as primarily message – oriented, so as a

communicative view of language is a necessary foundation. Base on the explanation above, writing is the hard skill in the English language because before the students make the sentence by written they have to prepare and discussed about the materials. And also writing is the way to communicate between reader and writer.

### **2.5.1 The Process of Writing**

According to harmer (2004: 4) there is several process of writing:

#### 1. Planning

Experience writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writer this may involve making details note. For others a few jotted words may be enough. Still other may not actually write down any preliminary notes at all since they may do all their planning in their heads. But they will have planned, nevertheless, just as the shopping list writer has thought. When planning the writer have to think about three main issues namely, purpose, audience and content structure.

#### 2. Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

#### 3. Editing

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or

confusing. They may then move paragraphs around or write a new introduction. They may use a different form of words for a particular sentence. More skilled writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual words and grammatical accuracy. Reflecting and revising are often helped by other readers who comment and make suggestions. Another readers' reaction to a piece of writing will help the author to make appropriate revision.

#### 4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience

We might decide to represent these stages in the following way:

**Planning**  $\Rightarrow$  **Drafting**  $\Rightarrow$  **Editing**  $\Rightarrow$  **Final Version**

### 2.5.2 The Purpose of Writing

Reinking and Hard (1986: 4) state the purpose of writing namely:

#### 1. To inform

Presenting information is one of the most common writing purpose and investigate timely, topic, become short – term experts, and pass along their findings in an easily understood form.

#### 2. To persuade



Write the message to argue the reader to understand and interesting with attach to establish swaying the readers.

3. To express yourself

Creative writing includes personal essay, fiction, plays, and poetry, as well as journal and diaries. But self expressions have a place in other kinds of writing and provide the opportunity to display the personality and mastery of words.

### **2.5.3 The Elements of writing**

There are elements of writing help the writing arrange a clear and understandable text.

According to Oshima and Houge (1991: 40)

1. Contents and organization

Every good paragraph has unit that mean only one idea is discussed. Coherent means that every paragraph has to hold each other. The movement from one sentence to the following must be logical and smooth.

2. Grammar and vocabulary

Grammar is the study of the rules about how words change their form and combine with other words to make sentences. In addition, while focusing on grammar, the writer should choose and use appropriate vocabularies to make or develop a text in order not to get ambiguity.

3. Sentences structure

According to Oshima and Houge (1991: 40) there are four kinds of sentences:

1) Simple Sentences

Simple sentences consist of at least subject and predicate or noun or verb. For example: I go to school

## 2) Complex Sentences

Complex sentences has one dependent clause ( headed by a subordinating conjunction or a relative pronoun ) joined to an independent clause.

## 3) Compound Sentences

It has two independent clauses joined by: 1. A coordinating conjunction (for, and, nor, but, yet, so ) 2. Conjunctive adverb ( however, therefore ) 3. A semicolon alone.

## 4) Compound Complex Sentences

It's a sentence that have two or more coordinate independent clauses and one or more dependent clause. So, the writers have a place in other kinds of writing and provide the opportunity to display the personality and master of word.

## **2.6 Text**

According to Hartanto in Nurma (2016: 5) explains that text is a unit of meaning which is coherent and appropriate for its context. Text talk about the meaning that someone writes into paragraph it can be a word, it can be sentences form and also paragraph and all of the texts has a generic structures. Meanwhile Knap and Watkins (2005:29) stated that text can be classified and organized in a multitude of ways : everyday, formal, entertaining and informational. Different types of text has distinctive characteristic, depending on what text are made to do. In other word text is various form of the communication, it can be experiences, entertaining, information, report and procedure. There are many kinds of text such as report text, descriptive text, analytical exposition text, discussion text, hortatory text, procedure text, anecdote text, narrative text, news item text, descriptive text, recount text and spoof text.

## **2.7 Spoof text**

Spoof text is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of a spoof text is to tell about an event with a humorous twist. Moreover, the story usually has moral message for the readers. Sudarwati and grace (2007: 178) in Nurma (2016:16) state that a spoof has generic structure text organization and language features.

- 1) Orientation: orientation appears as an introductory part of text. It will guide the readers to show what kind of the text that he will be reading and it is also the beginning the story
- 2) Events: events are included as part of the text that recite the events that happened in the story usually in chronological order.
- 3) Twist: the twist is a part of the text near the end of the story that tells about something that was unpredictable that make the reader smile and laugh. This is the funnies of the story.

Language features of the spoof text:

- 1) Noun: deals with people, animals or certain things in the text
- 2) Action verb: deals with the verb that show event ( example : ate, stayed, etc)
- 3) Connectives: connectives with a sequences of event ( example : first, then, after, before, and finally)
- 4) Adverbs of time and place : explain when and where the event happened
- 5) Simple past tense: deals with the activities that happened in the past, and uses verb in past form.

## **2.8 Previous Research**

The writer took the review of relate literature from other graduating paper as the principles and the comparison with this research. The first one was taken from Thesis Christin tia ( 2016 )

entitled “ **An Error Analysis of Subject – Verb Concord in Writing Descriptive Text at the Tenth Grade on SMA HKBP SIDORAME MEDAN.** There is similarity with the study which will be conducted by the writer. This research focus to analysis of error based on surface strategy taxonomy. There are some differences in this study such as, the analysis was in subject – verb concord and focuses in descriptive text and the subject was the tenth grade on SMA HKBP sidorame.

The second one taken is taken from Journal Diah Ikawatih Ayuningtias ( 2013 ) entitle “ *Analisis Kesalaahn Aspek gramatikal Karangan Mahasiswa Semester Tiga Program Study Sastra English universitas Trunojoyo Madura.* There is similarity with the study which will be conduct by the writer. This research focuses in analysis based on Surface Strategy Taxonomy, there are four types of error analysis based on surface strategy taxonomy. In this study there is different with the research such as the subject conducted in semester tiga program study sastra English and also this research analysis in

The third one was taken from Thesis Winda Julianty (2017) entitled “ **Analyzing the Students Grammatical Error in Spoof Text at the First Semester of SMAN 1 BELALU LAMPUNG BARAT.** There are some similarities with the study will be conduct by the writer. This research analyzed about writing and focuses in spoof text. And also uses the surface strategy taxonomy, there are four types of error analysis based on surface strategy such as omission, addition, misformation, and misordering. There is difference in this study such as the subject of the study conducted in first semester of SMA 1 Lampung Barat

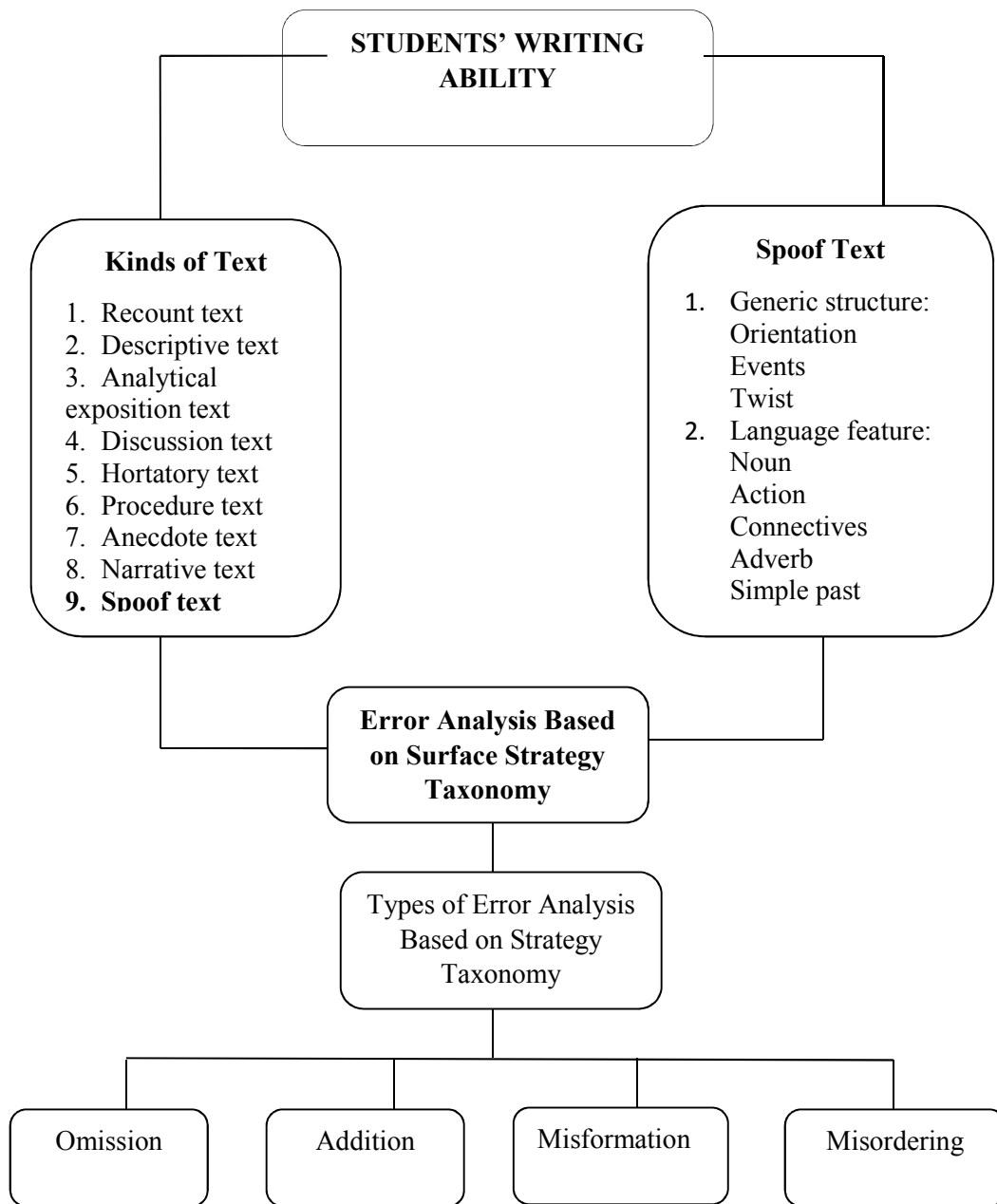
The fourth one was taken from journal Adrian( 2015 ) entitle “*Error Analysis of EFL Students’ English Writing.* This journal tells about error analysis but there is different between journal and the research. The journal tell about the error analysis of English foreign language and

also the findings of the study showed the highest percentage of error was from the category of tenses, including subject verb agreement and the lowest percentage of error was from the category of clause and phrase (conditional, wish, reported). While this research showed about types of error analysis especially error analysis base on surface strategy taxonomy.

And the last one was taken from journal Silalahi R (2014) entitle "*Error Analysis on Information and Technology Students Sentence Writing Assignment*". There are differences between the journal and the research even though have the differences but also have the related to the research. The findings of the journal about students' frequency of committing error were, then contrasted to their midterm test research and in order to find out the reason behind the errors recurrence, and the error found was classified into 24 types article, preposition, spelling, word choice, subject verb agreement, auxiliary verb, plural form, verb form and so on. While this research showed about the error analysis base on surfaces strategy taxonomy where divided into fourth types omission, addition, misformation and misordering

## **2.9 Conceptual framework**

There are four skills in English learning. Writing is one of skill beside listening, speaking, and reading. Writing is a process to express feeling or emotion, to share information. There three element in writing skill such as, content and organization, grammar and vocabulary, and sentences structure. There are many kinds of text in writing skill such as report text, descriptive text, analytical exposition text, discussion text, hortatory text, procedure text, anecdote text, narrative text, news item text, descriptive text, recount text and spoof text. The writer focus on spoof text in writing skill, the students write the spoof text in the paper and then the writer identified the student's grammatical error in spoof text



**Table 2.8**

**Butar Butar Ice Trinaida, An Error Analysis in Writing Paragraph of the Fourth Semester Students on English Department of Nommensen HKBP University.**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this chapter, the writer describes the research methodology, it consists of research design, subject and object, technique of collecting data, and technique of analyzing.

#### **3.1 The Research Design**

In doing this chapter, the writer used Descriptive Qualitative. The goal is to describe types of error analysis of writing spoof text based on surface taxonomy in fourth semester students at Nommensen HKBP University. There are four types of error analysis based on surface strategy taxonomy such as omission, addition, misordering, and misformation.

#### **3.2 Subject and Object**

The subject of the research was the fourth semester students of Nommensen HKBP University. The writers chose the subject because the writer wants to know the students' problem of fourth semester students in Nommensen HKBP University Medan in writing spoof text. The object of this research was the students in fourth semester students in 2019/2020 group A there are 15 students.

#### **3.3 Instrument to Collecting Data**

In collecting data of this research, the writers' was applied an instrument to see the students' writing especially in writing text. The instrument was writing test in writing spoof text. The teacher asked the students to write the spoof text. After collecting the data, the writer was doing the observation to know the type dominant error based on surface strategy taxonomy.

#### **3.4 Technique of Collecting Data**

In collected data the writer taking some of the following step:

1. The writers asked the students to write the spoof text.

2. Give 45 minutes to make the spoof text and
3. Collected the students' paper.

### **3.5 The Technique of Analyzing Data**

After collected the data, the writers analysis to achieved the intend objective. The technique that used to analysis the date is error analysis. The writer analyzed the data of the study with the following steps:

1. Identifying the data in the students' paper.
2. Classifying the data in the students' paper based on error analysis surface strategy taxonomy.
3. Finding the types of error analysis and the dominant error analysis based on surface strategy taxonomy.
4. Making the conclusion.