

**AN ERROR ANALYSIS OF WRITING SPOF TEXT AT
GRADE VII OF SMP NEGERI 1 BATAHAN**



A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd) In English*

Written By:

SAFWAN ARIF
Reg. No. 18 203 00075

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

**AN ERROR ANALYSIS OF WRITING SPOF TEXT AT
GRADE VII OF SMP NEGERI 1 BATAHAN**



A THESIS

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidimpuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd) In English*

Written By:

SAFWAN ARIF
Reg. No. 18 203 00075

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024

**AN ERROR ANALYSIS OF WRITING SPOOF TEXT
AT GRADE VII OF SMP NEGERI 1 BATAHAN**



A THESIS



*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfilment of the Requirement
for the Graduate Degree of Education (S.Pd) in English*

Written By:

SAFWAN ARIF
Reg. No. 18 203 00075

Advisor I

Rayendriani Fahmei Lubis, M.A.g
NIP. 19710510 200003 2 001

Advisor II

Yusni Sinaga. M.Hum
NIP. 19700715 200501 2 010

ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2024

AGREEMENT OF ADVISORS

Term : Thesis

Padangsidimpuan, July 2024

An. **Safwan Arif**

To: **Dean**

Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Safwan Arif**, entitled "**An Error Analysis Of Writing Spooof Text At Grade VII Of SMP Negeri 1 Batahan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.


Wassalam'alaikum Warahmatullahi Wabarakatuh

Advisor 1



Rayendriani Fahmei Lubis, M.A.g
NIP. 19710510 20003 2 001

Advisor II



Yusni Sinaga, M.Hum.
NIP. 19700715 200501 2 010

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Safwan Arif
Reg. Number : 18 203 00075
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI
The title of the Thesis : **An Error Analysis Of Writing Spoof Text At Grade VII Of SMP Negeri 1 Batahan**

I hereby declare that, I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 12 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidimpuan, July 2024
Declaration Maker



Safwan Arif
Reg. Number 18 203 00075

APPROVAL STATEMENT FOR PUBLICATION

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : Safwan Arif
Registration Number : 18 203 00075
Faculty/Department : Tarbiyah and Teacher Traihing Faculty/TBI
Kind : Thesis

To develop science and knowledge, I hereby declare that I present to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan. **Non Exclusive Royalty Right** on my thesis with entitled:“ *An Error Analysis Of Writing Spoof Text At Grade VII Of SMP Negeri 1 Batahan*”. With all the sets of equipments (if needed). Based on the this non-exclusive royalty right, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Based on the statement above all, this statement is made true heartedly to be used properly.

Padangsidimpuan, July 2024

Signed


Safwan Arif
Number 18 203 00075



EXAMINERS

SCHOOLAR MUNAQOSYAH EXAMINATION

Name : Safwan Arif
Registration Number : 1820300075
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-3
The Tittle of Thesis : "An Error Analysis Of Writing Spoof Text At Grade VII Of SMP Negeri 1 Batahan"

Chief,



Dr. Hamka, M.Hum
NIP. 19840815 200912 1 005

Secretary,



Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Members,



Dr. Hamka, M.Hum
NIP. 19840815 200912 1 005



Dr. Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002



Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016



Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010

Proposed:

Place : Padangsidempuan
Date : July, 19th 2024
Time : 14.00 WIB until finish
Result/ Mark : 68.75 (C)
IPK : 2,67
Predicate : Cukup



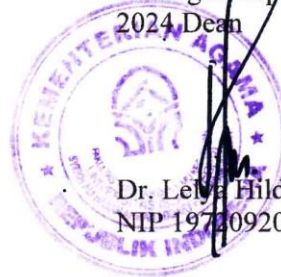
RELIGION MINISTRY INDONESIAN REPUBLIC
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Thesis : An Error Analysis of writing Spoof Text At
Grade VII Of SMP Negeri 1 Batahan
Name : Safwan Arif
Reg. Num : 18 20 300075
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-3

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidimpuan, tgl 23 januari
2024, Dean



Dr. Lely Hilda, M.Si.
NIP 19720920 200003 2 002

Name : Safwan Arif
Reg. Number : 18 203 00075
The Title Of Thesis : An Error Analysis Of Writing Spoof Text At Grade VII Of SMP Negeri 1 Batahan

ABSTRACT

This research aims to determine the number of types of errors made by students in writing spoof texts. Apart from that, the researcher also wanted to investigate the most common mistakes made by students in writing spoof texts. This research uses a case study as the research design. To collect data, researchers asked students to write spoof texts about their funny stories and researchers gave interviews to English teachers to find out students' difficulties in writing English to support students' written texts. Participants in this research were an English teacher and 28 class VII students of SMP Negeri 1 Batahan. After conducting research, researchers found several findings; Judging from the number of types of errors, there are four main errors, namely omissions, additions, arrangement errors, composition errors, researchers found 2 major errors made by students. Furthermore, from the most common mistakes made by students in the misinformation category, they were confused about understanding the relationship with a frequency of 56.20%. Apart from that, there were 11.94% errors which were common errors in the surface addition strategy made by students.

Keywords : *Analysis, Errors, Spoof Text, Writing*

Name : Safwan Arif
Nim : 18 203 00075
Judul Skripsi : Analisis Kesalahan Penulisan Teks Spoof Pada Siswa Kelas VII SMP Negeri 1 Batahan

ABSTRAK

Penelitian ini bertujuan untuk mengetahui jumlah jenis kesalahan yang dilakukan siswa dalam menulis teks spoof. Selain itu, peneliti juga ingin menyelidiki kesalahan paling umum yang dilakukan siswa dalam menulis teks spoof. Penelitian ini menggunakan studi kasus sebagai desain penelitiannya. Untuk mengumpulkan data, peneliti meminta siswa untuk menulis teks spoof tentang cerita lucu mereka dan peneliti memberikan wawancara kepada guru bahasa Inggris untuk mengetahui kesulitan siswa dalam menulis bahasa Inggris untuk mendukung teks tertulis siswa. Partisipan dalam penelitian ini adalah seorang guru bahasa Inggris dan 28 siswa kelas VII SMP Negeri 1 Batahan. Setelah melakukan penelitian, peneliti menemukan beberapa temuan; Dilihat dari banyaknya jenis kesalahan, terdapat empat kesalahan utama yaitu penghilangan, penambahan, kesalahan susunan, kesalahan komposisi, peneliti menemukan 2 kesalahan besar yang dilakukan siswa. Selanjutnya dari kesalahan yang paling banyak dilakukan siswa pada kategori misinformasi adalah bingung memahami hubungan dengan frekuensi sebesar 56,20%. Selain itu, terdapat 11,94% kesalahan yang merupakan kesalahan umum dalam strategi penjumlahan permukaan yang dilakukan siswa.

Kata Kunci : *Analisis, Kesalahan, Teks Spoof, Penulisan*

الاسم: صفوان عارف
الرقم: ١٨٢٠٣٠٠٠٧٥
عنوان الرسالة: تحليل الأخطاء في كتابة النصوص الساخرة لدى طلاب الصف
مدرسة السابعة باتاهان ١ المتوسطة العام

خلاصة

يهدف هذا البحث إلى تحديد عدد أنواع الأخطاء التي يرتكبها الطلاب في كتابة النصوص الساخرة. وبصرف النظر عن ذلك، أرادت الباحثة أيضاً التحقق من الأخطاء الأكثر شيوعاً التي يرتكبها الطلاب في كتابة النصوص الساخرة. يستخدم هذا البحث دراسة الحالة كتصميم للبحث. ولجمع البيانات، طلب الباحثون من الطلاب كتابة نصوص ساخرة عن قصصهم المضحكة، وأجرى الباحثون مقابلات مع معلمي اللغة الإنجليزية لمعرفة الصعوبات التي يواجهها الطلاب في كتابة اللغة الإنجليزية لدعم النصوص المكتوبة للطلاب. كان المشاركون في هذا البحث مدرساً للغة الإنجليزية و٢٨ طالباً من طلاب الصف السابع في وبعد إجراء الأبحاث توصل الباحثون إلى عدة نتائج؛ انطلاقاً من تعدد أنواع .مدرسة ولاية باثن ١ جونيور الأخطاء، هناك أربعة أخطاء رئيسية، وهي الحذف، والإضافة، وأخطاء الترتيب، وأخطاء التركيب، وقد وجد الباحثون خطأين كبيرين ارتكبهما الطلاب. علاوة على ذلك، فإن الأخطاء الأكثر شيوعاً التي ارتكبها الطلاب في فئة المعلومات الخاطئة هي الارتباك في فهم العلاقات بتكرار ٥٦.٢٠٪. بالإضافة إلى ذلك، كانت هناك أخطاء بنسبة ١١.٩٤٪ وهي أخطاء شائعة في استراتيجية الجمع السطحي التي يستخدمها الطلاب.

الكلمات المفتاحية: التحليل، الأخطاء، النص المزيف، الكتابة

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First of all, let I say a lot of praise and Alhamdulillah to Allah SWT, as the best Creator Of everything in the word, and as the most merciful who has given to the researcher the health, time knowledge, chance and spirit so the researcher can accomplish her thesis entitled “An Error Analysis Of Writing Spoof Text At Grade VII Of SMP Negeri 1 Batahan” the second, sholawat and salam upon to the prophet Muhammad SAW that had guided the human beings from the dark era to the bright era.

In finishing this thesis, the researcher faced many troubles and difficulties it is a pleasure to acknowledge the help and countribution to all of lectures, institusion, family and friends who have contributed in differemt ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people :

1. Mrs. Rayendriani Fahmei Lubis, M.Ag, as my first and acedemic advisor and Mrs. Yusni Sinaga, M.Hum, as my second advisor who have guided me for finishing this thesis, who have been the advisors and have me much knowledge, idea and suggestion sincerely and patiently during the progress of writing this thesis.
2. The Rector and the Vises of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, as the administrator that has accepted researcher as the university student in state Islamic Univesity Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
3. The Dean of tarbiyah and teacher Training faculty and Vises that has done the best improvement the faculty in craeting various activity to increase student's skill.
4. Special thank to the chief English Education Department, Mrs. Fitri Rayani Siregar, M.Hum. who supported every requirements of finishing my thesis.

5. All lecturer and all the cavities academic of State Islamis University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
6. Mrs. Sokhira Linda Vinde Rambe, M.Pd., Mrs.Dr. Eka Sustri Harida, M.Pd., Mrs. Yusni Sinaga, M.Hum., Mr.Dr.H. Fitriadi Lubis, M.Pd., Mrs. Sri Rahmadani Siregar, M.Pd., Mrs. Ida Royani, M.Hum., Mrs. Marwah, M.Pd., and Mr. Hamka, M.Pd, who have given me much knowledge.
7. Big thanks to Mr. Zainuddin, M.Hum., as my acedemic advisor who has given me motivation, and guidance as long as I was a student in this University.
8. My beloved parents (Mr. Wizarman and mrs. Azwita) and my lovely brother (Jasa Wijaya and Alman Faluthi) who always give me a lot of love, affection, attention, prayers and big spirit how to be patient and survive in any condition by my own self, who always give me motivation to achieve my dream and have in been my inspiration.
9. My brothers Ahmad Nami, S.Pd., and Wanda who have motivated, supported and helped me how to write this thesis well.
10. Zuya Leurenza Siagian who always accompanies and is always the writer's support system on difficult days during the thesis writing process. Thanks for listening to my complaints, contributing a lot in writing this thesis, providing support, energy, thoughts and always patient with me.
11. My best friends (Yasser Al wahid S.Pd, and Radia Anggina S.Pd, Hamzah Safawi S.Pd, Samsius, Anggi Setia Panggabean S.Pd) who always give me motivation, suggestion and help me until finishing this thesis.
12. Big thanks to all my friends TBI-1, TBI-2, especially all my friends TBI-3 who have made my life be colorfull and memorable for 4 years, and helps whether mention or not to finish the thesis.
13. *Last but not least, I wanna thank me. I wanna thank me for believing in me, I wanna thank me for doing all this hard work, I wanna thank me for having no days off. I wanna thank me for never quitting.*

I realize that there are still many short coming in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and sriticim are also expected from all the readers of this thesis.

Padangsidimpuan, July 2024
Research

Safwan Arif
Reg.No. 1820300075

TABLE OF CONTENTS

Page:

TITLE PAGE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT ADVISOR SHEET	
DECLARATION OF SELF THESIS COMPLETION	
ABREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY	
ABSTRACT	i
ABSTRAK	ii
ARABIC ABSTRACT	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	vi
LIST OF TABLES	vii

CHAPTER I : INTRODUCTION

A. Background of the problem.....	1
B. Focus of the problem.....	5
C. The formulation of the problem	5
D. The purpose of the problem	5
E. The significanses of the research	5
F. Out lines of the thesis	6
G. The defenition of terminologies	7

CHAPTER II : THEORETICAL DESCRIPTION

A. Error analysis	9
B. Writing of spoof text	16
1. Definition of spoof text	16
2. Process of writing.....	18
3. Purposes of writing	19
4. Types of writing	22
5. Writing assesment	23
6. Spoof text	23

CHAPTER III : RESEARCH METHODOLOGY

A. Place and time of the research.....	38
B. Kind and method of the research	38
C. Source of the data.....	39
D. Instrument and technique of collecting	39
E. Technique of data analysis	41
F. Technique of data trustworthines	42

CHAPTER IV : RESULT OF RESEARCH

A. The data presentation	44
1. Omission	45
2. Addition	47
3. Misordering	50
B. Discussion	55

CHAPTER V: CLOSING

A. Conclusions	57
B. Suggestion	57
C. Implication	68

REFERENCES

CURICULUM VITAE

APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is considered the hardest skill that must be mastered students. Not only in vocabulary but also in grammar considering it this study aims to describe grammatical errors on adjective based on the taxonomical surface strategy that occurred in student writing on descriptive text. Researchers use qualitative descriptive. The subject of research is the class of VII students in SMP Negeri 1 Batahan.

SMP Negeri 1 Batahan English is one of the international languages studied by many countries around the world, including Indonesia. Along with the times and the era of globalization, learning English has become a necessity in communicating because English is often used in various fields, including economic, technology, entertainment and tourism. This language is the mother tongue of nearly 320 million people and another 200 million people speak a second language.

At the second language There are four skills in English which is very important to be mastered. They are speaking, reading, listening and writing. Writing is one of the skills that the students should achieve in learning English. Writing is one of language skills by which someone can express his or her ideas in written form, by mastering writing spoof text, students are able to write or to apply English in every opportunity.

Writing confers the power to grow personally and to effect change in the world.¹ It means that, writing is an important role to foreign learners in acquiring English and it is very necessary to be learnt.

Actually, writing activity is big influence in many areas in the world such as; working, technology and especially in education area. According to Norris Errors are an essential part of learning. There are some pedagogical reasons have been suggested for the errors made by learners of a foreign language, but the most important reason is that the error itself may actually be a necessary part of learning the language.²

The language error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.³ Error analysis is the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the systems operated by learner.⁴ Error analysis is the strategy that can prevent the students from making error.

Making error teacher can identify, describe and explain the errors made by the students in the test, by using error analysis. This strategy also helps the teachers to minimize the students' error during learning process. The teacher must pay attention to their students' error

¹ Sedat Maden, "Effect of Jigsaw I Technique on Achievement in Written Expression Skill", Cumhuriyet University, p.911.

² Norris, "An Error Analysis of EFL Students' English Writing," *Journal* 6, no.4 (2015) : p. 513, <http://journal.unsyiah.ac.id/EEJ/article/view/2859>.

³ Carl James, *Error in Language Learning And Use Exploring Error Analysis* (NEW YORK, 2013): p.1.

⁴ Ardin, "Analyzing Errors in Recount Text Written By the Third Year Students of SMA 1 Pinrang JIKAPPGSD: Jurnal Ilmiah Ilmu Kependidikan." p. 3.

that can help them to avoid their students from making the same errors by analyzing the students' error itself. From the reasons above, the researcher is interested in analyzing the students' errors in writing spoof text.

Spoof text one of the text should be mastered by senior high school students is spoof text. Spoof text is a text which tells a potentially factual story that has happened in the past with unpredictable and funny ending. Its social function is to entertain and share the story.

The story a spoof, specially is one kind of text taught to twelfth grade students at senior high school in Indonesia. It is a text which tells a story that could be factual about something that happened in the past with an unpredictable and funny ending. It is important for students for study spoof text, because they can be used to express or to tell about an event with a humorous twist or a funny ending.

Funny ending therefore, students should know the purpose, the organization, and the language features of a spoof. But, it is a fact that, after learning this material, many students still cannot write a spoof correctly.⁵ SMP Negeri 1 Batahan is one of school in Batahan that has some problems, based on interview with the English teacher, she said that the students at eleventh grade of SMP Negeri 1 Batahan absolutely not understand in writing spoof text. It makes the students

⁵ Julianti. "Analysis Spoof Text Production Ability Of Class XI High School Students With Problem Based Learning (PBL) Approach

get low score in writing spoof text.⁶

Writing spoof text there are many factors which make the students in SMP Negeri 1 Batahan still get low score and make some errors in writing, especially writing spoof text. As their teacher English said that the students are difficult to write English texts, this is because they find many elements that they do not find in the language elements that exist in their mother tongue. Such as, tenses that allow a lot of mistakes when they write English text. Moreover, the students also are difficult when they try to make or create a sentence. After several times students learned about spoof text, from junior high school to senior high school level the teacher informed the students still get low scores in writing spoof text.

Writing spoof text for this research, the researcher was interested in conducting this research in order to analyze the students' error analysis in students' writing spoof text. The main reason for choosing this topic is to know the most difficult made by students in spoof text writing. Therefore, the researcher was interested in conducting the research about **“Error Analysis On Students’ Writing Of Spoof Text At Grade VII Of SMP Negeri 1 Batahan”**.

⁶Mrs. Nikmah Hayati, "English Teacher of SMANegeri 1 Batahan," Private Interview. Oktober 10, 2022

B. Focus of the Problem

It is important to make limitation in order to clarify the problem.

The researcher focused on analyzing students' error in writing spoof text at grade VII of SMP Negeri 1 Batahan. Researcher concentrates on analyzing types of error based on Surface Strategy Taxonomy by Dulay's Categories; omission, addition, missformation and missordering.

C. The Formulations of The Problem

The formulations of the problem in this research are:

1. What a error made by students in each types at grade VII SMP Negeri 1 Batahan in writing spoof text?
2. What is the most frequent error made by students at grade VII SMP Negeri 1 Batahan in writing spoof text?

D. The Objective of The Problem

The purposes of this research is based on the formulation above:

- a. To find out the types of errors made by students at grade VII SMP Negeri 1 Batahan in writing spoof text.
- b. To find out the most error made by students at grade VII SMP Negeri 1 Batahan in writing spoof text.

E. The Significances of The Research

Research significances are large in contribution depending on whatever and whoever result of the research being useful in term of education there are some significances of research, they are:

1. Headmaster, to encourage the English teacher in English teaching, especially in writing spoof text.
2. For the students, as the information to help them to solve their problems in writing spoof text.
3. For the English teacher, to know how to analyze students "error in writing in order to give good feedback for the students.
4. For the researchers, as references to do further research in the same subject in various topic in the different context.

F. Out Lines of the Thesis

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with details as follows :

Chapter one, it consists of background of the problem, identification of the problem, formulation of the problem, the purpose of the problem, significances of the problem and definition of terminologies.

Chapter two. It consists of theoretical of spoof text and review the theories that the researcher uses to construct the understanding about the topic discussed in this study. The theories are related to definition of error, error analysis, types of error, causes of error, definition of spoof text and review of related findings.

Chapter three, it consists of place and time of the research, the method of research, the source of the data, instrument of collecting data, technique of collecting data, technique of data analysis and technique of checking data trustworthiness.

Chapter four, it consist of findings that consist of general and specific findings, discussion, and the threats of research.

Chapter five, it consist of conclusions and suggestion, implication.

G. The Definitions of Terminologies

1. Error Analysis

According to Dulay et.al errors is the flawed side of learner speech and writing. They are those parts of conservation or composition. Those deviate from some selected form of mature language performance.

Performance according to Ubol error analysis is a systematic description and explanation of error made by learners or users in their oral or written production of the target language.⁷ It means, error analysis is concerned with explanation of the occurrence and the production or written expression that are different between a native speaker or of the target language. In this research, error analysis is the study of errors done by students at grade VII of SMP Negeri 1 Batahan. It can be concluded that error analysis is very helpful to determine the aspect of language that should be comprehended more by the students.

2. Writing

Writing is a language skill that is used for indirect

⁷Adrian, "An Error Analysis of EFL Students' English Writing," *Journal* 6, no. 4 (2015): p. 517, <http://journal.unsyiah.ac.id/EEJ/article/view/2859>.

communication. The students can communicate their ideas and thoughts to others through written form such a letter, message for communication. According to David Nunan, writing is the mental work or inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.⁸ It means, writing is ordering word to be a good sentence that will be clear to a reader.

To reader it means, writing is ordering word to be a good sentences that will be clear to a reader. Even though writing looks very easy like speaking everyday, this provision is very important for people who want to become writers. Because for essay, paper or something like that is not just ordinary writing.

3. Spoof Text

Hartono mentioned in Handayani's journal, spoof text is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny endings. Its social function is to entertain and share the story.⁹ According to Sudarwati and Grace also mentioned in Handayani s journal, a funny story is often called a spoof. it retells an event with a humorous twist¹⁰. That's why the story is funny.

⁸ David Nunan, *Practical English Language Teaching* (New York: Mc Graw Hill, 2003), p. 88.

⁹ Nurma Dhona Handayani et al., "Problems in Writing Spoof Texts" 3, no. 1 (2016): 17.

¹⁰ Handayani et al. Spoof Text

CHAPTER II

THE THEORITICAL DESCRIPTION

A. Error Analysis

1. Definition of Error

In journal, there are some definitions of error from some experts. First, according to Ancker cited by Diani's journal that errors is a natural process of learning and must be considered as part of cognition.¹ It means that error is a natural phenomenon that accompanies any human activity, especially when try the activity for the first time. When error handled well, it is a welcome companion on the road to understanding. When we recognize it, and identify its causes, our ability better in the future increase.

Future increase second, according to Olasahinde also mentioned in Syahputri's journal it is stated that learners make errors. He also cited that errors are unavoidable and necessary part of the learning curve.² It means that in learning process always get barriers and it is normally in order to learn certain information, acquire certain skill, etc.

Certain skill third, according to Brown, H.D. that "An error reflects the competence of the learner." While mistakes can be self-corrected an error cannot be-self-corrected".¹¹ It means that mistakes refers to student errors based on the allegation that one or the failure to use a particular system are already known.

The student is already recognized, know, and understand certain

¹¹ Mohammad Al-khresheh, "A review study of error analysis theory", International Journal of Humanities and Social Science Research, (2016), Vol.2, No. 1.

patterns in the use of language to be used.¹² Based on the definition of the statement set out by experts, researchers have concluded that an error is a repeated error because of a lack of understanding of the language code being studied and that a learner is not aware that what he is doing is a mistake.

2. Definitions of Error Analysis

An error is form in learner language that is inaccurate meaning, it is different from the form used by competent speakers of the target language. Analysis is the process as a method of studying the nature of something or of determining its essential features and their relations. Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic and (if possible) explain what caused them.¹³ So, that error analysis is a method of determining unacceptable forms used by competent speakers of the target language.

Target language in Julianti's thesis, Richards et.al state error analysis is the study of error made by the second and foreign learners.¹⁴ Meanwhile, according to Brown states error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the system operated by learners.¹⁵ James

¹² Kharmilah and Narius, "Error Analysis is In Writing Discussion Text Made By Students At English Departement Of Universitas Negeri Padang."

¹³ Carla, "Overview of Error Analysis", Academic, 2019, p.10, <https://www.carla.umn.edu>.

¹⁴ Winda Julianti, "Analyzing The Students' Grammatical Error In Spoof Text Writing Of The Twelfth Grade At The First Semester Of SMAN 1 Belalau Lampung Barat In Academic Year Of 2017/2018 (Raden Intan State Islamic University Lampung, 2018), p.27 <https://s.docworkspace.com/d/AF3R2KW9ir1Ngv627ZGnFA>

asquoted in Rentauli stated that error analysis as “ the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance.”¹⁶

Ignorance morover, Dulay, Burt and Krashen strongly emphasized the definition of error analysis as “flawed side of learner speech or writing that deviates from selected norm of nature language performance. So, in this study error analysis is study how to analyze and classify the rules of learner writing. With these errors researchers may classify the errors made by students. In time the errors may be used as a tool to know the potential of students in using a second language.

3. Error Categories

An error is a system of the correct rules in both written and spoken language. In the process of learning a language of grammatical error, it is natural and often inescapable. Therefore, these errors need to be studied and scrutinized so that they can know the kind of frequency and the cause of frequent errors occur and then can be found ways to correct them. The following will be shown the type of grammatical error which is grouped in general in error analysis.

Error analysis dulay et al present the most useful and commonly used bases for the descriptive classifications of errors. To classify the types of errors, Dulay says, there are four classifications of error namely linguistic category taxonomy, surface strategy taxonomy, comparative

¹⁶ Rentauli, Mariah Silalahi, “Error Analysis on Information and Technology Students’ Sentence Writing Assignments,” *Indonesian Journal of English Departemen* 1 (2014), p. 153, <http://journal.uinjkt.ac.id>

taxonomy, communicative effect taxonomy. Of the four taxonomies, one of them employed in the present study.¹⁷

1) Linguistic Category Taxonomy

Dulay explain linguistic category taxonomy classify error according to either or both the language component include, syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

2) Surface Strategy Taxonomy

The surface taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”. It highlights the ways the surface structures deviate. For example, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. By using surface strategy taxonomy the error classification can give a clear description about cognitive process that underlie the learner’s reconstruction of the new language or language being learned.

Being learned in Tri Wulandari’s thesis, Dulay in Kunjarat divides errors into 4 types. They are omission, addition, misformation, and misordering. They are described as follows:

a) Omission

Omission is any deletion of certain necessary items in sentences.

¹⁷ Dulay et al., *Language Two* (New York Oxford: 1982), p. 138-139.

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example; "*My mother smart cooking.*" It should be, "*My mother is smartin cooking.*"

b) Addition

Addition is any usage of unnecessary items in the sentences. Addition is indicated by the presence of an "unwanted" item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learner overuses certain grammatical rules of the target language.

For example; "*he does not to come.*" It should be, "*he does not come.*"

c) Misformation

Misformation is any wrong form of certain morphemes or structures. Misformation is indicated by the usage of wrong forms of certain morphemes or structure.

For example; "*me don't lik.*" It should be, "*I don't like.*"

d) Misordering

Misordering is any incorrect placement of certain morphemes in sentences. For example; "*She fights all the time her brother.*" It should be, "*she fights her brother all the time.*"

From the statement above, the researcher will concentrate with this category that is surface strategy taxonomy from Dulay et.al. as an error category in the taxonomy surface strategy to use on analyzing types of errors are made by the eleventh grade of SMP Negeri 1 Batahan.

3) Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structure of second language errors and certain other types of constructions. If we are to use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's errors to that reported for children acquiring English as a first language. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors and other errors.¹⁸

4) Communicative Effect Taxonomy

This type taxonomy classifies errors based on "the perspective of their effect on the listener or reader". It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication.

4. Writing Of Spoof Text

a. Definition of Writing

Writing is one of four aspects of language skills that can convey thoughts or feelings to the structure of language and vocabulary through writing to others. When compared with other language skills,

¹⁸ Vika Agustina and Junining Esti, "Error Analysis in the Travel Writing Made by the Students of English Study Program," *Jurnal Ilmiah Mahasiswa Fakultas Ilmu Budaya Universitas Brawijaya*, 2014, p.10., neliti.com.

writing skills are more difficult for language learners to master. This is because the writer must produce coherent writing so that the text or message that he wants to convey can be easily understood by the reader. The following definitions of writing according to some experts.

Some experts there are many statements from some experts about writing. First, according to Zamach in Nurma quoted by Julianti's thesis writing is an important form of communication in day to day life, and its especially important in high school and college. Besides that, writing is also one of most difficult skills to master.¹⁹

To master second, according to Harmer stated in Agustina's thesis writing is away to produce language express ideas, feelings, and opinions.²⁰ Third, According to Rayendriani's cited in EEJ journal writing is an activity for producing and expressing, it is producing the words and sentences than it expressing with the meaning of idea, thus writing skill is the activity to transfer the ideas through words and sentences the idea will change to scientific.²¹ Martin in Wayan states that "writing is viewed as a product of teaching and learning can be

¹⁹ Julianti, "Analyzing The Students' Grammatical Error In Spoof Text Writing Of The Twelfth Grade At The First Semester Of SMAN 1 Belalau Lampung Barat In Academic Year Of 2017/2018.

²⁰ Agustina Dwi and AYU Anggraini, "Improving Students' Writing Skills Of Narrative Text Using Picture Series (A Classroom Action Research to the Eighth Grade Students of SMP Ta'mirul Islam Surakarta in Academic Year 2015/2016)" (IAIN Surakarta, 2017).

²¹ Agustina Dwi and AYU Anggraini, "Improving Students' Writing Skills Of Narrative Text Using Picture Series (A Classroom Action Research to the Eighth Grade Students of SMP Ta'mirul Islam Surakarta in Academic Year 2015/2016)" (IAIN Surakarta, 2017).

produced and made through a number of phases to follow in.” he proposes three main phases of genre writing process namely

- a. Modeling
- b. Deconstruction
- c. language understanding.²²

Nunan defines that “writing is the mental work of inventing ideas, thinking about how to express them, and organizing them in to statements and paragraphs that will be clear to a reader. So writing as a nactivity of delivering messages from the writer to reader by using written language. According to Gerot and Wignell in Dona, “ there are thirteen genre of text. They are report, nareitve spoof, exposition (analytical exposition and hortatory exposition), discussion, explanation, procsdure, riview, description recount, news item, and anecdote. This research wiil focuse on genre spoof text. from the statements above, the researcher concludes that writing is a complex process for producing or ordering ideas, thoughts,opinion and feeling using combination of letter in written language that other people can understand.

b. Process of Writing

Writing process as a classroom activity incorporates the four main writing stages : planning (pre writing), drafting (writing), revising (redrafting), editing and publishing.

²² Wayan Dirgeyasa, *College Academic Writing a Genre Based Perspective*, ad. Indra Hartoyo (Medan, 2014), p. 17.

1. Planning (prewriting)

Prewriting is an activity to stimulate students' thoughts to write. It generates ideas and gathers information for writing. It is used to find out ideas in our mind so we can organize them in written form. It can help people to clarify the thinking processes and make people think more clearly about the subject they want to write.

2. Drafting (writing)

Drafting is time to the writer especially students put their idea on paper or other media. The purpose of drafting is to make the students focus on their ideas and get them on paper without the distraction or fear of making mistakes in grammar, punctuation, capitalization or the neatness of the draft. It uses ideas that have been generated from prewriting as a guide to write a first draft.

3. Revising (redrafting)

It is done to improve the content and the organization of ideas so that the writer's intention is made clearer to the reader. In this stage, students can improve what have been written by adding new ideas to support the topic or cross out sentence that do not support the topic.

4. Editing

Editing involves the careful checking of the text to

ensure that there are no errors. In editing, students edit for grammar, spelling, word forms, word orders, punctuation, etc.

5. Publishing

The writing process is finally at its end. In this stage, the writer proudly displays the writing because it takes all courage and sees the written through a publication.²³

From the several process above, we can know and understand how to start for write. Because, if we know the process we can write well.

c. Purposes of Writing

Every writer must be able to express clearly the ideas or thoughts that would be put into writing. A mis understanding may occur because a written word that does not fit a good language structure so that message of an idea or an idea expressed cannot be conveyed or understood by another. Then the writing must be clear to its intent and purpose.

The purpose of writing is to inform everything whether it is a fact of data as well as an event including opinions and views of fact and events to enable the reader to gain new knowledge and understanding of matters. Writing can also be educational by reading what is written so that an individual's knowledge increases intelligently and in a way that will eventually determine a person's behavior. For example,

²³ Anis Mardiyah, "The Effectiveness of Number Head Together Technic Supported by Picture in Teaching Writing Descriptive Text", (Islamic University of Walisongo Semarang, 2015, rints.walisongo.ac.id, p. 11-14.

educated people tend to be more respectful of others' opinions and of course more rational.

Additionally, writing can also provide entertainment for its reader. writing with anecdotal, anecdotes, and humorous experiences can also provide solace or release tension after a busy day of activity. here are some of the objectives of writing in the opinion of experts.

Rayendriani's cited in EEJ journal, According to Hugo in Tarigan's book, the purpose of writing are:

1) Assignment purpose

This purpose is there is no aim at all the writer writes something because as just a duty, it is not her self-will.

a. Altruistic purpose

This purpose is to place the readers to bring the reader "sadness".

b. Persuasive purpose

The purpose is to make sure the readers of the truth of ideal is shared.

c. Informational purpose

This purpose is to give information or explanation to the readers.

d. Self-expressive purpose

This purpose is to introduce or define author to the readers.

e. Creative purpose

It has deep relation with self-expressive purpose, but it this "creative will". It is more than self-expressive and involving

her self with the will to reach artistic norm ideal art,so it purpose it to reach artistic value,and art value.

f. Problem solving purpose

The writer wants to solve the problem is found, the writer wants to explain ,to clear, and to search the thoughts and ideas carefully to be understood and received by the reader.²⁴

From the opinion of the above expert can researchers deduce some of the purpose of writing that is

1. To inform your idea
2. To encourage and stimulate the reader to determine whether
3. To guide the intellectual and the spiritual
4. To entertain weary readers after such activities
5. To measure readers of what they had before
6. To solvea problem
7. Could trainand expand unfamiliar vocabulary
8. Can expedite the writing of both a paragraph and and iscourse
9. Can develop a style of writing on its own
10. Can make easy to transfer the mind to a good written.

d. Types of writing

Types of writing based on general objectives are divided into five types, namely description, exposition, argumentation, narrative

²⁴ Lubis.

and persuasion. Meanwhile, in terms of work reviews, types of writing are divided into three types, namely journalistic works, scientific works and literary works. According to Trisha Callella there are five main types of writing as follows :

- a. Expository writing is where the author intends to inform, explain, describe or define their subject to people. Example : The municipal government of Happyville unanimously approved the construction of sixty-two miles of bike trails in 2017. Made possible by a new tax levy, the bike trails are expected to help the city reach its sustainability and clean air goals while reducing traffic and congestion. Eighteen trailheads with restrooms and picnic areas have been planned at a variety of access points. The city expects construction to be complete in April 2021. Because this paragraph supplies the reader with facts and figures about its topic, the new bike trails, without offering the author's opinion on it, it is expository.
- b. Descriptive writing uses a lot of great visual words to help someone see the person, place or thing. Example : The children pedaled leisurely down the Happyville Bike Trail, their giggles and whoops reverberating through the warm spring air. Sweet-scented wildflowers brought an array of color to the gently undulating landscape, tempting the children to dismount now and then so they could lay down in the springy, soft grass. Through description, this

passage paints a vivid picture of a scene on the new bike trail.

- c. Narrative writing is very common in novels and fobels. Example :

As I cycled down the trail, I heard children giggling and whooping just around the bend. I crested a small hill and coasted down the curving path until I found the source of the noise. Three little girls sat in the grass by a big oak tree. They were startled to see me, and I smiled kindly to put them at ease.

“Whatcha doing?” I asked.

“Nothing,” they chirped in unison.

In this passage, the author sets the scene on the bike trail from his or her own point of view (which is referred to as narrating in the first person). Using both description and dialogue, the story that takes place is laid out in chronological order.

- d. Persuasive writing takes on the opinion of the writer of issue the writer is writing for. Example : The bike trail is the glittering gem of Happyville’s new infrastructure. It winds through sixty-two miles of lush landscape, dotted by clean and convenient facilities. If you haven’t experienced the Happyville Bike Trail yet, ditch your car and head outside! Could life in Happyville get any more idyllic? a number of statements in this paragraph are opinion rather than fact: that the bike trail is a glittering gem, that the facilities are clean and convenient, and that life in Happyville is idyllic. Clearly, the author’s aim here is to use these depictions to persuade readers

to use the bike trail.²⁵

- e. Creative writing is often thought provoking, entertaining, and more interesting to read.²⁶ As a creative writer, your goal may be to share something thought-provoking, educational, inspiring or entertaining. There are no rules on how to go about this—you can use any writing style you like, combine two or more styles or use none at all. You can write fiction or nonfiction. You can experiment with different formats and even incorporate audio, video, photo and art into your work.²⁷

e. Writing Assesment

Writing assessment for primarily as a means of improving teaching and learning. According to Arthur Huges, there are some criteria for writing assessment. There are:

- a) Grammar, is the part of study of language which idea with forms and structure of words. Grammar is a type of language rule that regulates the criteria for using words and sentences. The position of grammar studies is the main one in language learning, especially in the structural approach. Grammar is defined as a system of language rules that allows you to combine individual

²⁵ Catherin Traffis, “Learn the Types of Writing: Expository, Descriptive, Persuasive, and Narrative”, <https://www.grammarly.com/blog/types-of-writing/> (Diakses pada tanggal 14 Desember 2023, Pukul 16:19)

²⁶ Terpadu Fitrah Insani, “Improving Students” Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students of SMP Islam Terpadu Fitrah Insani” 3, no. April (2015): 38-52.

²⁷ Sayana Lam, “Master the 5 Writing Styles to Engage Your Readers” <https://www.skillshare.com/en/blog/master-the-5-writing-styles-to-engage-your-readers/#creative> (diakses pada tanggal 14 Desember 2023, Pukul 16:15)

words to make complex meanings. By applying grammar rules to your writing, you'll make it stronger, clearer, and more effective.

Uses of Grammar in Learning English Learning grammar has several uses in learning English, including:

- 1) Improve speaking and writing skills: Understanding grammar in English helps us to speak correctly and fluently.
 - 2) Improve text comprehension: Understanding grammar helps us to understand the text we read in English better and speeds up the comprehension process.
 - 3) Improve the ability to distinguish tenses: Knowledge of tenses in English helps us to understand and distinguish different times and situations in English.
 - 4) Improve the ability to think logically and analytically: Learning grammar helps us to think logically and analytically and strengthens our problem-solving skills.
 - 5) Increase credibility: The ability to speak and write correctly in English increases our credibility in business, academic and social situations.²⁸
- b) Vocabulary The collection of words that a person has in a particular language is called vocabulary. As stated in www.wikipedia.org, namely : vocabulary is a set of words known by a person or other entity, or is part of a particular language.

²⁸ Ahmad Fauzi, Penjelasan Lengkap Grammar Bahasa Inggris Beserta Contoh, <https://golden-course.com/penjelasan-lengkap-grammar-bahasa-inggris-berserta-contoh/>, (diakses pada tanggal 15 desember 2023,pukul 13:42).

Is defined as annterrelated group of non-vebal system symbols, sign ,and gesture. In general vocabulary is divided into two categories, namely active vocabulary and passive vocabulary.

1. *Active vocabulary* is a collection of words that are understood and used when speaking and writing in everyday life.

2. *Passive vocabulary* is words that we may recognize, but are not used commonly in normal communication. Expressive vocabulary is the vocabulary we use to express thoughts, which are words we use in speaking and writing.²⁹

c) Mechanics, In general, speaking is the process of conveying ideas in the form of utterances. Speaking in general can. be interpreted as the ability or skill to communicate verbally or directly that a person has the criteria is talk about pronunciation and spelling of the writing.be interpreted as the ability or skill to communicate verbally or directly that a person has the criteria is talk about pronunciation and spelling of the writing.

d) Fluency, it is talk about style and ease of comunication.Speaking fluency is the goal of many language learners. Signs of fluency include the speed and precision of speaking which is quite fast and only has few pauses as well as clear and articulate

²⁹ Hilda, Vocabulary: Pengertian, Contoh, dan Materi Lengkap, <https://blog.cakap.com/vocabulary-adalah/>, (diakses pada tanggal 15 Desember 2023, pukul 9:48)

pronunciation. Form, this criteria is talk about the organization³⁰

Fluency is how flow and efficiency when you express ideas, especially in English. Some grammar mistakes will pop up here and there when you explain something, but they are delivered in a way that is easy to understand and shows that you are comfortable speaking English. Types of Fluency :

1. Spark many ideas, many answers, many problem solving, many questions
2. smoothly Provide many ways or suggestions to do things
3. Always think of more than one answer.

f. Spoof Text

1) Definition of Spoof Text

Spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. The purpose of a spoof is to tell about an event with a humorous twist. Moreover, the story usually has a moral message for the readers.³¹

The readers spoof text is the text which tell factual story with funny story. The social function spoof text is to tell an event with humorous twist and entertain the reader. According to Budi the purpose of spoof text is to tell an event with a humorous twist and

³⁰ Arthur Hughes, *Testing For Language Teachers* (Cambridge University Press: 1989), p 92.93

³¹ Winda Julianti, "Analyzing The Students "Grammatical Error In Spoof Text Writing Of The Twelfth Grade At The First Semester Of SMAN 1 Belalau Lampung Barat In Academic Year Of 2017/2018" (Raden Intan State Islamic University Lampung, 2018), p.42. <https://s.docworkspace.com/d/AF3R2KW9ir1Ngv627ZGnFA>.

entertain the reader in spoof text. so if there is no twist in the end of the text, it will not be a spoof text.³²

Spoof text more over, spoof text is a text that has a funny ending and it is often called a spoof. Spoof text is the text which retells and even with a humorous twist. So that's way the story is funny. Sometimes, we can find a spoof text in a short conversation also in a cartoon, even though every one has a funny story.

Funny story it is widely said that the understanding of the spoof text refers to funny stories that make us smile and even laugh out loud by experts the text's theorists defined as stories that have an unexpected end. so, the researcher conclude that spoof text is a text which retells the past even which has funny ending and it is to entertain the readers. It can also be summed up that the spoof text is a written narrative that contains the story and ends with an unexpected story line that contains the spoof text is to comfort and share the story with readers.

2) Social Function of Spoof Text

Doddy *et al* quoted by Henry state that the social function of spoof is "To share with others a real story of which ending is funny to amuse the audience or readers. According to Priyana *et al* also quoted by Henry" The social purpose of this type of text is

³² Priscilla orianda, "Teaching Writing a Spoof Text by Using Series of Pictures to Senior High School Students," no. March(2013), p.4.

entertaining readers using twist (unpredictable funny ending).³³ So, the social function of spoof text is to share with others a real story of which the ending is funny to amuse the audience or readers.

3) Generic Structure of Spoof Text

a. Orientation

It is the introduction of the story. By giving the orientation, reader will recognize, for the first time, who were involved in the story /participants, when/ time, and where/ place. It should introduce participants of event happen, show place where the events happen and identify the event clearly.

b. Events

Tell what happened in chronological order and in what sequence. Events should be added with irrelevant details to the topic of the text.

c. Twist

The funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers even did not predict before that it would be.³⁴

³³ Henry Rodgers, Blackwell Publishing, and Jeremy Harmer, "Henry Rodgers, Writing Systems: A Linguistic Approach (Oxford: Blackwell Publishing, 2005), 2.2 Jeremy Harmer, The Practice of English Language Teaching (3," 2005, p.14 15, https://s.docworkspace.com/d/Ale_UBK9ir1N2Lq7pGnFA.

³⁴ orianda, "Teaching Writing a Spoof Text by Using Series of Pictures to Senior High School Students. vol.1, no.2. p4"

4) Language Features of Spoof Text

Language is characterized by language feature used in the various kinds of English text. The tendency touse these traits of elegance is nonrigid and must be present. According to Gerot and Macken quoted by Hartono in Efa's thesis language features of spoof text are as follows:

a. Focus on individualized participants

Because spoof text tells a funny incident, it is closely related to the person, animal or object that becomes the character. For example, as in the following :

*Early one morning, **a mother** went in to wake up **her son**.*

*"Wake up, **son**. It's time to go to school!"*

*"**But why, Mom?** I don't want to go."*

"Give me two reasons why you don't want to go."

"Well, the kids hate me for one, and the teachers hate me, too!"

"Oh, that's no reason not to go to school. Come on now and get ready."

"Give me two reasons why I should go to school."

"Well, for one, you're 52 years old. And for another, you're the Principal!"

b. Using Action Verb

Action verbs are verbs that signify actions that you can do and are visible to others. For example : "Wake up, son. It's time

to go to school!" "Oh, that's no reason not to go to school. Come on now and get ready."

c. Circumstances of time and places

Adverbs of time are adverbs of time, which you usually know as yesterday, at nine, late, weeks ago, etc. For example:

"Early one morning, a mother went in to wake up her son."

d. Use of past tense.³⁵

Because it tells an event, there is spoof text using simple past tense in the sentence. Simple past tense has the formula :

1) *Subject + verb 2 + object + complement*

2) Using auxiliary "did"

(+) The board of director began the meeting an hour ago

(-) He didn't join the class this morning

(?) Did all the students do the assignment yesterday?

3) Using to be "was and were"

(+) She was sad yesterday

(-) He was not happy because you were late

(?) Was the girl tired so she went to bed early

e. Example of Spoof Text

³⁵ Efa Lusiani, "The Effectiveness of Using Meme Comic in Teaching Writing Spoof Text at Eleventh Grade of SMAN 2 Kroya in The Academic Year of 2015/2016", p.28 (Purworejo Muhammadiyah University, 2016), <https://s.docworkspace.com/d/AEaifdO9ir1Niu3S7pGnFA>.

That phone is off

Soon after he left college, Dave found one of his uncles who was very rich and had no children of his own died and left him a lot of money, so he decided to set up his own real estate agency.

Dave found a nice office. He bought some new furniture and moved in. He had only been there for a few hours when he heard someone coming toward the door of his office. "It must be my first customer," Dave thought. He quickly picked up the telephone and pretended to be very busy answering an important call from someone in New York who wanted to buy a big and expensive house in the country.

The man knocked at the door while this was going on. He came in and waited politely for Dave to finish his conversation on the phone. Then the man said to Dave; "***I am from the telephone company and I was sent here to connect your telephone.***"

Orientation: Dave was a lucky man. He suddenly became a very rich man because of the death of his rich uncle who had no children. He inherited his uncle's money.

Event 1: Being rich, he wanted to set up his estate company.

Event 2: He had his new office. In his office, he pretended to be a very successful businessman. He acted as if he had an important client. He showed by making conversation on the phone.

Twist : The man who showed is a telephone technician. He came to

Dave"s office to connect that phone.³⁶

f. Adjective

An adjective modifies a noun or pronoun by providing descriptive or specific detail. Unlike adverbs, adjectives do not modify verbs, other adjectives, or adverbs. Adjectives usually precede the noun or pronoun they modify. Adjectives do not have to agree in number or gender with the nouns they describe. Adjectives answer the following questions: What kind?, How many?, or Which ones?.

Adjective are words that describe names (noun} in a sentence. With an adjective that describes the names, the meaning of the word will become more specific. Adjectives are often also known as adjectives. Kind of adjectiveas:

1. Adjectives that give properties, namely stating the quality and intensity of a physical or mental pattern. For example comfortable, neat.
2. Adjectives size, which states the quality that can be measured with a quantitative measure. example are many, heavy.
3. Adjectives of color,which states a variety of colors.For example : blue ,white, pink.
4. Adjectives of time,which refers to the time,process
5. Adjectives of distance,refers to the space between two objects

³⁶ Saif Ipunk, Contoh Spoof Text, <http://id.scribd.com./document/371260339/Contoh-Spoof-Text> , diakses pukul 22:41.

or place. Examples are far, near

a) Types of Adjectives

Descriptive Adjectives

A descriptive adjective names a quality of the noun or pronoun that it modifies.

Example: **brown** dog **bigger** house

Proper Adjectives

A proper adjective is derived from a proper noun.

Example: **French** class **Spanish** food

Limiting Adjectives

A limiting adjective restricts the meaning of the word it modifies. Example: **that** car **this** room

Interrogative Adjectives

An interrogative adjective is used to ask a question.

Example: **Whose** book is this?

Coordinate Adjectives

A coordinate adjective consists of two or more adjectives separated by a comma instead of by a coordinating conjunction.

Example: a **cold, rainy** day

To determine if you can replace the coordinating conjunction with a comma, see if the adjectives can be reversed or if and can be added between the adjectives without changing the

meaning. If the adjectives can be reversed, they are coordinate and a comma can be used.

Example: The clowns arrived in a **bright, shiny** car.

The clowns arrived in a **shiny, bright** car. (Reversing bright and shiny does not change the meaning.)

The clowns arrived in a **bright and shiny** car. (Adding and between bright and shiny does not change the meaning.)

However, if the adjectives cannot be reversed or if and cannot be used, a comma cannot be used.

Example: The clowns arrived in **two colorful** cars.

The clowns arrived in **colorful two** cars. (Reversing two and colorful changes the meaning.)

The clowns arrived in **two and colorful** cars. (Adding and between two and colorful changes the meaning.)

b) Using Adjectives

Adjectives as Subject Complements

The subject complement is a word that follows a linking verb and modifies the sentence's subject, not its verb. **Linking verbs:** appear, become, believe, feel, grow, smell, seem, sound, remain, turn, prove, look, taste, and the forms of the verb to be.

Example: The crowd appeared **calm**. (The linking verb appeared links the noun the subject crowd with the adjective

calm).

Adjectives as Object Complements

The object complement is a word that follows a sentence's direct object and modifies that object and not the verb. An object complement answers the question what? after the direct object.

Example: Bob considered the experiment a **success**. (**Success** is the object complement that modifies the sentence's direct object *experiment*.)

Adjectives with Past and Present Participle Verbs

Adjectives are frequently formed by using the past participle (-ed, -t, or -en) and the present participle (-ing) verb forms.

Example: The group of children scared the **sleeping** dog. (Sleeping describes the dog.)

The students refused to eat the **dried** fruit. (Dried describes the cookies.)³⁷

1. Review of Related Findings

Actually, the researcher has found some researchers who have done research and have the result. It was needed to make a discussion in order to complete this study. First, Winda's result shows that there are 80 incorrect items out of 27 essays. The proportions (frequency and percentage) of the students' error in making Spoof Text are omission

³⁷ Jayetta Slawson, et.al, *The Little, Brown Handbook*, http://www.selu.edu/acad_research/programs/writing_center (Diakses pada tanggal 15 Desember 2023, Pukul 08:48)

errors 20 items or 25%, addition error with 5 item sor 6.25%, misinformation errors with 51 items or 63.75% and misordering with 4 items or 5%.³⁸ So, the result shows that misinformation errors are the highest error that made by the students.

The students second, Ovi Syafiqoh found several findings on a term of the number of error by the students. Furthermore, on a term common errors that committed by the students in Linguistic Category were confusion of sense relations (semantic error) with frequency 55.62%. In addition were 45.87% errors as the common errors in omission of grammatical morphemes of Surface Strategy Taxonomi that committed by the students.³⁹ It means, the frequency in Linguistic Category is higher than Surface Strategy Taxonomy by the students.

The students third came from Rahmadani based on data analysis, the researcher found that types of errors that students made in writing spoof text. The total amounts of errors made by students were 292 errors. The percentage of students' errors omission in writing recount text was 23%, addition 12%, missordering 1%, and misinformation 64%. And the most grammatical errors made by the students was misinformation 64%.⁴⁰ So, the most of students can get high percentage and more understanding in grammatical errors.

³⁸ Winda Julianti, "Analyzing The Students "Grammatical Error In Spoof Text Writing Of The Twelfth Grade At The First Semester Of SMAN 1 Belalau Lampung Barat In Academic Year Of 2017/2018."

³⁹ Ovi Syafiqoh, "An Error Analysis on Students Spoof Text Writing" (Sultan Maulana Hasanuddin Banten, 2016), <https://scholar.google.co.id>.

⁴⁰ Yeci Rahmadani, "An Analysis Of Students

Even though those three researchs above concentrated on students' errors in writing spoof text, but they still have some differences. From Winda's result, misformation errors are the highest error that made by the students. From Ovi's result, frequency in Linguistic Category is higher than Surface Strategy Taxonomy by the students. The last from Yeci's result, the most of students can get high percentage and more understanding in grammatical errors. Grammatical errors the differences from all of the researcher can be seen from their findings. Such as, Winda found misformation, Ovi in Linguistic Category, and Yeci is grammatical error.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and time of the research

This research was done in SMP Negeri 1 Batahan. This is located at JL.Pembangunan No.1 Kecamatan Batahan, Kabupaten Mandailing Natal, North Sumatera. This research has been carried out from March 2022 until finish.

B. Kind and method of the research

This research was qualitative research. Related to this, Craswell said that “qualitative research is an approach for exploring and understanding the meaning of individuals groups ascribing to a social or human problem.”⁴¹ While, Sugiono stated that:

“Qualitative research is a research that is based on philosophize post positivism, and used to research on natural situation, where the researcher is the key of instrument, technique of collecting the data is done by triangulation, and the result of the result more emphasizes meaning than generalization”.⁴² So, this research is categorized as qualitative research. To analyze the students’ errors, the writer used a descriptive method based on the surface strategy taxonomy. This researcher concentrated on analyzing types of error that stated by Dulay, Burt and Krashen’s categories; omission, addition, miss-

⁴¹ John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Nebraska: SAGE Publications, 2014), p. 32

⁴² Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D* (Bandung: Alfabeta, 2013), p. 9.

information, and miss-ordering.

C. Source of the data

There were two sources of the data in this research, as follows:

- a. The primary sources of data (principal data) is the basic of data.

Primary sources of data, it was the VII grade of students at SMP Negeri 1 Batahan. There were 117 students that divided into three classes. This research was done by using purposive sampling. Actually, researcher used one class to do the research. Researcher choosed the certainly class because it could be repretative to take the result of research. So, there were 23 students who answer the test. Two students were sick and two students were absent. Because to follow the health protocol, the researcher took the implementation steps carried out in one of the students' house.

- b. The secondary sources of the data was the English teacher of SMP Negeri 1 Batahan.

D. Instrument and Technique of collecting data

To get an accurate data, researcher collect the data by doing a test. Test is a practice that is used to measure someone or group skill, knowledge, intelligence, ability or talent.⁴³ The test was in the form of written essay test of spoof text. The students were asked to write their own essay. The test should be compossed atleastin third paragraph (thesis, argument and reiteration).

⁴³ Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya :SIC,2010),p.103

Third paragraph to collect primary data, the researcher asked for the help of the English teacher of the student to give the written test to the student which have been provided by the researcher. After students complete the test, all the answer sheets are collected by researcher to analyzed. Then secondary data collected by conducting interviews directly with the students' English teacher themselves.

Table 3.1

Indicator of Error

No	Indicator	Type OF Error				Total
		Omi	Add	Misfor	Misor	
	Spoof Text					
1	Orientation					
2	Event					
3	Twist					

Note :

Omi=Omission

Add=Addition

Mf=Misformation

Mo=Misordering

E. Technique of data analysis

After data had been collected, the researcher analyze the data by using some following procedures as suggested by Codercited by Abdul Khorari⁴⁴, they are:

- a. Collecting the data.
- b. Identifying from the students' work.
- c. Describing and classifying the based on the students' work. Then, the researcher also continue analyzing the data with using this following steps⁴⁵,they were:
- d. Tabulation of the data, the researcher put the data that has been classified on the table of error classification which consist of the frequency of each types of error and the persentage.

To calculate the percentage,the researcher used the formula below:

$$P = \frac{F}{N} 100$$

Where: P : Percentage

f : Frequency of type error

N : Sum of all types error

⁴⁴ Abdul Khorari, "An Error Analysis on Analytical Exposition Texts Written by the First Year Students of English Education Department of Teacher Training and Education Faculty, Sebelas Maret University in the Academic Year 2015/2016"(Sebelas Maret University Surakarta, 2016),p.5.,<https://digilib.uns.ac.id>.

⁴⁵ Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2014),p.43.

- e. Description of data, it was done to describe or to interpret data that had been collected systematically.
- f. Taking conclusion, it was done to conclude the discussion solidly and briefly.

F. Technique of data trustworthiness

There are nine techniques to determine the data trustworthiness that stated by Lexy Moleong.⁴⁶ Such as:

- a. The extension of participation is the extension not only do at the short time, but need the long time.
- b. The application of the researcher must do the research with careful, detail and continuous to the object of the research.
- c. Triangulation is the technique of the checking data trustworthiness that using something besides the data to verification or as a comparison data.
- d. Checking with friends or expert through discussion is do with expos the interim result that gotten in the discussion with friends.
- e. Analyze the negative the negative causes is the research collects example and inappropriate cases with the model and inclination of information that will be collected used as a substance of comparison.
- f. The adequate and referential are tools of them, which using the free time to compare the result of the research with critics and

⁴⁶ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 1995), p. 175.

collect.

- g. Checking the member is the most important in checking ability.
- h. The detail description is a technique to demand the researcher to report of his/her research result, so description is do carefully and accurately to draw the context of the research.
- i. Editing is used to check the truth and certainty of data, this point was done well to the process or result and extent. From the all techniques to determine the data trustworthiness, the researcher used the point d, it is checking with friends.

CHAPTER IV

RESULT OF RESEARCH

A. The Data Presentation

This analysis was done by collecting students at the grade VII of SMP Negeri 1 Batahan to fill out or work on the tests that have been prepared for students. Then researcher classified it in tabulation. In this tabulation, this research compiled the frequency of students' writing of spoof text. Researcher had determined earlier that the focus of this study was to analyze the students' error in writing spoof text that based on Surface Strategy Taxonomy.

In taxonomy after completing the data through the research instrument given to the students, the next step is to analyze the data through the following steps :

- a) Collecting the data about students' answersheets.
- b) Identifying the errors from the students' work.
- c) Describing and classifying errors based on the surface strategy taxonomy.
- d) Tabulation of the data, the researcher put the data that has been classified on the table of error classification which consisted the frequency of each types of error and the percentage. To calculate the percentage, the researcher used the formula below:

$$P = \frac{f}{N} \times 100$$

Where : P : Percentage

f : Frequency of type error

N : Sum of all types error

e) Description of data was done to describe or to interpret data that have been collected systematically.

f) Conclusion was done to conclude the discussion and briefly. The following are the result of the analysis of students' writing of spoof text. The result of this analysis was assessed based on four aspects of errors in writing text, namely omission, addition, misinformation and missordering. For more details, it can be seen in the following presentation:

1) Omission

Errors in the type of omission can be seen from the absence of an item that should be in good and correct speech or writing. There are 9 students who made errors in this type, and there were 14 errors in the percentage of 21,90%. The mistakes made by these students can be seen in the following table 2. Of all the students there were 9 mistakes, namely: Manda late **of** school should be late **at** school, riski fell **at** class should fall **in** class, ayla **closes** the door should **closed** the door. rianda teacher angry whit

me should be teacher **is** angry with me, marsa **it's** name
 riski should be **it** name is riski, asbul new **cair** should be
 new **chair**, rian my hair white should be my hair is white,
 laras brok door should be **broken** door, alfi **favorit** book
 should be **favorite** book.

Table 3.2

Students' Error Sentences Categorized as Omission

No	Name	Student Sentences	It Should Be
1	Mnd	Late of school	Late at school
2	Rzk	Fell at class	Fell in class
3	Al	Closes the door	Close the door
		Sleeping on at bed	Sleeping on the bed
4	Rnd	Teacher angry with me	Teacher is angry with me
		We not	We did not
		Listen her	Listen to her
		I don	I don't
5	Mrs	It's name Rizky	It name is Rizky
6	Asl	New cair	New chair
7	Rn	My hair white	My hair is white
8	Lrs	Broke door	Broken door
		God Work	Good Work
9	Alf	Favurit book	Favorite book

2) Addition

This type of errors can be seen from the existence of an item or element that should not be present in good and correct pronunciation or writing. There were 9 errors from 7 students, and the percentage was 11,94%. The following details are in the table 3. Of all the students there are 7 mistakes, namely Rian There **I Am** Closed There Should **I** Closed, Riska **A** One Day Should Be **One Day**, Anggi Cleanliness **The** Day Should Be Cleanliness **Day**, Ayla Great **of** Teacher Should Be Great Teacher, Hanafi **My** Don't Know Shouldn't Know, Bela dirty **to** shoes should be dirty shoes, marsa looking for **at** teacher should be looking for **a** teacher

Table 3.3
Students' Error Sentences Categorized as Addition

No	Name	Student Sentences	It Should be
1	Rn	There iam <i>closed</i>	There I closed
2	Rsk	A one day	One day
3	Agi	Cleanliness the day	Cleanliness day
		Next to the him	Next to him
4	Aa	Great of teacher	Great teacher
5	Hnf	My dont know	I don't know

6	Dla	<i>Dirty to shoes</i>	<i>Dirty shoes</i>
7	Mrs	Looking for at teacher	Looking for a teacher

Type of error is a sentence that does not comply with the rules of the language, so that the sentence becomes wrong. In this analysis, the researcher found 35 errors from 13 students. This error was the most frequent error, accounting from 56,20% of all errors. The following are the errors in them is formation type in table 4. Of all the students there were 13 mistakes, namely: Manda we **the** new student started, we **as** new students started, Alfi **closes** **our** senses of smell, should have **closed to our** sense of smell, Riska we **play** bicycle, we should have **played** bicycle, Alfian I **go** jogging, should I **went** jogging, marsa I **come** to school should have I **came** to school, anggi **that** were the same should have been **those** were the same, rian whit 20 **seacond** should have been whit 20 **seconds**, gio where are you to **go** should be where are you **going** to go, hanafi skipping ut should have skipped out, risky I freind laughed should have my friend laughed, ayla I **go** to my friends house should have **gone to** my friends house,

nandes went to school should have gone to school,wijaya
the **phone off** should have been the **phone is off**.

Table 3.4

Students'Error Sentences Categorized as Misformation

No	Name	Student sentences	It should be
1	Mnd	We <i>the</i> new student started	We <i>as</i> new students started
		And <i>hive</i> cute children	And <i>have</i> cute children
		Rian told me that <i>has</i> wanted	Rian told me that <i>he</i> wanted
2	Afi	<i>Closes our</i> sense of smell	<i>Closed to</i> our sense of smell
3	Rska	We <i>play</i> bicycle	We <i>plyed</i> bicycle
		<i>With not be</i> careful	<i>Without being</i> carefull
		We <i>go</i> to her house	We <i>went</i> to her house
		<i>Its</i> name risky	<i>Its</i> name is risky
		I <i>saiy</i>	I <i>said</i>
		We <i>try to speak</i>	We <i>tired</i> to speak
		The <i>bord answered</i>	The <i>bird answerd</i>
4	Alfn	I <i>go</i> jogging	I <i>went</i> jogging
		On <i>an</i> sunny sunday	On <i>a</i> sunny sunday
		The teacher that <i>goes</i>	The teacher that <i>went</i>
5	Mrs	I <i>come</i> to school	I <i>came</i> to school
		I heard <i>an</i> quiet	I heard <i>a</i> quiet
6	Agi	<i>That</i> were the same	<i>Those</i> were the same

No	Name	Student sentences	It should be
7	Rn	Whit 20 seaconds	Whit 20 second
		<i>In 20 seacond</i>	In 20 second
		Phone 2 and 1 charger	2 phone and 1 charger
8	Go	Where are <i>you</i> to go	Where are <i>you</i> going to go
		The young to man	The young man
9	Hnfi	skipping ut	<i>skipping out</i>
		<i>rian come</i>	<i>rian came</i>
10	Rsky	I freind laughed	My friend laughed
11	Ala	I go to my friends house	I went to my freind's house
		Didn't look is the phone	Didn't look at the phone
		Here give the broom	Here is the broom
12	Nnds	Go school	Go to school
		I don't now enve	I don't know is that
		The phone a that	The phone so that
13	Wjy	The phone off	The phone is off
		Can be real s brother	Can be really s brother
		Forgot to bring are hat	Forgot to bring a hat
		Number phone	Phone number
		Happy the class	Happy class

3) Misordering

This type of error is an error in arranging or ordering language elements in a sentence outside the rules

of good and correct language. In this analysis the researcher found 6 errors from 6 students, the percentage was 8,95%. The following are the mistakes made by students in table 5. of all the students there were 6 mistakes, namely Randy **me** and my freinds should be **my** friends and I, Mimi **I and** bima should be **bima and I**, Marsa I and my friends should be my friends and I, Wijaya **they then** should be **then they**, Diana **is it** because of **it is** because of, Maida **look** for an eraser should be **looking** for an eraser.

Table 3.5
Students' Error Sentences Categorized as Misordering

No	Name	Student Sentences	It Should be
1	Randy	<i>Me and my friends</i>	<i>My friend and I</i>
2	Mimi	<i>I and bima</i>	<i>Bima and I</i>
3	Marsa	<i>I and my friends</i>	<i>My friends and I</i>
4	Wijaya	<i>They then</i>	<i>Then they</i>
5	Diana	<i>Is it because of</i>	<i>It is because of</i>
6	Zira	<i>Look for an eraser</i>	<i>Looking for an eraser</i>

1. The most students' error in writing spoof text

This section answers the second issue dealing with finding of the most students' error in writing spoof text. After analyzing the students' errors in writing spoof text, the researcher put it into the

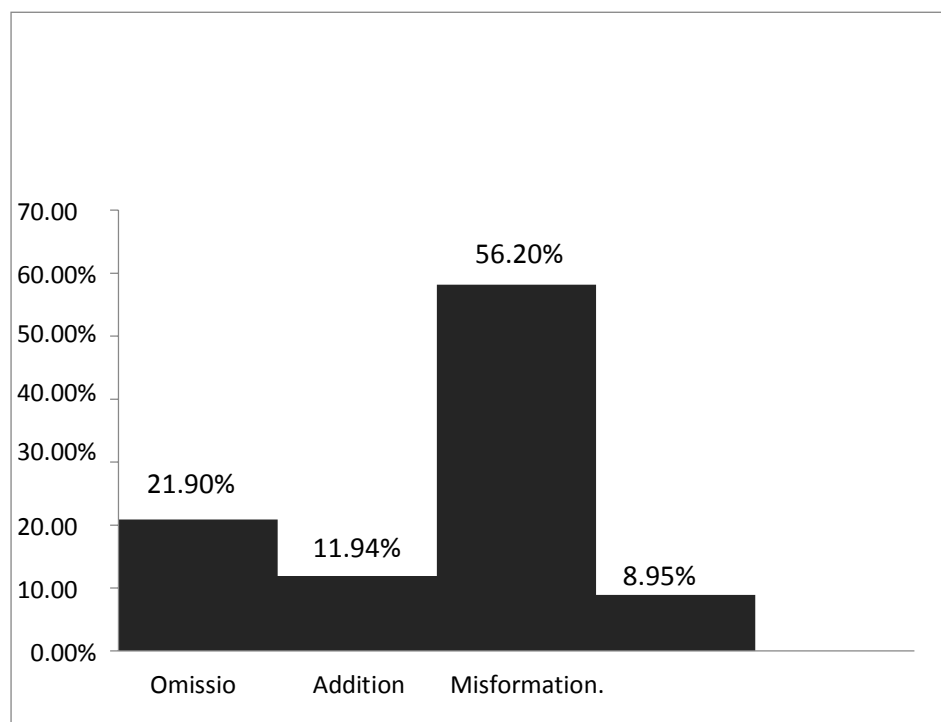
bar chart. The detail could be seen in the bar chart below table 6.

Table 3.6

The bar chart of the percentage of the error types

From the bar chart above, it could be seen that the most students' errors in writing spoof text was misformation (56.20%). Here is the detail explanation about the bar chart above.

a. Omission



After analyzing the data, the researcher found that the total of errors committed by students were 14 errors in omission with the total percentage was 21.90%. This case occurred because of the students omitted an item that must appear in a well-formed utterance or writing.

b. Addition

This case occurred because the students add morpheme that should not appear in the well form utterance or writing. In addition, the researcher found the total of error committed by students were 9.

c. Misformation

This case occurred because the students used the wrong form of the morpheme or structure. In misformation the researcher found the total of error committed by students were 35 errors with the total percentage was 56.20%.

d. Misordering

Then, in missordering the researcher found the total of error committed by students was 6 errors with the total percentage was 8.95%. This case occurred because students made in correct placement their writing. So, misformation error was the most students' error in writing spoof text by the students at grade VII SMP Negeri 1 Batahan.

Table 3.7**The Percentage of theTypes of Errors**

No.	Types of Error	Total of Error	Percentage
1	Omission	14	21.90%
2	Addition	9	11.94%
3	Misformation	35	56.20%
4	Misordering	6	8.95%
Total		64	98.99%

The table above showed the total of the students' error in omission which was 14 or 21.90% items, while addition was 9 or 11.94%. Misformation errors was 35 or 56.20% and in misordering was 6 or 8.95%, with the total of each types of error were 64 or 98.99%. The researcher counted the data with the formula:

$$P = \frac{f}{N} \times 100$$

Where: P = Percentage

F = Frequency

N = Total of Frequency

Omission = $14/64 \times 100 = 21.90\%$

$$\text{Addition} = 9/64 \times 100 = 11.94\%$$

$$\text{Misformation} = 35/64 \times 100 = 56.20\%$$

$$\text{Misordering} = 6/64 \times 100 = 8.95\%$$

$$\text{Total of Errors} = 64/64 \times 100 = 100\%$$

B. Discussion

The result of this research, with entitle “Error analysis on students' writing spoof text at grade VII of SMP Negeri 1 Batahan” showed that there were 64 items of error. There were 14 errors from omission. The next, 9 items was categorized as addition errors. Then, 35 errors were categorized misformation errors. The last was 6 errors from misordering. The researcher had written the findings of other studies from Winda, Ovi, and Yeci Rahmadani.

First, Winda's research result shows that there were 80 incorrect items out of 27 students' essays. The proportions (frequency and percentage) of the students' error in making Spoof Text from omission errors was 20 errors or 25%, from addition error was 5 errors or 6.25%, from misformation errors was 51 items or 63.75% and misordering was 4 items or 5%.⁴⁷ So, the result shows that misformation errors are the highest errors that made by the students.

⁴⁷ Winda Julianti, “Analyzing The Students’ Grammatical Error In Spoof Text Writing Of The Twelfth Grade At The First Semester Of SMAN 1 Belalau Lampung Barat In Academic Year Of 2017/2018.”

Then, from Yeci Rahmadani's analysis, the researcher found that types of errors that students made in writing spoof text. The total amounts of errors made by students were 292 errors. The percentage of students' errors from omission in writing spoof text was 23%, addition was 12%, missordering was 1%, and misinformation was 64%. The most grammatical errors made by the students was misinformation 64%.⁴⁸

Even though those three researches above concentrated on students errors in writing spoof text, they still have some differences. From winda's result, misinformation errors are the highest errors that made by the students. The last from Yeci's research result, the most of students can get high percentage and more understanding in errors. The differences from all of the researchers can be seen from their funding.

⁴⁸ Yeci Rahmadani, "An Analysis Of Students' Errors In Writing Spoof Text Senior High School 1 Tambang" (UIN SUSKARIAU, 2018).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discussion and results of the data analysis, here are the

conclusions that researchers can draw :

1. In this research the students write a spoof text with a total of 64 errors. The first there are 14 errors in omission, then there are 9 errors in addition, then there are 35 errors in misinformation and the last there are 6 errors in misordering
2. Then, the most common students' errors found in writing spoof texts is misinformation errors with a percentage of 56.20%. Then, the errors omission percentage is of 21.90%. Next is the error in addition with a percentage of 11.94%. Meanwhile, errors in misordering are the lowest errors with a percentage of 8.95% of the total errors.

B. Suggestion

Based on the above conclusions, the researcher wants to provide the following suggestions :

1. It is suggested for headmaster, to help their English teacher develop students' abilities, especially in writing a text through infrastructure that can be held in schools.
2. It is suggested for her English teacher to be able and valiant to innovate and create in teaching English especially again in text

writing spoof text could be done that more likely attract students to writing text.

3. It is suggested to other researchers to be self-motivated so that one day it will be able to give good follow-up in teaching students especially in writing text.

C. Implication

Based on the findings of this research, there are several implications obtained as follow.

1. First, the research results can be applied and used by teacher to predict student'obstacles in learning a second language and provide information on how much students have learnerd, especially writing skill.
2. However, student recognize the types of errors and the reason they make these errors is because they are not yet able to understand the rules of the target language. Such as grammar, vocabulary, and spelling.
3. On the contrary, from the interviews, students mentioned several types of situation that could make them comfortable to complete. Writing assignment.

REFERENCES

- Khoiri Abdul. 2016. "An Error Analysis on Analytical Expositon Text Written By The FirstYears Student of Engglish Education Departement to Teachers Training and Education Faculty"
- Huges Arthur. 1989. " Testing for Language Teachers (Combridge University 92 ; 93) "
- Adrian. 2015. " An Error Analysis of EFL Student" English Writing ,, Journal 6 , No 4 [https : // journal . unsyiah.ac.id/EEJ/article/views/2859](https://journal.unsyiah.ac.id/EEJ/article/views/2859)
- Agustina Vika And Juning Esti. 2014 "Error Analysis in The Travel writing made by the student of Engglish Study program " journal ilmiah mahasiswa fakultas ilmu budaya universitas brawijaya, 10.
- Sudjono . 2014 . " Pengantar Stastistic Pendidikan Jakarta, Rajawali Jakarta , Rajawali " . 43. Carla. 2019. " Overview of Error Analysis in Academic , p, 10 , [https://www. Carla umn. Edu](https://www.Carla umn. Edu).
- Davi Nunan. 2003 " Practical English Language Teaching " Edition . New York : Mc Graw Hill Dulay. Et al. 1982 " Language Two P. 138 – 139 Edition. New York Oxford
- Dwi and Ayu Anggraini. 2017. " Improving Students Writing Skills of Narative Text Using Picture " (Classroom Action Reserch to the Eight Grade Student SMP TA Mirul Islam Surakarta)
- Nunan David. 2003. " Practical English Language Teaching " p. 88
- Syahputri Diany Et al. 2018. " An Analysis of the Student Error in Writing Descriptive Text <https://googlescholar/>
- Lusiani Efa. 2016 " The Efftivines Of Using Meme Comic in Teaching Written Spoof Text At Eleventh Grade Of SMA 2 Kroya <https://docworkspace.com>.
- Rodgers Hendri. 2015. " Blackwell Publishing . and Jeramy Harmer, " Hendry Rogers , Written system " :a Linguistic Approach (Oxfoard Blackwell)
- Jhon w Craswell. 2014. " Reserch Design :Qualitative , And Mixed Method Approach Neberaska
- Julianti. 2017. "Analyzing the Students Grammatical Error in Spoof Text Written of the Twelfth Grade At the First SMA 1 Belalau Lampung Barat. <https://dockworkspace.com>.

- Kharmilah And Narius. 2018. "Error Analysis in Writing Discussion Text Made by Students at English Departement of University Negeri Padang"
- Lexy j Moleong. 1995. "Metode Penelitian Kualitative" Bandung, Rosdakur
- Pricilla Orianda . 2013. "Teaching Writing a Spoof Text By Using Series of Pictures to Senoir High School Students"
- Rayendriani Fahmei Lubies, 2014. "Writing Narative Text"
- Rentauli Mariah Silalahi 2014. "Error Analysis On Information and Technology Student Sentence Writing Assigment <https://journal.uinjkt>
- Saif Ipunk . 2018. "contoh Spoof Text" <https://id.scrib.com>
- Sugiyono 2013. "Metode Penelitian Kuantitative, Kualitative dan R & D Bandung : Alfabeta.p9 Terpadu
- Fitrah Insani. 2015. "Improving Students Ablity in Writing Descriptive Text Using Eight Grade Students of SMP Islam Insani "38 – 52
- Wayan Dirgeyesa. 2014. Collage Academic Writing a Genre Based Perspective
- Yatim. Riyanto. 2010. "Metode Penelitian" Surabaya : SIC.103
- Yeci Ramadani. 2018. "An Error Analysis Of Students Error In Writing Spoof Text Senior High School (UIN SUSKA RIAU)

CURRICULUM VITAE



A. Identity

Name : Safwan Arif
Reg.Number : 18 203 00075
Place/ Birth : Batahan, Januari 06 2000
Sex : Male
Religion : Islam
Address : JL. Kenanga,Pasar Batahan, kec. Batahan

B. Parents

Father' s Name : Wizarman
Mother' s Name : Azwita

C. Educational Background

Elementary School : SD Negeri 338 Batahan
Junior Hight School : MTS Muhammadiyah 11 Batahan
Senior High School : SMA Negeri 1 Batahan
University : UIN Syekh Ali Hasan Ahmad Addary
Padangsidimpuan, 2018 - 2023

APPENDIX 1

Test writing spoof text

Intruccion : please write spoof text by using title below !

choose one of the title !

1. fun in class
2. The phone is off
3. Wrong email address

Batahan 2024

Mengetahui
Guru Bahasa Inggris SMPN 1

Peneliti

Sisi Harianti, S.Pd
NIP. 1213016108980005

Safwan Arif
NIM 1820300075

APPENDIX 2

Answer Sheet

Orientation :

Its is the introduction of the story. By giving the orientation, reader will recognize, for the first time who were involved in the story/ participants, when time, and where/ place . It should introduce participants of event happen, show place where the event clearly

Events :

Tell what happened in chronological order and in what sequence. Events should be added with irrelevant details to the topic of the text.

Twist :

The funniest part of story which unpredictable and funny ending to involve entertain the reader. Readers event did not predict before that it would be.

Appendix 3

Table 2

Students' Error Sentences Categorized as Omission

No	Name	Student Sentences	It should be
1	Mnd	Late of school	Late at school
2	Rzk	Fell at class	Fell in class
3	Al	<i>Closes the door</i>	<i>Close the door</i>
		Sleeping on at bed	Sleeping on the bed
4	Rnd	Teacher angry with me	Teacher <i>is</i> angry with me
		We not	We <i>did</i> not
		Listen her	Listen <i>to</i> her
		I don	I don't
5	Mrs	<i>It's</i> name riski	<i>It</i> name <i>is riski</i>
6	Asl	New cair	New chair
7	Rn	My hair white	My hair <i>is white</i>
8	Lrs	Broke door	Broken door
		God work	Good work
9	Af	favurit book	Favorite book

Appendix 4

Table 3

Students'Error Sentences Categorized as Addition

No	Name	Student sentence	It should be
1	Rn	There iam closed	There I closed
2	Rsk	A one day	One day
3	Agi	Cleanliness the day	Cleanliness day
		Next to the him	Next to him
4	Al	Great of teacher	Great teacher
5	Hnf	My dont know	I don't know
6	Dla	<i>Dirty to shoes</i>	<i>Dirty shoes</i>
		Text it is text	It is text
7	Mrs	Looking for at teacher	Looking for a teacher

Appendix 5

Table 4
Students' Error Sentences Categorized as Misformation

No	Name	Student sentences	It should be
1	Mnd	We <i>the</i> new student started	We <i>as</i> new students started
		And <i>hive</i> cute children	And <i>have</i> cute children
		Rian told me that <i>has</i> wanted	Rian told me that <i>he</i> wanted
2	Af	<i>Closes our</i> sense of smell	<i>Closed to</i> our sense of smell
3	Rsk	We <i>play</i> bicycle	We <i>plyed</i> bicycle
		<i>With not be</i> careful	<i>Without being</i> carefull
		We <i>go</i> to her house	We <i>went</i> to her house
		<i>Its</i> name risky	<i>Its</i> name is risky
		I <i>saiy</i>	I <i>said</i>
		We <i>try to speak</i>	We <i>tired</i> to speak
		The <i>bord answered</i>	The <i>bird answerd</i>

4	Afn	I go jogging	I went jogging
		On an sunny sunday	On a sunny sunday
		The teacher that goes	The teacher that went
5	Mrs	I come to school	I came to school
		I heard an quiet	I heard a quiet
6	Agi	That were the same	Those were the same
7	Rn	Whit 20 seaconds	Whit 20 second
		<i>In 20 seacond</i>	In 20 second
		Phone 2 and 1 charger	2 phone and 1 charger
8	Go	Where are you to go	Where are you going to go
		The young to man	The young man
9	Hnf	skipping ut	<i>skipping out</i>
		<i>rian come</i>	<i>rian came</i>
10	Rsy	I freind laughed	My friend laughed

11	Al	I go to my friends house	I went to my freind's house
		Didn't look is the phone	Didn't look at the phone
		Here give the broom	Here is the broom
12	Nds	Go school	Go to school
		I don't now enve	I don't know is that
		The phone a that	The phone so that
13	Wjy	The phone off	The phone is off
		can be real s brother	Can be really s brother
		Forgot to bring are hat	Forgot to bring a hat
		Number phone	Phone number
		Happy the class	Happy class

Appendix 6

Table 5

Students 'Error Sentences Categorized as Misordering

No	Name	Student Sentences	It should be
1	Rdy	<i>Me and my friends</i>	<i>My friend and I</i>
2	Mi	<i>I and bima</i>	<i>Bima and I</i>
3	Mrs	<i>I and my friends</i>	<i>My friends and I</i>
4	Wjy	<i>They then</i>	<i>Then they</i>
5	Dna	<i>Is it because of</i>	<i>It is because of</i>
6	Mda	<i>Look for an eraser</i>	<i>Looking for an eraser</i>

Table 6

The bar chart of the percentage of the error types

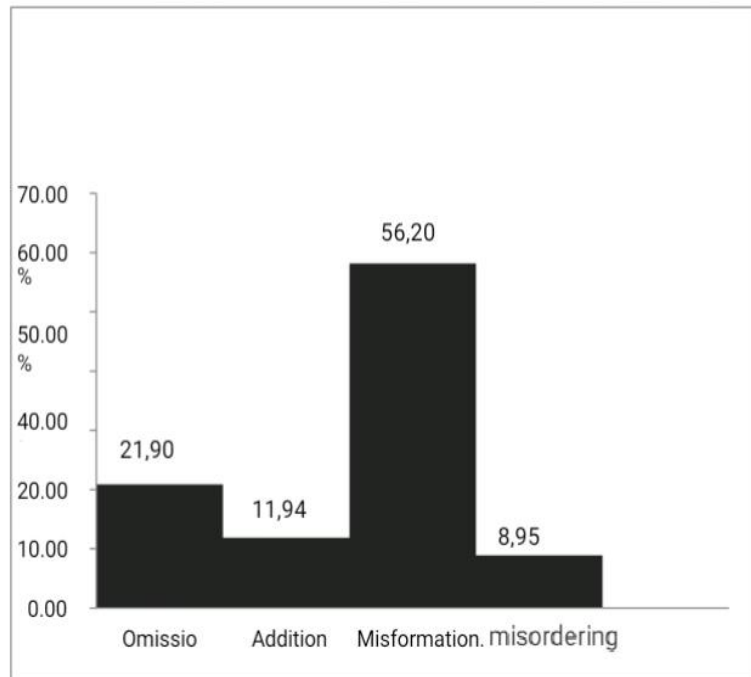


Table 7

The percentege of the type of Errors

No	Types of Errors	Total of Errors	Percentege
1	Omission	14	21,90%
2	Addition	9	11,94%
3	Misformation	35	56,20%
4	Misordering	6	8,95%
Total		64	98,99%

DOCUMENTATION

