

**AN ERROR ANALYSIS OF THE STUDENTS' CHARACTER BASED
WRITING OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1
CEPER KLATEN IN ACADEMIC YEAR 2018/2019**

S-1 THESIS

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



By

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KLATEN

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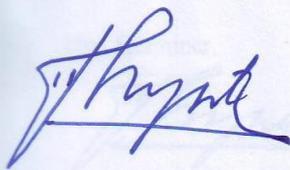
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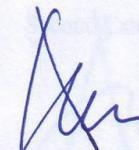
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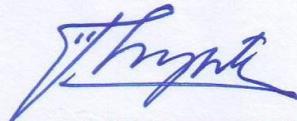
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PRONOUNCEMENT

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 NEGERI 1 CEPER KLATEN IN 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, January 2019



PUJIYANTI
1411202910

MOTTO

"So, verily, with every
difficulty, there is relief:
Verily, with every difficulty
there is relief."

— QS. Al Insyirah: 5-6

"you have to endure
caterpillar if you want to see
butterflies"

— Antoine De Saint

PRESENTATION

This thesis is presented to:

1. My beloved father and mother who give me an endless prayer, support, love and care.
2. My beloved sisters and brother (Mas Tanto, Dwi) who keep motivating me in finishing this research.
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6. Everyone who has helped and supported the writer.

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The writer realizes that this thesis is far from being perfect. Therefore, she 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, January 2019

The writer

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ABSTRACT

PUJIYANTI. STUDENT NO. 1411202910. English Education Study Program, the Faculty of Teacher Training and Education. Widya Dharma University, Klaten, 2019. Thesis: *An Error Analysis of the Students' Character Based Writing of the Eighth Grade Students of SMP Negeri 1 Ceper Klaten in Academic Year 2018/2019.*

The aim of this research is to describe the errors in character based writing made by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019. The problem of this research is: "What are kinds of errors on students' character based writing done by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019?"

The data of this research are the students' sentences containing grammatical errors in writing done by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019. The sources of the data are the students' writing in recount text. In collecting the data, the researcher uses *Simak* method. The researcher uses construct validity to facilitate the achievement of optimal research result. In analyzing the data, the researcher uses descriptive qualitative analysis.

After analyzing the data, the writer finds all kinds of errors. She finally lists 113 erroneous sentences in the students' writing of the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019. The kinds of errors are 5 omission errors, 2 addition errors, 36 misformation errors, 2 omission and addition errors, 37 omission and misformation errors, 1 omission and misordering error, 4 addition and misformation errors, 10 misformation and misordering errors, 5 omission, addition and misformation errors, 7 omission, misformation and misordering errors, 3 addition, misformation and misordering errors and 1 omission, addition, misformation and misordering error.

Keywords: *error analysis, recount writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Error analysis is a very important thing to improve students' language skills. It is also a systematic method to analyze learner's error. Errors are not always bad, rather they are crucial parts and aspects in the process of learning a language. They may provide insights into the complicated processes of language development as well as a systematic way for identifying, describing and explaining students' errors. Error may also help to understand better the process of second and foreign language acquisition. In addition, according to Dulay et al (1982: 138), error analysis has yielded insights into the L2 acquisition process that have stimulated major changes in teaching practices.

Sermsook (2017) has concluded on his research that "The major sources of the errors are the negative transfer of learners' first language and their incomplete knowledge of the target language. Other sources, such as learners' carelessness cannot be overlooked. Analyzing learners' errors in written English and seeking for sources of those errors have been proven to be helpful to EFL and ESL learners' writing improvement.

Corder (1974: 125) states that "The study of errors is part of the investigation of the proces of language learning. In this respect it resembles methodologically the study of the acquisition of the mother tongue. It provides

us with a picture of the linguistic development of a learner and may give us indications as to the learning process.”

In learning process, the students will make error and mistakes. Usually the teachers ignore the wrong answer for example in the examinations. They just find and discuss the right answer. Actually it is important to analyze some errors' done by the students that are found in students' answer in examination or from students' free composition like recount writing, because the result of the analysis gives some information as consideration to determine the sequence of teaching materials, to decide the creative degree of emphasis, explanation, and practice in target language, to plan the remedial lesson and exercises and to select items for testing the learner's proficiency.

According to Tarigan (2008: 3), 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 can express their idea, their own desires or their feelings.

Character of the students can be developed by writing. In writing process, the students should choose appropriate words, phrase, clause, paragraph and grammar. By doing this activity, the student indirectly develop their characters. They will be more careful, responsible, honest, creative, innovative, systematic, patient and more confident to share their experience with other.

So based on the above facts, the researcher wants to analyze the errors made by the students. 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 Negeri 1 Ceper 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 Negeri 1 Ceper Klaten in the academic year 2018/2019 are:

1. Writing is one of the four language skills that involves many other sub skills like the general knowledge about the subject in question and the ability to translate ideas into grammatical sentences.
2. The differences between Indonesian and English lead to students’ difficulties in producing a good English text.
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 analysis while considering time effectiveness, the researcher limits the scope and sets the problem of the study. The error is limited to character based writing of the past experience made by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019.

D. The Problem of the Study

The problem of the study of this thesis can be stated as follows :

“What are kinds of errors on students’ character based writing done by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019 ?”

E. The Aim of the Study

In line with the problem above, the study intends to describe the errors in character based writing made by the eighth grade students of SMP Negeri 1 Ceper Klaten 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 and the data of errors that can be used in improving the teaching materials and techniques especially on character based writing skill of the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019.
2. The study can provide a description and the identifications of the kinds of students’ errors of the eighth grade students of SMP Negeri 1 Ceper Klaten.

G. The Clarification of the Key Term

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

1. Error Analysis

a. Error

Brown (2007: 258) states that an error, a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. Errors are not only systematic; many of them are also universal (Ellis, 1997: 19). In this research, error means grammatical deviation in building a sentence applied in developing a writing done by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019.

b. Analysis

Analysis is the identification and description of error (Brown, 2007: 260). To support that statement, Ritchey (1991: 1) also defines analysis as the procedure by which we break down an intellectual or substansial whole into parts or component.

In this research, analysis is a study of something by examining its parts of the grammatical errors on the students' writing done by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019.

c. Error Analysis

As stated by Corder (1974: 51), error analysis is both an ancient acivity and at the same time a comparatively new one. Dulay et al (1982: 277) also state that error analysis is a listing and classification of the errors contained a sample of learner's speech or writing.

According to Brown (2007: 259), the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis. In this research, error analysis is a procedure that includes collecting sample, identifying errors on the grammatical parts and giving evaluation about the grammatical error on the student's writing done by the eighth grade students of SMP Negeri 1 Ceper Klaten in the academic year of 2018/2019.

2. Character Based Writing

a. Character

According to Berkowitz (2005: 2) character is the composite of those psychological characteristics that impact the child's capacity and tendency to be an effective moral agent, i.e to be socially and personally responsible, ethical, and self-managed.

Based on the statement above, character is every human effort to make an effective moral agent of the eighth grade students of SMP Negeri 1 Ceper in academic year 2018/2019.

b. Writing

According to Sokolik (2003: 88), writing is both a physical and a mental act. Writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-

mail message typed into a computer. On the other hand, writing is mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Writing is learnt, not taught, and the teacher's role is to be non-directive and facilitating, providing writers with the space to make their own meanings through an encouraging, positive, and cooperative environment with minimal interference (Hyland, 2002: 19).

In this reasearch, writing is the physical act of committing words or ideas to some medium and also mental work of inventing ideas, thinking about how to express ideas then organizing them into statements and paragraphs which are done by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019.

From the above explanation, the researcher concludes that character based writing is a combination activity to develop or shape the character of students through learning writing. When writings skills can be developed based on experience, the experience gained through listening, speaking, and reading that can be visualized by written language. The ability to choose words, write sentences, use spelling, devote ideas, express feelings, express opinions indirectly will shape the character of the student. It means, character based writing is used as a means to know the grammatical error of the eighth grade studens of SMP Negeri 1 Ceper Klaten in academic year 2018/2019.

H. The Organization of the Study

The study organization 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 organizations of the study.

Chapter II talks about the review of related literature. This chapter discusses theory of error analysis, the theory of writing and the theory of character education. Error analysis consists of the concept of error analysis, the practical uses of error analysis, the distinction between mistakes and errors, the source of errors, the type of error and the methodology of error analysis. Theory of writing consists of the meaning of writing, the purpose of writing, the importance of writing, the process of writing and teaching writing. Theory of character education discusses the meaning of character and the types of character.

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, the validity of 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

Based on the data in the previous chapter, the researcher would like to conclude the result of the study. The researcher proposes the problem statement of this research which has been stated in the previous chapter that is “What kinds of errors on students’ character based writing done by the eighth grade students of SMP Negeri 1 Ceper Klaten in academic year 2018/2019?”

From the research finding, the researcher finds four types of error in the students’ writing of the eighth grade students of SMP Negeri 1 Ceper Klaten. The four types of error are omission, addition, misformation and misordering error. The researcher finds 5 omission errors, 2 addition errors, 36 misformation errors, 2 omission and addition errors, 37 omission and misformation errors, 1 omission and misordering error, 4 addition and misformation errors, 10 misformation and misordering errors, 5 omission, addition and misformation errors, 7 omission, misformation and misordering errors, 3 addition, misformation and misordering errors and 1 omission, addition, misformation and misordering errors.

The researcher also gets the percentage of the error which is found before. The result finding shows that the highest errors of omission and misformation committed by the students is 32.74% out of the whole errors.

Then, the lowest percentage of the students' error is the combination of omission and misordering error which is 0.88% out of the whole errors. The other lowest percentage of errors committed by the students is the combination of four types of error that occur in the same time. It is 0.88% in the addition errors.

The result above shows students' error in choosing words and grammar. It means that the students are lack of creativity. While, the error of part of speech or addition and omission error shows the students' character on lacking accuracy. Therefore, the students have to take a responsibility in making the correct sentences. It can be concluded that this research will improve not only the students' writing skill, but also their character of accuracy, creativity and responsibility.

B. Suggestion

After the researcher carried out the research, she would like to give some suggestion related to the result of the research. Hopefully it can improve easily in teaching learning activity and decrease the errors. The suggestions are as follows:

1. To The English Teachers

From the finding of the research, the researcher gives some suggestions to the teacher. Firstly, the teachers should be aware about the cause and the source of the error made by their students. By knowing that, the teachers could find their students' difficulties in

writing. Secondly, the teacher should give easier explanation in order to make the students more understand and interested in learning English, especially the grammar before asking the students to write some paragraphs. Thirdly, the teacher should give more guidance or direction on how to make recount text well. 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 skills and character.

2. To The English Students

Considering to the errors which are made by the students in their writing, the researcher would like to give some suggestion to the students. The students should learn more about the vocabulary, spelling, tenses, preposition, to be, and pronoun in order to reduce their grammatical errors in making sentences. The students should know more about the kinds of the text which will be taken before making a paragraph. They also should use the accuracy character in choosing the appropriate words and grammar while making the sentence. It means that the students should pay more attention in learning process to improve their character and writing skills.

3. To the Other Researchers

The other researcher can make this research as their reference to conduct other research on the same field. They are also expected to be able to cover the limitation about this, they can conduct a research with

the taxonomy in this research but in different aspect of grammar. The researcher hopes that the other researchers can prepare everything as well as possible in doing research and can follow up this research.

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