

CHAPTER I

INTRODUCTION

This chapter discusses background of the study, research question, objective of the study, scope and limitation, significance of the study, definition of the key terms and research method.

1.1 Background of the Study

In English learning process, EFL students are difficult to avoid making an error. It can be caused by two main factors. The first factor is influenced by their mother tongue or first language. It is supported by the evidence that only amount of parents who teach English to the children as mother tongue. The second factor is caused by the lack knowledge of English grammatical rules. Indonesian language and English have different grammatical rule, that make EFL students are difficult to learn it and create an error easily.

Mother language or First language is supposed as the dominant factor which determine the students in creating an error. It is explained by Contrastive Analysis (CA) hypothesis that the automatic “transfer” of first language structure to second language performance is “negative” when second language and first language structures differ and “positive” when second language and first language structures are the same (Dulay et al., 1982: 75). It means that negative transfer would result in errors while positive transfer would result in correct constructions.

In English, there are four skills namely listening, speaking, reading and writing. So, both speaking and writing are productive skill, because when people speak, they will produce spoken product and when people write, they will produce written product. Meanwhile, listening and reading are respective skills. It means, when people listen and read, there is no product that

produced. The crucial skill in human's life to interact with others is writing. It means that writing as an important thing in human's life provides a way for people to transfer information with others.

Writing is a language skill to express our ideas or provide information to another in written form. It is a tool of communication and it is important to be included in teaching English. According to Zamach in Nurma (2016), writing is an important form of communication in day to day life, and it is especially important in high school and college. Besides that, writing is also one of the most difficult skills to master. Furthermore, Rohman in Nurma (2016) explains that writing is usually described as a process, something which shows continuous change in time like growth in organic nature. It is supported by Sutanto in Nurma (2016) who states that writing is a process of expressing ideas or thoughts in words to others in written form. Writing can be very enjoyable as long as we have the ideas and the means to do it. Besides writing is one of the four main skills in English and it can enlarge one's perceptions and clarify one's thoughts. Furthermore, writing is the most complex skill because expressing our ideas in a paragraph needs an accurate arrangement of vocabularies. The people have to relate the words into sentences with complete components that show logical relationships. In other words, the sentences must be meaningful and grammatical.

The students have to master the vocabulary and structure first before being able to compose. Meyers states that writing skill requires the skill of organizing ideas, putting the right vocabularies and using grammar as the structure of the composition. It means that, writing is a physical act which is needed practice and process to develop as well as communicate ideas while noticing accuracy in vocabulary and grammar that can make it good, and also, as a stage where a writer can produce a rough draft of the paper.

Then, in writing students have to include many things that are used as criteria. A good deal of attention is placed on 'model' compositions that students would emulate and how well a student's final product measured up against a list of criteria that included content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation. One of the best things of indicator writing is grammar.

Grammar is really important in learning English because by using grammar, people can understand what they want to write or the people want to write. Gun and McCallum (2016) state that grammar is an important and necessary skill that a student must have. It becomes unimportant if the student can not use it accurately in communication. A learner of English needs to learn grammar and use it correctly. Ellis (1994) says that in learning grammar, learners face two difficulties such as the difficulty in understanding a grammatical rules/features and the difficult in internalizing grammatical features so that they are able to use them correctly. So, the writer can conclude that having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. Hence learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

In this research, the writer took writing skill to be analyzed. According to the Curriculum KTSP, there are two kinds of text that should be learned by the students. The first is functional text and the second is monolog text. In monolog text, there are 12 genres that should be mastered by Senior High School students. They are procedure, recount, narrative, descriptive, news item, report, analytical exposition, spoof, hortatory exposition, explanation, discussion, and review text.

One of the texts that should be mastered by senior high school students is 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. A spoof, specifically, is one kind of text taught to twelfth grade students at senior high schools in Indonesia. It is a text which tells a story that could be factual about something that happened in the past with an unpredictable and funny ending. It is important for students to study spoof texts, because they can be used to express or to tell about an event with a humorous twist or a funny ending. Therefore, students should know the purpose, the organization, and the language features of a spoof. But it is a fact that, after learning this material, many students still cannot write a spoof correctly.

The writer predicts that problems may be caused various aspects. The first is that the students may not understand the form of a spoof well. The second is the lack of opportunities to use English, due to English being a foreign language, not used in daily communications. The third is that students may not get enough practice in writing a spoof, so they may make mistakes since the students are not familiar with the structure for writing a spoof and are not able to find suitable words and arrange sentences well. Besides that, there are some grammatical aspects used in spoof text, e.g., action verb, connectives, adverbial phrases of times and place, and simple past tense. In conclusion, the students have difficulties to grammatical, especially in using past tense. Therefore, the student often make errors on their writing. Making Errors are a natural and unavoidable part of the process of learning English.

Richards et.al (2002) state that error analysis is the study of error made by the second and foreign language learners. Meanwhile, Brown (2002) states error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to

reveal the systems operated by learners. According to Dulay et al (1982), the error analysis can be characterized as an attempt to account for learner errors that could not be explained or predicted by contrastive analysis or behaviorist theory, and to bring the field of applied linguistics into step with the current climate of theoretical opinion.

According to Dulay (1982), studying learners errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learners ability to communicate effectively. 14 Dulay et al (1982), classify the errors into four categories. It consists of: (1) linguistic category taxonomy; (2) surface strategy taxonomy; (3) comparative taxonomy; (4) communicative taxonomy.15 Based on the classifications of the error above, the writer used surface strategy taxonomy as the base to describing the clarification of the errors that students made, since surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Furthermore, surface strategy taxonomy has four error types: firstly, ommision is type of error which is characterized by the absence of an item that must appear in a well-formed utterance in other words, an utterance of a sentence is said is said to exhibit ommision errors if it omits any necessary item used in well-formed sentence or utterance. Secondly, addition, these errors are characterized by the presence of a item that must not appear in a well-formed utterance. Thirdly, misformation, these errors are characterized by incorrect form of morpheme of stucture. And the last, misordering, these errors are characterized by incorrect placement of a morpheme or group of morphemes in an utterance.

There is previous research studies about error analysis as follows: Susi Widayati, entitled *An Analysis of students' Grammatical Error in Using Verbs in their Descriptive Writing at the First Semester of the Eight Grade of SMPN 2 Katibung South Lampung*. In this research focuses on the analyzing the students' grammatical errors especially in Using Verb. She was found that there were 92 incorrect items of 30 essays. The proportions of students' error in using descriptive writing omission error were 26 items, addition 3 items, misformation error with 60 items, and the last misordering errors were 3 items. Therefore the result of the research showed that misformation errors are the highest error made by students. From the previous research it can be conclude that the highest error happen in misformation. It shows that all of the students produced errors in surface strategy taxonomy including omission, addition, misformation and misordering.

In this case, the students have difficulty in grammar writing spoof text. They lacked of grammar aspect in writing. In this research, the students' problems in grammar were shown through simple past tense. When the writer conducted preliminary research in SMAN 1 Baktiraja, the teacher gave an example of student error in writing text in the form of past tense. As follows :

Table 1

Data Script of Teacher in the Preliminary Research

Susie come skip up the walk. She open the door and say, "mommy I got a 100 today!". The mother reply, "that's great, dear! What did you get it in?". "two things," Susie say, "I got a 46 in science, and a 54 in mathematics".

Source : English Teacher in SMAN 1 Belalau Lampung Barat

Referring the example above, it can be concluded that many students often produced many ungrammatical sentences. Therefore, English teacher sometimes still finds some errors made by the students. In addition, the writer is very interesting to conduct the research with title : An Analyzing the Students' Grammatical Errors in Spoof Text Writing at the Twelfth Grade at the First Semester of SMAN 1 Baktiraja in the Academic Year of 2019/2020.

1.3 The Problems of the Study

In the relation to the background that has been explain before, the writer formulates the research problems as follows :

1. What types of grammatical errors are made by the students in using simple past tense in their spoof text writing base on Surface Strategy Taxonomy?
2. What types of grammatical errors is the dominant one made by surface strategy taxonomy?

1.4 The Objectives of the Study

The objective of the research as follows:

- 1.To find out the types of errors on grammatical errors are made by the students in spoof text writing base on surface strategy taxonomy.
- 2.To find out the types of grammatical errors is dominant by the students on surface taxonomy.

1.5 The Scope of the Study

According to Dulay (1983) there are four descriptive taxonomies to analyze errors, namely: 1) linguistic category taxonomy 2) surface strategy taxonomy 3). Comparative taxonomy 4). Communicative Effect Taxonomy. In this research the writer focuses only types of errors base on surface taxonomy, namely Omission (nominal, verb, adjectives, adverbs) Addition (double marking, regularization and simple addition), Misformation (regularization, archie-form, and alternating form) and Misordering.

1.6 The Significance of the Study

The results of this study are expect not only to be merely data but something more advantageous theoretically and practically. This research is expected to give the following benefits:

1.Theoretically, this research is expected to give information about grammatical errors on the students in using spoof writing text , with the expectation that the students in the future can increase their capability.

1.Practically,

1). For the writer

The result of this study will be very useful information to develop or further study in grammatical error in writing spoof.

2). For English teacher

The result of this study will be useful to enrich English teachers understanding in giving the material on learning process especially related to writing spoof text.

3) For the students in English Department

The result will be useful as the basic knowledge to get more understanding about spoof text and it will help them to know the correct spoof text when they want to write.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Theoretical Framework

To conduct a research, the researcher needs theories to explain concepts or terms apply in the research concern. In this research, there are some terms that need theoretical explanation. This framework is needed in order to handle the theoretical elaboration on terms use and to give clearer understanding about all terms relate to the study. Those theoretical elaboration will be presents as follows.

2.2 Concept of Mistakes and Errors

The different system of language can make language learners do some errors and mistakes. Within the concept of EA, they refer to two different phenomena and intentionality plays a decisive role in this distinction. According to James (2009), An error arises “only when there was no intention to commit one”. We often use the term “mistake and error” both in written and spoken forms. Lexically, error means something done wrong or mistake. This statement means that an error includes mistake, or in other words, they can be used interchangeably.

Theoretically, error is caused by their lack of knowledge of the language rules. Endang states that errors are systematic, consistent deviance which is characteristic of the learner's linguistic system at given stage of learning. Therefore, according to Dulay et al (1982) error is the flow side of learner speech and writing. They are those parts of conversation or composition. Those deviate from some select form of mature language performance. While mistake is the result of imperfection in producing speech due to fatigue, inattention and slip factors. Statement of Endang (2009), mistakes are deviations due to performance factors such as memory limitation, fatigue, and emotional strain. They are typically irregular and can be readily corrected by learners themselves when their attention is drawn to them.

The learners often make errors in learning English, especially when they try to arrange sentences or use tenses in their writing. As a result, they write sentences ungrammatically. Actually, ungrammatical errors have great influence when the learners write sentences that can be influenced by the first language which is different from the second language in written form. Furthermore, Dulay et al (1982) states that teachers and mothers who have waged long and patient battles against their students or children's language errors have come to realize that making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors. This is emphasized by Brown (2007) that error analysis is the fact that learners do make errors, and those errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, lead to a surge of study of learners' error. It means that if the teacher knows what types of errors, it could make the teacher easier in teaching the goal of learning. By this means the teacher can improve their language teaching through error analysis.

We must collect all of the wrong sentences before we analyze it. The first job to do is identifying those errors. But practically we cannot always tell the difference between error and mistake without careful analysis. Sometimes, if, on one or two occasions, an English learner states ‘*Mike cans sings,*’ but on the other occasion says ‘*Mike can sing,*’ it is difficult to determine whether ‘*cans*’ is a mistake or an error. But in this case, the writer does not want to difference them. All of the deviations include error. This is emphasize by Dulay (1982) that the distinction between performance and competence errors is extremely important, but it is often difficult to determine the nature of a deviation without careful analysis.

In order to facilitate reference to deviations that have not yet been classify as performance or competence errors. We use error to refer to say deviation from select norm of language performance, no matter what the characteristics or causes of the deviation might be. In this research, practically, the writer holds on the idea proposed by Dulay,et.al (1982) as the basis of determining the deviation done by the learners. In short, any deviation would be considered as an error.

2.3 Concept of Error Analysis

Error, although it is inseparable from the process of language learning, it is still important to be treated in order to help the learners eliminate their errors production. In preparing the most appropriate treatment to be given, teachers need to know specifically about the students error. In this case, the teacher should make a careful study on it. The most common way used to study the error is through what we call “Error Analysis”.

Error analysis has an important role in the study of language acquisition in general and in examining second and foreign language in particular. It is means that by knowing students errors

in their subject will be easy the teacher to control, and to increase the students writing ability, and to minimize their errors that made in spoof text. The distinction between performance or competence errors is extremely important, but it is often difficult to determine the nature of deviation without careful analysis. In order to facilitate reference to deviations that have not yet been classified as performance or competence errors.

According to Dulay et al (1982) the error analysis can be characterize as an attempt to account for learner errors that could not be explained or predict by contrastive analysis or behaviorist theory, and to bring the field of apply linguistics into step with the current climate of theoretical opinion. Besides that, Saville-Troike (2009) states error analysis (EA hereafter) is “the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language”. Another concept of error analysis is given By Brown (2002). He classify error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and the to reveal the systems operated by learner. Support by Crystal (2002) that error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produce by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

Based on the statements above, it can be assert that error analysis is procedure use to study the observable errors that the learners make by describing, classifying and evaluating about students error. The procedures of error checking are: firstly, underlining the errors items. Secondly, signifying the errors items. Try to assess the students errors in number of omission, addition, misformation, substitution and misordering for the technique of describing.

According to Dulay (1982), studying learners errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be

made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively. The result of error analysis can be useful for the teacher to identify the progress of language learning that shows how far the students can master the language they are learning. Moreover it can be used to guide the remedial action; it informs which language area should be emphasized in the remedial action.

2.3.1 Classification of Errors Analysis

Dulay et al (1982) present the most useful and commonly used bases for the descriptive classification of errors. To classify the types of errors, Dulay says, there are four classifications of error namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, communicative effect taxonomy. Of the four taxonomies, one of them employed in the present study.

1. Linguistic Category Taxonomy

Dulay explain linguistic category taxonomy classify error according to either or both the language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

2. Surface Strategy Taxonomy

The surface strategy taxonomy is classification system "base on the ways in which the learner's erroneous version is different from the presume target version". It highlights the ways the surface structures deviate. For example, learners may omit necessary items or add

unnecessary ones; they may miss-form items or miss-order them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner's reconstruction of the new language or language being learn. It also makes us aware that learners' errors result from their active way in using the interim principles to produce the target language. Under this category, errors can be classified in to four types: omission, addition, misformation, and misordering.

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is base on comparison between structures of second language errors and certain other types of constructions. If we are to use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language.

4. Communicative Effect Taxonomy

This type taxonomy classifies errors based on "the perspective of their effect on the listener or reader". It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication. Base on this taxonomy, categorize errors into "Global Error" and "Local Errors."

Base on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involve in education field, because in teaching- learning process not only involve both, teacher and students but also the materials itself. If the students have many problems in learning process, it is the teachers duty to help and guide them as someone who has the most role in teaching –learning process.

In this research, the writer use surface strategy taxonomy to analyze the students errors, because surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Regarding that the errors in using grammar are closely relate to the students ability in composing writing spoof text. Therefore, surface strategy taxonomy is described further below.

2.4 Concept of Surface Strategy Taxonomy

James (2009) states that surface strategy taxonomy is classification system “base on the ways in which the learner’s erroneous version is different from the presume target version”. 35 In addition, according to Dulay et al,(1982) a surface strategy taxonomy highlights the ways surface structures are alter: Learners may omit necessary items of add unnecessary ones; they may misformation items or disorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learn. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. Furthermore, James (2009) states that under this category, errors can be classified in to four types: omission, addition, misformation, and misordering.

1. Omission

Dulay et.al, (1982)states that omission is characterize by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For instance: I not angry with you. It should be I was not angry with you.

The underline word is omit in which should appear in well-form utterance. It is the verb *am* or *was* that should have come after the subject. In spoof text , most errors are found in the formation of simple past tense, e.g. Besides that, Angel cook in the kitchen yesterday. It should be Angel cooked in the kitchen yesterday. The underline word is omitted in which should appear in well-form utterance. There has omission of –ed that should have been the suffix for cook. Furthermore, Dullay et.al states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. As the examples above, language learners omit grammatical morphemes much more frequently than content words.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are mark for the same feature. For instance : (In Past Tense).

(Erroneous) : we didn't *went* there.

(Correct) : we didn't *go* there

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically add to a linguistic item is erroneously add to exceptional items of the given class that do not take a marker are calls Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous) : Laura *come* to her mother house 2 months ago. There has regularization of regular past, the verb *come* does not become *came*, because *come* is irregular verb .

(Correct) : Laura *came* to her mother house 2 months ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For instance, in the sentence:

(Erroneous) : I *can played* the game.

There has simple addition of verb one after modal .

(Correct) : I *can play* the game.

3. Misformation

Misformations errors are characterize by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supply at all, in misformation errors the learner supplies something, although it is incorrect. Dulay et al (1982) mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is use in place of an irregular one, as in *runned* for *run*, *his self* to *himself* for *gooses* for *geese*. For instance, in these following sentence:

(Erroneous) : He ride his motorcycle.

There has wrong change of verb *ride*, it should be *rode*.

(Correct) : *He rode his motorcycle.*

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. For instance, in this following sentence:

(Erroneous) : *This pencils are mine.*

This is not appropriate for plural, the appropriate one is *these*.

(Correct) : *These pencils are mine.*

c. Alternating Form

Alternating forms are cause by the use of archi-forms that often gives way to the appears fairly free alternation of various members of class with each other. For instance, look at these sentence below:

(Erroneous) : I *written* a letter yesterday.

The form of the verb *written* is wrong, the correct one is *wrote*,

because the example is past sentence.

(Correct) : *I wrote a letter yesterday.*

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

For instance, look at these sentences below: I did not know why was she sad. It should be, I did not know why she was sad. Because the placement to be was is wrong.

2.5 Concept of Writing

Writing is a language skill that is used for indirect communication. The students can communicate their ideas and thoughts to others through written form such as a letter, message for communication. According to Zamach in Nurma(2016), writing is an important form of communication in day to day life, and it is especially important in high school and college. Besides that, writing is also one of most difficult skills to master. Rohman in Nurma (2016) explains that writing is usually described as a process, something which shows continuous change in time like growth in organic nature.

Writing similar to speech is a means of communication. Communication is not only achieved through speaking but it can also be obtained through writing. In writing a writer can communicate with the reader. He or she expresses his or her ideas in written form. Moreover, Raimes (1983) adds that writing is a skill in which we express the ideas, feelings and thoughts which are arranged in words, sentences and paragraphs using eyes, brain and hand. Writing also reinforces use of the generic structure, idiom and vocabulary which the students have studied in the previous lesson.

It means that writing is the process of expressing ideas and thoughts of the writer using knowledge and vocabulary to combine the writer's idea in writing. Writing covers a number of elements, such as content, grammar, vocabulary, unity and coherence. Based on the writing concepts outlined above, it can be concluded that writing is very important for interaction. To develop the students' ability in writing, it is necessary for them to do practice. Unfortunately, there are few opportunities, students often make errors, such as grammatically incorrect sentences, misspelling and unsuitable vocabulary when they compose paragraphs.

2.6 Concept of Text

There are some experts who define text, so there are a lot of different meanings of text. Such as Siahaan and Derewianka, they define text with their own definitions. Such as Siahaan (2008), states a text can be any linguistic unit. It can be a word. It can also be a sentence. Besides, it can also be a paragraph. Further, it can also be a text which is bigger than a paragraph. While Derewianka (2012) also emphasizes that text is made up of a number of sentences. From the statements of experts, the writer can conclude that text is a product of communication that has meaningful linguistic units, it can be a word, sentence, and paragraph, or even bigger than a paragraph and it is used as a tool for communication.

According to Mark and Anderson (1997), text is when these words are put together to communicate a meaning, a piece of text is created. There are two main categories of text, namely literary and factual. Hence, text is an arrangement of words to be sentences in order to give a message to somebody and a text contains more than one paragraphs. Text is divided into two categories, they are:

1. Literacy is text constructed to appeal the emotions and imagination that can make the reader laugh or cry.
2. Factual text is a text that giving information or ideas aim to show, tell or persuade the audience.

According to Hartono(2012), text is a unit of meaning which is coherent and appropriate for its context. In school base KTSP, Senior High School should master 13 types of texts; they are recount, spoof, report, discussion, explanation, new item, anecdote, narrative, procedure, description, review, exposition (hortatory) and exposition (analytical).Therefore, Grace says that there are 13 kind of the text; they are recount, report, discussion, review, spoof, explanation, anecdote, and exposition, and procedure, news item, descriptive and narrative.

Furthermore, From the English syllabus for twelfth grade of senior high school, one of the standard competences of English teaching and learning is “to express the meaning of short functional text and essay from of narrative, spoof, and hortatory exposition in the context on daily life”. Therefore, learners who are in that level should be able to make those texts. Nevertheless, the writer decides to choose spoof text because the writer predicts that problems may be caused by various aspects. The first is that the students may not understand the form of a spoof well. The second is the lack of opportunities to use English, due to English being a foreign language, not used in daily communications. The third is that students may not get enough practice in writing a spoof, so they may make mistakes since the students are not familiar with the structure for writing a spoof and are not able to find suitable words and arrange sentences well, especially in using past tense.

2.6.1 Spoof Text

A Spoof is a text which tells a potentially factual story that has happen in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of a spoof is to tell about an event with a humorous twist. Moreover, the story usually has a moral message for the readers. Sudarwati and Grace(2016) state that a spoof has a generic structure/text organization and language features. Dealing with text organization, explains as follows:

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

According to Sudarwati and Grace, a spoof text has the following language features:

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

Example of Spoof Text

Miser's Final Wish

There was a man who had worked all of his life and had saved all of his money. He was a real miser when it came to his money. He loved money more than just about anything, and just before he died, he said to his wife, "Now listen, when I die, I want you to take all my money and place it in the casket with me. I want take my money to the afterlife."

So he got his wife to promise him with all her heart that when he died, she would put all the money in the casket with him.

Well, one day he died. He was stretched out in casket, the wife was sitting there in black next to her closest friend. When they finished the ceremony, just before the undertakers got ready to close the casket, the wife said, "Wait just a minute!" she had a shoe box with her; she came over with the box and placed it in the casket.

Then the undertakers locked the casket down and rolled it away. Her friend said, "I hope you weren't crazy enough to put all the money in the casket."

She said, "yes, I promised. I'm a good person, I can't lie. I promised him that I was going to put that money in the casket with him."

"you mean to tell me you put every cent of his money in the casket with him?"

"I sure did," said the wife." I got it all together, put it into my account and I wrote him a check."

Generic structure/Text Organization Analysis:

Orientation : There was a man who had worked all of his life and had saved all of his money
(paragraph 1).

Event 1 : So he got his wife to promise him with all her hearth that when he died(paragraph2).

Event 2 : Well, one day he died. (paragraph 3).

Event 3 : Then the undertakers locked the casket down and rolled it away. (paragraph4).

Event 4 : She said, yes, I promised. (paragraph 5)

Event 5 : You mean to tell me you put every cent of his money in the casket with him (paragraph 6)

Twist : I sure did said the wife. I got it all together, put it into my account and I wrote him a check (see paragraph 5).

From the examples of spoof texts, it can be seen that the generic structure (also known as text organization) of the texts consist of orientation, a number of events and then an ending with a humorous twist in the story.

2.7 Concept of Grammar

Literally, grammar is define as a part of language which deals with the forms and structure of words (morphology) with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics). It is also describe as the department of the study of a language which deals with its inflectional forms or other means of indicating the relations of words in the sentence, and with the rules for employing these in the accordance with the established usage; usually including also the department which deals with the phonetic system of the language and the principles of its representation in writing. Trask(1999) mentions that grammar is the rules for constructing words and sentence in a particular language, or the branch of linguistics studying this.

The existence of grammar is very important because languages is describe into two ways. The first is by general rules that state the regularities or system of the language and are calls its grammar, for example, English verb form their past tense by adding the ending –ed. Then the second is by a list of irregularities that states idiosyncratic facts about the words of the language and is called its lexicon, for instance, loose and unloose both mean “to set free”.

In relation to students grammatical errors, Hendrikson(1979) suggest that errors involving general grammatical rules are more deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one. Grammatical error means that something is wrong in the grammar. In addition, grammatical error is anything where a sentence is structure incorrectly. Therefore, the first language can interfere learners in the process of the second language. In addition the writer just focus on surface strategy taxonomy, it is because the writer would like to see the errors with more highlight the ways surface structures are alter in systematic and specific ways.

Based on the concept above, it is clear that grammar is very essential to support the students to know the rules, word changes and to improve English skills. It can be assumed that every language has its own structure which is different so that the sound system and how to combine words or phrases of any language will not be the same as other language in the world.

2.8. Previous Research

There are the previous researches that are use by the writer. The first is the research by Winda Julianti (1311040289), an UIN’ student in her thesis entitles: *Analyzing the students’ grammatical error in spoof text writing of the twelfth grade at the first semester of SMAN 1 Belalau Lampung Barat in academic year of 2017/2018*. The objectives of her study were to

know the students' writing ability before teacher applies concept of surface strategy taxonomy as a strategy and to know if there is an improvement after teacher applies concept of surface strategy taxonomy as a strategy. Her thesis explained how concept of surface strategy taxonomy can improve students' writing ability, about the procedure, the results, the advantages and the disadvantages of teaching writing using concept of surface strategy taxonomy. The similarity between the research above and this research is using concept of surface strategy taxonomy to improve writing skill in English.

The second from *An Analysis Of Students' Errors In Writing Of Descriptive* by ZaskiaPermata Sari, Muhammad Sukirlan, Sudirman from Universitaslampung. This research was intends to (1) find out the student's errors in writing Descriptive text and determining the types of error base 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 SMA N 1 Pesisir Tengah of 2019/2020 academic year. The method used in this research was descriptive qualitative. The instruments of this research being a writing task and observation. The result show that base on linguistics category taxonomy, mostly students made syntactic errors. Base on surface strategy taxonomy, mostly students made omission error. Base on communicative effect taxonomy, mostly students made local errors. The errors made by the students happens because of the students' lack of knowledge of English grammar and also the influence of their first language.

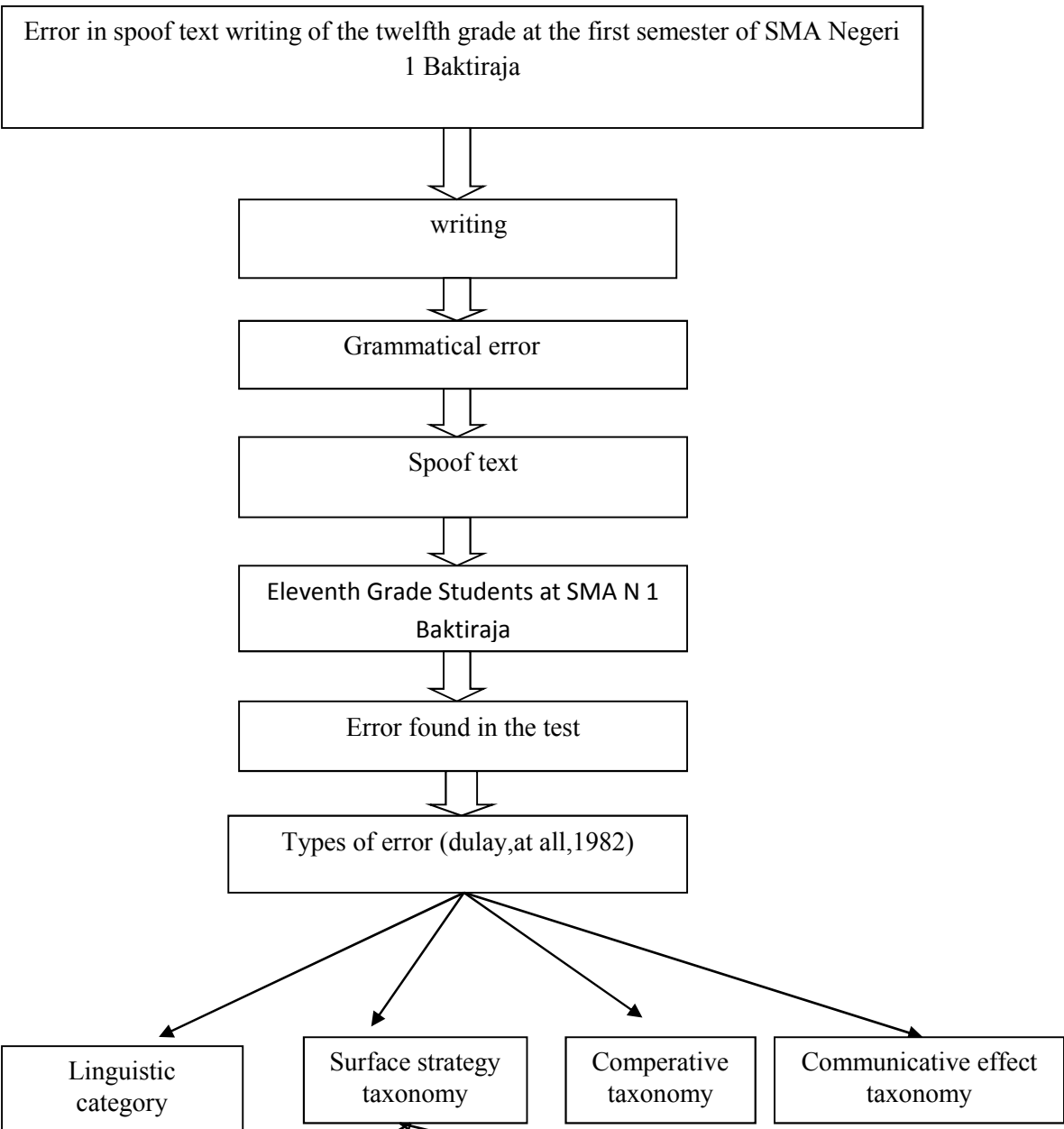
Based on the previous research above, the writer found some theories that will help the writer to do research in analysis student. The students make many errors in other categories. In this section the writer decides that it is very interest to know what types the errors are made

mostly by students in writing that help them understanding writing skill well. Therefore, English teacher should not ignore the errors commits by the students.

2.9 Conceptual Framework

Among the four language skills, writing is one of the skills that should be learn well by the students because by having writing they will be easy to express whatever they want to convey without being afraid. Nowadays, we have to see the facts that there are many students aren't interests to write the text. There are many reasons behind, such as; the students don't like English subject, they are often confuses in writing the words or sentences, rhetorical structure and grammatical patterns, and the students get confuse to differentiate tenses use, because when the teacher tells about two tenses is use in spoof text, the student have difficulty to understand.

Because of those reasons it necessary to analyze errors in students' writing of procedure text because errors and mistakes in writing discover, which can be use to improve teaching in writing and can help teachers to know the types of errors made by the students. When the teachers have find mistakes, teachers can change the methods and teaching techniques use, can emphasize the language aspects need to be clarify, the teacher can also prepare a remedial teaching plan, and can arrange the language teaching program itself. This research will use descriptive qualitative. The researcher will focus on finding out the grammatical error by the students and the cause of errors by students in spoof text. From discussion above, the researcher describe the framework of thinking to solve the problems in this study through the figure as follow:



CHAPTER III

RESEARCH METHODOLOGY

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

3.1 Research Design

The strategy used in this research is descriptive qualitative because the result of this study identified and analyzed student's grammatical error in writing spoof text based on surface strategy taxonomy. According to Creswell (2009:22) states "qualitative research is exploratory is useful when the research does not know the important variables to examine". The work way of descriptive qualitative research is collecting the data, arrange the data and interpreting the data. Qualitative research would concern with description.

The writer would identified the errors and finally classified the student's errors based on the surface strategy taxonomy in order to concluded it. The description on the research is about the students grammatical errors in writing spoof text. The analysis would be based on the data takes from the student's writing.

3.2 The Subject of The Study

The researcher used one class as the subject at the twelfth grade of SMA N 1 Baktiraja in the 2019/2020 academic year. There are three classes in the twelfth grade of SMA N 1 Baktiraja. The research choose twelfth grade which consists of 11 students.

3.3 Instrument of Collecting Data

The instrument of collecting data is test. To get the details about errors in twelfth grade students' writing of spoof text, the writer asked the students to take a piece of paper then the writer asked the students to write a spoof text about their experience personally. The students were free to choose what topics they wanted to write. The writer gave 50 minutes to write spoof text as their exercise. The text should be composes by three components; orientation, events and twist.

3.4 Technique of Collecting Data

To collect the data of problem, the writer take the following ways:

- 1) The writer explained about spoof text and give the example of spoof text.
- 2) Asks the students to write a spoof text about the experience personally in 50 minutes.
- 3) The writer collect the student's paper on writing spoof text

3.5 The Technique of Analyzing Data

Bodgan in Sugiono (2008) states, “Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”. The researcher analyzes them through the following steps:

1. After collected the data from the students. The writer conducted reduction data into Errors.
2. Then the writer classified the errors based on omission errors, addition errors, misformation errors, and misordering errors.
3. Then the writer analyzed the data based on errors. In analyzed there are four categories that would analyzed by the researched, namely addition, omission, misformation and misordering so the fourth mistake made by the students is a data that would found by an author.
4. The writer classified the data to make the finding, the author takes a minimum eleven sample description sheets of text made by students, and after telling students to make a spoof text . Then the writer saw the mistakes made by the students on each line in their text.
5. counting the number of each error and total number of errors made by the students.
6. Counting the number of each error and total number of errors made by the students.
7. And the last the writer made conclusion.

