AN ERROR ANALYSIS IN WRITING REPORT TEXT MADE BY
STUDENTS OF 9TH GRADE IN SMP N 1 GATAK
2015/2016 ACADEMIC YEAR

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Surakarta, 27 Juni 2016

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Abstracts

This study aims to find out the most common type of errors made by students of 9th grade in writing report text. Specifically this research is: (1) to identify the type of errors in writing report text made by students of 9th grade in SMP N 1 Gatak 2015/2016 academic year, (2) to identify the types of morphological errors, syntactical errors, (3) to describe the sources of errors. The type of this research is descriptive qualitative research. In collecting data, the researcher uses elicitation technique. The are three steps to collect the data, namely: firstly, the researcher entered the classroom and ask the students to write their own report text, secondly, the researcher collected the students’ works, then reads and analyzes the data by marking the types of errors which occur in the students’ writing. Lastly, the researcher documented the data of error then classifies them based on linguistic category and surface strategy. In analyzing the data, the researcher uses the theory of James for classifying the errors, and uses Brown’s theory for sources of the errors. The results of this study show that the researcher found in the type of “Morphological ” consist of 64 errors or 43.54% of errors. Then in the “Syntactical” found 9 type of errors consist 55 errors or 37.41% of errors. “Discourse” consist 28 errors or 19.05% of errors.

Key words: errors analysis, report text, source of errors, linguistic category, surface strategy

Abstrak

berdasarkan linguistic category dan surface strategy. Dalam menganalisis data, peneliti menggunakan teori dari James untuk mengklasifikasikan error, dan menggunakan teori dari Brown untuk sumber-sumber error. Hasil dari penelitian, peneliti menemukan error pada “morfolologi” terdiri dari 64 error atau 43,54 % error. Kemudian dalam “sintaksis” menemukan 9 jenis error terdiri dari 55 error atau 37,41 % error. “Discourse” terdiri dari 28 error atau 19,05 % error.

Kata kunci: analisis kesalahan, teks report, sumber-sumber kesalahan, linguistic category, surface strategy

INTRODUCTION

As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School.

In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading and writing. Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills.

In Indonesia, English is taught in Junior High School. Although English is not the new thing for Junior High School’s students, in fact they still face many difficulties in mastering English because English is not the Indonesia native language.

In learning English, the students found the problem about the first language (L1) and the second language (L2). It indicates that there are the differences between Indonesia grammar and English grammar phonetically and morphologically. Those conditions can cause problem that bring an error as the result of the influences of the student’s mother tongue or native language.

The learners who want to use foreign language always fear of making errors and mistakes, especially the learners who wants to increase the ability of writing skill in target language. The learner usually makes error, because error is natural and will occur frequently.

Learning English for Indonesia learners is still difficult for grammatical rules. It is known that the grammar is very important for them when they would get build a writing skill in English, likewise teaching English in SMP N 1 Gatak. One of the skills being taught mostly in SMP N 1 Gatak is writing skill.

In teaching learning process in SMP N 1 GATAK, the first the student identifications from teacher give explain and example about the narative text, recount text, descriptive text, report text, etc. The purpose of the research makes the students to understand the texts, to improve their skill in writing and to make students write sentences correctly. In fact, the teacher often finds wrong sentences or error sentences made by the students.

Error analysis is described as “a set of procedures for identifying, describing and explaining learners’ errors” (Ellis & Barkhuizen, 2005: 51). It is crucial to point out that Error Analysis is not only about identifying and detecting errors but actually trying to explain why they are made. When investigating second language learners’ material there are
several methods that one can use to collect data for the research. According to Ellis & Barkhuizen the best method to investigate second language acquisition is by collecting samples of the learner’s productive English. The written production reveals the learner’s grammatical knowledge and provides evidence of how much the learner really knows which makes essays a perfect sample (2005: 21).

Fauziati (2009: 144) state that errors can be described using different kinds of taxonomy, namely, linguistic category, surface strategy, comparative taxonomy, and communicative effect. From the phenomena above, we can know that there are many errors in writing, especially in report text. By knowing the phenomena, the researcher feel interested in doing a research about error analysis in writing report text to know how serious the error made by students in Junior High School, and the researcher also wants to give contribution in the rectification of those errors.

Writing English is not easy skill, especially for the 9th grade students of Junior High School. They can’t write the sentences well. Error refers to the mistake that occur frequently. This phenomenon happens to 9th grade students of SMP Negeri 1 Gatak. They still need knowledge about English even though they have studied English especially in writing sentence correctly. The students still construct English sentences by using Indonesian rules, for example:

* Dolphins is also very friendly toward man.
* Dila is girl beautiful
* Dolphins has a simple language.

From the example of the first sentence above, the students do not write the necessary elements in their writing construction. This sentence has misselection of pronoun (Dolphins). The correct sentence is “Dolphins are also very friendly toward man”. In the second sentence, the students disorder the word girl and beautiful. The correct sentence should be: Dila is a beautiful girl. In the third sentence, the student uses has as the verb. Actually the subject “Dolphins” uses have as the verb. The correct sentence is “Dolphins have a simple language”.

Error analysis becomes strategies to know about grammatical in writing skill. Especially in writing report text student had known word or verb is used to write the sentences to report text. From the phenomenon above, the writer wants to do a research entitled AN ERROR ANALYSIS IN WRITING REPORT TEXT MADE BY STUDENTS OF 9TH GRADE IN SMP N 1 GATAK 2015/2016 ACADEMIC YEAR.

So this research is not the first, there are some researcher who have conducted research on error analysis. There are five researcher that related to this research. They are: Clolipah (UHSI, 2011) entitled An Analysis of Students’s Error in Writing Recount Text (A Case in Second Grade Students of SMP Trimulia Jakarta Selatan). Effendy (UMS, 2014) entitled An Error Analysis in Writing Descriptive Text Made by 8th Grade Students of SMP Al-Islam Kartasura in 2013/2014 Academic Year. Anom (Ganesa, 2012) entitled An Analysis of The Narrative Writing the Ninth Grade Students of SMP Negeri 1 Gianyar Based in Text’s Cohesion and Coherence. Pratama (UMS, 2015) entitled An Error Analysis in Writing Descriptive Text Made By Eighth Grade Students of SMP Muhammadiyah 2 Masaran in 2014/2015 Academic Years. Indriawan (USGI, 2013) entitled The Error Analysis of Students’ In Writing Narrative Text at the Ninth Grade of SMP N 1 Palimanan.

Based on previous studies above, the difference between the current studies with the third pervious study is the subject of the study. The current study is using report text as...
subject of the study. Then in object of the study, the researcher just focus made by students 9th grade in SMP N 1 Gatak. The researcher also use linguistic category and surface strategy taxonomy.

This aims of this research are: (1) to identify the type of errors made by students 9th grade in SMP N 1 Gatak in their writing report texts, (2) identifying the types of morphological error, syntactical errors, and discourse errors, and (3) explain the frequency of each type of errors and identifying the source of errors.

RESEARCH METHOD

The type of this study is descriptive qualitative research. The writer uses error analysis as the frame work of this research, there are to describe the type of Errors, the frequency of errors and the source of errors occurring in the report text writing by students 9th grade students in SMP N 1 Gatak. The object of the study is the errors in writing report text made by students of 9th grade in SMP N 1 Gatak 2015/2016 academic year. The researcher will use the erroneous sentences and paragraph made by students of 9th grade in SMP N 1 Gatak 2015/2016 academic years. There are 60 compositions of writing report text made by the students that will be collected randomly. There are three steps that will be used by the researcher to collect the data, namely: Firstly, the researcher enters the classroom and asks the students to write their own report text. The researcher must stay in the classroom for waiting the students until they finish their work. Secondly, the researcher collects the students’ works, then reads and analyzes the data by marking the types of errors which occur in the students’ writing. Lastly, the researcher documented the data of error then classifies them based on linguistic category and surface strategy. The technique which is used to investigate the validity of data is expert judgement. There are five steps to analyze the data: 1. Identification of errors. The researcher selects the data whether it contains error or not. 2. Classifying the errors. The researcher classifies the errors based on linguistics category and surface strategy taxonomy according to James in 1998. 3. Describing the frequency of errors. The researcher count the frequency of each errors made by students. 4. Describing the dominant type of error. The researcher describes the dominant type of error based on the calculation of error percentage. 5. Describing the sources of error. The researcher describes the source of error made by students in report text.

FINDING AND DISCUSSION

In this chapter, the researcher describes the erroneous of the sentences which are taken from the composition of the writing report text made by students of 9th grade in SMP N 1 Gatak 2015/2016 academic year. The writer analyzes and classifies the type of error made by the students based on the combination of linguistic category and surface taxonomy. The researcher divides the research finding into 6 steps. They are the type of morphological errors, the type of syntactical errors, the type of discourse error, the frequency of each type of errors, and the sources of error.

1. Type of Morphological Error

   From the data of students, the researcher found many errors in lexical from made by students. There are false friend, wrong spelling, and code switching.

   a. False Friends

   The researcher found 16 sentences containing false friends’ error of similar meaning.
We can find many water who fall from the sky. 

The sentence have the same meaning but is inappropriate to use sentence above. The correct word is which because it’s used to describe it as thing.

b. Wrong Spelling

The researcher found 44 errors containing wrong spellings’ error.

(1) It’s usually hunting deer.

The students made errors in their spelling. The correct word is usually.

c. Code Switching

The researcher found that the total of code switching error in this data are 4 words.

(1) Elephant life in grup.

The students uses grup, in the sentence above and it is Indonesian word. The correct word is group.

2. Type of Syntactical Error

a. The use of BE

1) Omission of BE

From the data, the research found 5 wrong sentences because of the use of BE.

(1) He__hunted to pick the skin

This sentence above, becomes incorrect sentence. The student must omit the “be” is after the word He the correct sentences is “He is hunted to pick the skin”.

2) Addition of BE

From the data, the researcher found 5 wrong sentences which the students made error.

(1) They are it is funny animals

This is incorrect sentence because of the addition of definite “BE” is. The correct sentence should be without define “BE” is.

3) Misuse of BE

From the data, the researcher found 6 wrong sentences which the students made error.

(1) Rabbits is mammal animals.

It becomes an inappropriate sentence because the student use to be is in the sentence. The incorrect sentence, because the subject is plural word. It should use to be are. The correct sentence is “Rabbits are mammal animals”.

b. **Article**
   1) **Omission of Article**
      Based on the data, the researcher found 11 sentences.
      (1) Elephant is a mammal and _ biggest animals in the world.
      
      It becomes incorrect sentence. The student has omitted the definite article *the* after conjunction *and*. The correct sentence is “Elephant is a mammal and the biggest animals in the world”.

   2) **Addition of Article**
      Based on the data, the research found 8 sentences which the students made error in adding article.
      (1) The bulldog eats *a* meat or bone.
      
      The incorrect sentence because the addition of definites an article *a*. The correct sentence should be without definite article *a*.

c. **Pronoun**
   Based on the data, the researcher found 3 sentences which the students made error.

   (1) Cow usually advantageous *his* milk and meat.
   
   The word *his* in the sentence should be *its*. Because use to possessive pronoun experience to misuse for use subjective for possessive pronoun. So, *its* as possessive pronoun.

d. **Verb**
   1) **Addition of verb**
      Based on the data, the researcher found 4 sentences made error

      (1) Carrot is vegetables can use make to make juice and food.
      
      The example of addition of verb is this in sentences “Carrot is vegetables can use make to make juice and food”. The sentence becomes incorrect because the student addition make as verb in this sentences, because this sentence have double verb. So the correct sentence is Carrot is vegetables can use to make juice and food.

   2) **Misuse of Verb**
      Based on the data, the researcher found 7 sentences made error.

      (1) Rose *have* green small leaf.
      
      The sentence becomes incorrect because the student use to *have* for verb, in this case inappropriate because use *have* after the subject singular, because singular subject use *has* and plural use *have* as verb in sentence. The correct verb is *has*.

e. **Misordering of noun phrase**
   Based on the data, the researcher found 6 sentences errors in misordering.
(1) Rose is a flowers bautiful.
This sentence contains error in misordering of noun phrase. The words order is so confusing. It correct is “Rose is a beautiful flowers”.

3. Type of Discourse Errors
   a. Generic Structure
      Based on the data, the researcher found 7 of generic structure of discourse error.

      Orange

      Description
      Orange has colour orange, the shape round. Orange fruit have very much vitamins C. Vitamin C has function as disease sariawan, beri-beri, etc. Orange fruit can to make juice and give flavour to food, ice cream and cake.

      It is became error of generic structure because the student only use description element in the generic structure of report text. It should be added by identification element.

   b. Reference
      Based on the data, the research found 14 references of discourse error

      (1) She has colourful wings
      It is an error of reference. It contains error because the students use pronoun she to substitute the noun animal. It is anaphoric reference error. The correct sentence is “It has colourful wings”.

   c. Conjunction
      From the data of the students, the research found 7 conjunction of discourse errors

      (1) Orange fruit has orange colour __ the shape is round

      It produces errors because the student omits the conjunction of this sentences. The correct sentences need add conjunction and between words colour and the article the. “Orange fruit has orange colour and the shape is round” is the correct form.

4. The Frequency of Each Type of Error
   These errors are arranged into the table below. The researcher found 147 errors made by the students.

   Types of Error

<table>
<thead>
<tr>
<th>No</th>
<th>Types of error</th>
<th>Number of error</th>
<th>Frequency of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Type of morphological error</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>False friend</td>
<td>16</td>
<td>10.88%</td>
</tr>
<tr>
<td></td>
<td>Wrong spelling</td>
<td>44</td>
<td>29.93%</td>
</tr>
<tr>
<td></td>
<td>Code switching</td>
<td>4</td>
<td>2.72%</td>
</tr>
</tbody>
</table>
2. **Type of syntactical error**  

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be as predicate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omission of be</td>
<td>5</td>
<td>3.40%</td>
</tr>
<tr>
<td>Addition of be</td>
<td>5</td>
<td>3.40%</td>
</tr>
<tr>
<td>Misuse of be</td>
<td>6</td>
<td>4.08%</td>
</tr>
<tr>
<td>Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Omission of article</td>
<td>11</td>
<td>7.48%</td>
</tr>
<tr>
<td>Addition of article</td>
<td>8</td>
<td>5.44%</td>
</tr>
<tr>
<td>Subject Pronoun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misuse of subject pronoun</td>
<td>3</td>
<td>2.04%</td>
</tr>
<tr>
<td>Verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition of verb</td>
<td>4</td>
<td>2.72%</td>
</tr>
<tr>
<td>Misuse of verb</td>
<td>7</td>
<td>4.76%</td>
</tr>
<tr>
<td>Noun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disordering of noun phrase</td>
<td>6</td>
<td>4.08%</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>37.41%</td>
</tr>
</tbody>
</table>

3. **Type of discourse error**  

<table>
<thead>
<tr>
<th>Error Type</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic structure</td>
<td>7</td>
<td>4.76%</td>
</tr>
<tr>
<td>Reference</td>
<td>14</td>
<td>9.52%</td>
</tr>
<tr>
<td>Conjunction</td>
<td>7</td>
<td>4.76%</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>19.05%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>147</td>
<td>100%</td>
</tr>
</tbody>
</table>

5. **Source of Error**  

The researcher try to find the source of errors. In order to find the sources of errors, the researcher should identify the sources of errors. The researcher can clasifies the sources of errors into two errors. There are errors are interlingual transfer and intralingual transfer.

**CONCLUSION, PEDAGOGICAL IMPLICATION**

In this research, the researcher found many errors in writing report text made by students of 9th grade in SMP N 1 Gatak 2015/2016 academic year. The result of the analysis showed that from sixty students’ compositional work, there were one hundred forty seven errors which are grouped into three main categories, namely: morphological error, syntactical error, and discourse error.

Firstly, morphological errors consist of 64 errors or 43,54% of errors. Secondly, syntactical errors consist of 55 errors or 37,41% or errors. Lastly, discourse errors consist of 28 errors or 19,05 % of errors in reference.

Based on the categories of type of error above, the dominant error made by 9th grade students of SMP N 1 Gatak in writing report text was in morphological (64 errors or 43,54% of errors). It means that the students do not understand the word structure and grammar in English well. The researcher concludes that the students lack of knowledge of the morphological rules.
The sources of error, the researcher finds the sources in interlingual transfer and intralingual transfer. Interlingual transfer is the negative influence from the learner’s mother tongue. As beginner, the 9th grade students usually use the rule of Bahasa Indonesia to make their sentences in English. Where as in intralingual transfer, the item produced by the students does not reflect to the structure of mother tongue. It can be concluded that the main sources of students’ error in writing report text are interlingual and intralingual transfer.

In this research, the researcher finds the dominant error for each type of error. The first error found is in wrong spelling at morphological level. The second error is found in omission of article of syntactical level. The last error is found in reference of discourse level. According to Fadyla (2009) remedial teaching is a form of teaching that is correcting or a form which makes teaching better than before. In the other hand, remedial teaching is an improvement of teaching that has a function for healing. There are four ways to improve the students’ writing: (1) set specific and understandable goals; (2) teach students how to revise; (3) teach summarizing not analyzing; (4) require more and longer writing.

In the research, the researcher finds the dominant errors for each type of error. The first error found in wrong spelling of morphological level. The second error found in omission of article. The last error found in reference of discourse. The remedial teaching has to be focused on wrong spelling, omission and reference in report text, The students often make errors because they do not understand the knowledge of writing skill well. There are several steps to do remedial teaching:

1. Wrong Spelling in Morphological Error
   a. The teacher determines the common word of report text, and creates the word lists.
   b. The students are guided to discover the rule and pattern of each word in English.
   c. The teacher asks the students to learn the word and try to spell each word well.
   d. The teacher chooses some words in wrong spelling and asks students to short it well.
   e. The teacher has to encourage the students to discover the pattern of each word in their writing.
   f. Do reinforcement activities to help students that relate to the pattern of acquired word knowledge.

2. Omission of article in Syntactical Error
   a. The teacher explains the article which consists the, a, and an.
   b. The teacher explains the using of article in the sentences.
   c. The teacher can explains the use of article usually is used before the object or the subject in sentences.
   d. The teacher asks the students to make sentences by using article which appropriate with the sentences before subject or object.

3. Reference in Discourse Error
a. The teacher explains the categories of reference, there are: *she*, *he* and *it*.

b. The teacher explains using the reference in sentences. *She* is used to names subject is woman. *He* is used to names subject is man and *It* is used to names subject animal, thing and so on.

c. The teacher can give example short sentences, so that the students understand how to use the reference in the sentences.

**BIBLIOGRAPHY**


