

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN WRITING
DESCRIPTIVE TEXT BASED ON SURFACE STRATEGY TAXONOMY
AT THE SECOND GRADE OF SMAN 1 PESISIR TENGAH KRUI**

(Script)

**By
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UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2017**

ABSTRACT

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN WRITING OF DESCRIPTIVE TEXT BASED ON SURFACE STRATEGY TAXONOMY AT SECOND GRADE OF SMAN 1 PESISIR TENGAH KRUI

By

Nur Choironi

When learning a language, the students commit errors. Therefore, it is important for teachers to analyze the students' errors. Objectives of this research are (1) to identify what types of errors that the students commit in their writing descriptive text based on surface strategy taxonomy, (2) to identify which type of errors is the most frequently committed by students.

In conducting the research, the researcher used descriptive qualitative design. The researcher analyzed and described students' errors based on surface strategy taxonomy. The subjects of this research were 32 students of class XI IPA 1 at SMAN 1 Pesisir Tengah Krui of 2016/2017. The instrument of this research was a writing task. The writing task was used to collect data on errors committed by the students .

The results showed that (1) Based on surface strategy taxonomy, the students committed all types of errors in omission, addition, misformation and misordering. It showed that percentage of the errors (ranked from all types of error that is mostly occurred) resulted from the students' descriptive writing based on surface strategy taxonomy that is omission of verb that consists of 128 or 16.10%, the second is addition of preposition that consists of 56 or 7.04%, then the third is misformation of verb that consists of 584 errors or 73.46%, and the last is misordering of phrase that consists of 27 or 3.40%, (2) The type of errors that most frequently committed by students. it showed that the percentage and frequency of errors (ranked from the types of error that are mostly committed by the students) in their descriptive text writing based on surface strategy taxonomy, the highest frequency of errors of the total is misformation 584 errors or 73.46%, the second is omission of verb that consists of 128 or 16.10%, then the third is addition of preposition that consists of 56 or 7.04%, and the last is misordering of

phrase that consists of 27 or 3.40%. It can be concluded that the highest frequency of errors of the total is misinformation 584 errors or 73.46%, and the lowest is misordering of phrase that consists of 27 or 3.40%.

Based on the results of the research, it can be concluded that the highest frequency of whole errors is misinformation, and the lowest frequency is misordering. It occurred because the difference of Indonesian language and English are different. So, it can be suggested that English teacher may use information of the types of students' errors as guidance to evaluate the weakness or progress of students' ability in learning English, particularly in writing descriptive text.

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NUR CHOIRONI

A Script

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The Requirements for S-1 Degree

in

The Language and Arts Education Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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AT THE SECOND GRADE OF SMAN 1 PESIRIR
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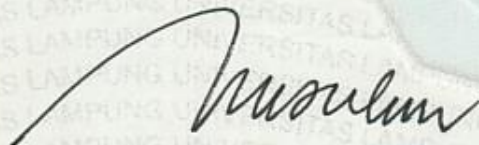
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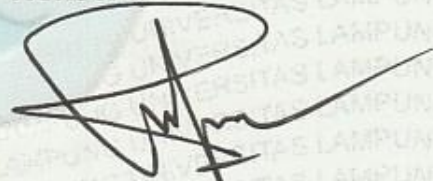
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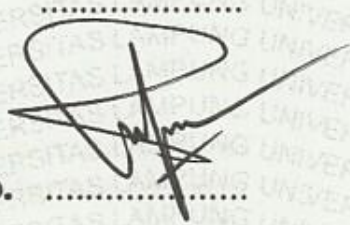
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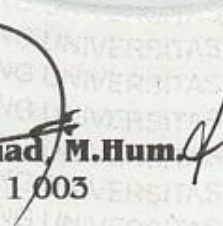
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DEDICATION

This Script is proudly dedicated to:

- ❖ My great father Ahmad Nurmansyah, S.Pd and my gorgeous mother Misyar, S.Pd.
- ❖ My lovely sister (Aini Berliani) and my beloved brothers (Muhammad Fadlan Akhyar, S.Pd. and Yahya Hidayatulloh).
- ❖ My beloved grandmothers (Serwani and Amnah).
- ❖ My beloved aunties (Dra. Lies Kusmarni, Hayati, S.St, Susi Epriwati, S.Pd, Hertina, S.Pd, Eti Kurnia, S.Pd, Dewi Husein, S.Pd, Yanti, Asmira, and Rossalina).
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- ❖ My beloved Almamater, University of Lampung.

MOTTO

“Learn from the past, live for today, and plan for tomorrow”

(The Writer)

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Praise merely for be ALLOH SWT for giving the writer strength, bless and capacity to complete this work entitles “An Analysis of Students’ Grammatical Error in Writing of Descriptive Text Based on Surface Strategy Taxonomy at Second Grade of SMAN 1 Pesisir Tengah Krui”. This script is submitted to the language and Arts Department of Teacher Training and Education Faculty, Lampung University as a partial fulfillment of the requirements for S-1 degree.

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Finally, I also welcome any suggestion to improve my script. I hope this script will be useful for me and the readers.

Bandar Lampung, May 10th 2017

The Writer,

Nur Choironi

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I. INTRODUCTION

This chapter discusses background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, significances of the study, scope, and definition of terms.

1.1. Background

In this global era, one of the international languages used until now is English. English is widely used as a means of communication all over the world. It is generally known that English comprises of four skills, i.e. listening, speaking, reading, and writing by which a person is able to communicate in various contexts. Writing is classified as productive skill. Writing is a productive skill that must be learned by the students, they must apply the five general components of the writing process, i.e. content, form, grammar, vocabulary, and mechanic.

Based on pre research, it was found out that most of the students in the second grade of SMAN 1 Pesisir Tengah have difficulties to write. The difficulties occur because they lack of practice and exposure from their teacher in English writing text and they lack of knowledge of vocabulary and grammar. In fact,

they have to master the language skills, including listening, speaking, reading, and writing because the goal of learning English is to use it in spoken and written communication. According to KTSP curriculum, the students at the second grade of senior high school have to master writing skill. The students are expected to be able to write descriptive text. In fact, many students find difficulty in writing. They are confused to use the correct grammar. They tend to ignore the grammatical errors so when they write a text in English, they commit many errors in English writing text especially in descriptive text. In this study, the researcher gives some example of student's errors based on surface strategy taxonomy. There are four types of errors; they are addition, omission, misformation, and misordering.

Table 1. Example of Types of Error

Erroneous sentences	Reconstructed sentences	Types of errors				Causes of errors
		A	O	MF	MO	
She always <u>accompany</u> me when <u>I study</u>	She always <u>accompanies</u> me when I <u>am studying</u>		√	√		1. The verb "accompany" should be "accompanies" because subject third person singular female should be add e or es. 2. "When I study" should be use "when I am studying" because "when" is relative adverb, so the sentence should be use present continuous.
<u>It's</u> name pupus	<u>Its</u> name <u>is</u> pupus			√		Subject "it's" should be use its because the sentence needs possessive pronoun to express possessions.
<u>He</u> a cajt	He <u>is</u> a cat		√			Subject third person singular male should be use to be "is" to explain a noun or object

						complement
<u>Colour's bibi</u> is gray and <u>very</u> soft	<u>Bibi's colour</u> is gray and <u>his skin</u> is <u>very</u> soft		√		√	Misordering in express subject possession, example "colour's bibi" should be "bibi's colour" and "very soft" should be use subject and to be, so the correct sentence is "his skin is very soft"
I <u>am play</u> with my pet	I <u>play</u> with my pet	√				The verb "play" don't need to be 'am' because this sentence uses verbal sentence not nominal sentence in present tense

Meanwhile, Irfani (1997) in his research "Error analysis on students' sentence structure at SMAN 10 Bandar Lampung", found that the students made a large number of errors in syntactical and morphological levels. Generally, the students encountered obstacles in learning the grammatical aspect of the target language, such as in terms of subject verb agreement, the use of preposition and articles, and the exercise of correct tenses. The research showed that the students made 15.13% errors in omission 8.61% errors in addition, 73.59% errors in misinformation and 2,67% in misordering. The most frequent type of errors committed by the students was misinformation. In addition, Widiatmoko (2011) who conducted a research entitled "An analysis of students' grammatical errors in composing narrative paragraph at thesecond grade of SMA Kartikatama Metro" found that most of second grade students made misinformation (50.31%) and they still committed local errors (88.84%) in their narrative writings.

Considering that there are many errors that students made, it is important for the researcher to analyze their errors and diagnose the difficulty their experience in

the classroom. Therefore, the writer uses error analysis to detect the students' error. It is important because the result of the analysis gives some contribution in attempting to decrease errors done by the students in learning English especially in SMA Negeri 1 Krui. Error analysis is an activity to identify, classify and interpret or describe the errors made by a person in speaking or in writing and it is carried out to obtain information on common difficulties faced by him or her in speaking or in writing English sentences. Analyzing students' errors serve some benefits, that is: for the teacher, error analysis can tell the teachers how far their students have progressed to reach the goal, then for the students, error analysis can facilitate them in improving the English mastery.

In this study, the researcher analyzes the students' errors in writing of descriptive text. Descriptive text is a text which says what a person or a thing is like. The purposes of descriptive text is to describe and reveal a particular person, place, or thing. The researcher chooses descriptive text because many students do not understand well how to write this text correctly, especially the content of the recount text, that is: identification and description.

By considering the explanation above, the writer analyzed the students' errors in writing by asking them to make writing descriptive text. The writer intends to identify what type of errors are the most frequently committed by students. The writer observed Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy at the Second Grade of SMAN 1 Pesisir Tengah Krui in year 2016/2017, because in that year they had studied English writing

especially writing in descriptive text in Senior High School. In this research, the researcher analyzed the errors based on surface strategy taxonomy. This type of errors has interrelationship each other. Then, the researcher described the errors by following surface strategy taxonomy because it holds much promise for researcher concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. So, it is very important to know how many type of errors in writing to help them understand writing skill well.

1.2. Identification of the Problems

Most of the students in the second grade of SMAN 1 Pesisir Tengah still make errors in their writing, especially the students who have a lot of ideas but not have enough knowledge of language to express what they want to write. They found it difficult to make English writing that are grammatically correct and acceptable. The main cause is that foreign language writing is linguistically different in many ways from native language writing. This problem occur, because the students lack of practice and exposure, lack of motivation, learning strategies are not suitable, learning facilities are not completed, and teacher's teaching strategy is not be suitable.

Errors play an important role in learning a foreign language. From the errors that students make, they can determine their level of mastery of language system and discover what they still have to learn. Foreign language teachers should be realized errors made by the students.

1.3. Limitation of the Problems

In line with what the writer has explained above, there are five problems faced by the students in writing descriptive text, they are the students lack of practice and exposure, lack motivation, learning strategies are not suitable, learning facilities are not completed, and teacher's teaching strategy may not be suitable.

From five of the problems, the researcher only took three problems that become the background cause of occurrence errors of students in writing descriptive text. The problems are the students lack of practice and exposure in make English writing, learning facilities are not completed and teacher's teaching strategy are not be suitable.

The first problem is the students lack of practice and exposure in making text in English. In this problem caused the teachers lack of time to deliver material so the students lack given practices and exposure like writing, reading, listening, and speaking, if the teachers give them practice of four skill, it will spend a lot of time. This problem causes the students get difficulties make English writing that are grammatically correct and acceptable so when researcher asked them to made descriptive text, they still confused in using correct grammar.

The second problem is learning facilities are not completed. In SMAN 1 Krui, school only provides LCD and projector in learning English. Should the school provides visual aid and tape recorder in learning English so the students more easily and enjoyed in English lesson. If learning facilities of this school are

completed, they will more quickly master the four skills in English especially for writing skills.

The last problem is teacher's teaching strategy are not be suitable. In SMAN 1 Krui, the teachers only give examples of English learning video, teachers lack of applying learning strategy like group discussion, active learning, and cooperative learning. If the teachers lack of applying this learning strategy, it made students are passive in learning English. Otherwise, if the teachers apply this strategy, it made students enjoyable and more motivated.

1.4. Formulation of the Research Questions

The research problems are formulated as follows:

1. What types of errors do the students commit in their writing descriptive text based on surface strategy taxonomy?
2. Which type of errors is the most frequently committed by students?

1.5. Objectives of the Research

The objectives of this research are:

1. To find out what types of errors that the students commit in their writing descriptive text based on surface strategy taxonomy.
2. To find out which type of errors is the most frequently committed by students.

1.6. Significances of the Study

Findings of this research are expected to be useful for both students and teachers.

1. Theoretically

The findings of this research may be used as information to confirm the previous theory of error analysis in writing English as a foreign language. Besides, it can be made as reference for those who want to conduct the research in the same field.

1. Practically :

1. For the researcher

This research becomes an input about the most typical grammatical errors that the students do and the last benefit is for the other researchers, the result may serve as guidelines for the future study related to the subject.

2. For the teacher

It can help the teacher to prepare the English writing material and can be used to give more attention to errors made by the students in learning writing. Then the teacher will explain the grammar comprehensively and find the best method in teaching writing.

3. For the students

This research is expected to help the students to be aware of the errors that they make and the causes of the errors. It is also expected that they found the correct construction in grammar and they use the language correctly especially in writing. So they don't make the same errors in the future.

1.7. Scope

This research is focused on students' errors in writing descriptive text based on surface strategy taxonomy. It is descriptive qualitative research. According to KTSP curriculum, the second grade students of senior high school have studied descriptive text in the first semester. The researcher gives a task to the students, asks them to write a descriptive text. Then, surface strategy taxonomy used to analyze and classify students' grammatical errors in their descriptive writing.

1.8. Definition of Terms

In order to give consistent concepts, there are some key terms use in this research which are defined here:

Error

Error is defined any deviation from a selected norm of language performance, no matter what the characteristic or causes of deviation might be (Dulay et al.1982).

Error analysis

Error analysis is an activity to identify, classify and interpret or describe the errors make by a person in speaking or in writing.

Descriptive text

Descriptive text is a text which says what a person or a thing is like.

Surface Strategy Taxonomy

Surface Strategy Taxonomy is a taxonomy developed in analyzing error made by the learners which consist of several alternatives for error classification as a result of comparative categorization and communicative effect taxonomy.

Grammar

Grammar is the basic elements of an area of knowledge or skill, or it is a set of prescriptive notions about correct use of a language.

Grammatical Error

Grammatical error in this research is deviation of word placement in the sentence no matter the causes and the characteristics are.

Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance.

Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Misordering

Misordering errors are a wrong placement of morpheme or a group of morphemes in an utterance.

These are the explanation about background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, significances of the study, scope, and definition of terms. The explanation used as the main problem why the researcher conducts the research.

II. THEORETICAL FRAMEWORK

This chapter discusses some important concepts related to the key of terms. This will be started with writing, teaching writing, types of text, errors, error analysis, and types of errors.

2.1. Review of Previous Research

Error analysis has been applied in writing text as an analysis of students' writing. There are many of previous studies that use error analysis in writing text, and the result of the research is various.

The first is a study conducted by Sari (2014). The research was conducted to find out whether or not there are students' errors in writing recount text and determining the types of error based on linguistics category taxonomy, surface strategy taxonomy, and communicative effect taxonomy and the students' reasons for making the errors. The method used in this research was descriptive qualitative design. The subject of this research were 31 students of class X4 SMAN 1 Pesisir Tengah of 2013/2014 academic year. The instrument of this research were a writing task and interview. The result of the data analysis showed that based on the linguistics category taxonomy, there were 60.91% of the students who made morphological errors and there were 39.08% of the students who made syntactic

errors. Based on the surface strategy taxonomy, there were 80.20% of the students who made misformation, 15.22% in omission, 2.80% in misordering, 1.78% in addition. Based on communicative effect taxonomy, there were 4.56% of the students who made global errors and 95.43% in local errors. It was found (1) that the problems faced were based on the linguistics category taxonomy, surface strategy taxonomy, and communicative effect taxonomy many students made an errors in writing of recount text. (2) that the errors made by the students happened because of the students' lack of knowledge of English grammar and also the influence of their first language. The findings are discussed in relation theories and some implication to teaching writing in analysis of students' errors in writing of recount text.

The Second, study is conducted by Suryawan (2012). The objectives of this research are: (1) to investigate whether or not there are sentence structure errors in students' descriptive paragraph writing, (2) to identify the sentence structure errors in writing descriptive paragraph, and (3) to find out the number of proportion (frequency and percentage) of the errors. The writer employed descriptive research design in the study. The subject of this research was first semester of the third grade student of MTs Muhammadiyah 1 Sekampung Udik in 2011/2012 academic years. The instruments are compositions writing test and composing descriptive paragraph. The result of the analysis of sentence fragment the comma splice, the run-on or fused sentence, and the dangling modifier in students' descriptive paragraph writing shows that not all of them were used correctly in their paragraph. The highest frequency of errors is local error

(55.04%), followed by omission errors (51.17%), global errors (44.96%), misinformation errors (18.60%), misordering error (17.05%), and addition error (13,18%). It was found that the problems faced were based on communicative effect taxonomy and surface strategy taxonomy.

The third, study is conducted by Waway (2013). This research was conducted to find out grammatical errors mostly made by the students SMA YP UNILA in writing recount text based on surface strategy taxonomy. The strategy used in this research was descriptive qualitative. The subjects of this research were the students of the first semester in the first year of learning year 2012/2013 of SMA YP Unila Bandar Lampung. The instruments of this research was writing task. Having analysis the data, it was found that the first grade students of first semester at SMA YP UNILA Bandar Lampung, committed four types of errors based on surface strategy taxonomy. The highest students' errors frequency of each error type is misformation of verb which consists of 46.7%, the second is omission of verb which consists of 38.65%, then the third is addition of preposition which consists of 9.51%, and the last is misordering of phrase which consists of 5.14%. It was found that the problems faced were based on surface strategy taxonomy and the difference of Indonesian language and English are different.

Considering the previous research above, it can be found that there are some differences among three previous researches with this research. In the first previous study, the researcher focus on find out types of errors that the students make in their writing recount text based on linguistic category taxonomy, surface

strategy taxonomy, and communicative effect taxonomy and the reason why the students make the errors. The second previous research, the researcher focus on find out sentence structure errors in writing descriptive paragraph, identify the sentence structure errors in writing descriptive paragraph and the number of proportion (frequency and percentage) of the errors. The last previous research, the researcher focus on find out grammatical errors mostly made by the students SMA YP UNILA in writing recount text based on surface strategy taxonomy.

In this study, the researcher had conducted the research in SMAN 1 Pesisir Tengah Krui. The researcher used qualitative research to find out the reason types of errors that the students commit in their writing descriptive text based on surface strategy taxonomy and type of errors is the most frequently committed by students in writing descriptive text. The participants of this research are the second grade students of SMAN 1 Pesisir Tengah Krui of 2016/2017 academic year. The instrument of this research was writing task. The result of the data analysis showed that based on surface strategy taxonomy, the highest students' errors frequency of each error type is misformation of verb which consists of 584 errors or 73.46%, the second is omission of verb which consists of 128 errors or 16.10%, then the third is addition of preposition which consists of 56 errors or 7.04%, and the last is misordering of phrase which consists of 27 errors or 3.40%. It was found that the problems faced were based on surface strategy taxonomy and the difference of Indonesian language and English are different.

2.2. Review of Related Literature

The researcher proposes a review of related literatures which has a correlation with this research as basic concepts:

2.2.1. Error in Language Learning

According to Brown (2000:76) *error* is noticeable deviation from adult grammar or native speaker reflecting the inter language competence of learner, while *mistake* refers to a performance factor such as: memory, limitation, spelling fatigue, and emotional strain. He also identifies that error is a result from lack of knowledge of the rules of the language.

In learning a foreign language, it is natural if the students make errors because language is very different from one to another in terms of grammar, vocabulary, and pronunciation. In comparison with errors, mistakes are random deviation , unsystematic, and are due to non-linguistics factors such fatigue, strong, emotion, and memory limitation. Self-correctability is another criterion taken by James (1998) to make a distinction between errors and mistakes. According to James “mistake can be corrected by the learners if their attentions were drawn to them, but errors can not be self corrected”. Moreover Foster (2005:87) states that an error is an individual language user’s deviation from standard language norms in grammar, syntax, pronunciation and punctuation.

Language learning and language error cannot be separated each other. language

error frequently happen in the language learning process. Error is seen as something normal and natural in learning process. All language learners tend to make errors when they learn a language. Ellis (2002:223-236) states that the second language learners may confused to recognize the use the second language because of their first language's influence. In addition, Setiadi (2006) says that language learner whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tenses. Since English is a foreign language for them and their L1 (Bahasa Indonesia) does not imposes such rules of tenses.

Based on the previous explanation, it can be concluded that errors done by the students is caused by the students' lack of knowledge in language learning. While mistake is deviation committed by the students because of physical condition such as fatigue, boredom, and anxiety. In addition, mistakes can usually be corrected by the students.

2.2.2. Error Analysis

A number of different descriptions for error analysis have been identified. Firstly, Ristiyani (2011) concludes that error analysis is a type a linguistic analysis that focuses on the process of identifying, and describing the learner's error in target language learning. Another definition of error analysis is given by Brown (2000). He defined error analysis as "*the process to observe, analyze, and classify the deviations of the rules of the second languages and then to reveal the systems operated by learner*". As stated by AbiSamara (2003), Error Analysis can be

viewed as "*a type of linguistic analysis that focuses on errors committed by learners*". Errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language. By studying samples of language produced by the foreign language learners the researcher can discover, or at least make informed guesses about, what he thinks the rules of the foreign language are.

Brown (2000, p. 224) states that there are two main sources of errors, namely, interlingual errors and intralingual errors. He used this term to refer to the systematic knowledge of an L2 which is independent of both the learner's L1 and the target language (AbiSamra, 2003, p. 5). According to Kavaliauskiene (2009, p. 4), transfer of errors may occur because the learners lack the necessary information in the second language or the attentional capacity to activate the appropriate second language routine.

Committing errors is one of the most unavoidable things in the world. Students, in the process of learning language, profit from the errors that they make by obtaining feedback to make new attempts that successively approximate their desired objectives. Vahdatinejad (2008) maintains that error analyses can be used to determine what a learner still needs to be taught. It provides the necessary information about what is lacking in the learner's competence. He also makes a distinction between errors and lapses (simple mistakes). According to him, lapses are produced even by native speakers, and can be corrected by themselves. They call for on the spot correction rather than remediation, which is

needed for errors. Mitchell and Myles (as cited in Keshavarz, 2003) claims that errors, if studied, could reveal a developing system of the student's L2 language and this system is dynamic and open to changes and resetting of parameters.

By analyzing the errors, the students will get the correct one and can master English well. Error analysis has advantages for both students and teachers. For students, error analysis is needed to show them in what aspect of grammar is difficult for them, to show the errors made by the students, to know the source or the cause of the error, and how the students can learn from their mistakes so that they will not make the same errors repeatedly and what strategies to master the language. And for teachers, errors tell the teacher how far their students have progressed to reach the goal. Sattayatham and Ratanapinyowong (2008) say that errors can be accepted as a kind of learning activity taking place in the learner.

From the description above, it can be inferred that error analysis is the method to identify, classify, describe, and analyze learner's error in target language learning. Then, the purpose of error analysis is to find the feedback, used as reference in language learning in order to prevent or minimize the errors committed by the students.

2.2.3. The differences between Error and Mistake

When we talk about error it is always connected to mistake. Some people even think that the term of error and mistake are the same and they commonly cannot see the distinction between both of them. Error and mistake are different.

Mistakes are skin to slips of the tongue. That is, they are genererally one time only events. The learner who makes a mistake is able to recognize it is a mistake and correct it if necessary. On the other hand, an error is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error.

In other words, Ellis (2008) stated that error is a lack of knowledge and mistake is the students' posses knowledge of the correct form and it is just slipping up. Brown also gave the similar opinion about error and mistake. According to him, an error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner. And a mistake is slip, a failure to utilize a known system correctly. An error cannot be self corrected, while mistake can be self corrected if the deviation is pointed out to the speaker.

Based on the opinions above it can be concluded that error is caused by lack of knowledge, the students did not know what they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistake happened because temporary laps of memory and also slip of the tongue, actually the students have known about what they write but they just slip up and they can correct and recognize their own mistakes.

2.2.4. Steps in Error Analysis

The researcher divided error analysis into 4 steps: 1) collecting the data from students' works, 2) identifying students' error, 3) Classifying students' errors 4) Calculating the percentage of students' errors.

1. Collecting the data from students' works

After the students finished their writing, the researcher collected their works. Then, the researcher checked the students' task to recognize the errors.

2. Identifying students' errors

The researcher identified the students' error by underlining and giving code by using alphabetical number, e.g. (V) stands for verb errors, (D) stands for determiner errors, (Pro) stands for pronoun errors, (Prep) stands for preposition errors, (PC) stands for possessive case errors, (N) stands for number errors, (VC) stands for verb construction errors, (O) stands for omission errors, (A) stands for addition errors, (MF) stands for misformation errors, (MO) stands for misordering errors.

3. Classifying students' errors

After identifying students' error, the researcher classified the errors. The aim was to find out the frequency of errors. Each error is classified based on surface strategy taxonomy. Based on surface strategy taxonomy, the errors were classified into omission, addition, misformation, misordering.

4. Calculating the percentage of students' errors.

In this step, the writer calculated the errors in order to know how frequent these errors have been made by the students of SMAN 1 Pesisir Tengah Krui. In

calculating the frequency of these each error, the writer employed the following formula:

$$Po = \frac{T1}{GT} \times 100\%$$

$$Pa = \frac{T2}{GT} \times 100 \%$$

$$Pmf = \frac{T3}{GT} \times 100 \%$$

$$Pmo = \frac{T4}{GT} \times 100 \%$$

2.2.5. Grammar

Grammar is the basic elements of an area of knowledge or skill, or it is a set of prescriptive notions about correct use of a language. According to Brown (2001), grammar is the system of rules that constructs the formation and connection of every word in a sentence. Brown also states that “grammatical competence occupies a prominent position as a major component of communicative competence”.

Grammatical competence refers to the degree to which the language user has mastered the linguistic code which includes knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure. Grammatical competence is one of the four components of communicative competence. The other three components are sociolinguistic, discourse, and strategic competence (Cahyono, 1997: 7).

Grammar is organizational components of language and systematic rules that govern the structure and organizational framework of sentences. It becomes the principle of how language elements are constructed to produce meaning. As the structure of language, grammar unites words to produce meaningful sentences, govern sentences, and string sentences (Brown, 2000, p. 362). The definitions show that grammatical structures are built of three dimensions of grammar including the form, meaning, and use of language. Grammar contributes the form of language to produce meaning in order to function in communication (Larsen-Freeman, 2001 as cited in Larsen- Freeman, 2009, p. 521)

Grammar learning plays a very significant role in language acquisition. First, grammar learning promotes accuracy (Larsen- Freeman, 2009, p. 518). Being proficient in grammatical structures will support people's productive skills. The speakers will be able to communicate meaningfully and appropriately that their competence will approach native-like grammar. Previous studies confirm that grammatical competence improve language productions in terms of the accuracy (Amirian, 2012; Davis & Mahoney, 2005; Golonka, 2006; Terrel, 1991). Students who have good grammatical competence can produce written or oral language accurately which is comparable to the native speakers of English. Second, grammar is important for noticing and consciousness-raising in communicative language classroom (Larsen-Freeman, 2009, p. 527; Ellis, 2008). This helps the non-native speakers to be aware of the language structures they are using for communication. Third, related to the receptive skills, grammatical knowledge helps language users to construct meaning from the text (Jung, 2012;

Wood, Kemp, & Waldron, 2014). By having sufficient knowledge on grammatical structures, they will be able to understand the meaning of simple to complex sentences.

From explanation above, it can be concluded that grammar is organizational components of language and systematic rules that govern the structure and organizational framework of sentences. In addition, Grammar contributes the form of language to produce meaning in order to function in communication.

2.2.6. Grammatical Error

Grammatical error in this research is deviation of word placement in the sentence no matter the causes and the characteristics are. According to James (1998:255) states that students' erroneous output-their composition errors in particular are not one remove, but two removes from the native speaker's version. We are not only correcting the errors into what learners want say but also correcting the errors into what the native speakers would have said or write.

He thus challenges Corder's claim that the data of error analysis are 'two sentences: the idiosyncratic sentence (produce by learner) and a well-formed sentence (that which the native would have produced)'. These two sentences would then be compared. This is not the case, however. The data of error analysis comprise not two but three sentences: (i) what learner said; (ii) what they were attempting to say; and (iii) what the NSs would have said (or written) (James, 1998:255).

This is why analyzing learner's grammatical errors in learning other language would be interesting. Learning other language became difficult since the target language had different system from the native language. This difference sometimes made the learners (in this case-the students) make errors especially in applying the grammar.

2.2.7. Types of Errors

Dulay (1982:146) says that there are four descriptive taxonomies to analyze errors, namely:

1. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example within syntax one may ask whether the error is in the main or subordinate clause; and with- in a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

2. Surface Strategy Taxonomy

Surface strategy taxonomy proposed by Dulay, Burt and Krashen in 1982 is a taxonomy developed in analyzing error made by the learners which consist of

several alternatives for error classification as a result of comparative categorization and communicative effect taxonomy. By classifying errors using the surface strategy taxonomy is very practical since it can physically highlight the cognitive process underlying learner's reconstruction of the mother tongue and target language. In addition, this taxonomy also emphasizes that errors are inevitable since the learner are actively progressing towards producing the target language while utilizing their temporary principle in the former language. This taxonomy divides learner errors into four categories which are omission, addition, misformation, and misordering.

3. Comparative Taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. The errors are classified into developmental errors, interlingual errors, interlingual errors, ambiguous errors, and unique errors.

4. Communicative Effect Taxonomy

Communicative effect taxonomy with errors from the perspective of their effect and the listener or reader focuses on the distinguishing between errors that seems to cause a miscommunication and those that do not. Error that effects the overall organization of the sentence hinders successfully communication, while error that affects a single word of the sentence usually does not hinder communication. considering this taxonomy, Burt and Kiparsky discovered two types based on communicative effect: global error and local error (Dulay et al., 1982:191).

From the explanation above, the researcher choose surface strategy taxonomy to classifying error made by students in error analysis of students' writing descriptive text. Because, surface strategy taxonomy it highlights the ways surface structure are altered: students may omit necessary items (*omission*) or add unnecessary ones (*addition*). They may misformation items (*selection*) or misorder them (*misordering*).

2.2.7.1. Surface Strategy Taxonomy

According to Dulay, Burt and Krashen (1982: 155), based on the taxonomy, errors are classified this taxonomy into four categories:

a) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

Example:

1. He a cat.

It should be: He **is** a cat.

2. He very cute and sweet.

It should be: He **is** very cute and sweet.

Sentence (1) is grammatically incorrect because the students omitted "to be (is)" before article "a". Sentence (2) is grammatically incorrect because there is an item omitted. There is no to be in that sentence. So the complete the gap on that sentence above, it should be filled with "is".

b) Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance.

Example:

1. **It's have** 4 bedrooms.

It should be: It **has** 4 bedrooms.

2. I **am play** with my pet

It should be: I **play** with my pet.

Sentence (1) is grammatically incorrect because in this sentence “It’s have” should be replaced with “It has” because to be “is” is not needed in such conditions. So the verb got available for the subject “it” and verb that used is “has”. Sentence (2) is grammatically incorrect because in this sentence “I am “ should be replaced with “I”, as “am” is not needed in such conditions.

c) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.

Example:

1. She always **accompany** me when I study.

It should be: She always **accompanies** me when I am studying

2. He always **play** with her tail.

It should be: He always **plays** with her tail.

Sentence (1) is grammatically incorrect because the verb “accompany” should be “accompanies” because subject third person singular female should be add e or es. Sentence (2) is grammatically correct because the verb “play” should be “plays” because subject third person singular male should be add e or es.

Misordering

Misordering errors are a wrong placement of morpheme or a group of morphemes in an utterance.

Example:

1. **Colour’s bibi** is gray.

It should be: Bibi’s colour is gray.

2. **Body’s bibi** is big

It should be: Bibi’s body is big.

Sentence (1) is grammatically incorrect because the student just translate Bahasa Indonesia into English. The word “colour’s bibi” is misplaced each other so it makes the reader confused. So, the correct grammatically order of those words should be “bibi’s colour”. Sentence (2) the word ”Body’s bibi” are also misplaced each other. The right grammatically order of those words should be “Bibi’s body”.

2.2.8. Types of text

There are thirteen types of text in English, namely:

1. Narrative Text

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Its purpose is to amuse or to entertain the reader with a story.

2. Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience.

3. News Item

News item is a text which informs readers about events of the day. Its purpose is to inform readers about events of the day which are considered newsworthy or important.

4. Procedure Text

Procedure is a text that show a process in order. Its purpose is to describe how something is completely done through a sequence of series.

5. Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

6. Report Text

Report is a text which presents information about something, as it is. Its purpose is to presents information about something, as it is.

7. Analytical Exposition

Analytical exposition is a text that elaborates the writer's idea about the

phenomenon surrounding. Its purpose is to show the readers that the idea is the important matter.

8. Spoof Text

Spoof is a text which tells factual story, happened in the past time with unpredictable and funny ending. Its purpose is to entertain and share the story.

9. Hortatory Exposition

Hortatory Exposition is a type of English text that influences the reader to do something or act in a certain way. Its purpose is to presenting and influencing the readers that should be so, and should not be.

10. Explanation Text

Explanation is a text which tells processes relating to forming of natural, social, scientific and cultural phenomena. Its purpose is to explain how something works or state reasons for some phenomenon. Explanations answer the questions "how" or "why".

11. Discussion Text

Discussion is a text which present a problematic discourse. Its purpose is to present information and opinions about issues in more one side of an issue ('For/Pros' and 'Against/Cons').

12. Review Text

Review is a text which presents critical analysis on events or works for readers or public audiences. Its purpose is to critique or evaluate an art work or event for a public audience.

13. Anecdote Text

Anecdote is a text which retells funny and unusual incidents in fact or

imagination. Its purpose is to tell an event with a humorous twist and entertain the readers.

From the explanation above, the researcher chose descriptive text because second grade students have studied descriptive text in the first semester. This research was conducted to find out types of errors that the students commit in their writing descriptive text based on surface strategy taxonomy and which type of errors is the most frequently committed by students in writing descriptive text.

III. METHOD

This chapter discusses the following topics: setting, research design, subject of the research, data collecting technique, research instrument, data analysis and cross checking by inter raters.

3.1. Setting

The study took place in SMAN 1 Pesisir Tengah Krui which is located on Jl. Abdul Hamid Puncak Rawas. The writer had conducted this research at the second grade of SMAN 1 Pesisir Tengah Krui. The subject of this research is class XI IPA 1. The researcher had been collected this research on January 16, 2017.

3.2. Research Design

This research is descriptive qualitative design. According to Best and Kahn (2007), "The term descriptive research has often been used incorrectly to describe three types of investigation that are different. In this study, the researcher tries to find the phenomena which occur in writing descriptive texts. This design is intended to describe phenomena or problems in learning English. Referring to the statement, the researcher described the students' error in writing descriptive texts. In this research, the researcher analyzes the errors

based on surface strategy taxonomy.

3.3. Subject of the research.

The researcher used one class as the subject at the second grade of SMAN 1 Pesisir Tengah in the 2016/2017 academic year. There are five of science classes in the second grade of SMAN 1 Pesisir Tengah. The researcher choses class XI IPA 1 which consists of 32 students. According to KTSP curriculum, the second year students have got some sufficient exercises and materials in building a good paragraph, such as grammar, vocabulary mastery, listening part deals with writing, and writing itself in their previous grade.

3.4. Data Collecting Techniques

The data of this test who collected from writing task. A single data collection technique, i.e. writing task, is applied to elicit students' sentence structure errors. The students who asked to write at least two paragraph on piece of paper. The paragraphs were about 150 words and 10-20 sentences. It was done in 90 minutes. Their writing analyzed in term of errors on the basis of surface strategy taxonomy, with focus on sentences structure errors. In analyzing the data, the writer go through some important steps, namely: 1) collecting the data from students' works, 2) identifying students' error, 3) Classifying students' errors 4) Calculating the percentage of students' errors.

3.5. Research Instruments

According to Arikunto (1998:148) instrument is tool in research that use a method. The instrument that was used depends on the object that was researched. Simply, it was a tool that is used by an observer when she or he applied certain method to get data.

In conducting the study, the researcher needed the instrument to get the data to analyzed. In this study, the researcher used the documentation of students' writing a instrument to make a descriptive text according to the material that had been learnt before. To make the students understand to determine what they would write, the researcher gave two topics to be chosen by the students. The researcher gave the instruction and direction to the students below.

Instruction:

In this test you have to write a descriptive text. Read several instructions below before writing your text:

1. Write down your name, your class and title of your text on the piece of paper provided.
2. Choose one of these topics:
 - a. My Pet
 - b. My hometown
3. Mention your pets name, character, and behavior or mention your hometown, character, and condition.
4. You may want to use these words: *playful, funny, wide, beautiful, happy, play, sweet, amazing, sweet, cute, soft, short, long, fat, big, small, thin, colour, famous.*

5. Write at least 2 paragraphs and each paragraph consists of 10-20 sentences.
6. It should consist of at least 150 words.
7. Use adequately, the time is 90 minutes.
8. Use relevant sentence construction.

3.6. Data Analysis

The researcher analyzed the data. The steps of the data analysis were:

1. Collecting the data from the students' works

After the students finished their writing, the researcher collected their works.

Then, the researcher checked the students' task to recognize the errors.

2. Identifying students' errors

The researcher identified the students' error by underlining and giving code by using alphabetical number, e.g. (V) stands for verb errors, (D) stands for determiner errors, (Pro) stands for pronoun errors, (Prep) stands for preposition errors, (PC) stands for possessive case errors, (N) stands for number errors, (VC) stands for verb construction errors, (O) stands for omission errors, (A) stands for addition errors, (MF) stands for misformation errors, (MO) stands for misordering errors.

3. Classifying errors

After identifying students' error, the researcher classified the errors. The aim was to find out the frequency of errors. Each error is classified based on surface

strategy taxonomy. Based on surface strategy taxonomy, the errors were classified into omission, addition, misinformation, misordering.

4. Calculating the percentage of students' errors.

In this step, the writer calculated the errors in order to know how frequent these errors have been made by the students of SMAN 1 Pesisir Tengah Krui. In calculating the frequency of these each error, the writer employed the following formula:

$$Po = \frac{T1}{GT} \times 100\%$$

$$Pa = \frac{T2}{GT} \times 100 \%$$

$$Pmf = \frac{T3}{GT} \times 100 \%$$

$$Pmo = \frac{T4}{GT} \times 100 \%$$

3.7.Validity and Reliability

1. Validity

This research needed a validity to prove the evident of the result correctly. As stated by Alwasilah (2002:169), correction and honesty in a description, conclusion, explanation, interpretation, and all kinds of report can be called validity. Fraenkel, Wallen & Hyun (2012:458) explain “in qualitative research validity refers to the appropriateness, meaningfulness, and usefulness of the inferences researchers make based specifically on the data they collect. It meant instrument should be designed fitted to the determined criteria so the researcher

could obtain the desired data in order to draw correct conclusion for his or her research.

The instrument used in this research was documentation in the form writing task. This data source has some superiority than the other data source. Different from other instrument, documentation is not reactive so that the subject cannot hide anything. A research of error analysis in writing skill can use a document of students' writing, where in this research the document was pointed on students' descriptive text writing.

The raters paid attention to the criteria. The criteria of writing whether it was valid. The criteria of validity of the instrument in this research were past tense, length and topic. After the assessment, all the descriptive text writing committed by the students were accepted or categorized as valid.

2. Reliability

According to Fraenkel, Wallen & Hyun (2012:458) explain "in qualitative research reliability refers to the consistency of these inferences over time, location and circumstances. The basic principle of reliability is consistency. The reliability of this research is more related to the collected data. Concept of consistency is done by triangulation. Triangulation or double method is a combination of two methods or more in collecting data about the behaviour of the research subject (Setiyadi, 2006:30).

Cohen and Manion (1980) categorize triangulation into some types: time triangulation, place triangulation, theory triangulation, method triangulation, researcher triangulation, and methodology triangulation. This research used researcher triangulation to collect the same data from two raters. By involving two raters, the research produced a relatively higher level of credibility.

In this study, the researcher was the first rater and then writer asked Mrs. Emilia Nur, S.Pd., an English teacher who taught 11 science in SMAN 1 Pesisir Tengah Krui, to be the second rater. The inter-raters assess the recount texts committed by the students. The raters determine whether the texts were reliable for the analysis. The criteria to assess were the text length and topic. The texts should be at least in two paragraphs and each paragraph consisted of 10-20 sentences, and the topic should be appropriate to one of the optional topics given before. After the raters assessed the instrument, they found the consistency about the criteria that the researcher stated before. From the judgement, it showed that the instrument had good reliability.

V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion which were drawn based on the result of this research.

CONCLUSION

In line with the result of the data, the conclusions can be drawn as follows:

Most students committed all types of error based on surface strategy taxonomy. The percentage of the errors (ranked from the type of error that is mostly occurred) resulted from the students' descriptive writing based on surface strategy taxonomy that is *omission* of verb that consists of 128 or 16.10%, the second is *addition* of preposition that consists of 56 or 7.04%, then the third is *misformation* of verb that consists of 584 errors or 73.46%, and the last is *misordering* of phrase that consists of 27 or 3.40%). it can be inferred the highest frequency of errors is *misfomation* which consists 584 errors or 73.46% and the lowest is *omission* which consists 27 or 3.40%.

SUGGESTIONS

In line with the conclusions presented previously, some suggestions are drawn to improve students' ability in writing descriptive text:

1. English teacher may use information of the types of students' errors as guidance to evaluate the weakness or progress of students' ability in learning English, particularly in writing descriptive text. They should take the errors into account, analyze them and provide proper correction. Therefore, the teacher can make a correction of students' writing errors, then the teacher advisedly gives it back to them, so they will know their grammatical errors. The teacher also can ask other students to correct them together to make them active and the capable students can share their knowledge to the others.

2. The teacher can give remedial teaching to the students to developing their knowledge in writing skill, for example by giving them exercise or homework until they understand the rule of English grammar. Then they are able to apply it in their writing. Besides that, the teacher must set the first priority to the errors that mostly occur.

From the description above, it can be inferred that English teacher can make a correction of students' writing errors, then the teacher advisedly gives it back to the students, so they will know their grammatical errors and also giving them exercise or homework until they understand the rule of English grammar. So, they are able to apply it in their writing.

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