

**AN ERROR ANALYSIS OF THE STUDENTS' WRITING OF THE TENTH
GRADE STUDENTS OF SMK MUHAMMADIYAH 3 KLATEN UTARA IN
THE ACADEMIC YEAR 2016 / 2017**

S-1 THESIS

Submitted as a Partial Fulfilment of the Requirement for Undergraduate Degree in
English Education Study Program



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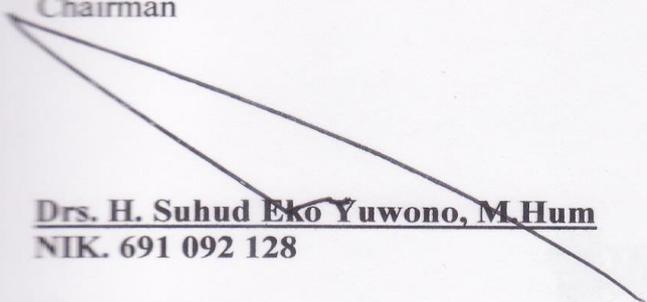
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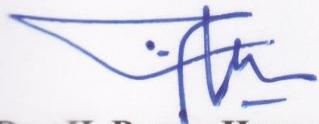
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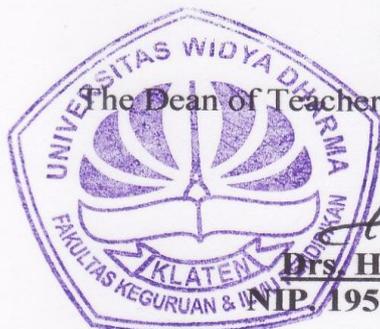

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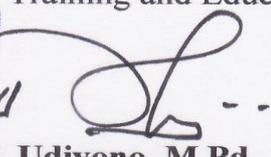
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PRONOUNCEMENT

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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, May 2017



HISYAM SURACHMAN
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MOTTO

*"A life spent making mistakes is not only more honorable,
but more useful than a life spent doing nothing."*

— George Bernard Shaw

*"Life can only be understood backwards;
but it must be lived forwards."*

— Søren Kierkegaard

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 Nur, Mbak Rin and Lita) who keep motivating 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, May 2017

The Researcher

TABLE OF CONTENTS

TITLE	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT	iv
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
ABSTRACT	xi
CHAPTER I INTRODUCTION	
A. The Background of the Study	1
B. The Reason for Choosing the Topic.....	4
C. The Limitation of the Study	6
D. The Problem of the Study	6
E. The Aim of the Study.....	6
F. The Use of the Study.....	7
G. The Clarification of the Key Terms	7
H. The Organization of the Study.....	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Error Analysis.....	10
1. The Nature of Error	10
2. The Definition of Error Analysis	12
3. The Source of Error	13
4. The Types of Error.....	19
5. The Methodology of Error Analysis.....	26

B. Theory of Writing.....	29
1. The Meaning of Writing	29
2. The Importance of Writing	30
3. The Process of Writing	32
4. Teaching Writing	35
CHAPTER III THE METHOD OF THE STUDY	
A. The Meaning of Research Method	40
B. The Strategy of the Study	41
C. The Data and Source of the Data	41
1. The Data	41
2. The Source of the Data	41
D. The Technique of Collecting Data	42
E. The Validity of the Data	42
F. The Technique of Analyzing the Data.....	44
CHAPTER IV THE RESULT OF THE STUDY	
A. The Analysis of the Data.....	46
B. The Discussion of the Finding.....	75
CHAPTER V CONCLUSION AND SUGGESTIONS	
A. Conclusion.....	77
B. Suggestions	78
BIBLIOGRAPHY	80
APPENDICES	81

ABSTRACT

HISYAM SURACHMAN. NO. 1511202955. English Education Study Program, The Faculty of Teacher Training and Education. Widya Dharma University, Klaten, 2017. Thesis: *An Error Analysis of the Students' Writing of the Tenth Grade Students of SMK Muhammadiyah 3 Klaten Utara in the Academic Year 2016/2017.*

The aim of this research is to describe the grammatical errors in writing made by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in academic year 2016/2017. The problem of this research is: "What kinds of errors in writing are done by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in academic year 2016/2017?"

The data of this research are the sentences containing errors in writing done by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in the Academic Year 2016/2017. The sources of the data are the students' work in descriptive and recount text. In collecting the data, the researcher uses *Simak* 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 113 erroneous sentences in the students' writing of the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in the Academic Year 2016/2017. The errors consist of 17 omission errors, 13 addition errors, 40 misformation errors, 9 misordering errors, 1 omission and addition error, 17 omission and misformation errors, 5 omission and misordering errors, 5 addition and misformation errors, 4 misformation and misordering errors, 1 omission, addition and misformation error and 1 omission, addition, misformation and misordering error.

Keywords: *error analysis, writing*

CHAPTER I

INTRODUCTION

A. The Background of the Study

There are billions people in the world who live in various countries with their own national languages. Consequently, it would be difficult to communicate each other. Therefore, English is the answer of the problem of communication as an international language. English could unite people around the world. Ramelan (1992: 2-3) states that “English as an international language is used to communicate, to strengthen and to fasten relationship among all countries in the world in all fields, for example; in tourism, business, science and technology, etc. Considering the importance of English, people from various non-English speaking countries including Indonesia learn English.”

Rubin and Thompson (1994: 30) state 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 by not only speaking but also writing. 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 also can express their idea, their own desires or their feeling.

Writing is taught in Vocational High School as stated in Peraturan Menteri Pendidikan Nasional No.23, 2006 as follows: *Membaca, mendengarkan, berbicara dan menulis untuk mengungkapkan makna secara tertulis dalam wacana interpersonal dan transaksional, secara formal maupun informal, dalam bentuk menyampaikan secara tertulis permintaan dan perintah yang berkaitan dengan pekerjaan.*

The statement above explains that Vocational High School students learn the four skills of English competence, they are reading, listening, speaking and writing. To develop the four skills of language mentioned before, every school has curriculum.

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 the differences in vocabulary, grammar, culture, 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 people 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.

Error is a noticeable deviation from the adult grammar of a native speaker which reflects the competence of the learner (Brown, 2000: 217). It is the learner's language production which part is out of proper grammar rule as the reflection of the lack competence of the learners. Then the lack of the competence can be analyzed clearly through the learner's writing production of descriptive composition. 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 surge of study of learner's errors, called error analysis. Therefore, in this study, the writer analyzes the student's competence through the composition they have made

Writing is very important in the process of teaching and learning English in Vocational High School. Writing is one of the four language skills that must be mastered by the foreign learners. According to Richards & Renandya (2002) as quoted by Fauzati (2010: 45) writing is the most difficult skill to master for foreign language learners. This is due to not only to the need to generate and organize ideas using an appropriate choice of vocabulary, sentence, and paragraph organization but also to turn such ideas into readable text. In writing process, the learners should have knowledge about grammar and structure to be able to make simple English sentences.

In this thesis, the learners are the tenth grade students of SMK Muhammadiyah 3 Klaten Utara. In the teaching process, most of the teachers in SMK Muhammadiyah 3 Klaten Utara use the Scientific Approach as the method. This approach is intended to empower teachers to develop the competency in learning activities relevant to the learner's need, based on actual condition of the school. Regarding to classroom procedure, the scientific approach is implemented in the learning cycle which comprises of five steps, namely: observing, questioning, experimenting, associating, and communicating. In the syllabus of SMK Muhammadiyah 3 Klaten Utara, it is shown that the tenth grade students are expected to be able to make a writing composition, especially on composing recount and descriptive text.

Students describe when they are talking or writing about a picture, writing about a character or place in a story, or reporting on an animal (Knap and Watkins, 2005: 97). According to Brown (1984: 332-333), the purpose of descriptive writing is to communicate the impression of a person, place or an object. The language features of descriptive text include the using of present tense and adjective to describe the person, place or object.

Recount text is a text which lists and describes past experience by retelling events in the chronological order (Anderson and Anderson, 2002: 3). The purpose of recount text is to inform and to entertain the past event for readers. Unlike the descriptive text, the recount text uses past tenses to retell the events. The students should have a knowledge of using and forming the past tense to compose a good recount text.

In facilitating the readers to understand the meaning, the writer should build a good composition and the sentences must be written grammatically. However, in reality it is undeniable that students often make errors in forming sentences because of the differences between first language and second language.

Composing both descriptive and recount text will make students dig up all their vocabulary and grammar competence. Writing a text needs a mastery of grammar. The students have to understand some specific rules of writing. Harmer (2004: 259) states that students who are writing within a certain genre need to consider a number of different factors. They need to have knowledge of the topic, the conventions and style of the genre (it also has different social function), and the context in which their writing will be read, and by whom. Writing also involves composing, which implies the ability either to tell or retell pieces of information in the form of narrative, descriptive, argumentative, expository, explanation, recount, etc.

So based on the above facts, the writer 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’ Writing of the Tenth Grade Students of SMK Muhammadiyah 3 Klaten Utara in the Academic Year 2016/2017.

B. The Reason for Choosing the Topic

The writer's reasons to choose the study on an error analysis of students' writing of the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in the academic year 2016/2017 are:

1. Writing is one of the four language skills that requires wide perception, involves thinking and needs a good understanding on grammar and structure.
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 writer limits the scope and sets problem of the study. The errors are limited to the descriptive writing made by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in academic year 2016/2017.

D. The Problem of the Study

The problem of the thesis can be stated as follows "What kinds of errors in writing are done by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in academic year 2016/2017?"

E. The Aim of the Study

Based on the problem above, the study intends to describe the grammatical errors in writing made by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in academic year 2016/2017.

F. The Use of the Study

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

1. The teacher gets the description of errors made by tenth grade students of SMK Muhammadiyah 3 Klaten Utara in academic year 2016/2017 in writing.
2. The English teacher gets the data of errors that can be used in improving the teaching materials and techniques especially on writing skill.
3. The study can provide a description of the students' writing errors of the tenth grade students of SMK Muhammadiyah 3 Klaten Utara.
4. The study can provide an identification of the kinds of error made by tenth grade students of SMK Muhammadiyah 3 Klaten Utara.

G. The Clarification of the Key Terms

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

1. Error Analysis

According to Ellis as quoted by Tarigan (2008: 68), error analysis is a procedure generally used by researchers and language teacher that includes collecting sample, identifying errors on the cause of the error and giving evaluation about erroneous level.

In this study, error analysis is a procedure that includes collecting sample, identifying errors on the cause of the error and giving evaluation about erroneous level on the student's writing done by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in the academic year of 2016/2017.

2. 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.

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 tenth grade students of SMK Muhammadiyah 3 Klaten Utara in academic year 2016/2017.

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 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 teaching English in vocational high school, teaching and learning grammar, teaching writing, descriptive writing, and error analysis. Error analysis consists of the concept of error analysis, the source of errors and the type of errors.

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 writer would like to conclude the result of the study. In this study, the writer 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 tenth grade students of SMK Muhammadiyah 3 Klaten Utara in the academic year 2016/2017?”

The students make all four types of error, namely omission, addition, misformation and misordering. The result also shows that the students make different types of errors in a sentence, this includes omission and addition error, omission and misformation errors, omission and misordering errors, addition and misformation errors, misformation and misordering errors, 1 omission, addition and misformation error and omission, addition, misformation and misordering error.

The writer finds 113 erroneous sentences in the writings made by the tenth grade students of SMK Muhammadiyah 3 Klaten Utara in the academic year 2016/2017. On the existing data, the writer reveals 17 omission errors, 13 addition errors, 40 misformation errors, 9 misordering errors, 1 omission and addition error, 17 omission and misformation errors, 5 omission and misordering errors, 5 addition and misformation errors, 4 misformation and

misordering errors, 1 omission, addition and misformation error and 1 omission, addition, misformation and misordering error.

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 intended for the teachers who are responsible to facilitate the teaching and learning process. The second is for the English students who are interested in improving their writing skill, thus they can be aware to their writing. 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 should be aware of 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 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 the study of this research will show the English learners in what aspect they make the errors the most. By paying more attention on the errors they made, the English learners 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 learners are expected to develop their writing proficiency to eliminate or at least reduce those errors. The students can improve their writing by keeping practicing their skill and asking the teacher if they face a difficulty in learning English. 79

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 errors analysis to enrich the existing researches.

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