



**ERROR ANALYSIS ON STUDENTS' WRITING OF  
SPOOF TEXT AT GRADE XI OF SMA NEGERI 1  
BATAHAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the requirement for the Graduate Degree of  
Education (S.Pd) in English*

Written by

**SISI HARIANTI**  
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**ENGLISH EDUCATION DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

2021



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**LETTER OF AGREEMENT**

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*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Sisi Harianti**, entitled "**Error Analysis On Students' Writing Of Spoof Text At Grade XI Of SMA 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 IAIN 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 IAIN Padangsidimpuan. Thank you.

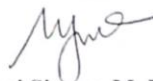
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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidempuan in article 14 verse 2.

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## **LEGALIZATION**

Thesis : Error Analysis On Students' Writing of Spooof Text  
at Grade XI of SMA Negeri 1 Batahan

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## ABSTRACT

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This research discusses about error analysis on students' writing of spoof text. The researcher focused on analyzing students' error in writing spoof text. The data are obtained by analyzing 19 students' writing in the form of spoof text. Error analysis is a way that can be done to find an error.

The purpose of this research are to find out the types of error made by students and to find out the most error made by students at grade XI SMA Negeri 1 Batahan. The formulation this research are how the error made by students in each types at grade XI SMA Negeri 1 Batahan and what is the most error made by students at grade XI SMA Negeri 1 Batahan.

Data collection was done by giving tests to students. The students' writing result was analyzed after that the result was classified in tabular form and calculated into percentages in each category of the errors found. It took 99,98% of the total error. The errors found in students' writing of spoof text were classified into four categories namely, omission, addition, misformation, and misordering. The data were presented in percentage and bar chart.

The most common errors found were errors in misformation category was 58,20% errors, then in omission 20,89% errors, then addition 11,94% errors, and the smallest error was in misordering category which was 8,95% errors. Based on the results found, it can be concluded that there were still many students' errors in writing spoof text at class XI SMA Negeri 1 Batahan.

***Keyword: error, analysis, writing, spoof text***



## **ABSTRAK**

Nama : Sisi Harianti  
NIM : 16 203 000 21  
Jurusan : Tadris Bahasa Inggris (TBI-1)  
Judul Skripsi : Menganalisis Kesalahan Siswa dalam Menulis Teks Spoof kelas X SMA Negeri 1 Batahan.

Penelitian ini membahas tentang analisis kesalahan pada menulis teks spoof. Penelitian ini focus pada menganalisis kesalahan siswa dalam menulis teks spoof. Data diperoleh dengan menganalisis 19 tulisan siswa yang berupa teks spoof analisis. Analisis kesalahan merupakan cara yang dapat dilakukan untuk menemukan kesalahan..

Tujuan penelitian ini adalah untuk menemukan tipe kesalahan yang dibuat siswa dan untuk menemukan kesalahan yang paling banyak yang dibuat siswa kelas X SMA Negeri 1 Batahan. Formulasinya adalah bagaimana siswa membuat kesalahan disetiap tipe di kelas X SMA Negeri 1 Batahan dan apa kesalahan yang paling sering dibuat oleh siswa kelas X SMA Negeri 1 Batahan.

Pengumpulan data dilakukan dengan memberikan tes kepada siswa, kemudian hasil tulisan siswa dianalisis, setelah itu hasilnya diklasifikasikan dalam bentuk tabel dan dihitung persentasenya pada setiap kategori kesalahan yang ditemukan. Sekitar 99,98% dari total keseluruhan kesalahan. Kesalahan yang ditemukan dalam penulisan teks spoof siswa diklasifikasikan ke dalam empat kategori yaitu, penghilangan, penambahan, salah bentuk, dan salah susun.

Hasil kesalahan yang paling banyak ditemukan adalah kesalahan pada kategori “salah bentuk” yaitu 58,20%, kemudian pada :penghilangan” 20,89%, kemudian “penambahan” 11,94%, dan kesalahan terkecil terdapat pada kategori “salah susun” 8,95%. Berdasarkan hasil yang ditemukan, dapat disimpulkan bahwa masih banyak kesalahan siswa dalam menulis spoof text di kelas XI SMA Negeri 1 Batahan.

***Kata kunci: kesalahan, analisis, menulis, spoof text***

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It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In the process of accomplishing this thesis, I got a lot of guidance, helping, inspiration and motivation from many people. Although, in this opportunity I would like to express my deepest gratitude to the following people:

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3. Mrs. Dr. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty. Mrs. RayendrianiFahmeiLubis, M.Ag., as my academic advisor who has given me motivations.
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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, Juli 2021

Researcher

**Sisi Harianti**  
**Reg. No. 16 203 00021**

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the Problem**

Writing is one of English language skill which must be mastered by senior high school students. It plays an important role in personal and professional life. Thus, it has become one of the essential components in English for General Purposes (EGP) and English for Academic Purposes (EAP) curricula. The multi various pedagogical purposes range from reinforcement, training, and imitation to communication (generally in the early stages of instruction), fluency and learning (at the intermediate and the more advanced level).

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. However, learning to write correctly is one of the most difficult of the four skills.

Writing is a powerful instrument of thought. In the act of composing, writers (learner) learn about themselves and their world and communicate their insight to others. Writing confers the power to grow personally and to effect

change in the world.<sup>1</sup> 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 word such as; working, technology and especially in education area.

According to Norrish 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 reasons is that the error it self may actually be a necessary part of learning the language.<sup>2</sup> Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.<sup>3</sup> Error analysis as 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.<sup>4</sup>

Error analysis is the strategy that can prevent the students from 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 that can help them to avoid their students from making the same errors by analyzing the students' error it self. From the

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<sup>1</sup>SedatMaden, "Effect of Jigsaw I Technique on Achievement in Written Expression Skill", Cumhuriyet university, p. 911.

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

<sup>3</sup> Carl James, *Error In Language Learning And Use Exploring Error Analysis* (NEW YORK, 2013): p.1.

<sup>4</sup>Ardin. "Analyzing Errors in Recount Text Written By the Third Year Students of SMA 1 Pinrang JIKAP PGSD: *JurnalIlmiahIlmuKependidikan*."p. 3.

reasons above, the researcher is interested in analyzing the students' errors in writing 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. 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. 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.<sup>5</sup>

SMA 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 SMANegeri 1 Batahan absolutely not understand in writing spoof text. It makes the students get low score in writing spoof text. In the other hand the students also have lack motivation in writing English. The

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<sup>5</sup>Julianti.

students have some errors in writing text even short fungsional text, especially in writing spoof text.<sup>6</sup>

There are many factors which make the students in SMA 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 they mother tongue. Such as, tenses that allow a lot of mistakes when they write English text. Moreover, the students also are difficult when they trying 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.

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 XI Of SMA Negeri 1 Batahan”.

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<sup>6</sup> Mrs. Gusma,”English Teacher of SMA Negeri 1 Batahan,” Private Interview., August 21 2020.

## **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 XI of SMA 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. Formulation of The Problem**

The formulations of the problem in this research are :

1. How the error made by students in each types at grade XI SMA Negeri 1 Batahan in writing spoof text ?
2. What is the most frequent error made by students at grade XI SMA Negeri 1 Batahan in writing spoof text ?

## **D. Purpose of The Problem**

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

1. To find out the types of error made by students at grade XI SMA Negeri 1 Batahan in writing spoof text.
2. To find out the most error made by students at grade XI SMA Negeri 1 Batahan in writing spoof text.

## **E. 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 live chapters. Each chapters consist of many sub chapters with details as follow :

Chapter one, it consist 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 consist 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 finding.

Chapter three, it consist 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.

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

### **1. Error Analysis**

According to Dulay et.al errors is the flowed side of learner speech and writing. They are those parts of conservation or composition. Those deviate from some selected form of mature language 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.<sup>7</sup> It means, error analysis is concerned with explanation of the occurance and the production or written expression that are different between a native speaker or of the target language.

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



In this research, error analysis is the study of errors done by students at grade XI of SMA Negeri 1 Batahan.

## **2. Writing**

Writing is a language skill that is used for indirect 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.<sup>8</sup> It means, writing is ordering word to be a good sentence that will be clear to a reader.

## **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.<sup>9</sup> 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 twist<sup>10</sup>. That's why the story is funny.

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<sup>8</sup>David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88.

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

<sup>10</sup>Handayani et al.

## CHAPTER II

### THE THEORITICAL DESCRIPTION

#### A. Error Analysis

##### 1. Definition of Error

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.<sup>11</sup> 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.

Second, according to Olasahinde also mentioned in Diani's journal it is stated that learners make errors. He also cited that errors are unavoidable and a necessary part of the learning curve.<sup>12</sup> It means that in learning process always get barriers and it is normally in order to learn certain information, acquire certain skill, etc.

Third, according to Brown, H.D. that "An error reflects the competence of the learner." While mistakes can be self-corrected an error

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<sup>11</sup>Diani Syahputri et al., "An Analysis of The Students' Error in Writing Descriptive Text", Vol.4, no.1 (2018), p. 15, <http://googleschoolar.ac.id>

<sup>12</sup>Diani et al., "An Analysis of The Students' Error in Writing Descriptive Text", p.5.

cannot be self-corrected.” 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 patterns in the use of language to be used.<sup>13</sup>

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 a mistake.

## **2. Definition 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.<sup>14</sup> So, that error analysis is a method or determining unacceptable forms used by competent speakers of the target language.

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<sup>13</sup>Kharmilah and Narius, “Error Analysis In Writing Discussion Text Made By Students At English Departement Of Universitas Negeri Padang.”

<sup>14</sup>Carla, “Overview of Error Analysis”, Academic, 2019, p. 10, <https://www.carla.umn.edu>.

In Winda Julianti's thesis, Richards et.al state error analysis is the study of error made by the second and foreign learners.<sup>15</sup> 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.<sup>16</sup> James as quoted 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.”<sup>17</sup>

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.

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<sup>15</sup>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>.

<sup>16</sup>Julianti.WindaJulianti, “Analyzing the Students’ Grammatical Error In Spoof Text Writing Of the Twelfth Grade At the First Semester Of SMAN 1 Belalau Lampung Barat In Acedemic Year Of 2017/2018,” p.29.

<sup>17</sup>Rentauli, Mariah Silalahi,, “Error Analysis on Information and Technology Students’ Sentence Writing Assigments, ” *Indonesian Journal of English Departemen 1* (2014), p. 153,  
<http://journal.uinjkt.ac.id>

### 3. Error Categories

Errors 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.)

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 taxonomy, communicative effect taxonomy. Of the four taxonomies, one of them employed in the present study.<sup>18</sup>

#### 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.

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<sup>18</sup>Dulay et al, *Language Two* (New York Oxford: 1982), p. 138-139.

## 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.

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. 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 smart in cooking.*” The missing words are verb auxiliaries *is* and preposition of verb *in*.

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.*" In this example, using word *to* is unnecessary because there is word *not*.

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 like.*" It should be, "*I don't like.*" This example is incorrect use of subjects *me* and *I*.

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.*" *Her brother* and *all*

*the time* is misordered, the correct sentence is “*She fights her brother all the time*”.

From the statement above, the researcher 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 SMA Negeri 1 Batahan.

### 3) Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparasion between stucture of second language errors and certain other types of construcsions. If we are to use comparative taxonomy to classify the errors of an Indonesian learning English, we might compere the structure of the student’s errors to that reported for children acqueriingEngliash 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.<sup>19</sup>

### 4) Communicative Effect Taxonomy

This type taxonomy classify errors based on “the perspective of their effect on the listener or reader”. It deals much with distinguishing between errors that seem to cuase miscommunication and those that do

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<sup>19</sup>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.



not. Reserch on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication.

## **B. Writing Of Spoof Text**

### **1. 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, 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 defintions of writing according to 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.<sup>20</sup>

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<sup>20</sup>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."

Second, according to Harmer stated in Agustina's thesis writing is a way to produce language express ideas, feelings, and opinions.<sup>21</sup>

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.<sup>22</sup>

Martin in Wayan states that "writing is viewed as a product of teaching and learning can be 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.<sup>23</sup>

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 an activity of delivering messages from the writer to reader by using written language.

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<sup>21</sup>Agustina Dwi and A Y U Angraini, "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).

<sup>22</sup>Rayendriani Fahmei Lubis, "Writing Narrative Text" 02, no. 01 (2014): 2-3.

<sup>23</sup>WayanDirgeyasa, *College Academic Writing a Genre Based Perspective*, ad. IndraHartoyo (Medan, 2014), p. 17.

According to Gerot and Wignell in Dona, “ there are thirteen genre of text. They are report, narrative spoof, exposition ( analytical exposition and hortatory exposition), discussion, explanation, procedure, review, description recount, news item, and anecdote. This research will focus 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.

## **2. 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.

### **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 yhe careful checking of the text to ensure that there are no errors. In editing, students edit for grammar, spelling, word forms, word orders, punctuation, ext.

## 5. Publishing

The writing process is finally at its and. In this stage, the writer froudly displays the writing because it takes all courage and sees the written through a publication.<sup>24</sup>

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<sup>24</sup>AnisMardiyah, "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.

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.

### **3. Purposes of Writing**

Every writer must be able to express clearly the ideas or thoughts that would be put into writing. A misunderstanding 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, 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's 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 defined 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 herself 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.<sup>25</sup>

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 to agree or support the writer presents.
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 solve a problem
7. Could train and expand unfamiliar vocabulary
8. Can expedite the writing of both a paragraph and an discourse
9. Can develop a style of writing on its own
10. Can make easy to transfer the mind to a good written.

#### **4. Types of Writing**

According to Trisha Callella there are five main types of writing as follows :

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<sup>25</sup>Lubis.

1. Expository writing is where the author intends to inform, explain, describe or define their subject to people
2. Descriptive writing uses a lot of great visual words to help someone see the person, place or thing.
3. Narrative writing is very common in novels and fobels
4. Persuasive writing takes on the opinion of the writer of issue the writer is writing for.
5. Creative writing is often thought provoking, entertaining, and more interesting to read.<sup>26</sup>

So, from some types of writing above the writer conclude that many ways or types of writing text that can train in writing a text.

## **5. Writing Assesment**

Writing assessment is useful 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 deal with forms and structure of words.
- b).Vocabulary is defined as an interrelated group of non-verbal system symbols, sign, and gesture.

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<sup>26</sup>TerpaduFitrahInsani, "Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at the Eight Grade Students os SMP Islam TerpaduFitrahInsani" 3, no. April (2015): 38-52.



- c). Mechanics, the criteria is talk about pronunciation and spelling of the writing.
- d). Fluency, it is talk about style and ease of communication.
- e). Form, this criteria is talk about the organization.<sup>27</sup>

From the explanation, it can be concluded that all these routing criteria need to be mastered in order to support writing ability.

#### 4. Spoof Text

##### a. 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.<sup>28</sup>

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

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<sup>27</sup> Arthur Hughes, *Testing For Language Teachers* (Cambridge University Press: 1989), p. 92-93.

<sup>28</sup>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/AF3R2KW9ir1N9v627ZGnFA>.

an event with a humorous twist and 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.<sup>29</sup>

Moreover, spoof text is a text that has a funny ending and it is often called a spoof. Spoof text is the text which retells an event 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.

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 event which has funny ending and it is to entertain the readers. It can also 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.

b. 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

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<sup>29</sup>Priscilla orianda, "Teaching Writing a Spoof Text by Using Series of Pictures to Senior High School Students," no. March (2013),p.4.

social purpose of this type of text is entertaining readers using twist( unpredictable funny ending).<sup>30</sup>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.

### c. Generic Structure of Spoof Text

#### 1) 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.

#### 2) Events

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

#### 3) 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.<sup>31</sup>

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<sup>30</sup>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](https://s.docworkspace.com/d/Ale_UBK9ir1N2Lq7pGnFA).

<sup>31</sup>orianda, "Teaching Writing a Spoof Text by Using Series of Pictures to Senior High School Students.vol. 1, no.2. p4"

d. Language Features of Spoof Text

Language is characterized by language feature used in the various kinds of English text. The tendency to use 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 :

- 1.) Focus on individualized participants
- 2.) Use of material processes
- 3.) Circustances of time and places
- 4.) Use of past tense.<sup>32</sup>

e. Example of Spoof Text

**We Don't Subscribe to Any Newspaper**

Jack was a university student. He studied history. At the end of the year, his story professor failed him in examinations and he was told to leave the university. The next day, Jack's father went to see the professor. He urged the professor to let jack continue his studies the following year. "he's a good boy," said Jack father, "and if you give him a chance this time, I'm sure he will improve a lot next year."

"No, no! that's quite impossible!" replied the professor, " Do you know, last month I asked him when Napoleon died ? and he could not answer it."

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<sup>32</sup>Efa Lusiani, "The Effectiveness of Using Meme Comic in Teeaching 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>.

“please sir, give him another chance, “ said Jack father, “you see, we don’t subscribe to any newspaper in our house, so none of us even knew that Napoleon was ill.”

The generic structure/Text organization Analysis :

Orientation : Jack was a university history student (paragraph 1)

Event 1 : Jack’s history professor failed him in his examinations

( paragraph 2)

Event 2 : Jack’s father went to see professor (paragraph 3)

Event 3 : Jack’s professor tells him one reason why jack failed (paragraph 4)

Twist : Jack’s father said that they don’t subscribe to any newspaper in their house, so none of them even knew that Napoleon was ill ( paragraph 5 ).

### **C. Review of Related Finding**

Actually, the researcher has found some researchers who have done research and have the result. It was needed to make a dicsscussion 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 Spooof Text are omission errors 20 items or 25%, addition error with 5 items or 6,25%, misformation errors with 51 items or 63,75% and misordering with 4

items or 5%.<sup>33</sup> So, the result shows that misformation errors are the highest error that made by the students.

Second, Ovi 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.<sup>34</sup> It means, the frequency in Linguistic Category is higher than Surface Strategy Taxonomy by the students.

Third, came from YeciRahmadani 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 misformation 64%. And the most grammatical errors made by the students was misformation 64%.<sup>35</sup> So, the most of students can get high percentage and more understanding in grammatical errors.

Eventhough those three researchs above concentrated on students' errors in writing spoof text, but they still have some differences. From winda's result,

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<sup>33</sup>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."

<sup>34</sup>Ovi Syafiqoh, "An Error Analysis on Students Spoof Text Writing" (Sultan Maulana Hasanuddin Banten, 2016), <https://scholar.google.co.id>.

<sup>35</sup>Yeci Rahmadani, "An Analysis Of Students' Errors In Writing Spoof Text Senior Hight School 1 Tambang" (UIN SUSKA RIAU, 2018).

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.

The differences from all of the researcher can be seen from their fundings. Such as, Winda found misformation, Ovi in Linguistic Category, and Yeci is grammatical error. However, this research related with one of three researchs above, it is missformation.

## CHAPTER III

### RESEARCH METHOD

#### A. Place and time of the research

This research was done in SMA 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 5<sup>th</sup> February 2021 up to 31<sup>th</sup> March 2021.

#### B. Kind and method of the research

This research was qualitative research. Related to this, John W. Craswell said that “qualitative research is an approach for exploring and understanding the meaning of individuals groups ascribing to a social or human problem.”<sup>36</sup> 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.”<sup>37</sup> 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

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<sup>36</sup>John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Nebraska: SAGE Publications, 2014), p. 32.

<sup>37</sup>Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2013), p. 9.



types of error that stated by Dulay, Burt and Krashen's categories; omission, addition, miss-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 XI grade of students at SMA 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 chose the certainly class because it could be representative 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 SMA 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.<sup>38</sup>The test was in the form of written essay test of spoof text. The

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<sup>38</sup>Yatim Riyanto, *Metodologi Penelitian Pendidikan* (Surabaya: SIC, 2010), p. 103.

students were asked to write their own essay. The test should be composed at least in third paragraph (thesis, argument and reiteration).

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 answersheets are collected by researcher to analyzed. Then, secondary data collected by conducting interviews directly with the students' English teacher themselves.

**Table 1**

**Indicator of Error**

No.	Students'	Types of Error				Total
		Omi	Add	Mf	Mo	
1						
2						
3						
	↓					
	↓					
	↓					
	↓					
<b>23</b>						
<b>Total</b>						
<b>Error Percentage</b>						

Note: Omi = Omission

Add = Addition

Mf = Misformation

Mo = Misordering

## E. Technique of data analysis

After data had been collected, the researcher analyzed the data by using some following procedures as suggested by Asnarni<sup>39</sup>, 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 steps<sup>40</sup>, 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:

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

Where: P : Percentage

f : Frequency of type error

N : Sum of all types error

- 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 solidy and briefly.

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<sup>39</sup>Sugiyono, *Metode Penelitian Pendidikan* (Bandung; Alfabeta, 2016), p. 333.

<sup>40</sup>Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Pers, 2014), p. 43.

## **F. Technique of data trustworthiness**

There are nine techniques to determine the data trustworthiness that stated by Lexy J. Moleong<sup>41</sup>. Such as:

- a. The extension of participation is the extension not only done 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 done with exposing the interim result that gotten in the discussion with friends.
- e. Analyzing 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 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.

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<sup>41</sup>Lexy j Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Rosdakarya, 1995), p. 175.

- 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 from Lexy J. Moleong.

## **CHAPTER IV**

### **RESULT OF RESEARCH**

#### **A. The Data Presentation**

This analysis was done by collecting students at the grade XI of SMA 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.

##### **1. Types of Students' Errors in Writing Spoof Text**

This section answers the first issue with types of errors that made by the students' in their writing of spoof text that based on surface strategy taxonomy. The researcher described the each students' error in writing spoof text and classified to four aspects.

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 misordering. For more details, it can be seen in the following presentation :

a. 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 20,89%. The mistakes made by these students can be seen in the following table 2.

**Table 2**

**Students' Error Sentences Categorized as Omission**

No	Name	Student Sentences	It should be
1	SA	To is <i>someting</i> very noble	To is <i>something</i> very noble
2	NS	Waiting something	Waiting <i>for</i> something
3	LS	Smile gave him broom	Smile gave him <i>a</i> broom
		First job will be to	<i>The</i> first job wiil to
4	TD	For some <i>reason</i> suddenly	For some <i>reasons</i> suddenly

From the error above, it appears that the sentence does not match the linguistic rules, namely the omission of language elements. Such as the sentence:

The first, error sentence in SR's writing "*to is someting very noble*" in this sentence, the error is in the word "*something*" missing the letter "*h*" and the sentence should be "*to is something very noble*".

The second, error sentence in SR's writing "*waiting something*" which should be "*waiting for something*", because the word "*for*" which should be there but is not conclude. So, the correct one is "*waiting for something*".

The third, error sentence in LS' writing "*smile gave him broom*" in this sentence there is something missing to be a correct sentence, namely the addition of "*a*". The suffix "*a*" is added to clarify the object and the correct sentence is "*smile gave him a broom*".

The forth, error sentence in NS' Writing also "*first job will be to*". In this sentence, note the lack of "*the*" in the word "*first*". The word "*first*" here is the prefix of a sentence that should include "*the*" in the linguistic element at the beginning of the word "*first*" and the correct sentence is "*the first job will to*".

The fifth, error in the sentence in TD's writing "*for some reason suddenly*" which should be "*for some reasons suddenly*" because the addition of the "*s*" in the ending here is to show or give explanation that the sentence is plural. So the correct one is "*for some reasons suddenly*".

b. 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 8 errors from 5 students, and the percentage was 11,94%. The following details are in the table 3.

**Table 3**  
**Students' Error Sentences Categorized as Addition**

No	Name	Student sentence	It should be
1	TR	Plucking chicken <i>fathers</i>	Plucking chicken <i>father</i>
2	STR	Here I <i>am</i> open	Here <i>I</i> open
3	TR	<i>Story</i> it is story	It is story
4	VR	<i>To peoples</i> , they are Marsya and Syakira	<i>To people</i> , they are Marsya and Syakira
5	AP	Next to <i>the</i> him	Next to him

Addition error is an error made by students with the addition of language structures that should not be needed as in the following sentences:

The first, error sentence in TR's writing "*plucking chicken fathers*". This error is in the word "*fathers*" where the subject here is singular. So, there is no need to add the suffix "s" in the sentence. So, the correct sentence is should be "*plucking chicken father*".

The second, error sentence in STR's writing "*here I am open*" this sentence is wrong because the subject in the sentence no longer requires "*to be*" so that's way no need "*to be*". So, the correct sentence is "*here I open*".

The third, the error sentence in TR's writing also "*story it is story*". In this sentence it is clear the repetition of the word "*story*". The sentence is wrong because in the sentence there are two marker words, it is namely "*story*" which that should be enough to write "*it is story*". So, the correct one is "*it is story*".

The fourth, the error sentence in VR's writing "*to peoples, they are Marsya and Syakira*". in this sentence, The error is that the intended subject is already in the sentence, namely "*Marsya and Syakira*". So, there is no need to add the suffix "*s*" to the word of people. The correct sentence is "*To People, they are Marsya and Syakira*".

The fifth, error sentence in AP's writing "*next to the him*". Here the error is where the subject is singular not plural. So, there is no need to add "*the*" and the correct sentence is "*next to him*".

#### c. Misformation

This 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 39 errors from 13 students. This error was the most frequent error, accounting from 58,20% of all errors. The following are the errors in the misformation type in table 4.

**Table 4**

**Students' Error Sentences Categorized as Misformation**

No	Name	Student sentences	It should be
1	SA	We <i>the</i> new student started	We <i>as</i> new students started
2	SA	And <i>hive</i> cute children	And <i>have</i> cute children
3	VR	We <i>ride</i> bicycle	We <i>rode</i> bicycle
4	NAG	5 tigers and 5 <i>lion</i>	5 tigers and 5 <i>lions</i>
5	ML	We <i>try</i> to speak	We <i>tried</i> to speak

Misformation error is characterized by the use of the wrong form of the morphemes or structure. The following are errors in misformation category :

The first, error sentence in SA's writing "*we the new students started*", this sentence is wrong because the subject is plural not singular. So, the word "*the*" change with "*as*" the correct form of the sentence is "*wa as new students started*".

The second, error sentence in SA's writing "*and hive cute children*". The word "*hive*" in this sentence is no longer connected with the purpose of the sentence, and word of "*hive*" should be "*have*". So, the correct sentence is "*and have cute children*".

The third, error sentence in VR's writing "*we ride bicycle*". It is said that this sentence is wrong because the verb of sentence should use past tense , which is influenced by the verb so that the word "*ride*" was changed to "*rode*". So, the correct sentence is "*we rode bicycle*".

The fourth, error sentence in NAG's writing "*5 tigers and 5 lion*". The wrong of this sentence is "*5 lion*" while the subject in the sentence is plural because more than one and it should be added suffix "*s*". So, the correct one is "*5 tigers and 5 lions*".

The fifth, error sentence in ML's writing "*we try to speak*". It was said that in this sentence was wrong because the verb of sentence should use past tense , which was influenced by the verb so that the word "*try*" change to "*tried*". So, the correct sentence was "*we tried to speak*".

#### d. 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 he researcher found 6 errors from 6 students, the percentage was 8,95%.The following are the mistakes made by students in table 5.

**Table 5**

**Students' Error Sentences Categorized as Misordering**

<b>No</b>	<b>Name</b>	<b>Student sentences</b>	<b>It should be</b>
1	VR	<i>I and Nayla</i>	<i>Nayla and I</i>
2	ML	<i>I and my friends</i>	<i>My friends and I</i>
3	RAD	<i>They then</i>	<i>Then they</i>
4	BS	<i>Is it because of</i>	<i>It is because of</i>
5	LS	<i>Me and my friend</i>	<i>My friend and I</i>

Misordering error is an error where the wording is not sequential or the placement is not right, so that it forms the wrong sentence. The following were some of errors that students make :

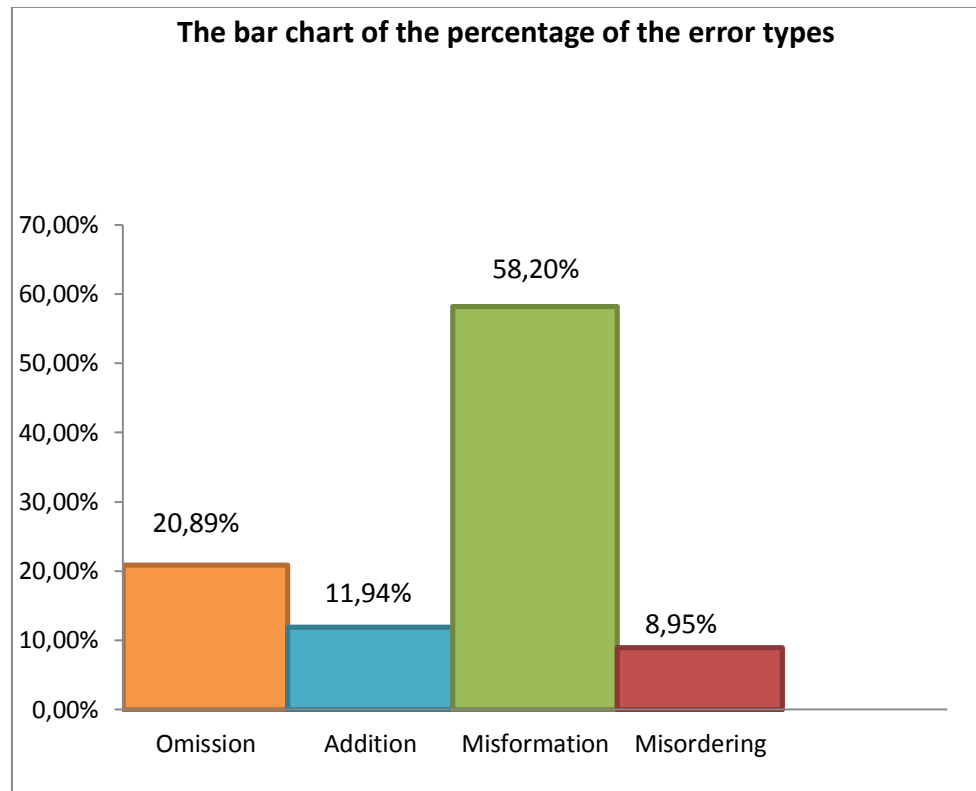
The first, error sentence in VR's writing "*I and Nayla*". The error here was in the order of the word that should be "*Nayla and I*". The second, the error sentence from ML's writing "*I and my friend*". It was said to be wrong because the order of the words that should be "*my friends and I*". The third,

the error sentence in RAD's writing "*they then*" it also to be wrong because of the order word also and the correct one was "*then they*". The last one, it from BS' writing "*is it because of*" the error here was between "*is*" and "*it*" it should be "*it*" in front then connected "*is*". So, the correct sentence was "*it is because of*".

### **1. The Most Students' Error in Writing Spooof Text**

This section answers the second issue dealing with finding of the most students' error in writing spooof text. After analyzing the students' errors in writing spooof text, the researcher put it into the bar chart. The detail could be seen in the bar chart below table 6.

**Table 6**



From the bar chart above, it could be seen that the most students' errors in writing spoof text was misformation (58,20%). 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 20,89%. 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 8 errors with the total percentage was 11,94 %.

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 39 errors with the total percentage was 58,20%.

d. Misordering

Then, in misordering 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 incorrect placement their writing.

So, misformation error was the most students' error in writing spoof text by the students at grade XI SMA Negeri 1 Batahan.



The table above showed the total of the students' error in omission which was 14 or 20,89% items, while addition was 8 or 11,94%. Misformation errors was 39 or 58,20% and in misordering was 6 or 8,95%, with the total of each types of error were 67 or 99,98%. The researcher counted the data with the formula:

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

Where: P = Percentage

F = Frequency

N = Total of Frequency

$$\text{Omission} = 14/67 \times 100 = 20,89\%$$

$$\text{Addition} = 8/67 \times 100 = 11,94\%$$

$$\text{Misformation} = 39/67 \times 100 = 58,89\%$$

$$\text{Misordering} = 6/67 \times 100 = 8,95\%$$

$$\text{Total of Errors} = 67/67 \times 100 = 100\%$$

**Table 7**

**The Percentage of Errors Types**

<b>No.</b>	<b>Types of Error</b>	<b>Total of Error</b>	<b>Percentage</b>
1	Omission	14	20,89%
2	Addition	8	11,94%
3	Misformation	39	58,20%
4	Misordering	6	8.95%
<b>Total</b>		<b>67</b>	<b>99,98%</b>

**B. Discussion**

The result of this research, with entitle “Error analysis on students’ writing spoof text at grade XI of SMA Negeri 1 Batahan” showed that there were 67 items of error. There were 14 errors from omission. The next, 8 items was categorized as addition errors. Then, 39 errors were categorized as 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%.<sup>42</sup> From this study it was found by the researcher that the most common error was misformation errors and the smallest error was misordering errors. But, the distinguishes this research is the frequency of the number of students and the total error.

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 misformation was 64%. The most grammatical errors made by the students was misformation 64%.<sup>43</sup> From the result of this research is also the same. Which is where the most errors found are misformation errors and the least is misordering. The defference is in the frequency of students and the total errors.

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<sup>42</sup>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."

<sup>43</sup>Yeci Rahmadani, "An Analysis Of Students' Errors In Writing Spoof Text Senior Hight School 1 Tambang" (UIN SUSKA RIAU, 2018).

Eventhough those two researches above concentrated on students' errors in writing spoof text, they still have some differences. From winda's result, misformation 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.

## 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. Based on result of data analysis, the writer conclude that there were types of errors made by students in using spoof text based on surface strategy taxonomy. They are in the form of omission, addition, misinformation and misordering. Then, the total errors committed by 19 students are 67 items.
2. Then, the most common students' errors found in writing spoof texts is misinformation errors with a percentage of 58,20%. Then, the errors omission percentage is of 20,89%. Next is the error in addition with a percentage of 11,98%. 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 to 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 to 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

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## **CURRICULUM VITAE**

Name : SISI HARIANTI  
Reg. Num : 16 203 00021  
Place/date of birthday : Batahan, August 21<sup>st</sup> 1998  
Sex : Female  
Religion : Islam  
Address : Batahan, Mandailing Natal  
Father's name : Iswarman  
Mother's name : Surya Wita

Background educations

1. Primary school : SD Negeri 142710
2. Junior high school : SMP Negeri 2 Panyabungan
3. Senior high school : SMA Negeri 1 Panyabungan
4. Institute : IAIN Padangsidempuan



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Validator

**Gusma Hayati, S,Pd.I**

Padangsidempuan,

Researcher

**Sisi Harianti**  
**NIM. 16 203 00021**

2020

## APPENDIX II

### List Name of Students

<b>No.</b>	<b>Students Name</b>
1	Riski Amelia
2	Sri Astuti
3	Tiara Devani
4	Tria Rahmadani
5	Viska Rahayu
6	Nurhamidah
7	Bayu Samudra
8	Novri Ade Gunawan
9	Eva Yufitri
10	Lara Sati
11	Syailendra Trama Rivera
12	Nora Violita
13	Soma Indah
14	Mona Lisa
15	Nursahada
16	Elsiana
17	Rafi Ahmad
18	Raudhatul Hanifa
19	Anggi Prayoga

<b>Indicator of Error</b>
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No	Students'	Types of Error				
		Omission	Addition	Misformation	Misordering	Total
1	Riski Amelia	1				
2	Sri Astuti	1		3		
3	Tiara Devani	1	3			
4	Tria Rahmadani			5	1	
5	Viska Rahayu	4	1	5	1	
6	Nurhamidah		1	2		
7	Bayu Samudra	1			1	
8	Novri Ade Gunawan			3		
9	Eva Yufitri			2		
10	Lara Sati	2		3		
11	Syailendra Trama Rivera	2	1	1		
12	Nora Violita					
13	Soma Indah			3		
14	Mona Lisa	1		6	1	
15	Nursahada	1		2		
16	Elsiana				1	
17	Rafi Ahmad				1	
18	Raudhatul Hanifa			3		
19	Anggi Prayoga		2	1		
	<b>Total</b>	<b>14</b>	<b>8</b>	<b>39</b>	<b>6</b>	<b>67</b>
	<b>Error Percentage</b>	<b>20,89%</b>	<b>11,58%</b>	<b>58,20%</b>	<b>8,95%</b>	<b>99,98%</b>

## APPENDIX 1

### The Instrument of Test

Time : 90 Minutes

#### A. Instruction

Write down a spoof text about "The funniest thing you have seen in your neighbourhood or the funniest thing you have ever experienced your self". The text should consist of the generic structure of spoof text; thesis, argument and reiteration.

Name : Riski AMELIA  
Class : XI MIA

Day time, around 12 o'clock to be precise, while I was sitting passive waiting for my father to come home from city, with the hope that my father will come home early, and soon my father arrived at the house. By bringing a bicycle for me, with spirit, I immediately get on my bike without further ado I immediately went for a route around my house, while steering off my road bike to my neighbors. I stylishly closed my eyes while riding my bicycle, without realizing it, it turned out that in front of me there was wood from which a fire was out, I didn't realize I had hit the wood, so I fell off my bicycle, and I became laughing stock by my neighbors.

## APPENDIX 1

### The Instrument of Test

Time : 90 Minutes

#### A. Instruction

Write down a spoof text about "The funniest thing you have seen in your neighbourhood or the funniest thing you have ever experienced your self". The text should consist of the generic structure of spoof text; thesis, argument and reiteration.

Name : Nursahada  
Class : XI-MIA

one day <sup>1</sup> on old man stood up on a bus halt. He looked waiting something. Then

he asked to a young man near him, "Excuse me, what time is the bus to Bandung?"

"5 minutes later," the young man answer. "what about the bus to Semarang?"

the old man asked again. "Around to minutes later," the young man answered briefly.

"where are <sup>2</sup> young going to go, sir?"

"I just wanna cross this street. I'm afraid they hit me," the old man answered

then walked crossing the street.



## APPENDIX 1

### The Instrument of Test

Time : 90 Minutes

#### A. Instruction

Write down a spoof text about "The funniest thing you have seen in your neighbourhood or the funniest thing you have ever experienced your self". The text should consist of the generic structure of spoof text; thesis, argument and reiteration.

Name : RAUDHATUL HANIFA  
Class : XI IPA

On <sup>1</sup> a Sunny Sunday, Finish at dawn <sup>3</sup> ~~1 go~~

~~Jogging~~ the road was quiet, only a few have just started their morning jog.

When I was running, I saw a herd of goats playing around. When engrossed in joking, one of the goats went into the ditch. The goat ~~that goes~~ into the ditch is ~~then~~ covered in dirt. Because I can't help it so I just let it go

## APPENDIX I

### The Instrument of Test

Time : 90 Minutes

#### A. Instruction

Write down a spoof text about "The funniest thing you have seen in your neighbourhood or the funniest thing you have ever experienced your self". The text should consist of the generic structure of spoof text; thesis, argument and reiteration.

Name : Rafli Ahmad  
Class : XI-MIA

One day at school a boy was playing volleyball. my ~~Friends~~ Friends and I then participated ~~in~~ watching the volleyball game. not long after we watched it suddenly unexpected events occurred. there was a male student who tripped and fell forward and his pants were torn. it made us feel sorry and besides it made us laugh out loud. After that his friends helped him to stand up and ~~they then~~ continued playing and the students who had fallen did not participate in the game anymore because they felt embarrassed and ~~was~~ also be a little sick from falling.

## THE DOCUMENTATION OF THE RESEARCH



Share the test about spoof text



Explain about spoof text



**The students doing the test**



**The students analyzing error of spoof text**



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Hal : Izin Penelitian  
Penyelesaian Skripsi.

3 Maret 2021

Yth. Kepala SMA N 1 Batahan  
Kabupaten Mandailing Natal

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Sisi Harianti  
NIM : 1620300021  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Error Analysis on Students' Writing of Soof Text at Grade XI of SMA N 1 Batahan".

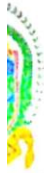
Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk membenkan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Deputi  
Wakil Deputi Bidang Akademik



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**PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
SMA NEGERI 1 BATAHAN**

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or : 422 / 033 / SMA.01-BTH/2021  
siran : -  
: **Penyelesaian Skripsi**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangdisimpuan  
Di-

**Tempat**

Assalamu'alaikum wr,wb

Dengan hormat, Kepala SMA Negeri 1 Batahan menerangkan bahwa:

Nama : **SISI HARIANTI**  
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Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Adalah benar nama tersebut di atas telah melaksanakan penelitian dalam penyelesaian skripsi dengan judul "Error Analisis On Students' Writing Of Spoof Text at Grade XI Of SMA Negeri 1 Batahan".

Demikian surat penelitian ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana perlunya. Dan atas kerja sama yang baik kamin ucapkan terima kasih.

Wassalamu'alaikum wr,wb

Batahan, 31 Maret 2021

Kepala SMA Negeri 1 Batahan



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