

**AN ERROR ANALYSIS ON THE STUDENTS' CHARACTER BASED
WRITING OF THE EIGHTH GRADE STUDENTS OF SMP N 2TRUCUK
IN THE ACADEMIC YEAR 2018 / 2019**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirements for Undergraduate Degree
in English Education Study Program



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TEACHER TRAINING AND EDUCATION FACULTY

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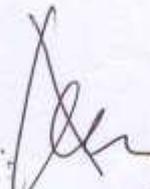
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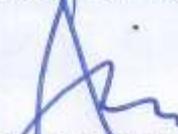
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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "AN ERROR ANALYSIS OF THE STUDENTS' CHARACTER BASED WRITING OF THE EIGHTH GRADE STUDENTS OF SMP N 2 TRUCUK IN THE ACADEMIC YEAR 2018 / 2019"

It is not a plagiarism or made by others. Anything related to other's work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 03 December 2018



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MOTTO

“Dream, believe, and make it
happen”

— Agnezmo

“Don’ t stop when tired, but stop
when your task is complete”

— Ammar Zoni

“Think for a long time, then reach
for a short time”

— The Writer

PRESENTATION

This thesis is presented to:

1. My beloved mother (Mujiyem) and father (Galih Widodo) who give me an endless prayer, support, love and care. I'm proud of being your daughter.
2. My beloved sister and brother (Mbak Nita and Mas Heri) who keep support me in finishing this research.
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The researcher realizes that this thesis is far from being perfect. Therefore, the researcher would accept correction, suggestion, and criticism from the readers to make this thesis perfect. Hopefully, this thesis will be useful especially for the readers in general.

Klaten, 03 December 2018

The Researcher

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ABSTRACT

INDAH SUSILO. NO. 1411202914. English Education Study Program, The Faculty of Teacher Training and Education. Widya Dharma University, Klaten, 2018. Thesis: *An Error Analysis of the Students' Character Based Writing of the Eighth Grade Students of SMP Negeri 2 Trucuk in the Academic Year 2018/2019.*

The aim of this research is to describe the grammatical errors in writing made by the eighth grade students of SMP Negeri 2 Trucuk in academic year 2018/2019. The problem of this research is: "What kinds of errors in writing are done by the eighth grade students of SMP Negeri 2 Trucuk in academic year 2018/2019?"

The data of this research are the sentences containing errors in writing done by the eighth grade students of SMP Negeri 2 Trucuk in the Academic Year 2018/2019. The sources of the data are the students' work in recount text. In collecting the data, the researcher uses written test method. In analyzing the data, the researcher uses descriptive qualitative analysis.

After analyzing the data, the writer finds all the types of errors. The researcher finally lists 101 erroneous sentences in the students' writing of the eighth grade students of SMP Negeri 2 Trucuk in the Academic Year 2018/2019. The errors consist of 8 omission errors, 36 misformation errors, 10 misformation and misordering errors, 29 omission and misformation errors, 1 addition and misordering error, 7 addition and misformation errors, 1 omission and addition error, 3 omission, misformation, and misordering errors, 5 omission, addition, and misformation errors, 1 misformation, misordering, and addition error.

Keywords: *error analysis, character based writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Error is a deviation in the use of language that causes interference in communication. Communication errors can take the form of writing. Particularly on junior high school students' writing. The students usually make errors, it is important to be analyzed to minimize their error and diagnose the difficulty of the study in the classroom. Therefore, the researcher uses error analysis to detect the students' error. It is needed very much because the result of the analysis gives some contribution in attempting to decrease errors. In addition, Njoku and Izuagba states Error is a gross deviation from the norm or convention of the language and this could lead to a breakdown in communication. Error that occurs at the pre-systematic stage is not known to the speaker and he does not even know he has made an error and so cannot correct himself even if it is identified. At the systematic stage, he may be aware that his sentence is erroneous. At the post-systematic stage he has gained control of the rules to a great extent and can correct himself and even explain why it is erroneous (2001:76).

From the above statement, the researcher knows that error is divided into three stages, they are: pre-systematic (the speaker is not aware of having made a mistake), systematic (the speaker is aware that the penalty of

error is very heavy), and post-systematic (the speaker can know the error and can know the cause of the mistake).

Rubin & Thompson (1994: 30) states that for most people, the main goal of learning a foreign language is to be able to communicate. It is through communication that people send and receive messages effectively and negotiate meaning. In terms of communication, people communicate not only by speaking but also writing. According to Tarigan, writing is a skill that is used to communicate indirectly, not face to face with others and it is productive and expressive activity. This activity can make the students produce a text, letter, and story or research report. They also can express their idea, their own desires or their feeling (2008: 3). It means that communication consists of two forms, namely; speaking (direct communication) and writing (indirect communication). In the context it is explained that writing can make students produce writing and express their ideas.

One of international languages used for communication is English. However, many students find that learning English is difficult. It is quite difficult for every student to master English because there are some differences between English and Indonesian that influence their learning process. The differences include vocabulary, grammar, pronunciation, etc.

It is undeniable that in learning process of English as the foreign language, sometimes students make errors. It can not be avoided because

errors mostly occur in learning process. The errors usually occur when students try to deliver the ideas, feeling, or messages from first language (L1) into second language (L2) which has different grammar and structure. However, those errors are not things to blame and the errors are not wasteful at all. They provide the target language teacher a crucial information to improve the mastery in the target language. Therefore, the errors need to be analyzed by using error analysis.

According to Langan, writing is a natural gift, many people falsely believe that writing should flow in a simple, straight line from the writer's head onto the written page. But writing is seldom an easy, one-step journey in which a finished paper comes out in a first draft. The truth is that writing is a process of discovery involving a series of steps, and those steps are very often a zigzag journey (2008:12). As one of the four language skills, writing has always occupied a place in most English course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. English students especially need to learn to write in order to prepare them for the final academic assignment, thesis writing. Thus, in terms of students' needs, character based writing occupies an equal role with the other language skills.

According to Hidayatullah (2010: 9), character is the quality or strength of mental or moral, morality or character of the individual who has a special personality that distinguishes it from other individuals.

Linguistically, character is character or habit. Meanwhile, according to Mu'in (2011: 160), the character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors displayed.

From the above statement, it is concluded that writing is an ability possessed by every individual but must be studied in order to write properly and correctly. And each individual has different thoughts, attitudes, and behaviors, so that the result of writing is different according to the character of each individual.

Based on the above facts, the researcher wants to analyze the errors made by the students. In this thesis, the researcher is interested in analyzing them to be a research entitled "An Error Analysis of the Students' Character Based Writing of the Eighth Grade Students of SMP N 2 Trucuk in the Academic Year 2018/2019.

B. The Reason for Choosing the Topic

The researcher's reasons to choose the study on an error analysis of students' character based writing of the eighth grade students of SMP N 2 Trucuk in the academic year 2018/2019 are:

1. The error analysis is effective to find errors of students' character based writing of the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.
2. The quality of the English teaching especially writing needs to be improved by using the result of error analysis.

3. The errors in writing need to be analyzed carefully to minimize the errors that occur in the students' writing production.

C. The Limitation of the Study

In order to get a thorough error analysis of character based writing while considering time effectiveness, the researcher limits the scope and sets problem of the study to writing about bad experiences . The errors are limited to writing based on grammar including morphology and syntax made by the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.

D. The Problem of the Study

The problem of the study can be states as follows “What are kinds of errors on students' character based writing of the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019?”

E. The Aim of the Study

According to the problem above, the study wants to find and identify the kinds of grammatical errors in writing made by the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.

F. The Benefit of the Study

Based on the result of the study, the researcher expects that:

1. The teacher gets the description of errors in writing made by the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.
2. The teaching English in recount writing needs to be improved by the result of error analysis.
3. The errors in writing need to be analyzed carefully to minimize the errors that occur in the students' writing production.

G. The Clarification of the Key Terms

To clarify the meaning of the title, the researcher would like to describe the key terms as follows:

A. Error Analysis

1. Error

There are many definitions of error. Brown (2000: 217) states that an error is a noticeable deviation from the adult grammar of native speaker which reflects the competence of the learner. Meanwhile, according to Corder (1981:51), error is both an ancient activity and at the same time a comparatively new one. Then, Harmer (2001:34) states the errors are part of the learner Interlingua that is the version of the language which is continually reshaped as he/she aims toward full mastery.

In this study, error means grammatical deviation in building a sentence applied in developing a writing done by the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.

2. Analysis

According to Hornby (1995:29), analysis is the study of something by examining its parts and their relationships.

In this research, analysis is a study of students' writing by examining its parts of grammar made by the eighth grade students of SMP N 2 Trucuk in the academic year 2018/2019.

3. Error Analysis

According to Ubol (1988: 8), that error analysis is a systematic description and explanation of errors made by learners or users in their oral or written production on the target language. It means that error analysis is concerned with the explanation of the occurrence of error and the production of their oral or written expression differs from that of native speaker or target language norm. The error analysis movement is characterized as an attempt to account for learners' error that could not be explained or predicted by contrastive analysis. Practically, error analysis can be a very useful device of a foreign language teaching program. Errors provides feedback, they tell the lectures something about the effectiveness of their teaching materials and their teaching techniques.

In this study, error analysis is a type a language analysis that focuses on the progress of identifying and describing the learner's error in target language learning on the student's writing done by

the eighth grade students of SMP N 2 Trucuk in the academic year 2018/2019.

B. Character Based Writing

1. Character

According to Davidson (2014: 4), character encompasses all of agency, attitudes, behaviors, dispositions, mindsets, personality, temperament, values, social & emotional skills. Characters are distinct skills, which represent the ability to effectively use what one knows.

In this study, character is the attitude, behavior, mindset and skill that represent the ability of the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.

2. Writing

According to Yule (2010:212), writing can be defined as the symbolyc representation of language through the use of graphic signs. Meanwhile, according to Hornby (1995:1383) writing is the activity or occupation of writing books, stories or articles, etc.

In this study, writing means the activity of writing about stories which are done by the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.

Based on the statements above what is meant by character based writing is the collaboration of attitudes, behaviors, mindests,

and skills poured in writing activities done by the eighth grade students of SMP N 2 Trucuk in academic year 2018/2019.

H. The Organization of the Study

The organization of study is presented in order to give the direction of the study arrangement. It also gives a brief description to the reader.

Chapter I is introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the benefit of the study, the clarification of the key terms and the organization of the study.

Chapter II talks about the review of related literature. It consists of the meaning of the principles of error analysis, the basic principle of writing and also character education.

Chapter III is the method of the study. It deals with meaning of research method, the strategy of the research, the data and the source of data, the technique of collecting the data and the technique of analyzing the data.

Chapter IV is the result of the study. It includes the analysis of the data and the discussion of the findings.

Chapter V is conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After presenting and analyzing the data, the researcher can conclude the result of the study. In this study, the researcher proposes the problem statement of this study which has been stated in the previous chapter that is “What kinds of errors in writing are done by the eighth grade students of SMP N 2 Trucuk Klaten in the academic year 2018/2019”. The types of error found in students’ writing are omission, addition, misformation, and misordering.

The kinds of error found in the students’ writing are: (1) 8 errors of omission, (2) 36 errors of misformation, (3) 10 errors of misformation and misordering, (4) 29 errors of omission and misformation, (5) 1 error of addition of noun and misordering of verb, (6) 7 errors of addition and misformation, (7) 1 error of omission of to be and addition of verb, adverb and preposition. (8) 3 errors of omission, misformation, and misordering, (9) 5 errors of omission, addition, and misformation, (10) And the last result is error of misformation, misordering, and addition consisting of 1 misformation of noun and to be, misordering of noun, and addition of preposition.

The percentages of the result of error are: omission is 7.92%, misformation is 35.64%, misformation and misordering is 9.90%, omission and misformation is 28.71%, addition and misordering is 0.99%, addition and misformation is 6.93%, omission and addition is 0.99%, omission,

misformation, and misordering is 2.97%, omission, addition, and misformation is 4.95%, and misformation, misordering, and addition is 0.99%.

From the percentage above, the researcher finds that the highest error made by students is misformation with a percentage of 35.64%. The lowest errors are addition and misordering and misformation, misordering and addition with a percentage of 0.99%.

The dominant errors are caused by inappropriately choosing vocabulary and composing the word. For this reason, the researcher chooses to develop their writing skill and character of trust and responsibility.

B. Suggestion

The researcher presents some suggestions that hopefully will provide more insight and ideas into the teaching and learning process of writing. The first suggestion is destined to the teachers who are responsible in facilitating the teaching and learning process. The second is for the English students who need to improve their writing skill, thus their writing will be better. The last is for further researchers who will conduct a research related to error analysis on writing.

1. To The English Teachers

The researcher suggests that the teachers see students' errors in writing, so they can recognize their students' difficulties in writing. The teachers should pay more attention to the errors made by the students and the causes of the errors. By knowing those problems, it will be easier for them to help the students minimize the errors. It is expected that the

teachers should enhance the method in teaching English, especially writing, so that the students are motivated to improve their writing skill.

2. To The English Students

The result of research will show the English students in aspect of making them make the most of errors. With more attention to the errors they made, the English students are expected to increase their knowledge on the English grammar, so they will be aware of the errors they made and the sources of the errors. The English students are expected to develop their writing proficiency to eliminate or at least to reduce those errors. The students can improve their writing by practicing their skill and asking the teacher if they face a difficulty in learning English.

3. To The Further Researchers

It is expected that the result of the study can give an informative input about error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to error analysis to enrich the existing researches.

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