

**AN ERROR ANALYSIS ON THE STUDENTS' WRITING IN  
ANSWERING THE QUESTIONS OF THE TEST OF THE EIGHTH YEAR  
STUDENTS OF MTS. AL MUTTAQIEN PANCASILA SAKTI KLATEN IN  
2011/2012**

**S1 Thesis**

**This Thesis is Presented as a Partial Fulfillment of the Requirement for  
Undergraduate Degree of Education in English Education Study Program**



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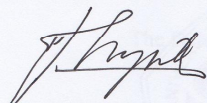
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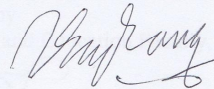
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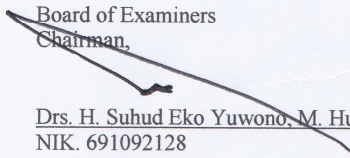
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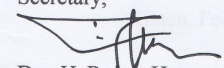
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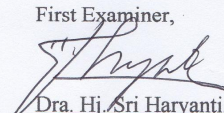
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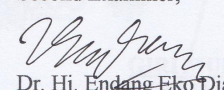
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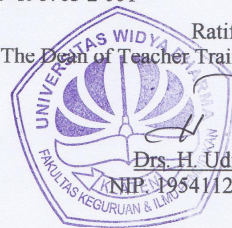
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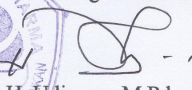
  
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## PRONOUNCEMENT

This is to certify that I myself write this thesis entitled *An Error Analysis on the Students' Writing in Answering the Questions of the Test of the Eighth Year Students of MTs. Al Muttaqien Pancasila Klaten in 2011/2012.*

It is not 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 withdrawal or cancellation of my academic degree.

Klaten, February 2015



**GIRIMULYONO**  
No. 0711201998

**MOTTO**

**Life is a struggle**

**(The writer)**

## **PRESENTATION**

This thesis is presented to:

- ✓ My beloved wife for her support and care to reach my goal
- ✓ My beloved daughter and son who always strengthen me every time
- ✓ My parents, parents in law and all my brothers and sisters
- ✓ All the teachers in MTs. Al Muttaqien Pancasila Sakti
- ✓ Everyone that I can't mention one by one, thank you very much for everything.

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Bismillahirrohmanirrahim.

Alhamdulillah, praise be to Allah SWT, Lord of the world that gives the writer guidance and blessing to finish this thesis entitled *An Error Analysis on the Students' Writing in Answering the Questions of the Test of the Eighth Year Students of MTs. Al Muttaqien Pancasila Klaten in 2011/2012.*

The writer deeply realizes that this thesis can not be finished without being helped by other people. In this occasion, the writer would like to express the deep gratitude and appreciation to those who have given aid. Therefore, the writer would like to say his gratitude to:

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7. Everyone who has helped the writer in finishing this research.

The writer is really aware that this research is still far from being perfect. The writer finally hopes that this thesis could be real contribution to the improvement of English teaching and learning.

Klaten, February 2015

The writer

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## ABSTRACT

**Giri Mulyono, No. 0711201998.** English Education Study Program, Faculty of Teacher Training and Education. Widya Dharma University, Klaten, 2015. Thesis of under graduate degree: *An Error Analysis on the Students' Writing in Answering the Questions of the Test of the Eighth Year Students of MTs. Al Muttaqien Pancasila Klaten in 2011/2012.*

This research aims at giving description of the error analysis on the students' writing in answering the questions of the test done by the eighth year students of MTs. Al Muttaqien Pancasila Sakti in 2011/2012. The problems of this study are "What kinds of grammatical error are made by the eighth year students of MTs. Al Muttaqien Pancasila Sakti in 2011/2012?" and "What are the percentages of the grammatical errors made by the students of Madrasah Tsanawiyah Al Muttaqien Pancasila Sakti Klaten in answering the questions of the test?"

In this research, the writer chooses the descriptive qualitative method. The sources of the data are the students' work of the eighth year students in answering the questions of the test. The data are collected from the documentation of the students' writing in answering the question of the test. They are three types of test, Formative Test, Mid Test and Summative Test. The writer collects the data and then analyzes with qualitative analysis technique. Besides, analysing the data the writer uses the steps: First, identifying the errors on the students' writing, writing the data on a piece of paper, reconstructing the erroneous sentences, comparing and then classifying the data according the kinds of error.

The writer concludes that kinds of grammatical errors based on the analysis are: errors of omission (10 types of errors of omission with 33 errors), errors of addition (9 types of errors of addition with 35 errors), errors of misordering (6 types of errors of misordering with 23 errors) and errors of misformation (8 types of errors misformation with 68 errors). The percentages of each error are: 20.8% (33) of omission errors, 22% (35) of addition errors, 14.5% (23) of misordering errors and 42.8% (68) of misformation errors.

# CHAPTER I

## INTRODUCTION

### A. The Background of the Study

“Language is a particular variety or level of speech or writing and people use language for special purpose” (Crystal, 1980: 202). People use both spoken and written language to convey their ideas or feelings in various purposes and reasons. Without using a language one can not establish social relationship and interact with the others. There are many languages in the world and one of them is English which has become an international language. There are many countries using this language as their introductory language in formal or non-formal activities. In Indonesia, English stands as a foreign language. Indonesia has also decided English as formal subject, that has been taught as a formal subject from primary school to university. However, there are many students who still face difficulties and usually make errors in learning the language because of the great differences between English and Indonesian language. Corder (1979: 260) states, “Errors are the features of the learner's utterances which are different from those of any native speakers and the learners do not recognize their errors so that they can not correct their errors themselves”. When the errors are analyzed, they are called Error Analysis.

Richards (1985: 96) says, “ Error Analysis is the study and analysis of the errors made by the second and foreign language learners”. In addition, the

errors can be observed and analyzed. According to Brown (1987: 171), “It is fact that the 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’ error, called error analysis. Besides the errors can be observed and analyzed, errors also can be divided or classified into some parts.

According to Dulay *et al* (1982:138) “Errors are the flawed side of learner speech or writing. People cannot learn language without first systematically committing errors. There are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy”. In learning English, most of Indonesian students make errors in structure or grammar because English structure has some quite complex patterns.

In this case the writer wants to know the type of grammatical errors based on the surface strategy taxonomy made by students through their work of answering the questions of the tests which was conducted according to ability level and the material being taught, so that it can be seen in the achievement of student mastery of the material and also figures out what type of errors of the student in answering the questions. The writer hopes the results of this study are used to evaluate for the improving of learning and teaching methods.

School as one of institutions where the students study English, can be chosen as the location of analysis and research of the students' errors. And in

this study, the research of the students' errors is held in Madrasah Tsanawiyah Al Muttaqien Pancasila Sakti, Klaten. It is part of *Yayasan Alpansa* which is one of the big non government institutions which has experienced to educate the students since 1990. It is chosen as the location of the research, because the writer works there as an English teacher.

### **B. The Reason for Choosing the Topic**

The reasons that encourage the writer to choose this title are as follows:

1. The students' errors in writing need to be analyzed carefully to minimize them.
2. English writing skill needs to be improved continuously by taking the benefit of error analysis result because writing is included in four basic skills.
3. Writing supports the teacher's system in teaching English by competence-based curriculum because it is self-learning students that they use them to tell their experience and to describe something.

### **C. The Problem of the Study**

There are two problems of the study to be analyzed as follow:

1. What kinds of grammatical errors are made by the students of Madrasah Tsanawiyah Al Muttaqien Pancasila Sakti Klaten in answering the questions of test?
2. What are the percentages of the grammatical errors made by the students of Madrasah Tsanawiyah Al Muttaqien Pancasila Sakti Klaten in answering the questions of the test?



#### **D. The Limitation of the Study**

Because of time limitation, fund and the knowledge of the writer's, the writer makes the limitation of the study. The limitations of the study are as follow:

1. The data which are analyzed are limited to those taken from the students' writing in answering the test done by the students of the eighth year students of MTs. Al Muttaqien Pancasila Sakti in 2011/2012.
2. The study is limited to know what types of grammatical errors based on surface strategy taxonomy done by the eighth year students of MTs. Al Muttaqien Pancasila Sakti in 2011/2012.

#### **E. The Aim of the Study**

In this study, the writer wants to describe the types of grammatical errors and to know the percentages of the errors made by the students of Madrasah Tsanawiyah Al-Muttaqien Pancasila Sakti Klaten in 2011/2012 in answering the questions of test.

#### **F. The Use of the Study**

The writer hopes that the finding of the study is useful in several scopes:

1. For the students, the result of this study may strengthen their knowledge of answering the questions of the test so they are good in it.
2. For the teachers, the result of this study will be useful to help the teachers to improve and develop English teaching and learning strategy.

3. For other researchers, the result of this study will be useful for them who are interested in conducting further investigations concerning with students' writing in answering the questions of the test.

#### **G. The Clarification of the Key Terms**

To make the topic clear to understand, the writer clarifies the key term of the study as follow:

##### 1. Error Analysis

###### a. Error

Error is noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner, (Sujoko, 1989: 5).

###### b. Analysis

Analysis is separation into parts with comments and judgments (Hornby, 1995: 29).

###### c. Error Analysis

According to Sujoko (1989: 5) error analysis is study to observe something done wrong or noticeable deviation. Error analysis is an activity to analyze the learners' error to reveal something of the system operating through observing, classifying, separating and describing.

In this study, error analysis is observation of the noticeable deviation of students' writing in answering the questions of the test made by the eighth year students of MTs. Al Muttaqien Pancasila Sakti in 2011/2012.

## 2. Writing

Daniels (1996: 3) states that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system).

Tarigan (1998: 15) states that “*menulis dapat diartikan sebagai kegiatan menuangkan ide/gagasan dengan menggunakan bahasa tulis sebagai media penyampai*”.

## 3. Question

A question is a sentence in an interrogative form, addressed to someone in order to get information in reply. (dictionary.reference.com)

## 4. Test

Brown (1987: 219) states that the test is a method of measuring a person ability or knowledge in given area. This definition consists of the test into *method*, generally requires some performance or activity on the part of either testee or tester or both.

The writing in answering the questions of the test in this study means the students' writing in answering the question of the test made by the students of the eighth year of MTs. Al Muttaqien Pancasila Sakti in 2011/2012.

## **H. The Organization of the Study**

The research report consists of five chapters as follow:

**Chapter I** is introduction. It consists of the background of the study, the reason for choosing the topic, the problem of the study, the limitation 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.

**Chapter II** is the review of related literature. The chapter discusses a brief look at the error analysis which consists of the meaning of error analysis, the sources of error, the type of error, the practical uses of error analysis, and the methodology of error analysis, a brief look at writing, a brief look at question and a brief look at test.

**Chapter III** is the method of the study. It consists of the meaning of research method, the strategy of 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 consists of the analysis of the data and discussion of the findings.

**Chapter V** is conclusion and suggestion.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After the writer analyzes the erroneous sentences done by the eighth year students of MTs. Al Muttaqien Pancasila Sakti in 2011/2012, the writer can get the errors written by them.

In this case, the writer would answer the problems stated in the previous chapter, they are:

1. What types of grammatical errors are made by the students of Madrasah Tsanawiyah Al Muttaqien Pancasila Sakti Klaten in answering the questions of test?

Based on the analysis and the classification of error into their types, the writer concludes that errors made by the eighth year students of MTs. Al Muttaqien Pancasila Sakti, Klaten are:

- a. Errors of omission (errors of omission of to be, errors of omission of noun as subject, errors of omission of noun as object, errors of omission of noun in the combination of verb, errors of omission of verb, errors of omission of article, errors of omission of possessive pronoun, errors of omission of noun phrase and errors of omission of modal and errors of omission of auxiliary).



The example of errors of omission of to be:

Student answer: *The invitation about birthday party.*

Reconstruction: *The invitation is about birthday party.*

- b. Errors of Addition (errors of addition of noun as subject, errors of addition of to be, errors of addition of possessive pronoun, errors of addition of noun, errors of addition of adverb, errors of addition of preposition, errors of addition of noun as object, errors of addition of Wh-question and errors of addition of auxiliary).

The example of errors of addition of to be:

Student answer: *The invitation is about is Bastiana is birthday party.*

Reconstruction: *The invitation is about Bastiana's birthday party.*

- c. Errors of Misordering (errors of misordering of to be, errors of misordering of article, errors of misordering of noun phrase, errors of misordering of verb phrase, errors of misordering of preposition, errors of misordering of possessive pronoun).

The example of errors of misordering of to be:

Student answer: *The invitation about is a birthday party.*

Reconstruction: *The invitation is about a birthday party.*

- d. Errors of Misformation (errors of misformation of to be, errors of misformation of verb, errors of misformation of possessive pronoun, errors of misformation of noun phrase, errors of misformation of verb phrase, errors of misformation of preposition, errors of misformation of

the negative past form and errors of misformation of yes-no question in the past form ).

The example of errors of misformation of verb:

Student answer: *The writer go to Tawangmangu.*

Reconstruction: *The writer went to Tawangmangu.*

2. What are the percentages of the grammatical errors made by the students of Madrasah Tsanawiyah Al Muttaqien Pancasila Sakti Klaten in answering the questions of the test?

Based on the error analysis into their types, the percentages of the grammatical errors made by the students of Madrasah Tsanawiyah Al Muttaqien Pancasila Sakti Klaten in answering the questions of the test are: 20.8% (33) of omission errors, 22% (35) of addition errors, 14.5% (23) of misordering errors and 42.8% (68) of misformation errors.

## **B. Suggestion**

Based on the result of the research on the error analysis in answering the question of the test made by the eighth year students of MTs. Al Muttaqien Pancasila Sakti in 2011/2012, the writer would like to present some suggestion to the students, English teacher and other researchers:

1. For the students

They are expected to be more active in studying and also practicing their English in listening, speaking, reading and writing. Beside that, the students must study together with their mates.

The students should learn and understand their errors in writing especially in answering the question of the test, in order to take the feedback from those errors to avoid the same errors in the further learning.

They should be careful using the verbs in present tenses, even the main verb or auxiliary verbs, the prepositions, and pronouns.

## 2. For the English teacher

They should improve their ability in teaching such as giving more explanation and exercises for the students in answering the question of the test.

Teacher should pay attention to the students' errors and understand them in order to know what is the appropriate strategy and procedure he/she uses in the learning process.

Teacher should analyze those errors as a feedback to know the areas of difficulties faced by students, then give more emphasises to those areas.

## 3. For the other researchers or readers

The writer realizes that this study is not final and complete. There are still many weaknesses dealing with the theories, methods, or perhaps the ideas because of the writer's limited skill.

For the other researchers, the writer hopes that the result of the research can be used as contribution and comparative matter in doing research especially in doing error analysis, although it is far from being perfect.

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