AN ERROR ANALYSIS OF THE STUDENTS' WRITING OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 CEPER IN THE ACADEMIC YEAR OF 2020/2021

S-1 THESIS

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

By

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled "AN ERROR ANALYSIS OF THE STUDENTS' WRITING OF THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 CEPER IN THE ACADEMIC YEAR OF 2020/2021"

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, Juni 2021

WATIK RENITA TRI NINGSIH
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MOTTO

Jangan pernah menyesali satu hari pun dalam hidup. Hari baik memberi kita kebahagiaan dan hari buruk akan memberi kita pelajaran.

— The Writer

It won't be easy, but it will be worth it.

— Anonim

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This thesis is presented to:

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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.

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The Researcher

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ABSTRACT

WATIK RENITA TRI NINGSIH. NO: 1611200021**.** English Education Study Program. Faculty of Teacher Training and Education. Widya Dharma University of Klaten 2021. *An Error Analysis of the Students' Writing of the Eleventh Year Students of SMA Negeri 1 Ceper in Academic Year 2020/2021*.

This research aims at identifying and describing kinds and sources of error in writing done by the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021.

In this research, the writer takes the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021. The strategy of the research which is used in this study is qualitative. The qualitative procedure is the writer analyzes the data carefully to find the errors. The data are the students' ungrammatical sentences made by the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021, the source of the data is the works made by the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021, the technique of collecting the data used in this study is by collecting the students' work, the data are written on pieces of paper, in analyzing the data, the writer uses descriptive qualitative method. The writer analyzes the data by describing the kinds of errors.

The data that had been collected by the writer is 15 students. After analyzing all of the data taken from the eleventh year students of SMA Negeri 1 Ceper in academic year 2020/2021, the writer can find some sentences having grammatical errors. On exiting the data, the writer reveals 24 misformation errors, 9 omission errors, 2 misordering errors, 1 addition error, 11 errors of misformation and errors of omission, 3 errors of misformation and errors of addition, 1 error of addition and errors of omission.

CHAPTER I

INTRODUCTION

This chapter discussed 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 use of the study, the clarification of the key term and the organization of the study.

A. The Background of the Study

Error analysis is a systematic method to analyze learners error as a crucial parts and aspects in the process of learning a language. Ellis (1997: 15-16) states error analysis is a procedure of work, which is usually used by the researchers and teachers, including collecting samples, identifying errors which are in these samples, explaining those errors, classifying those based on their cause and evaluating or correcting the crucial stage of the errors. In this research, students are asked to compose one type of text to get the data. The data sources were collected from the students' writing of second semester. The type of text used in data collection is the text that has been learnt by student. These participants are in one group and they are in the same class. They are taken as a source data because the students of this class is expected to be secretary in the future.

Identifying errors can be done by reading the students' writing, finding ungrammatical forms, giving underline or other sign to the

ungrammatical forms and explaining the errors by establishing the source of the errors and calculating how often the errors appear. The grammatical errors will be classified by grouping the errors that have been found and stating the classes of the errors. Evaluating or correcting the errors will be done by looking at the accumulation of the errors made by the students. This step involves tabulating the errors and drawing conclusion. After counting the error in every category, the researcher recapitulated the result of errors made by the students.

English teaching curriculum has emphasized on the mastery of communicative competence through the mastery of a discourse to orally understand and create texts in written form. This is believed as part of four language skills; listening, speaking, reading, and writing. The four skills of English are supported by *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 64 Tahun 2013,* with the scope of the material, *keterampilan mendengarkan, berbicara, membaca, dan menulis teks interpersonal, transaksional, dan fungsional yang tercakup.* Of the four skills above, writing is considered as the most difficult one. Several factors that make the learners think that writing is a difficult skill because of the difference in spelling, pronunciation, the grammatical system and the use of vocabulary between English and Indonesia. They often make errors when they are asked by the teacher to make writing, such as a paragraph, short story, or answer the question from text in English.

Besides four skills of English, there are three aspects of language that must be mastered by the learners. The three aspects are grammar, vocabulary, and spelling. Grammar is partly a study of what forms (or structure) are possible in a language (Thornbury, 1999: 1). Grammar describes the ways in which words can change their forms and can be combined into sentences in that language. The writer should combine and express what he/she would like to convey in good written forms. Besides, the writer should not neglect the language components, namely structure, vocabulary, and spelling, because the content of writing can only be understood if those language components are written in correct forms. Vocabulary learning is an essential part of foreign language learning as the meanings of new words are very often emphasized, whether in books or classrooms (Alqahtani, 2015: 21). Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. Apart from differences in grammar and vocabulary, there is issues of spelling. Spelling is a complex process, which involves different skills at the same time when a word is spelled (Wai, Chan, & Zhang, 2014: 22). Based on the four skills and the three aspects of language that the learners must understand, the learners have to practice writing skill well because a good competence in grammar will make a well-structured writing, so that the readers can understand the meaning of what the students write and the goal of English teaching and learning

will be achieved.

The eleventh grade student of senior high school in Indonesia in second semester already learnt about Letter and Email. This time, they breakdown thoroughly and identify deeply the Letter. According to the teacher book, *Bahasa Inggris: Buku Guru* (2014), as the building block, the students have to identify the parts of personal letter. Those standards mentioned above indicate the task to be completed by the students. Therefore the students already learn how to write the sentences correctly. From a simple and small thing, it can show the implementation of the students learning process from the previous lesson, and show how much the student have earn in the current product, in this case is their written. That is why by collecting and analyzing the students' written will show the capability of the students writing.

So based on the above explanation, the writer wants to analyze the errors made by the students. The writer is interested in analyzing them in a study entitled "An Error Analysis of the Students' Writing of the Eleventh Grade Students of SMA Negeri 1 Ceper in the Academic Year of 2020/2021".

B. The Reason for Choosing the Topic

The writer's reasons to choose the study on an error analysis of students' writing of the eleventh grade students of SMA Negeri 1

Ceper in the academic year of 2020/2021 are:

1. Writing is getting more and more essential nowadays. It should be mastered in order to be literate. But, most Indonesian students in senior high school levels commonly have difficulties in the writing tasks. Consequently, they have little enthusiasm in writing.
2. Grammar is one important aspect that should be mastered in order to make a well structured writing. However, writing in foreign language is not always as easy as writing in the first language, since there are some different rules in the grammatical systems, and these differences sometimes cause the students to make errors. That is why the researcher chooses to analyze the grammatical errors in writing.
3. The researcher believes that error analysis maintains role in English teaching and learning. It can give contribution to both the teacher and the students to improve the English teaching and learning process.

C. The Limitation of the Study

The limitation of the study is focused on the kinds of grammatical errors of students' writing which are done by the eleventh grade students of SMA Negeri 1 Ceper in the academic year of 2020/2021.

D. The Problem of the Study

The problem of the study of this thesis can be statesd as follows “What kinds of errors in writing are done by the eleventh grade students of SMA Negeri 1 Ceper in the academic year of 2020/2021?”

E. The Aim of the Study

Based on the problem above, the study intends to describe the errors in writing made by the eleventh grade students of SMA Negeri 1 Ceper in the academic year of 2020/2021.

F. The Use of the Study

The use of the study can be classified into:

1. The theoretical use.

   The result of the study can be used to apply the teaching writing theory.

2. The practical use.

   This study can be used to improve the teaching of English especially in the teaching of writing.

G. The Clarification of the Key Term

To make the topic easy to understand by the readers, the writer clarifies the terms of the study as follows.

1. Grammar

Harmer (2001: 12) defined grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. It means that a good competence in grammar will make a well-structured writing if the learners are able to use English language correctly, so that the readers can understand the meaning of what the students write and the goal of English teaching and learning will be achieved. Grammar is the way to combine words into the sentences in writing an expression intention done by the eleventh-year students of SMA Negeri 1 Ceper in the academic year 2020/2021.

2. Error Analysis

a. Error

According to Ellis (1994: 51), an error can be defined as a deviation from the norms of the target language. In this study, error means grammatical deviation in building a sentence applied in developing a writing done by the Eleventh Grade Students of SMA Negeri 1 Ceper in the Academic Year of 2020/2021.

b. Error Analysis

According to Ellis (1994: 51), error analysis is deciding what samples of learner language to use for the analysis and

how to collect these samples. So, error analysis in this study is the study of grammatical false in arranging sentences by the eleventh year students of SMA Negeri 1 Ceper in the academic year 2020/2021.

3. Writing

According to Nunan (2003: 88), writing is both of physical and 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. 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. In this study, 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 Eleventh Grade Students of SMA Negeri 1 Ceper in the academic year of 2020/2021.

H. The Organization of the Study

The study organization is presented in order to give the direction of the study arrangement, in the following stages:

Chapter I is an introduction. It consists of the background of

the study, the reasons for choosing the topic, the limitation of the study, the the problem of the study, the aim of the study, the use 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 and writing. Error analysis consists of the concept of error analysis, the source of errors, the type of errors and the methodology of error analysis. Theory of writing consists of the meaning of writing, the importance of writing, and the process of writing.

Chapter III is the method of the study. It deals with meaning of method of the study, the strategy of the study, 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. This chapter presents the conclusion and the suggestion based on the discussion of data analysis and research findings in the previous chapter.

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 eleventh grade students of SMA Negeri 1 Ceper in the academic year of 2020/2021?". 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) 24 misformation errors, (2) 9 omission errors, (3) 2 misordering errors, (4) 1 addition error, (5) 11 errors of misformation and errors of omission, (6) 3 errors of misformation and errors of addition, (7) 1 error of addition and errors of omission

The percentages of the result of error are: misformation is 47.05%, omission is 18%, misordering is 3.92%, addition is 1.96%, misformation and omission is 21.56%, misformation and addition is 5.88%, addition and omission is 1.96%.

From the percentage above, the researcher finds that the highest error made by students is misformation with a percentage of 47.05%. The lowest errors are addition, addition and omission with a percentage of 1.96%.

The last conclusion, the errors are dominantly caused by choosing vocabulary and composing the word which is not appropriate. The students often transfer the system of his native language to the target language. The students are influenced by their mother tongue both Indonesian and Javanese.

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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