

ARTICLE

***AN ERROR ANALYSIS IN THE STUDENTS' WRITING OF REPORT
TEXT MADE BY ELEVENTH GRADE AT SMAN 7 KEDIRI IN
ACADEMIC YEAR 2017/2018***



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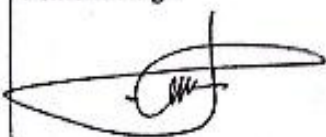


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AN ERROR ANALYSIS IN THE STUDENTS' WRITING OF REPORT TEXT MADE BY ELEVENTH GRADE AT SMAN 7 KEDIRI IN ACADEMIC YEAR 2017/2018

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Abstract

Writing can be mastered only through learning activities and exercises, because it is need more time to think and needs serous attempt to acquire it. Even though they have studied English for many years, they still make many errors when they write. The teacher should be aware of this problem and prevent students from making some error by analyzing the learners' error itself. This research aimed to describe the types of errors and to describe the causes of errors made by eleventh grade students in using simple present tense in writing report text. In doing the research, the researcher uses content analysis which explains the data in qualitative. This research was conducted at SMAN 7 Kediri on August 2017. The subject of this research was XI IPS-1 of SMAN 7 Kediri, this class consists of 30 students. In collecting the data, the researcher used written test of report text about familiar animal and also used questionnaire. She used surface taxonomy for analyzing the data. The result shows that students made four kinds of error based on the surface taxonomy: omission, addition, misformation, and misordering. And the causes of students' error in simple present tense: interlingual, intralingual, context of learning and communication strategy. Acknowledging the appropriate theories of giving feedback to students would be useful to help them to get through their problems.

Keywords: Error, writing, report text

A. INTRODUCTION

Writing is productive skills that must be learned by students. According to Harmer (2002:255) writing has a number of conventions which separated it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation. It means that this is the opportunities for students to increase their vocabulary, grammar knowledge, and

developing their understanding about how the things are expressed and how well students' understand the written form. As a productive skill, writing not only requires a lot of vocabulary in preparing paragraphs, but also grammatically correct to be understood other than the rules of writing. Therefore, composing paragraphs in the act of writing takes a lot of time. As Harmer (2004:31) states writing is often not time-bound in the way conversation is. When writing, students frequently have more

time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them. While Nunan (2003:88) said that “writing is the 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”. The writing activity is different from other skill activities. It is less spontaneous but more permanent since it takes much time and concentrated practice.

There are some aspects involved in writing which students needed to understand: they are producing word, sentences, and paragraph with good English grammatical and good selecting vocabularies. In fact, English grammar is more difficult to understand than Indonesian grammar. Students make some mistake because they do not understand well about the English grammar. Sometimes, their teacher did not aware about the mistake they made. Then students repeatedly made their mistake because there is no correction and it was what we called as error.

Yet, making errors and mistakes are commonly done by the foreign language learners. Without deep understanding, the learners usually tend to

see the errors and mistakes similarly. It is essential here to make a distinction between mistakes and errors. According to Brown (2000:217) *mistakes* refer to "a failure to utilize a known system correctly" while *errors* concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". Two things need to be stated here: Firstly, mistakes do not require special treatment assuming they are recognized. Secondly, *error* here refers to structures only. According to Dulay et. al. (1982:138), “Errors are deviations from some selected norm of mature language performance. They are flawed side of learners’ speech of writing”. Student errors also indicate their search for the target language rule system. Their existence is a very significant indicator to know the progress of students in learning the target language.

However, learners’ errors could be solved by conducting systematic analyzing to identify types of the errors from learner production of writing in order to provide them with appropriate feedback and correction. Error analysis has an important role to help the teacher to reveal what kind of error that mostly the students do in writing and the causes of the error they make.

From the explanation above, it is important by the teacher to give error analysis to the students writing. Error analysis is advantageous for both students and teacher. For students, it is needed to show them in what aspects in grammar which 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 in order that they will not make some errors repeatedly. And for teachers, it may be useful to recognize students' difficulties in the use of grammar in writing especially report text so they will pay more attention to the errors and the causes of the errors in writing.

Therefore, most of the eleventh grade students do not apply the rule in making report text. Sometimes they still made error in some of grammar. Error refers to fault that was made by students who had lack performance and knowledge about something. According Corder (1981:51) error is both an ancient activity at the same time a comparatively new one. It means error is failure which happened in the same situation because the students have a lack knowledge, performance, or competence about rule or system of language and also less of practice to write. While According to Brown (2000:223), concludes that writing error made by

students are caused by four factors, they are Interlingual transfer, Intralingual transfer, Context of learning, Communication strategies.

Students need to learn certain kinds of text in Senior High School. Based on the curriculum of KTSP (*Kurikulum Tingkat Satuan Pendidikan*) School-Based Curriculum that mention in SK (*Standar Kompetensi*) Standard Competence and KD (*Kompetensi Dasar*) Basic Competence that in the second year students is taught into 5 kinds of texts: narrative, analytical expositions, report, spoof and hortatory exposition text. Here the writer only used writing Report text to be analyzed.

One of the text that students should learn is report text. It is needed to give a clear description of person, place or object. There are many definitions about report text. Anderson and Anderson (1998:17) Report text (informational report) is a piece of text that presents information about a subject. Its purpose is to classify and/or describe using facts about the subject's parts, behavior and qualities.

Based on the description above, this study will attempt to answer the following:

1. What kinds of errors are found in the students' writing of report text made by

eleventh grade at SMAN 7 Kediri in academic year 2017/2018?

2. What are the causes of the errors in the students' writing of report text made by the eleventh grade at SMAN 7 Kediri in academic year 2017/2018?

B. RESEARCH METHOD

In this research, the writer used qualitative study. Method used in this research was generated into qualitative and specified into content analysis. The qualitative method was used because the data analyzed were categorized into qualitative data. This research was conducted at SMAN 7 Kediri, which located in Penanggungan street no. 4 Mojoroto Kediri. There are eleventh classes of socials program on the average, each class has 30 students. The researcher especially choose in class XI-IPS 1 the subject of the study based on some reasons, they are; the students are all in the same grade, the students had been studying English for some periods of time, the students are studying report text at the same time as the researcher does an experiment at school.

In collecting the data, the researcher used the writing test where the material was about report text the topic familiar animal. After the teacher collected the data from the students, the researcher analyzed the data based on Dulay's theory.

C. RESULT AND DISCUSSION

After all of the tests had been corrected and the relevant data had been selected based on the purpose of the research, it was found that there were 54 errors. The researcher identified the errors based on the surface taxonomy; addition, omission, misinformation and misordering.

1) Error of Omission

- Butterfly have four wing

The example showed that the students have errors because the absent of (s).

2) Error of Addition

- Rabbit eating grass and plants

In this sentence, the students put verb -ing (eating), the students should omit to be (eats).

3) Error of Misformation

- Dog is a animal popular

From the example above, it can be concludes that the students should improve their ability in writing report text especially in simple present tense.

4) Error of Misordering

- Cheetah weight has 21-72 kg

From the examples above, the research can conclude that the students get confused as the rule of English. Students' errors are caused by making a written disordering error that is most of the students' mistake made in this error was wrong placement words.

Moreover, there are four causes of the errors. That are interlingual, intralingual, context of learning, and communication strategy. The causes of error showed that, first interlingual factor there are three questions of the total number is 48. It means intralingual has interference in influencing the errors in the use of simple present tense made by the students although the effect is strongest.

Second, there were three questions to know the causes of intralingual factor. The total answer is 38. It means intralingual became a causal factor influence the students' errors by Overgeneralization is the strong factor in influencing the errors in using simple present tense.

Third, Context of learning factor had three questions to find out its influence of using simple present tense. The total answer is 27. It means the effect is not too strong.

Communication strategy factor had two questions to find out its influence of using simple present tense. The total is 32. From the explanations above, the researcher assumed that the aspect of communication strategies cannot be counted into the most sources of error in eleventh grade students' writing.

Based on the total score of the table above, the researcher found that the

highest total score with the number 14 for the first question, 15 for the second question, and 19 for the third question. So, the total number are 48 score in Interlingual error. Almost all of students said that they are made some errors in writing report text on the use of simple present tense because of they still influenced by mother tongue or Indonesian language and they cannot found the form of simple present tense in Indonesian language or it can be said that Indonesian language is different with English.

D. CONCLUSION

1. Conclusion

Based on the result and discussion of this research, the researcher presented the conclusion of the research.

From the explanation above, the researcher concluded that the students get difficulties in using simple present tense in writing report text. They still made errors of addition, errors of omission, errors of misformation and errors of misordering; the highest total number of error is reached by omission error. It is clear that almost all of the students did not understand in forming of possessives pronoun in object and in adding *-s/-es* to the verbs which the third person singular subject.

While, in causes of error. the researcher concluded that interlingual was

the highest possible causes of error of eleventh grade students of SMAN 7 Kediri in academic year 2017/2018, So, the students still transfer their old habit to the target language by effect of their mother tongue and their writing result were not acceptable in English.

2. Suggestion

After obtaining the results of this study, the researcher recommends some suggestions for students, English teachers, students, and other researcher.

1. For the students

It is important for the students to learn the use of simple present tense to produce good writing. Students should learn each rule of the simple present tense systems and avoid overgeneralization in order to make the reader understand with what the writer means. Wrong use of simple present tense can cause the reader misunderstanding and confused with what the writer conveys in the text.

2. For teachers

To enhance students' abilities in writing, the writer suggests the English teachers to involve the simple present tense system in their teaching and learning process, even though there is no discussion about simple present tense in syllabus. The teacher can put in the material in any section of teaching English especially in writing and reading sections. By this way,

the teacher can reduce the students to do overgeneralization. It is intended to increase students' writing texts ability in good grammar to minimize errors in using simple present tense.

3. For other researchers

The researcher suggests the researcher who wants to conduct further study beyond the scope above. Hopefully someday the research findings may be helpful and can be used as reference to make a research more detailed so that the readers are able to know about errors more deeply. This skripsi also expected to find a way to solve the problem of errors are made by the students that is the use of simple present tense in writing report text.

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