

**ERROR ANALYSIS IN WRITING DISCUSSION TEXT MADE BY  
STUDENTS AT ENGLISH DEPARTMENT OF UNIVERSITAS  
NEGERI PADANG**

**THESIS**

Submitted as a Partial Fulfillment of the Requirements to  
Obtain Strata One (S1) Degree



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UNIVERSITAS NEGERI PADANG  
2019**

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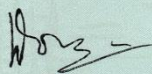
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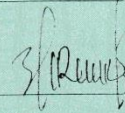
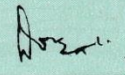
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Dengan ini saya menyatakan bahwa karya tulis saya dengan judul "*Error Analysis in Writing Discussion Text Made by Students at English Department of Universitas Negeri Padang*" adalah asli dan merupakan karya saya sendiri. Dalam karya tulis ini murni gagasan, ide, dan rumusan saya sendiri tanpa bantuan tidak sah dari pihak lain, kecuali arahan dosen pembimbing. Didalam karya tulis ini tidak terdapat hasil karya atau pendapat yang ditulis orang lain kecuali dikutip secara tertulis dengan jelas dan dicantumkan sebagai acuan didalam daftar kepustakaan. Pernyataan ini saya buat dengan sesungguhnya, apabila dikemudian hari terdapat penyimpangan dalam pernyataan ini, maka saya bersedia menerima sanksi sesuai dengan norma dan ketentuan hukum yang berlaku.

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## **ABSTRAK**

**Kharmilah, Puteri. 2019. "Error Analysis in Writing Discussion Text Made by Students at English Department of Universitas Negeri Padang". Skripsi. Padang: Universitas Negeri Padang**

Kesalahan grammar merupakan salah satu kesulitan yang dialami siswa dalam proses menulis. Tujuan utama dalam penelitian ini adalah menemukan kesalahan grammar yang biasa dilakukan oleh mahasiswa jurusan bahasa Inggris tahun masuk 2017 di Universitas Negeri Padang dalam menulis discussion text. Secara teoritis, penelitian ini dilakukan untuk mengidentifikasi, mengklasifikasikan dan memperlihatkan proporsi dari setiap jenis error yang dibuat oleh siswa.

Jenis penelitian yang digunakan adalah penelitian kualitatif dengan metode deskriptif. Subjek penelitian merupakan mahasiswa pendidikan bahasa Inggris di Universitas Negeri Padang, spesifiknya siswa kelas K.2-2017. Instrument yang digunakan merupakan dokumentasi tulisan siswa tentang discussion text. Semua grammatical error yang muncul di tulisan siswa di analisis menggunakan Surface Strategy Taxonomy yang diperkenalkan oleh Dulay et.al. Taxonomy ini mengkasifikasi error menjadi 4 jenis yaitu omission, addition, misformation, dan misordering.

Temuan menunjukkan bahwa jumlah total error yaitu 260 error. Error terbanyak yaitu omission (50 errors/ 50,77%), tempat kedua yaitu misformation error (75 error / 28,85%), tempat ketiga yaitu addition error (39 errors /15%), dan yang terakhir adalah misordering error (14 error / 5,38%). Berdasarkan hasil ini, dapat disimpulkan bahwa siswa masih mengalami kesulitan yang besar dalam mempelajari struktur grammar dalam proses menulis discussion text.

Kata Kunci : error, error analysis, grammatical error, discussion text



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Padang, Juli 2019

The Writer

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## **CHAPTER I INTRODUCTION**

### **A. Background of the Study**

In the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned by almost all of students in every level of education. As stated by Richard (2002), writing is the most difficult skill for second language learners to be mastered. The difficulty in writing is not only in generating and organizing ideas and finding vocabulary, but also in using correct grammar. Writing is the productive skill that involves grammar in a structured way. Therefore, students need a lot of time to think about ideas and composes it into paragraph. In addition, students have to produce words, sentences, paragraphs at the same time with good English grammar.

In writing skill, grammar is one of the most important roles in producing the sentences. Brown (2001) says that “grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence”. Grammar can be called as a set of rules in a language. The students need to acquire basic grammatical knowledge to write effectively. Grammar deals with the rules for forming words and making sentence. It is an essential part of the use of language process, both in spoken and written language. Grammar must be learned by students who want to learn about language because grammar is really needed when the students make a writing.

In learning English, it is common that students make mistakes or error in written form. Based on pre observation that was done by researcher to second year English Department students, they stated that they commonly make grammar

mistakes when they learn English, especially in writing. Students also stated that sometimes lecturer did pay attention too much about students' grammatical errors in their writing. This case causes the students made their mistakes repeatedly because they do not have the correction and it was what we have called as error. Error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Erdogan (2005:263) emphasizes "error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language.

Error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the source of the error and how the students can learn from their mistakes. And for lecturer, it is required to evaluate themselves whether they are successful or not in teaching English, especially writing course.

In this research, the writer focuses on analyzing grammatical error in writing discussion text made by the second year students. Discussion text is one of the texts that should be mastered by the students. Discussion is a text which presents a problematic discourse and presents two different point of views. It is important for students to study discussion text because in learning and writing discussion text, the students are hoped to be able to present their critical thinking about the problems. The students learn to see a problem from two point of view, it

can be positif views and negatif views. Therefore, the students also should know the purpose, language features, and generic structure of this text. But in fact, the students stated that they still often faced difficulty in writing that makes them cannot write discussion text correctly. One of the biggest problems that is stated by students is grammar. Discussion text contains the general grammatical features, but in case of writing, there are still many errors made by the students in writing the paragraphs. The students still make grammatical error in making the sentences. Meanwhile, the students often did not get the feedback about their writing correction from the lecturers.

A number of grammatical analysis studies have been performed to analyze grammatical errors phenomena in writing. First, a study entitled “An Analysis of Students’ Grammatical Errors in Writing Recount Texts (A Study at SMAS Babul Maghfirah Aceh Besar)” was performed by Affied Alfayed. In his study the writer found that the total number of errors is 436 in which the most common errors in form of verb tense. Another previous study was conducted by Shaila Sukma Wijayanti entitled “The Analysis of Grammatical Error Instudents’ Recount Text Made by Theeighth Grade Students of Smp N 1 Gombong In The Academic Year of 2016/2017”. The results show that 40% of students made errors in omission.

Despites the similarities this study shares with the previous studies, there are still differences. The present study uses Surface Strategy Taxonoy which proposed by Dulay et.al to classify types of errors in students’ writing recount texts. Meanwhile, two previous study used Betty S. Azar classification and Corder classification.



Based on the explanation above, the writer is interested in analyzing students' writing especially in their grammatical errors. The writer would like to carry out a research under the title "Error Analysis In Writing Discussion Text Made By Students at English Department Students of Universitas Negeri Padang". This study analyzed error analysis in discussion texts made by university students, which focus on finding out the error types based on surface strategy taxonomy and identifying the factors causing grammatical errors made by the student in writing discussion texts

### **B. Identification of the Problem**

Grammar is one of the most difficult aspect in learning English. It is caused by the fact that there are many things should be learned, such as nouns, verbs, tenses, and so on. Sometimes learners are unable to use the word in making a sentence correctly. This analysis explained error categories and possible causes make by the students. Through error analysis, the researcher hopes to be able find the grammatical errors of the students and their difficulties in writing discussion text and the researcher also hopes that it can reduce the students' error in next time.

### **C. Limitation of the Problem**

In this research, the writer focused the study on analyzing the students grammatical error in writing discussion text at English Department of Universitas Negeri Padang. The writer just concern in analyzing grammatical errors made by the students in their writing based on surface strategy taxonomy; ommision, addition, misinformation and misordering

#### **D. Formulation of the Problem**

Based on the limitation above, formulation of the problem is to find out the types of grammatical errors and its percentage made by the third semester students of English Department of Universitas Negeri Padang in writing discussion text.

#### **E. Research Questions**

The research questions are as follow :

1. What are the types of grammatical errors made by the students in writing discussion text based on surface strategy taxonomy?
2. What are the categories of each types of grammatical error made by the students?
3. What is the proportion (percentage) of errors made by the students in writing discussion text?

#### **F. Significance of the Study**

The result of the study is expected to be able to give the following benefits :

1. For the next researchers

It is hoped that this study can be used as a references to conduct a similar research about problem faced by EFL students in making English writing that supports their research.

2. For the readers

This research will be benefit for the readers to increase their knowledge about grammatical errors in writing.

## **G. Definition of the Key Terms**

### **1. Error**

An error is an action which is inaccurate or incorrect. In some usage, an error is synonymous with mistakes. Error is noticeable deviation from adult grammar or native speaker reflecting the language competence of learner, while mistake refers to a performance factor such as: memory, spelling fatigue, and emotional strain (Brown, 2007:258).

### **2. Error Analysis**

Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Brown, 2007).

### **3. Grammar**

Grammar is regarded as a whole system and structure of a language. 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

### **4. Grammatical Error**

Grammatical error in this study is defined as inaccurate forms, semantic meanings and use.

### **5. Discussion Text**

A discussion text is a kind of text to present at least two points of view about an issue.