



**ERROR ANALYSIS IN WRITING REPORT TEXT BASED ON
SURFACE STRATEGY TAXONOMY THEORY AT THE XI
GRADE STUDENTS OF
MAN 1 PADANGSIDIMPUAN**

A THESIS

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

Written by:

VIVI SRI LESTARI

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ENGLISH EDUCATIONAL DEPARTMENT

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

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2023

LETTER OF AGREEMENT

Term : Munaqasyah
Item : 7 (seven) exemplars

Padangsidimpuan, November 2022
a.n. **Vivi Sri Lestari**
To: **Dean**
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Assalamu'alaikum wr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Vivi Sri Lestari**, entitled "**Error Analysis in Writing Report Text Based on Surface Strategy Taxonomy Theory at the XI Grade Students of MAN 1 Padangsidimpuan**". 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.

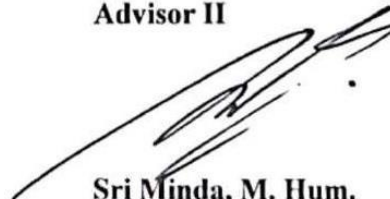
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Declaration maker



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**AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY**

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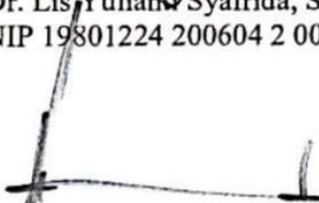
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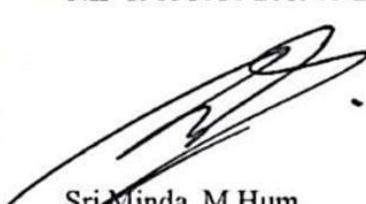
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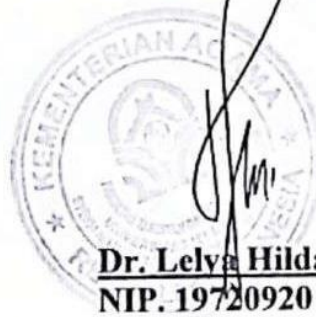
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ABSTRACT

This research focused on the students' error in writing report text based on surface strategy taxonomy theory at the XI grade of MAN 1 Padangsidempuan. The students' problems in this research were: 1) the students' vocabulary mastery is low, 2) the students do not know the language features in report text, 3) the students pay little attention to language features of report text in each sentence, 4) the students do not understand well how to use language features in the sentences.

The formulation of the problems in this research were what types of errors are made by the students at the XI grade in MAN 1 Padangsidempuan in writing report text? Why do the students at the XI grade in MAN 1 Padangsidempuan do the errors in writing report text? The purposes of this research were to find out the types of errors are made by students in writing report text, to know the reasons of the students do the errors in writing report text.

This research used descriptive qualitative as a method of the research. The participants of the research were 20 students of MAN 1 Padangsidempuan in the academic year of 2021/2022. The researcher chose the students in XI grade because they are studying about report text as a topic in English lesson. Furthermore, the instrument of this research used for collecting the data were interview and written test.

Based on the result, it is found that students were still lack in writing report text. They were facing some difficulties, especially in understanding the language features of report text. They were lack of vocabulary and grammatical knowledge in writing report text. There were four errors that the students made which are omission, addition, misformation and misordering. The written test shows the percentage of writing errors, including omission errors which is 31%, addition errors with a total of 17.5%, misformation errors 37.8%, and misordering errors of 13.5%. Based on the percentage, it can be seen the most dominant error made by students are in misformation (37.8%) and the lowest error made by students is misordering (13.5%). It is hoped that the students should gain more insight into the various errors, in order to make a better writing.

Key Words: Error Analysis, Writing Report Text, Surface Strategy Taxonomy

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ABSTRAK

Penelitian ini difokuskan pada kesalahan siswa dalam menulis teks laporan berdasarkan teori surface strategy taxonomy pada siswa kelas XI MAN 1 Padangsidempuan. Masalah siswa dalam penelitian ini adalah: 1) siswa memiliki kosakata yang rendah, 2) siswa tidak mengetahui fitur kebahasaan dalam report text, 3) siswa kurang memperhatikan fitur kebahasaan dari report text dalam setiap kalimat, 4) siswa tidak mengerti dengan baik bagaimana menggunakan fitur bahasa dalam kalimat.

Rumusan masalah dalam penelitian ini adalah jenis kesalahan apa yang dilakukan siswa kelas XI MAN 1 Padangsidempuan dalam menulis teks laporan? mengapa siswa kelas XI MAN 1 Padangsidempuan melakukan kesalahan dalam menulis teks laporan? Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan yang dilakukan siswa dalam menulis teks laporan, untuk mengetahui alasan siswa melakukan kesalahan dalam menulis teks laporan.

Penelitian ini menggunakan deskriptif kualitatif sebagai metode penelitian. Partisipan dalam penelitian ini adalah 20 siswa MAN 1 Padangsidempuan tahun ajaran 2021/2022. Peneliti memilih siswa kelas sebelas karena mereka belajar tentang teks laporan sebagai topik dalam pelajaran bahasa Inggris. Selanjutnya instrumen penelitian yang digunakan untuk mengumpulkan data adalah wawancara dan tes tertulis.

Berdasarkan hasilnya, ditemukan bahwa siswa masih kurang dalam menulis teks laporan. Mereka menghadapi beberapa kesulitan, terutama dalam memahami fitur bahasa teks laporan. Mereka kekurangan kosakata dan pengetahuan tata bahasa dalam menulis teks laporan. Terdapat empat kesalahan yang dilakukan siswa yaitu omission, addition, misformation and misordering. Tes tertulis menunjukkan persentase kesalahan penulisan, meliputi omission sebesar 31%, addition sebanyak 17.5%, misformation 37.8%, dan misordering sebesar 13.5%. Berdasarkan persentase tersebut dapat diketahui bahwa kesalahan yang paling dominan dilakukan oleh siswa adalah misformation (37.8%) dan kesalahan terendah yang dilakukan oleh siswa adalah misordering (13.5%). Diharapkan para siswa dapat menambah wawasan tentang berbagai kesalahan, untuk membuat tulisan yang lebih baik.

Kata Kunci: Analisis Error, Menulis Teks Report, Surface Strategy Taxonomy

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Padangsidimpuan, November 2022
Researcher

VIVI SRI LESTARI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Error analysis entails keeping track of, examining, and categorizing errors in order to discover how the learner's internal system functions. There are four types of error taxonomy, they are linguistics category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy.¹ In this research, the researcher will analyze the students' errors based on surface strategy taxonomy.

Surface strategy taxonomy comes in four different flavors. First is omission, it claimed that omission refers to leaving out a piece of information that is required to complete the sentence. Addition is the second type. Mis-formation is the the third type. It states that mis-formation is defined as the substitution of one linguistic form for another. Mis-ordering is the last type. Mis-ordering is defined as putting the words in the incorrect order.

The learner's errors, which are also systematic, serve as proof of this system. Errors, on the other hand, are systematic, long-term aberrations from a learner's language system during a specific learning stage. It means that the mistake is one of the most typical errors students make when writing or speaking. It has the capacity to impact a student's essay or dialogue's final conclusion. An error, according to the concepts is

¹ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, *New York*, 1983, <https://doi.org/10.2307/327086>.

a natural and noticeable divergence that results in a linguistic error in the learner's speech or writing. The blunders of students would suggest a lack of linguistic skill or an inability to perceive the structural pattern.

Writing is one of the most useful abilities in language learning, and it has taken on a significant part in our lives and daily activities. The writer needs complicated thinking to organize the writing, which should include numerous components such as the topic or theme, word choice, organization, purpose, audience, clarity, sequencing, coherence, and transcribing. Learning to write can help students develop their ability to convey ideas, share their opinions, and do it in an effective manner.

Written language, as one of the language products as well as a mode of communication, necessitates a unique competence. As a result, writing skills become increasingly important in the creation of a written product. As a result, in order to write and communicate effectively, people must acquire these talents. In order, for the readers to comprehend the writer's thoughts, feelings, or ideas clearly, it can be claimed that writing is an effort to do so in written form while taking into account writing traits and phases.

In writing there are some genres, such as narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. In writing not only about paragraph but writing also talk about genres, writing something related to genres of text. Text kinds are diverse sorts of writing

that have different qualities and written for a range of purposes. Along with overcoming the challenges of syntax, punctuation, and spelling, students must also learn the conventions and patterns of the numerous different text types or genres.

Writing is one skill in English that should be mastered. Even though native speakers, they have to master it because it is important to apply scholarship or job. Writing skills are taught utilizing a genre-based methodology. Through reading texts, students are exposed to a variety of genres and educated about the social role, generic structures, and linguistic features of each genre. There are many different types of genres, and report text is one of them. One of the literary genres that serves as a general description of anything is report text. Simple present tense is utilized while creating report text. One of the tenses that is frequently employed in written or spoken communication is the simple tense.

Based on the curriculum the students in senior in high school must be able to comprehend the text types especially writing report text at the XI grade, exactly in writing report lesson. The students study about report text in English lesson when they are at the XI grade. The curriculum expects that, the students are able to write report text, the students are able to follow the generic structure of report text, the students are able to know the language features use in report text. In addition, the report text material was studied by students during the first semester and the researcher was picking up data on second semester.

In writing report text, the students are expected to be able to know the language features include the grammar used. Report text has distinct qualities, particularly in terms of language. Rather than using a specific noun, the report text employs a general noun. It describes aspects with associated verbs. Other features of report text writing include the use of action verbs, the timeless present tense to demonstrate regularity, and technical words. Topic sentences are used to organize bundles of information in each paragraph, with the linked name of the topic serving as the clause's initial focus.

Based on the teacher's interview, the students are very poor in writing report text, because they do not have a good understanding about grammar especially simple present tense, technical term, action verb, relating verb, and general noun. Data obtained from written test and interview in MAN 1 Padangsidempuan at the XI grade, the tests were given to the students in the form of a written test. In written test, the researcher gave five topics to make text and each student chooses one topic. They were confused on how to use language features of report text. Most of students do not know the tenses use in report text, so the students get difficulties in writing English text. Some students have lacked English vocabulary, so they used a repeated vocabulary. They also lack in motivation in writing English text. And the researcher did the interview to the students by giving some questions. The researcher asked the students one by one and the researcher analyzes the students' answers. The result of

interviews conducted by researcher is students hardly distinguishable between descriptive text and report text, and students are finding difficulty in comprehending language features of report text.

Based on the pre observation of the researcher, it is concluded that students at the XI grade of MAN 1 Padangsidimpuan are low in comprehending report text. The students at the XI grade are unfamiliar with report text. The researcher asked the students about what tense do you use in report text, some of students still answer that report text use past tense whereas report text use present tense not past tense. Some of students are still confused about the various texts in English lesson. Also, they are confused how to use language features and how to classify generic structure of report text. For example, tiger have a variation colour and their body length 15 meters. The students should get better at grammar and have good understanding of report text. In addition, the students' writing ability is still base because they rarely practiced writing and not really understand the grammar.

Based on the explanation above, there are many problems that come from the students especially in writing report text. And here, the researcher interested to conduct a research, which the title is Error Analysis in Writing Report Text Based on Surface Strategy Taxonomy Theory at The XI Grade Students of MAN 1 Padangsidimpuan.

B. Limitation of the Problem

The researcher only limits the research on analysis of students' error in grammar based on surface strategy taxonomy.

C. Definition of Terminologies

1. An error is a noticeable variation from adult grammar or a native speaker's language competency that reflects the learners' language competence. Error analysis is a technique for identifying errors in writing and speaking.²
2. Writing is the act of communicating content to an audience for a specific purpose, and it necessitates mastery of not only grammatical and theoretical elements, but also conceptual and judgmental elements. Writing text is a difficult undertaking that necessitates the coordination of a huge number of mental functions.³
3. A report text is a piece of writing that is used to describe or present information of something in a broad sense. The language of the report strives to clarify everything in depth.⁴

² Hidayati, Mistakes and Error Analysis of Cohesive Features in Argumentative Essay of Fifth Semester Students of English Department of Jambi University, *Learning Journal* 1, no. 1 (2014): 41–58.

³ Desi Nur Komariyah, *Writing Strategies Used* 1, no. 1991 (2013): 2013–15.

⁴ Agus Saifullah, *Skill Reading, 13 Types of Texts in English (Definition, Example, and Analysis)*, 2013, 12–13.

D. Formulation of the Problem

Based on the explanation, the researcher formulated the problems as follow:

1. What types of errors are made by the students at the XI grade in MAN 1 Padangsidempuan in writing report text?
2. Why do the students at the XI grade in MAN 1 Padangsidempuan do the errors in writing report text?

E. Objectives of the Research

Based on the research problems, this research has two objectives, are follows:

1. To find out the types of errors are made by students at the XI grade in MAN 1 Padangsidempuan in writing report text.
2. To know the reasons of the students at the XI grade in MAN 1 Padangsidempuan do the errors in writing report text.

F. Significances of the Research

The researcher expects that the findings of this study will give benefits and some contributions, the expected contributions are:

1. The research findings are predicted to be beneficial and valuable in the future, particularly for English students and teachers who will be deliberating in the teaching and learning process.
2. This research might be beneficial to the writer, especially in terms of understanding how to conduct research.

3. Particularly for people who are interested in teaching and learning English as a foreign language or second language, these research findings are intended to be categorical, advantageous, and useful information.

G. Outline of the Thesis

This thesis is explained in five chapters, each of which includes a number of related problems. The background of the problems and the limitation of the research are both included in chapter one. The second chapter reviews pertinent literature, while the third part discusses study methodology and reliability checks. The research's findings are discussed in chapter four. The research's findings and the researcher's own recommendations are presented in chapter five.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Error Analysis

Error relates to a performance aspect like memory, spelling weariness, or emotional state, while mistake refers to a noticeable difference from adult grammar or native speaker displaying their language proficiency of learner. The careful examination of the language of the learner, which is essential to comprehending the process of second language acquisition, includes error analysis.¹ Learners who do not yet fully master some established language system are more likely to make mistakes. In other words, errors occur as a result of a lack of proficiency in the target language. Errors are, for example, incorrect forms that the student would be unable to amend even if their incorrectness were pointed out. However, the class is familiar with the form and can detect what the student tried to accomplish. As a result, if learners do not comprehend the linguistic system, they will make numerous errors in their learning.

When contrasting what the learner actually said with what he should have said to express what he intended to express, error might be found or detected. The status of an error is partly determined by whether it is unique or shared by other members of the same class. An

¹ Milton M. Azevedo and S. Pit Corder, *Error Analysis and Interlanguage*, London, (1983): 84-85.

error refers to a student's systematic errors in reconstructing his previous knowledge of the language. It is perilous for students to make errors in their knowledge of English as a foreign language tenses. Their incorrect statements are compared to what a native speaker would say to convey the same meaning.

The following are the steps or processes in error analysis research:

- a. Gathering a sample of language spoken by learners, it involves choosing which language samples from learners to analyze and how to get these samples.
- b. Acknowledging the error, there is a corpus of learner language, but it has to be identified. Therefore, deciding what constitutes an error and establishing a process for identifying one are also crucial.
- c. Error description, it entails contrasting the learner's peculiar expressions with translations of those expressions into the target language. The surface characteristics of the kids' utterances require attention.
- d. Explanation of the error, it is focused with locating the error's origin, or explaining how and why it was made.
- e. Evaluation of error, the impact of errors on the people being evaluated is a factor in error evaluation. To make ethical teaching judgments, it also entails evaluating the severity of each misstep.

Error evaluation is essential because it serves a pedagogical purpose.²

2. Taxonomy of Errors

Taxonomy as the field of science concerned with classification. Taxonomy must be organized in accordance with particular criteria. These criteria should reflect observable objective facts about the entities to be categorized as much as feasible. Error taxonomy is normally done with paper and pencil, and because the greatest number of error dimensions that can be shown on a plane surface is three, the taxonomy usually only reflects two of them. The choice, which two of these to use is critical, as some are more revealing than others.

There are four types of error taxonomy: linguistics category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy, deal with error causes and error gravities, respectively.

a. Linguistic category taxonomy

Based on the linguistic item that is impacted by the error and its location in the TL's overall system, this type of taxonomy specifies errors in terms of linguistic categories. Language component or specific linguistics constituent are the two categories that linguistics category taxonomies use to categorize errors. Language constituents are the elements that make up each language

² Rod Ellis, *Second Language Acquisition* (Oxford Introduction to Language Study Series), 1997.

component, which include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse.³

b. Surface strategy taxonomy

The way surface structure is changed is highlighted by a surface strategy taxonomy. Students may skip necessary goods, add necessary ones, misinform necessary items, or order necessary products incorrectly. However, researchers have seen that a language's surface features are changed in deliberate and methodical ways. It's not a very appealing label. This classification is based on how surface structures are transformed. To say that the learner modifies or distorts the correct form in order to generate an error is misleading. There are four types of surface strategy taxonomy:

1) Omission

The omission of a component that is necessary for a well-formed utterance and the content of morphemes (nouns, verbs, adjectives, and adverbs) that should be present in the right expressions define omission errors. In the early phases of L2 acquisition, omission errors are more frequent and occur across a wider range of morphemes. Although it is widespread in the

³ James and Carl, *Errors in Language Learning and Use: Exploring Error Analysis* (New York, USA, 2013).

early stages of L1 acquisition, the omission of content words is less common during sequential L2 acquisition.

2) Addition

A well-formed utterance must not contain an item that must not be present in addition errors. Addition typically happens later in the second language learning process or after the student has mastered a certain rule in the target language.

There are three addition terms, which are as follows:

a) Double Markings

an error where an idea is expressed twice when the language only calls for one. Omitting some elements that are necessary in some linguistic constructions but not in others.

Ex: She does likes her friend.

The auxiliary “does” is unnecessary

b) Regularization

The application of a regular or an error indicates a piece of information that needs particular rules. Regularization errors that occur under the addition category are when an English exception is incorrectly marked with a marker that is generally added to linguistic objects.

Ex: The later was readed by me

The verb read in the past form is read not readed.

c) Simple Addition

Simple addition errors do not fall within the categories of double marking or regularization. Simple addition is a subclass of additions. Simple addition refers to an addition error that is neither a double marking nor a regularization. Simple additions don't have any unique characteristics outside the ones that apply to all addition errors. The usage of a word or phrase that shouldn't be used in a well-formed sentence.

Ex: In over there

The proposition in is never used with over there.

3) Mis-formation

An error known as a misformation occurs when the wrong morpheme or structure is used. The erroneous form of the morpheme or structure is used, which is a misformation error. Misformations, like additions, are typically not random events. Three different misformations have so far been recorded in the literature quite regularly:

a) Regularization

Regularization is the use of a regular marker on an irregular surface. Regularization errors are another common grammatical understanding error made by learners.

Ex: Childs for children

b) Archie-form

All stages of second language learning share the trait of choosing one member of a class of forms to represent others in the class.

Ex: That cats for those cats

That instead of those

c) Alternating form

The learners are far better knowledgeable about the numerous words that make up a class and their multiple usages in this type of error. However, this knowledge occasionally leaves him unsure about which to utilize.

Ex: He has ate banana

Ate instead of eaten.

4) Mis-ordering

A morpheme or collection of morphemes is positioned incorrectly in an utterance, which is known as a misordering error. A misordering error occurs when a morpheme or group of morphemes is placed incorrectly inside an utterance. The set of morphemes is frequently misaddressed by the students.⁴

⁴ Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two*, New York, 1983, hal: 150-163.

Ex: What Jessica is talking?

The word order is confusing it should be what is Jessica talking?

c. Comparative Taxonomy

Based on a comparison between the structure of target language errors and a few other types of construction, errors in this taxonomy are categorized.

There are three different categories of comparative taxonomy:

1) Developmental errors

Errors committed by youngsters learning the target language as their first language are known as developmental errors.⁵ The interest in comparing L1 and L2 acquisition errors is driven by two factors. If traits that both L1 and L2 acquisition share can be found, it might be possible to extrapolate L1 acquisition theory's conclusions to L2 acquisition theory as well. Since L1 acquisition errors are not likely the result of language interference, it is plausible to assume that generic language development processes, rather than the learner's native language's grammar rules, are at play when the same errors are made by L2 learners.

⁵ Dulay, Burt, and Krashen. hal: 165

2) Interlingual errors

Interlingual errors share structural similarities with phrases or sentences that are semantically equivalent in the L2 learner's L1.⁶ All situations that force a language learner to utilize the L2 too soon are interlingual error sources. These would include living in a setting where the use of the L2 is severely restricted, being under pressure to perform in the L2, aware L2 language processing, and so forth.

Researchers typically translate the grammatical form of the learner's phrase or sentence into the learner's first language to look for parallels before concluding that an interlingual error has occurred. After mastering the first language, the process of learning a second language is known as language learning. Most of the time, this process is systematic, and some individuals are conscious that they are learning a language as well as the reasons behind their desire to become fluent in it.

3) Ambiguous errors

Errors that are ambiguous might be either interlingual or developmental in nature. They both reflect the structure of the L2 learner's mother tongue and errors that L1 learners frequently make. In a comparative taxonomy, the ambiguous

⁶ Dulay, Burt, and Krashen. hal 171

category is particularly significant.⁷ By classifying such errors as distinct from other faults, researchers can make clear theoretical conclusions from the remaining data and ensure that the results of a comparative error study are transparent.

d. Communicative effect taxonomy

The communicative effect examines errors in terms of how they affect readers or listeners. It concentrates on differentiating between error and mistake that result in misunderstanding.⁸ Communication effects are when someone persistently and methodically uses language that breaks the laws of grammar. Communication consequences consider and address errors in terms of how they may affect readers or listeners. It obstructs a text's ability to be understood (global errors) and other errors that do not (local errors).⁹

There are two different categories of communicative effects:

1) Global errors

Global errors are errors that greatly alter how sentences are organized generally and obstruct communication. Sentence errors that have an impact across the entire enterprise are known as global errors. Among the most frequent global errors

⁷ Dulay, Burt, and Krashen. hal: 172.

⁸ Dulay, Burt, and Krashen,; hal: 189.

⁹ J.Perry Christensen, *Treatment of Error in Second Language Student Writing, TESL Report*, 2004.

are misplaced, inaccurate, or missing sentence connectors, missing cues to indicate appropriate exceptions to pervasive syntactic rules, and regularization of pervasive syntactic norms to exceptions.

2) Local errors

Local errors are errors that only affect one part of a sentence and typically do not significantly impede communication. Local flaws are errors that only influence a small portion of a sentence and rarely have a significant impact on communication. These include errors with the creation of quantifiers, articles, auxiliaries, and noun and verb inflections.¹⁰

Grammar is partly the study of what forms (structure) are possible in a language.¹¹ Grammar is the set of principles that governs how words are typically connected and arranged in sentences. Without a doubt, grammar is typically understood to be a description of the rules that control how sentences are formed. However, grammar encompasses not only the rules for correctly combining words to form a sentence, but also the way in which a sentence makes sense in a given language. Errors are frequently caused by interference from the learners' mother tongue. As a result, learners' oral and written productions frequently contain grammatical errors.

¹⁰ Dulay, Burt, and Krashen, *Language Two*, hal: 191-193.

¹¹ Scott Thornbury, *How to Teach Grammar*, *October* 51, October 1997 (2003).

Grammar and spelling errors should not be present in any written communication. Error analysis will make sure that your writing is precise, clear, and understandable. Correct spelling and grammar leave a good impression on readers. Grammar has traditionally focused nearly entirely on analysis at the sentence level. In order to clarify a speaker's or writer's meaning when contextual information is lacking, a grammar describes the rules that dictate how a language's sentences are constructed. On the other hand, error analysis covers topics like errors in verb tenses, verb forms, and sentence structure.

3. Writing

When writing, it used graphic symbols that is letter or combination of letter which relate to the sound makes when speak. The act of making marks on a flat surface of some type, or writing, might be considered to be the formation of these symbols on one level. Clearly, writing involves much more than just creating graphic symbols.¹² It generates a series of sentences in a specific order and linked together in specific ways. The sequence may be extremely short perhaps only two or three sentences but it forms a logical whole due to the way the sentences have been organized and connected together. It takes the shape of a text.

¹² Donn Byrne, *Teaching Writing Skills*, Longman Handbooks for Language Teachers, London and New York, 1988.

Writing a text is a complex task that needs a coordinated implementation of a large set of mental activities.¹³ Writing is a thinking activity that demands mental effort. It involves coming up with ideas, planning, setting goals, keeping track of progress, assessing both what will be written and what has already been written, and using language to convey exact meaning. One of the four linguistic skills that might be considered to have numerous advantages is writing. It is a technique for putting ideas, emotions, and viewpoints into words so that students can express their feelings and experiences in writing. Writing has become the structured while also being quite diverse, as has been the case for all theoretical disciplines in progress.

Finding ideas, considering how to convey them, and organizing them into a statement or paragraph that is simple enough for readers to understand are all intellectual activities that go into writing. It suggests that the authors should explain their opinions and arrange them logically. Additionally, writing conveys to the reader the writer's viewpoint on a subject. It demands the methodical fusion of concepts.

Students are guided through the entire writing process, starting with understanding the essay title and continuing through reading and taking notes, organizing the essay, and proofreading at the end.¹⁴ The

¹³ Denis Alamargot and Lucile Chanquoy, *Through the Models of Writing*. Dordrecht-Boston-London : Kluwer (London, 2001).

¹⁴ Helen Sword et al., *Academic Writing a Practical Guide for Students*- Stephen Bailey, *Stylish Academic Writing*. 2012.

writing process is used not only to show what pupils know, but also to explore and develop ideas about certain topics.

Processes of writing divide into ten steps:

- a. Selection of topic: by teacher or students.
- b. Pre-writing: brainstorming, collecting data, note taking, outlining, and others.
- c. Composing: getting ideas down on paper.
- d. Response to draft: teacher/peers respond to ideas, organization, and style.
- e. Revising: reorganizing, style, adjusting to readers, refining ideas.
- f. Response to revisions: teacher/peers respond to ideas, organization, and style.
- g. Proof-reading and editing: checking and correcting form, layout, evidence, and others.
- h. Evaluation: teacher evaluates progress over the process.
- i. Publishing: by class circulation or presentation, noticeboards, Website, and others.
- j. Follow-up tasks: to address weaknesses.¹⁵

The ability to write is distinct from other language abilities. Students must remember their aim when writing and imagine thoughts that are pertinent to that purpose. Furthermore, they must consider how to construct sentences and organize the data in a logical manner. Writing, as we all know, entails not only learning to utilize words one by one, but also learning to pick and organize experiences according to a specific aim.

The goal of writing is used to educate readers how to understand what is being said as well as to reinforce all the language skills that

¹⁵ Ken Hyland, *On Second Language Writing, Cambridge Language Education*, ed. Jack C. Richards, *TESOL Quarterly*, 2002.

children have acquired.¹⁶ Writing is necessary in the teaching of English for a number of additional, crucial reasons. The concepts themselves should arguably be viewed as the most important component of the writing because, in theory, the objective of writing is the expression of ideas and the delivery of a message to the reader.

Writing is a collection of tasks that produces a text that is accessible to all readers. Writing a writing that effectively conveys thoughts, ideas, sentiments, and emotion usually requires several tries. These attempts allude to specific actions or conduct that students engage in while picking up a new language. The majority of us are likely familiar with a variety of writing assignments, both from our experiences as teachers and from our own language acquisition. However, to keep things simple for now, they can be divided into three categories.

4. Types of Writing Task

a. Free writing

Free writing is uninterrupted writing. It entails that ideas for writing can flow without concern for whether they are correct or incorrect. The goal is to clear the mind so that it can connect and form associations. On the other hand, it appears that a free writing activity, which is frequently included in a language exam, requires students to write an essay on a specific topic. Sometimes teachers

¹⁶ Penny Ur, *A Course in Language Teaching, Practice and Theory* (Cambridge Teacher Training and Development), 2014, <https://doi.org/10.9790/0837-19664456>.

would only ask students to write about something personal, like their interests, vacation plans, fascinating experiences. Other sources use a reading passage as the basis for a writing assignment on a related subject, typically with comprehension exercises sandwiched between the two tasks.

b. Controlled writing

Schemes for regulating learners' writing output will undoubtedly be more prevalent if accuracy is a language program's primary goal. The learners will practice writing words on paper, and they will always be concentrating on one or two issues. Through controlled writing, teachers can get their students' attention on particular aspects of the written language. It is an effective way to practice grammar, vocabulary, and syntax.

There is a wide variety of activity types, and common methods include:

- 1) Giving students an example sentence and asking them to create a parallel statement using several lexical components
- 2) Replacing a grammatical form that is absent.
- 3) Creating sentences using tabular data and a model that is provided.

- 4) Combining sentences to form a concise paragraph and adding the provided conjunctions (but, and however, because, although).

c. Guided Writing

It is a development of controlled writing, however it is less regimented. When using this form of writing to teach writing, students should be able to talk, take notes, and share their findings before they start writing. A first sentence, a last sentence, an outline to complete, a series of questions to answer, or information to incorporate in their piece of writing are all given to the students.¹⁷ If the pupils follow the instructions that are provided by their teacher during guided writing, they won't make any severe mistakes.

5. Report Text

A report is a piece of writing that offers information about something after careful observation and research.¹⁸ A report text is a written summary of facts and results that is prepared for a specific audience, typically used as the basis for recommendations, and frequently kept as a record. A report text is a piece of writing that aims to broadly describe a subject. A report text is one of the different kinds of texts that students should be able to read and produce.

¹⁷ Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT a Teacher's Guide, Third Edition*, 2013.

¹⁸ Saifullah, *Skill Reading, 13 Types of Texts in English* (Definition, Example, and Analysis), hal: 20-22.

Report writing's goal is to depict the state of affairs in our world using a variety of natural, linguistic, and social events. Report texts serve the function of providing accurate information about a group of items, typically by classifying them first and then outlining their features..¹⁹ A number of social, natural, and man-made events are used to illustrate how things are in our world as part of the social function.

Reports are texts that give information about something as it actually is. It is the outcome of meticulous observation and research.²⁰ Report text has distinct qualities, particularly in terms of language. Rather than using a specific term, the report text employs a broad noun that is an object of general nature. It describes features with a relevant verb. Other features of report language include the use of action verbs to depict conduct, the use of technical words, and the use of present tense to emphasize regularity. Topic sentences are used to organize bundles of information in each paragraph, with the linked name of the topic serving as the clause's initial focus.

Generic structure of report text:

- a. Title: title that adequately conveys the topic under discussion.
- b. General classification: describing the classification of items that will be described broadly, such as animals, public spaces, plants, etc. The primary discussion is introduced in this section.
- c. Description: describing the subject of the detailed discussion.

¹⁹ Hyland, *On Second Language Writing, Cambridge Language Education*.

²⁰ Abdul Malik Sayuti, Sharnuke Asrilisyak, and Wahyu Rafdinal, Understanding Types of Text, *Jurnal Sekretaris & Administrasi Bisnis (JSAB)* 5, no. 1 (2021): 39.

Language feature of report texts:

- 1) Use of general nouns, that is an object (be it alive or dead) of general nature.
- 2) Use relating verb to describe features.
- 3) Using action verb to describe behavior.
- 4) Use paragraph topic sentence to organize the information.
- 5) Use technical terms.
- 6) Using simple present tense.²¹

Example of report text,

Telephones

A telephone is a device that transforms voices into electrical signals so that people can communicate over long distances. Well, telephones have a number of parts. On the outside of the headset there is a mouthpiece, an earpiece and a keypad. Right here, you can see it. Inside the mouthpiece is a microphone which contains a plastic disk called diaphragm. The earpiece contains a loudspeaker.

Do you know how it works? Well, people talk each other on the telephone through the microphones in the headset. The sound of the caller's voice causes the diaphragm to vibrate. As it vibrates, it generates an electric signal that passes down the telephone line to the signals, the diaphragm in the earpiece loudspeaker also vibrates and recreates the sound's of the person's voice at the other end.

As we know, there are many different kinds of phones. Most home and office phone have keypeds and many are now portable. Mobile phones are not physically connected to a network and can be used from almost anywhere. Videophones, which contain a small TV camera, give users a chance to see each other.²²

It is not easy to teach pupils how to produce report text because it necessitates not only language but also scientific knowledge of the objects being described. This implies that students should be exposed to a wide range of knowledge regarding the components of a report text. Students should have knowledge of social function, text structure,

²¹ Sanggam Sihaan and Kisno Shinoda, *Generic Text Structure* , Graha Ilmu, Yogyakarta, 2008.

²² Eny Nursanti, *English for Senior High School Students Year XI-IPA/IPS Programme*, Mediatama, Surakarta, 2007.

and linguistic aspects in language teaching practice. The social function of report text is to describe how things are in our surroundings, with reference to a variety of natural, man-made, and social phenomena. Animals, things, locations, natural phenomena, art and culture, and so on can all be described. It can be claimed that reading the report text improves one's understanding of the things or objects discussed.

The overall description and part descriptions make up the text structure of the report text. Identification should be the first step in writing report text. Identification might take the form of a general description, definition, or classification. Part descriptions should be well-organized. It indicates that when discussing body parts, the paragraph development should be constant, discussing all aspects of body parts until all of the required information has been presented.²³

An organizing principle for cultural practice is genre. A genre is a framework that is built on accession, function, behavior, and interaction. The societal aims of a genre are categorized, and the stages they go through to achieve those ends are indicated.²⁴ It is employed to imply that something occurs frequently or on a regular basis or that something is true in general. A singular noun is used when it refers to only one thing. Plural noun is used when it represents more than one

²³ Saifullah, *Skill Reading, 13 Types of Texts in English* (Definition, Example, and Analysis), hal: 26.

²⁴ Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing*, 2005.

thing.²⁵ Thus, the singular and plural forms tell us about number. Students will need to understand language aspects in order to write proper sentences and paragraphs. Errors in grammar and language selection may result in misread text, preventing the text from fulfilling its social role.

There are several types of students' error in writing report text. The students make more errors in language features, their common error in:

- a. Use present tense,
- b. Use action verb,
- c. Use singular and plural noun,
- d. Low in vocabulary,
- e. Some of the students make errors in classifying generic structures of report text,
- f. The students are not very well in classifying general classification and description in each paragraph when they write report text.

The students make some error analysis in writing report text because they are low in vocabularies, they are difficult to translate Indonesian language into English language to make a good writing. The students also do not know report text is using present tense, they are confused to determine the tenses of what is used on any texts, especially on the report text. The students make error analysis because they pay little attention to singular and plural in each sentence.

²⁵ Evelyn P. Altenberg and Robert M. Vago, Singular and Plural Nouns, *English Grammar*, 2012, 9–11.

Sometimes, they do not check the noun as being plural or singular. Even though the students know about action verb, but they do not understand well how to use action verb in the sentences and also in the report text.

B. Review of Related Findings

This research is not the first to be conducted, some research connected to this research includes the following:

In the first study, the researcher employed a qualitative descriptive approach to learn which grammatical errors students made the most when producing report text. The total number of errors produced by students came to 182 in this study. The students made errors of various kinds when it came to surface strategy taxonomy: 58 errors in the form of omission, 28 errors in the form of addition, 82 errors in the form of mis-formation, and 14 errors in the form of addition.²⁶

This research, which looked into the errors made by students when producing report text, came to a similar conclusion. Based on this linked discovery, the researcher has access to a deeper examination of the errors made by students when producing report text. The difference is a place to do the research. The previous research did the research in SMAN 1 Bandar Lampung but this research did the research in MAN 1 Padangsidempuan.

In the second study, the results were derived from commonly created student work using a qualitative descriptive methodology. It

²⁶ Desta Tririzki Liasari and Cucu Sutarsyah, *An Analysis of Students' Grammatical Errors in Writing Report Text*, 2016, hal: 1–10.

consumed 57.9% of all errors. Additionally, 29.8% of errors were omission errors, 7.6% were addition errors, and just 4.7% were misordering errors.²⁷

The researcher will compare the findings with this related finding and broaden the study about the students' writing errors in light of the similarities between this research and the one that examined students' errors in text-writing. And the differences that the researcher found are first the previous research did the research in SMPN Tangerang Selatan and this research did the research in MAN 1 Padangsidempuan. Second the previous research was analyzed the text from the students in junior high school and this research was analyzed the text from the students in senior high school.

The third research, the researcher used descriptive quantitative method and the result was found that there were 237 errors in word choice, the percentage of students' errors omission in writing report text was 80 errors, addition 42 errors, mis-ordering 21 errors, and mis-formation 94 errors.²⁸

Similarities between this study and the previously mentioned findings can be seen because all of the researchers looked into the errors that students made when writing report text. The researcher plans to show how the students' errors in writing report text. That can be used as an

²⁷ Santi Noviyanti, *An Analysis on Students' Grammatical Errors in Writing Descriptive Paragraph (A Case Study at the Second Grade of SMPN 3 Tangerang Selatan)*, 2013.

²⁸ Fadilla Sari Swandi, *An Analysis of Students' Errors in Writing Report Text at SMK N 7 Pekanbaru*, 2019.

evaluation in this era. There are differences between the two researches that are, the previous research used descriptive quantitative method, and this research used descriptive qualitative method. Other difference is the previous research took the place SMK N 7 Pekanbaru, whereas this research in MAN 1 Padangsidempuan.

The fourth research, in this research the researcher chose to use the qualitative method with the case study approach. The researcher analyzed sentences on the introduction by finding the errors in using grammatical structure and morphology. In addition, the errors were categorized into 4 types namely, omission, addition, mis-formation, and mis-ordering. The error commonly appeared in students' undergraduate thesis in English education department 2017 is omission. The total of errors were 137 items, such as omission 60 items (44%), addition 37 items (27%), misformation 37 items (27%), and misordering 3 items (2%).²⁹

The researcher will compare the findings with this related finding and broaden the study on the students' writing in English learning based on the similarity between this research and the one in which the students' writing was examined. The prior research and this research differ in that the former was conducted in the English education department of the IAIN Metro while the latter was conducted in MAN 1 Padangsidempuan. And the previous research investigated the students in university but this research is in senior high school.

²⁹ Farida Nur Laily, *An Analysis of Students' Errors in Writing Introduction of the Undergraduate Thesis of English Education Department of IAIN METRO 2017* (2019), https://repository.metrouniv.ac.id/id/eprint/141/1/Skripsi_018.FTIK.2019.pdf.

In the fifth study, the researcher employed a descriptive qualitative approach. After analyzing the data, the researcher discovered 134 errors overall, of which 67 (or 50%) were omission errors, 14 (or 36.57%) addition errors, 49 (or 36.57%) misinformation errors, and 4 (or 2.99%) misordering errors. Additionally, the study discovered that interlingual transfer was a significant source of errors because 67,86% of students and 32.15% of students strongly agreed that their first language, Indonesian, still had an influence on them. Based on this finding, it can be said that SMA N 1 Pace students in the tenth grade frequently make errors because they are still influenced by their mother tongue (Indonesia).³⁰

Similarities between this study and the previously mentioned findings can be seen because all of the researchers looked into the errors that students made when writing report text. The researcher wants to demonstrate how learners made errors when writing their reports. That can be used as an evaluation in teaching and learning activities. The place that the previous research took in SMAN 1 Pace and this research took place in MAN 1 Padangsidempuan.

³⁰ Uswatun Hasanah, Error Analysis on Using Simple Present Tense in Writing Descriptive Text Made by The Tenth Grade Students of SMA N 1 Pace in Academic Year 2015/2016, 2017, hal: 1–9.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research was conducted from March 2022 until Mei 2022, especially in XI IPA 3 of MAN 1 Padangsidimpuan, located on Sadabuan No. 31 C, North Padangsidimpuan, Padangsidimpuan city, North Sumatra.

B. Kind and Method of the Research

This research was conducted with qualitative research, the design of the research is descriptive qualitative. Through interviews and written tests, the data from the participants is analyzed in this study. The researcher examined the errors made by students in MAN 1 Padangsidimpuan's XI grade when writing reports. The purpose of this study is to learn more about the report-writing errors made by MAN 1 Padangsidimpuan students.

C. Participants of the Research

The participants of the research were the students of MAN 1 Padangsidimpuan from XI IPA 3. So, the participants are 20 students.

D. Sources of Data

In this research, the researcher used interview and written test as instrument of collecting the data. The instruments are described as follow:

a. Test

The instrument of the test in this research is written test. The researcher could potentially directly obtain as many individual errors made by learners in understanding report text as feasible, which the researcher intends to quantify. The students are asked to write a report text and the researcher limit on the students' words in writing the text around 70 – 150 words. The test consisted of five topics such as: handphone, sumatra tiger, Jakarta, snake fruit and tsunami. The students are free to choose one of the topics and write the paragraph in report text.

b. Interview

The researcher was conducted an interview to back up the test results. So when researcher met with the participants, the researcher asked the participants one by one in 8 minutes, the researcher asked the participants certain questions on the language features of report text. The researcher gave five questions to the participants, and they answer one by one. Some of the questions also were about the sources of their difficulties in comprehending the report text.

1) The questions interview for teacher:

- a) Do you have lesson plans for class XI?
- b) What English textbook is used for class XI students?
- c) Is there any material related to report text?

- d) Are the students still lacking in understanding the report text?
 - e) What are the problems or difficulties of students in learning English, especially report text?
 - f) How do you evaluate the students' writing report text?
- 2) The questions interview for students:
- a) Do you know what report text is?
 - b) What kind of tenses that we use in report text?
 - c) How far do you understand about report text?
 - d) What is most difficult language features to understand in the report text?
 - e) What are the difficulties that you encounter when writing the report text?

E. Technique of Data Collection

The researcher employs some data collection approaches in this study. These strategies are used by this researcher to aid in the collection of data before it is analyzed. Here are some techniques that the researcher intends to take in order to collect data:

a. Test

The test used in this research is written test with five topics they are, handphone, sumatra tiger, Jakarta, snake fruit and tsunami. The researcher will use the following steps to collect the data, they are:

- 1) The test materials are derived from the current teaching materials (teacher's syllabus).
- 2) The students were given a written test that consisted of five topics.
- 3) The researcher gave five topics to the students and allowed the students to choose one topic that they find interesting.
- 4) The students chose one topic to write a text in the form of report text.
- 5) The test were collected by researcher and the researcher checked the written test.
- 6) The researcher assessed the text based on surface strategy taxonomy theory.

b. Interview

In interview, the researcher did some steps in collecting the data, such as:

- 1) The data supported by the interview result.
- 2) The participants were given an interview that consisted of five questions.
- 3) The researcher asked the participants to answer it in 8 minutes.
- 4) After they answered, the researcher collected the participants' answers one by one to find out the extent of their understanding of the report text.

F. Technique of Checking Trustworthiness

In qualitative research, trustworthiness is an important thing it indicates that the data is accurate. In order to obtain a reasonable explanation, the researcher employs triangulation to examine the research's trustworthiness and to confirm the data's reliability. Triangulation is a data validity approach that compares data obtained with data obtained from other sources.

The process of using many data sources, such as time, place, and people, in a study is known as data source triangulation. In order to obtain numerous viewpoints and validate data, data source triangulation entails gathering data from various groups of people, including individuals, groups, families, and communities. The process of comparing or re-measuring the degree of dependability of information collected from several sources is known as source triangulation. In this research, the researcher will use source triangulation. The sort of interview chosen relies on the goal of the study and the resources available since the researcher gathers data through interviews with individuals. The results of the interview and test will be compared to the other materials by the researcher.

G. Technique of Data Analysis

Data analysis is the process of organizing the data in order to obtain regularity of pattern or form of the research. The data analysis is used after the data have been collected. Based on the collecting

data, the data is a result of interview and written test. The researcher will analyze the data proposed with data reduction, data display and conclusion drawing or verification.¹

The data have been analyzed through the six steps qualitative data analysis. The following steps are:

- 1) Preparing and organizing the data.
- 2) Exploring and coding the database.
- 3) Describing findings and forming themes.
- 4) Representing and reporting findings.
- 5) Interpreting the meaning of the findings.
- 6) Validating the accuracy of the findings.

a. The data from test

The data from the test was analyzed qualitatively. This technique will be applied to find the participants' skill in mastering the report text. The steps for analyzing the data are as follows:

- 1) The researcher checks the students' answer sheet one by one.
- 2) The researcher classifies the students' answer sheet.
- 3) The researcher makes the conclusion for getting the final result.

b. The data from interview

The participants' answer analyzed by the researcher to know their ability in mastering report text. There are several steps to be done, they are:

¹ Sugiono, Metode Penelitian kuantitatif, kualitatif dan tindakan, 2013.

- 1) Transcribing data obtained by interviewing. To make sure the participants' answer written down by the researcher to make easier in arranging the result.
- 2) Identifying through coding process. This step is used to generate the description of the participants.
- 3) Description. The data that have been gotten describe, interpreted and summarized descriptively.

CHAPTER IV

FINDINGS AND DISCUSSIONS

As previously said, this chapter aims to identify the various sorts of errors that students make when writing report texts for the XI grade of MAN 1 Padangsidempuan. To determine the types, the researcher conducted writing tests. An interview was done to determine the causes of the errors the students made when writing their report texts. On the basis of surface strategy taxonomy theory, the researcher explained the outcome.

A. General Findings

1. History of MAN 1 Padangsidempuan

MAN 1 Padangsidempuan was founded in 1970 which in its initial establishment was known as SP IAIN. In 1979, SP IAIN Padangsidempuan changed its name to MAN Padangsidempuan South Tapanuli Regency. MAN 1 Padangsidempuan has been accredited by the National Accreditation Board with A accreditation. Based on the results of observations that researchers do, then researchers argue that the history of MAN 1 Padangsidempuan until currently correct and looks good.

2. Geographical location of MAN 1 Padangsidempuan

MAN 1 Padangsidempuan is located on Jalan Sutan Soripada Mulia No. 31 C Sadabuan, North Padangsidempuan, Padangsidempuan city, North Sumatra. This school is one of the State Aliyah Madrasah in Padangsidempuan. This school stands on land measuring 10.281 meters

and building area 3316 meters, existing land and buildings are owned by MAN 1 Padangsidimpuan.

Safety and comfort are one of the factors in the implementation of the teaching and learning process. Based on the observation that researcher made around MAN 1 Padangsidimpuan it had been built with iron and concrete fences. The school yard is also planted with flowers and trees that support the safety and comfort of MAN 1 Padangsidimpuan.

3. Vision and mission of MAN 1 Padangsidimpuan

a. Vision of MAN 1 Padangsidimpuan

“The realization of madrasah that are superior, competitive, have noble character, cultured and environmentally friendly”

b. Mission of MAN 1 Padangsidimpuan

- 1) Realization of educational professionalism and educational staff.
- 2) Realization of PAIKEM based learning.
- 3) Realization of superior and competitive students in the academic and non-academic fields.
- 4) Realization of harmony between IMTAQ and IPTEK.
- 5) Realization of students who understand cultural values.
- 6) Realization of clean and beautiful school environment.

4. Students of MAN 1 Padangsidimpuan

Table 1. Students of MAN 1 Padangsidimpuan

No	Classes	Number of Classes	Boys	Girls	Results
1	X	9	131	191	322
2	XI	8	107	175	282
3	XII	12	157	231	388
4	Results	29	395	597	992
5	In the academic year of 2021/2022				

B. Specific Findings

1. Types of errors are made by the students at the XI grade in MAN 1 Padangsidimpuan in writing report text.

Based on surface strategy taxonomy theory there are four types of error analysis in students' writing, they are:

- a. Omission
- b. Addition
- c. Misformation
- d. Misordering

Based on the analysis, it was found that all of the types mention in that theory can be found in the students' writing report text. The students omitted to be as main verb and also suffix -s. The students added some suffix in their writing such, suffix -s and suffix -ed. Misformation errors happened when students could not form the verb correctly. Then, misordering errors produced when students put words randomly.

The purpose of this section is to respond to the following research question, “what types of errors are made by the students at the XI grade in MAN 1 Padangsidimpuan in writing report text?” The students were required to write a simple text describing a few topics in this kind of test. The topics include handphone, sumatra tiger, jakarta, snake fruit and tsunami. The students are free to choose one of the topics and write the paragraph in report text. The overall data can be seen in the table below.

Table 2. Omission found in students’ written test.

No	Students’ Initial	Wrong Sentences	Correct Sentences
1	AR	But also rich on <u>problem</u> such as environmental and social problems.	But also rich in <u>problems</u> such as environmental and social problems.
2	FAF	The taste from this fruit sour.	The taste from this fruit <u>is</u> sour.
3	ADN	Most of these consumers opt for <u>snake fruit</u> as their meal substitute.	Most of these consumers opt for <u>snake fruits</u> as their meal substitute.
		Growth of snake fruit market are primarily <u>attribute</u> to shifting consumer preference for convenient and healthy.	Growth of snake fruit market is primarily <u>attributed</u> to shifting consumer preference for convenient and healthy.
4	NA	Handphone is on of the many <u>technology</u> in this globalitation era.	Handphone is on of the many <u>technologies</u> in this globalitation era.
		Handphone <u>give</u> some information in the website.	Handphone <u>gives</u> some informations in the website.

No	Students' Initial	Wrong Sentences	Correct Sentences
5	MM	It has been the primary <u>need</u> of our daily life.	It has been the primary <u>needs</u> of our daily life.
6	BB	It because the slogan "kota salak" for Padangsidempuan.	It <u>is</u> because the slogan "kota salak" for Padangsidempuan.
7	WS	For example is <u>addict</u> to play games and media sosial until forget time.	For example is <u>addicted</u> to play games and media sosial until forget time.
8	YF	These <u>wall</u> of water can cause widespead destruction when they are crash ashore.	These <u>walls</u> of water can cause widespead destruction when they are crash ashore.
		They may even launched, as they frequently were in earth's ancient past.	They may even <u>be</u> launched, as they frequently were in earth's ancient past.
9	ANP	They come with full force and destroy anything that <u>come</u> in their day.	They come with full force and destroy anything that <u>comes</u> in their day.
		The sea floor <u>move</u> when there is an earthquake and <u>make</u> the water rise up to the surface.	The sea floor <u>moves</u> when there is an earthquake and <u>makes</u> the water rise up to the surface.
10	WH	Globalization <u>give</u> many impact.	Globalization <u>gives</u> many impacts.
		And if Jakarta is rainy, there always flood.	And if Jakarta is rainy, there <u>are</u> always flood.
11	FY	Most <u>tiger</u> can live up to 20 years more.	Most <u>tigers</u> can live up to 20 years more.
12	AR	It recorded that the global	It <u>is</u> recorded that the global

No	Students' Initial	Wrong Sentences	Correct Sentences
		population of tiger in the wild is about 3,062 to 3,948 individuals.	population of tiger in the wild is about 3,062 to 3,948 individuals.
13	IP	Tiger is mammal that <u>belong</u> to chordate phylum.	Tiger is mammal that <u>belongs</u> to chordate phylum.
		They are also the second <u>fast</u> cat in terms of running after cheetah.	They are also the second <u>fastest</u> cat in terms of running after cheetah.
		While females' body length is between 2.3 and 2.75 <u>meter</u> .	While females' body length is between 2.3 and 2.75 <u>meters</u> .
		Commonly, colors of the stripes are orange and black while its hair chest white.	Commonly, colors of the stripes are orange and black while its hair chest <u>is</u> white.
14	NF	They are carnivorous <u>mammal</u> .	They are carnivorous <u>mammals</u> .
		Nowdays, <u>tiger</u> are in the list of endangered animals created by the International Union for Consovation of Nature (IUCN).	Nowdays, <u>tigers</u> are in the list of endangered animals created by the International Union for Consovation of Nature (IUCN).
Total errors in omission			23

The result found that the second dominant errors in the students' written test is omission error, with the percentage is 31%. Omission is an item that needs to be written in the sentences. The students frequently do this error because they do not put morpheme –s and morpheme –ed after

verb and plural noun, also failed to put to be 'is, am, are' as main verb in the sentences. Based on the table above, it shows that twelve students made the errors in omitted morpheme –s and only two students made the errors in omitted morpheme –ed. Also, there are five students omitted to be as mai verb in the sentences.

Table 3. Addition found in students' written test.

No	Students' Initial	Wrong Sentences	Correct Sentences
1	FY	Adult male tigers can reach 310 kg in weight while the adult female tigers can <u>reachs</u> 170 kg.	Adult male tigers can reach 310 kg in weight while the adult female tigers can <u>reach</u> 170 kg.
2	MA	If we <u>looks</u> at the tsunami, of course we understand that there is no human intervention in it.	If we <u>look</u> at the tsunami, of course we understand that there is no human intervention in it.
		We can <u>minimized</u> the impact of the tsunami itself.	We can <u>minimize</u> the impact of the tsunami itself.
3	DK	However, be ready to gets stuck in traffic, inhale pollution, get fooled by taxi drivers, and become the center of <u>attentions</u> on the streets of Jakarta.	However, be ready to gets stuck in traffic, inhale pollution, get fooled by taxi drivers, and become the center of <u>attention</u> on the streets of Jakarta.
4	SI	The lenght of the male sumatra tiger can <u>reachs</u> 2.2 – 2.8 meters, while females are 2.15 – 2.3 meters.	The lenght of the male sumatra tiger can <u>reach</u> 2.2 – 2.8 meters, while females are 2.15 – 2.3 meters.

No	Students' Initial	Wrong Sentences	Correct Sentences
		But, it can <u>reachs</u> between 80 – 95 cm, and weight 130 – 255 kg.	But, it can <u>reach</u> between 80 – 95 cm, and weight 130 – 255 kg.
5	MM	It has been the primary needs of our daily <u>lifes</u> .	It has been the primary needs of our daily <u>life</u> .
		You can <u>saves</u> data in your phone, <u>types</u> your task, takes and costomizes your picture.	You can <u>save</u> data in your phone, <u>type</u> your task, take and costomize your picture.
		Technology is <u>growings</u> and handphones are getting cheaper.	Technology is <u>growing</u> and handphones are getting cheaper.
		In other hand the handphone can <u>gives</u> us bad effects such as radiation, dizzy, forgetting times, become lazy because too much <u>playings</u> games.	In other hand the handphone can <u>give</u> us bad effects such as radiation, dizzy, forgetting time, become lazy because too much <u>playing</u> games.
6	FA	Lack of plant and tree also cause Jakarta often <u>affected</u> by flooding.	Lack of plant and tree also cause Jakarta often <u>affect</u> by flooding.
7	NA	Now, handphone can <u>owned</u> by everyone.	Now, handphone can <u>own</u> by everyone.
8	AR	Some of these people can <u>changes</u> their lives for the better and obtain a prosperous economy.	Some of these people can <u>change</u> their lives for the better and obtain a prosperous economy.
Total errors in addition			13

The result shown that addition error is the third dominant errors in the students' written test, with the percentage is 17.5 %. Addition is an item that unnecessary things to be written in the sentences. The students made the errors in adding morpheme –s and morpheme –ed in their writing. Based on the table above, it can be seen that six students do the errors in adding morpheme –s and there are three students added morpheme –ed in their answer sheet.

Table 4. Mis formation found in students' written test.

No	Students' Initial	Wrong Sentences	Correct Sentences
1	AR	Jakarta <u>have</u> a population that is always increasing every year.	Jakarta <u>has</u> a population that is always increasing every year.
		Many parts of Jakarta <u>is</u> always flooded and maincause is because too much gerbage pollution.	Many parts of Jakarta <u>are</u> always flooded and maincause is because too much gerbage pollution.
2	ADN	Growth of <u>snack fruit</u> market <u>are</u> primarily attribute to shifting consumer preference for convenient and healthy on the go snacking options.	Growth of <u>snake fruit</u> market <u>is</u> primarily attributed to shifting consumer preference for convenient and healthy on the go snacking options.
		Also, rising health and wellness concern couple with hectic lifestyles, <u>is</u> anticipate to drive these <u>change</u> food habit.	Also, rising health and wellness concern couple with hectic lifestyles, <u>are</u> anticipate to drive these <u>changing</u> food habit.

No	Students' Initial	Wrong Sentences	Correct Sentences
3	FAF	But maybe, it's still rare to know if there <u>are</u> a salak fruit.	But maybe, it's still rare to know if there <u>is</u> a salak fruit.
4	NA	Not only to communicate, handphone or smartphone <u>have</u> other function.	Not only to communicate, handphone or smartphone <u>has</u> other function.
5	FA	That <u>are</u> the name for the capital city of Indonesia, namely Jakarta.	That <u>is</u> the name for the capital city of Indonesia, namely Jakarta.
		Average, everyday Jakarta city <u>was</u> jammed.	Average, everyday Jakarta city <u>is</u> jammed.
6	SI	The strip of sumatra tigers <u>is</u> thinner than other tiger subspecies.	The strip of sumatra tigers <u>are</u> thinner than other tiger subspecies.
		There <u>are</u> a membrane between his fingers which makes them able to swim.	There <u>is</u> a membrane between his fingers which makes them able to swim.
		Which <u>is</u> animals that most of the time live alone.	Which <u>are</u> animals that most of the time live alone.
7	DK	Jakarta is the capital city of Indonesia, <u>locates</u> in the worthnest on the island of Java.	Jakarta is the capital city of Indonesia, <u>located</u> in the worthnest on the island of Java.
8	BB	Snake fruit <u>have</u> many vitamin. It <u>have</u> vitamin C.	Snake fruit <u>has</u> many vitamin. It <u>has</u> vitamin C.
9	WS	Handphone <u>have</u> other use.	Handphone <u>has</u> other used.
10	YF	By the impact of a large meteorite plunging into <u>a</u> ocean.	By the impact of a large meteorite plunging into <u>an</u> ocean.

No	Students' Initial	Wrong Sentences	Correct Sentences
11	BA	The fruits <u>grown</u> in clusters at the base of the palm, and are also know as snake fruit due to the reddish – brown scaly skin.	The fruits <u>grow</u> in clusters at the base of the palm, and are also known as snake fruit due to the reddish – brown scaly skin.
		The taste <u>are</u> usually sweet and acidic with a strong attringent adge, but its apple-like texture can <u>varied</u> from very dry and crumbly to moist and crunchy.	The taste <u>is</u> usually sweet and acidic with a strong attringent adge, but its apple-like texture can <u>vary</u> from very dry and crumbly to moist and crunchy.
12	ANP	These waves <u>is</u> caused by an earthquake in the sea.	These waves <u>are</u> caused by an earthquake in the sea.
		Tsunami <u>are</u> known to cause extreme damage often wiping out the whole area where they occur.	Tsunami <u>is</u> known to cause extreme damage often wiping out the whole area where they occur.
		Tsunami <u>are</u> known to happened around Pasic ocean and Indian ocean.	Tsunami <u>is</u> known to happened around Pasic ocean and Indian ocean.
13	FY	This usually happens when the tsunami earthquakes <u>exceeded</u> magnitude 7 on the richter scale.	This usually happens when the tsunami earthquakes <u>exceeding</u> magnitude 7 on the richter scale.
14	WH	And if Jakarta <u>are</u> rainy, there are always flood.	And if Jakarta <u>is</u> rainy, there are always flood.
15	FY	The sumatra tiger is <u>a</u> important predator that can	The sumatra tiger is <u>an</u> important predator that can

No	Students' Initial	Wrong Sentences	Correct Sentences
		mainten the balance of the food chairus in the sumatra island forest.	mainten the balance of the food chairus in the sumatra island forest.
16	AR	The most typical part of their body <u>are</u> their skin.	The most typical part of their body <u>is</u> their skin.
		They have <u>an</u> unique dark vertical stripes pattern on their skin .	They have <u>a</u> unique dark vertical stripes pattern on their skin .
17	IP	While the weight <u>are</u> between 120 and 180 kg for female.	While the weight <u>is</u> between 120 and 180 kg for female.
		The stripes <u>is</u> usually used as identity because each tiger have a different striped pattern.	The stripes <u>are</u> usually used as identity because each tiger has a different striped pattern.
18	NF	Most tigers <u>has</u> orange fur, but there are also golden and white tigers with golden and white fur.	Most tigers <u>have</u> orange fur, but there are also golden and white tigers with golden and white fur.
Total errors in mis formation			28

The result shown that the highest percentage of errors in the students' writing test is misformation error, which is 37.8%. Misformation is an item that happen in the wrong structure and grammar. The students did such errors since the students do not put the verb correctly. Based on the table above, the students misform to be and verb (has/have). There are ten students misform to be and there are five

students did the errors in misform verb (has/have). Also, seven students made the errors incorrect in other verbs. It shows that students have difficulty in using right structure when writing text.

Table 5. Mis ordering found in students' written test.

No	Students' Initial	Wrong Sentences	Correct Sentences
1	SI	Sumatra tigers are <u>active at night generally</u> .	Sumatra tigers are <u>generally active at night</u> .
2	NA	Then, as the <u>user handphone</u> should be able to use them wisely.	Then, as the <u>handphone user</u> should be able to use them wisely.
3	NF	<u>Panthera tigris is scientific tiger name</u> .	<u>The scientific name of tiger is panthera tigris</u> .
		Their skin is <u>most in their body typical part</u> .	Their skin is <u>the most typical part of their body</u> .
4	AR	But there are also golden and white tigers with golden and <u>fur white</u> .	But there are also golden and white tigers with golden and <u>white fur</u> .
5	WH	<u>On the Northwest Java that Jakarta located</u> .	<u>Jakarta is located on the Northwest Java</u> .
6	BA	The fruit inside consists of <u>lobes three</u> with the two larger ones.	The fruit inside consists of <u>three lobes</u> with the two larger ones.
7	YF	A tsunami is a series of ocean waves that sends <u>water of surges</u> .	A tsunami is a series of ocean waves that sends <u>surges of water</u> .
		Tsunami may also be caused by underwater landslides or <u>eruptions volcanic</u> .	Tsunami may also be caused by underwater landslides or <u>volcanic eruptions</u> .

No	Students' Initial	Wrong Sentences	Correct Sentences
8	ADN	Most of these consumers opt for <u>fruit snake</u> as their meal substitute.	Most of these consumers opt for <u>snake fruits</u> as their meal substitute.
Total errors in mis ordering			10

The result found that the lowest percentage of errors in students' written test is misordering, with 13.5%. Misordering is an item that put the words in misplaced. The students produced some words in wrong position. Based on the table above, the errors happend because the students made the words in the sentence randomly. So, it makes the sentences have no specific meaning anymore.

$$\text{Total errors} = 74$$

$$\text{Total errors in omission} = 23 : 74 \times 100\% = 31\%$$

$$\text{Total errors in addition} = 13 : 74 \times 100\% = 17.5\%$$

$$\text{Total errors in misformation} = 28 : 74 \times 100\% = 37.8\%$$

$$\text{Total errors in misordering} = 10 : 74 \times 100\% = 13.5\%$$

From the percentages of the total errors, the highest error percentage is misformation. The students offen miss the grammatical structure. The errors were found when students omitted to be in the sentence. The students prone to add suffix -s and suffix -ed. Misformation errors were occurred because the students lack of grammar and structure. Last, misordering errors found when students made the word in misplaced.

2. The reasons of the students do the errors in writing report text at the XI grade of MAN 1 Padangsidimpuan.

There were 5 questions in interview. The first question was “Do you know what report text is?”, the participants’ answered are yes. The students at the XI grade of MAN 1 Padangsidimpuan know the report text because they have syllabus for studying it. The curriculum from the government prepare the students to study the report text.

The second question was “What kind of tenses that we use in report text?”, here were the answers from the participants. There were 5 participants gave the same answer about it. They were ADN, ANP, FY, MA, WS and NF. They said that tense used in writing the report text is simple present tense. Then, there were 14 participants gave the same respond about the question. They were AR, NA, FA, WH, SI, FAF, IP, FY, AR, DK, BB, MM, BA and YZ. They said the tense used in writing report text is simple past tense. It can be seen that the participants said a lot about the simple past used in writing report text then simple present.

The third question was “How good do you understand about report text?”. Based on the result of the interview, there were 4 participants have similar perception about the question. They were ADN, MM, WS and MA. They said that report text is to tell the information based on the factual order. Also, there were 3 participants made the answer about it. They were BB, FA and WH. They said that report text is a text that present the information about something. Then, there were 3 participants gave the

same ideas. They were DK, YZ and NF. They know the purpose and language features of the report text. And there were 5 participants have the same response, they were AR, FY, AR, FY and ANP. They get the point in general about report text.

There was another response from BA, he said in interview he understand the report text which is include the description an object. Then, there were 4 participants gave the similar answer, they were IP, NA, SI and FAF. They said that they are not good in understanding the report text. Based on the answer of the participants, they have different responses in how good they understand about report text.

The fourth question was “What is most difficult language features to understand in the report text?”. There were 7 participants have same answer, they were ANP, WS, MM, FA, BB, DK and FY. They said that relating verb is the most difficult language features in report text. And there were 4 participants gave similar response, they were AR, NF, YZ and IP. They said the most difficult is technical term. Also there were 5 participants made the same idea, they were MA, AR, WH, FY and SI. They said to put the right tense in the text it’s most difficult. There was a participant NA said she was confused about action verb. Then, there were 2 participants, they were ADN and BA. They have the response in the interview that is because of lack vocabulary, they can not write the report text well. And there was another response from FAF, he said that he not really understand the language features of report text. Based on the

interview, most participants respond that relating verb is the most difficult language features in report text. So, the students made the errors because they can not use relating verb, one of the language features in report text.

The fifth question was “What difficulties do you encounter when writing the report text?”. Based on the result of the interview, there were 7 participants said the difficulties when writing report text is to put the language features into the text also make the sentences in correct order. They were WS, MM, DK, BB, YZ, MA and AR. Also, there were 6 participants said the difficulties is to write the word in English because of lack vocabulary. They were FY, ADN, FA, FY, WH and NA. And there were 3 participants have the same response, they were ANP, BA and FAF.

They were difficult to differentiate between report text and descriptive text. Then there were 2 participants said the difficult that they encountered is to write the report text based on the fact. They were AR and NF. There was another answer from SI, she said that she did not understand about report text, so she can not write it well. Beside that, IP gave another perception, she said that she difficult to remind the activities with the time. It can be seen the participants get difficult in writing report text because they do not really understand about report text and they have a little vocabulary.

The conclusion of the result from interview, the students’ understanding of report text had the same percentage, between the students who understood the report text with 50% and students who did not

understand the report text by 50%. The students had different perception about the most difficult language features in report text. There were 35% who said relating verb is the most difficult language features in report text, 20% difficult in technical term, also 5% who was difficult in action verb and 15% who did not know the language features of report text. The students also faced difficulties when writing report text. The students who could not put the grammar in correct order had percentage 35%, 30% lacked of vocabulary, 15% could not differentiated both descriptive text and report text, also 10% rather difficult to build the sentences based on the fact and 10% did not get the point of report text.

C. Analysis Result of the Research

This research took 20 participants both in interview and written test. The researcher analyzed the students' writing report text based on the indicator of surface strategy taxonomy. The surface strategy taxonomy consisted of the indicators that adopted from Heidi Dulay, Marina Burt, and Stephen Krashen theory. The indicators consisted of omission, addition, misformation, and misordering.

Based on research findings, the researcher has found that there are four types of error that students produced in this research. Error of omission, error of addition, error of misformation and error of misordering. As shown on research findings, the total of error in writing report text at XI grade students is 74.

The percentage error of omission 23 or 31%, the students make error by losing letter or word that should exists in the sentence. Error of addition 13 or 17.5%, the students make error by adding letter or word that should not exists in the sentence. Error of misformation 28 or 37.8%, in this error the students using incorrect grammar in the sentence. Furthermore, error in misordering 10 or 13.5%, the students in this error produce the error by misplacing the word in the sentence.

The most dominant error is misformation and the lowest error is misordering. The students especially in Indonesia face some problems in understanding structure because the structure between both of the language (Indonesia and English) are completely different. So that's why they feel so hard to understand the structure. Also they were lack of practicing. It make sense that the students in MAN 1 Padangsidempuan did many mistake in grammatical structure. Those mistakes are misformation in this case.

The findings was supported by Ihsan Nazir, the findings of his study indicated that the misformation error which is the most dominant error type. The total error from the misformation was 44%. Writing needs good knowledge in grammar to produce words, sentences, and paragraphs. Most of students made grammar errors when writing a text. Grammar in English is more intricate than grammar in Indonesia. The students made the errors because they do not have enough understanding in English grammar. The teacher usually did not aware about students' errors. The

students often made the errors repeatedly because the teacher seldom give the correction for their errors.¹

The second dominant error in this research was omission, but in other research from Nungki Aninditya Meilia found that the omission error as the most error which often happened in this research. In this findings showed that the students have difficulties in omission, addition, misformation and misordering. The percentage of each type of error, omission error was 37.44%, addition error was 22.56%, misformation error was 36.5%, and misordering error was 3.95%. It was caused the students' carelessness. The carelessness was usually related to lack of motivation. Based on this research the students' error in writing are different, the most error in previous research was omission, while in this research the most error was misformation.²

The theory from Selvia Lisa Asni can back up the findings in this research. It demonstrated that the intricacy of the English system itself, not the Indonesian system's effect, was to blame for the students' errors (intralingual transfer). The other caused of error, students lacked of understanding the grammar. Additionally, some students were unaware of the proper placement of verb tenses (present and past tenses of the verbs)

¹ Ihsan Nazir, *An Analysis of Grammatical Errors Made By Students in Writing Descriptive Text 3*, no. December (2018): 22–30.

² Nungki Aninditya Meilia, *An Error Analysis on the Surface Strategy in Descriptive Text Writing Made By the Eighth Grade Students of SMP N 1 Mojolaban*, *English Education Study Program Sebelas Maret University Surakarta*, n.d., 86–93.

in phrases. The students had difficulty to use the right grammar in writing a text.³

Furthermore, the students reasons why they did such errors in writing report text are various. There are some problems affecting the students understanding in writing report text. The most significant problem is the language features in report text. The students did not have good understanding in using relating verb, present tense, action verb and technical term when writing the report text. Also, the students' vocabulary are low. They keep repeating the same vocabulary in the text. Most of the students do not understand well how to use the language features in report text. They are lack of grammatical understanding in report text. Some of the students said that report text use past tense whereas report text use present tense. Furthermore, the students were hard to differentiate between descriptive text and report text. They were confused to build the sentences based on the fact.

Meanwhile, Nur Choironi found in his research that the students made a large number of errors in misformation, with the percentage was 73.46%. The findings in his research showed that the students had difficulties to write a text. The difficulties occur because they were less in practice and they were not good enough in grammatical knowledge. They also had problems in vocabulary. The students are expected to be able to write the text but, they had difficulty to put the correct grammar. They

³ Selvia Lisa Asni, *An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi 02*, no. 2 (2018).

ignore the grammar when they write an English text, so that they perpetrate many errors in writing English text.⁴

The second previous research which can uphold this research was Anisah Ramadhani's research. The findings in her research inferred that the highest error was misformation 68.37%. It happened because the students did not know well about how to put the correct structure in sentences. The students were hard to think about vocabulary. The most common difficulty that students get in writing process is grammatical knowledge. They can not use the good order in structure. It means that the students made such errors because they were low in understanding grammatical rules.⁵

The result in Ayu Andriana Saidah Purba's research found that the highest error was misformation with 31 errors, in this research misformation also the highest errors with 28 errors. The students cannot comprehend the correct grammar. When learners attempt to write a text, they run into problems with grammatical rules. Students should always be cognizant of grammar norms since they cannot be disregarded. It may be brought on by the students' poor vocabulary and grammar skills. Due to

⁴ Nur Choironi, Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy, English Department, Lampung University (n.d.):no. 1-8.

⁵ Anisah Ramadhani, Analysis of Students' Writing By Using Surface Taxonomy Strategy at Pre-Planet Program of Kresna English Language Institute, n.d., 1-9.

grammatical habits in their native tongues that were either slightly or completely different from English, the students made errors.⁶

D. Checking the Data Trustworthiness

Based on the findings of reserach which is previously stated, the data showed there are four types of error that students made in this research they are omission, addition, misformation and misordering. The percentage error of omission 23 or 31%, addition 13 or 17.5%, misformation 28 or 37.8% and misordering 10 or 13.5%. In sum, the highest error is misformation and the lowest error is misordering.

The researcher employed triangulation to compare the student data in order to determine whether the results were reliable. By comparing different sources of information on the same subject, triangulation evaluates the reliability of the data. Based on the result, the data were same from the interview and written test. The participants that come from the interview and written test were same from the teacher's interview, understanding and the individual assessment.

E. Threat of the Research

This research, based on the researcher, is far from being of the highest degree. The researcher discovered numerous dangers while conducting this study. Furthermore, it commenced form the tittle, collecting until analyzing the data. The threat that encountered by researcher was threats of time. There are numerous schedules for students

⁶ Ayu Andriana Saidah Purba, *An Analysis of Grammatical Errors in Writing Descriptive Text Based on Surface Strategy Taxonomy in SMA Negeri 1 PERCUT SEI TUAN*, 2003.

to complete each day. Therefore, the researcher only had a little period of the students' time. The students had a limit time to complete the written test. Not all the students can be cooperative on doing the written test and interview. Also, they did not do the written test and the interview seriously. Thus, the researcher simply evaluated it without giving any thought. Under these threats, the researcher obtained assistance from advisors and friends to improve the writing.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result from the interview and written test that done by the researcher about the students' writing report text based on surface strategy taxonomy theory at the eleventh grade of MAN 1 Padangsidempuan, the researcher gets the conclusion as follow:

1. Based on surface strategy taxonomy theory there are four types of error they are, omission, addition, misformation and misordering. The omission error is an item that must appear in a well-formed and the content of morphemes. Addition error is an item that must not appear in a well-formed. Misformation error is a type of error that use incorrect morpheme or structure. Last, misordering error is the incorrect placement of a morpheme or group morphemes. Based on the result of the written test, it found that the error made by students shows that the percentage of error in written test including omission errors 31%, addition errors with a total of 17.5%, misformation errors 37.8% and misordering errors 13.5%. It found that misformation is the error most written by the students and misordering is the least error written by the students. It was found that the students were still low in understanding structure and grammar and do not use it well when writing a text. It because the students frequently made mistake in grammar and structure.

2. The reasons why the students made lots of errors are because they were still lacking in writing report text, they were lack of grammatical knowledge, they were lack of practices and they were lack of vocabulary. When the students write the report text, they were facing some difficulties. They were difficult to build the information based on the fact in sentences. They were not really understand the language features of report text and sometimes they were not used the language features in writing report text. Some students do not know how to distinguish both report text and descriptive text.

B. Suggestions

Following receipt of the research's findings, the researcher would like to make the following recommendations:

1. For the teacher, the English teacher ought to respect the students' error and help them through the writing process. The teacher can assess the students' progress, especially in their report text writing, using the information on the various types of errors made by the students. The teacher needs to help the students learn more English grammar in order to reduce their errors in writing.
2. For the students, the students should increase their grammatical knowledge, especially in report text writing. The students should gain more insight into the various errors, in order to make a better writing. The researcher hopes the students should discuss with their teachers

how to identify and correct the errors in writing to improve their skill especially in report text.

3. The researcher hopes that next researcher will explore the methodology used in this research in greater detail.

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CURRICULUM VITAE



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APPENDIX

Appendix 1

Test items

Name :

Class :

Write report text with the topics below:

- a. Handphone
- b. Sumatra Tiger
- c. Jakarta
- d. Snake Fruit
- e. Tsunami

Appendix 2

Interview

Name :

Class :

List of the questions interview for students!

1. Do you know what report text is?
2. What kind of tenses that we use in report text?
3. How far do you understand about report text?
4. What is most difficult language features to understand in the report text?
5. What are the difficulties that you encounter when writing the report text?

Appendix 3

Interview

List of the questions interview for teacher!

1. Do you have lesson plans for class XI?
2. What English textbook is used for class XI students?
3. Is there any material related to report text?
4. Are the students still lacking in understanding the report text?
5. What are the problems or difficulties of students in learning English, especially report text?
6. How do you evaluate the students' writing report text?

Test items

Name : wanda habibie

Class : XI IPA 3

Write report text with the topics below:

- a. Handphone
- b. Sumatra Tiger
- c. Jakarta
- d. Snake Fruit
- e. Tsunami

Jakarta

Jakarta is a capital city of Indonesia. ^{Jakarta is located on the} On the ~~at~~ northwest Java that Jakarta located. The most popular food in Jakarta are Ketan Telor, Ketoprak, and soto Betawi. There are so many cultural in Jakarta. There are many old buildings there.

But now, Jakarta has influenced by globalization. Globalization give many impact. Negative impact and positive impact. An example of positive impact is, there are a lot of tourist that goes vacation to Jakarta. But, from that positive impact, the negative impact is rivers in Indonesian especially Jakarta, the rivers are polluted by waste. And if Jakarta ^{is} are rainy, there ^{are} always flood.

Test items

Name : Ayu Nanda Putri

Class : XI IPA 3

Write report text with the topics below:

- Handphone
- Sumatra Tiger
- Jakarta
- Snake Fruit
- Tsunami

Tsunami

Tsunami is a Japanese word that means 'harbor wave.' These waves is caused by an earthquake in the sea. They move towards the city and town on the coastal area. They come with full force and destroy anything that come in their way.

The sea floor move when there is an earthquake and make the water rise up to the surface. The water travels in form of huge wave toward the land, they crash into the coast destroy everything in its away.

Tsunami are known to cause extreme damage often wiping out the whole area where they occur.

Tsunami can cause death of many people. They cause destruction of the environment and damage city and towns

Tsunami are known to happened around pacific Ocean and Indian Ocean.

Test items

Name : Babul Anwar

Class : XI-1A3

Write report text with the topics below:

- Handphone
- Sumatra Tiger
- Jakarta
- Snake Fruit
- Tsunami

Snake fruit

Snake fruit is a species of Palm tree native to Java and Sumatra in Indonesia. The fruits grow in clusters at the base of the palm, and are also known as snake fruit due to the reddish-brown scaly skin.

The fruit inside consists of three lobes with the two larger ones, or even all three, containing an incredible large seed. The taste is usually sweet and acidic with a strong astringent edge, but its apple-like texture can vary from very dry and crumbly to moist and crunchy.

Test items

Name : Yandra Fitriani

Class : XI - 1A^B

Write report text with the topics below:

- a. Handphone
- b. Sumatra Tiger
- c. Jakarta
- d. Snake Fruit
- e. Tsunami

A Tsunami is a series of ocean waves that sends surges of water water of surges. Sometimes reaching heights of over 100 feet (30.5 meters), onto land.

These wall of water can cause widespread destruction when they are crash ashore.

Tsunami may also be caused by under-water landslides or eruptions volcanic. They may even be launched, as they frequently were in earth's ancient past, by the impact of a large meteorite plunging into an ocean.

Test items

Name : Wahidah Suaibah

Class : XI IPA 3

Write report text with the topics below:

- a. Handphone
- b. Sumatra Tiger
- c. Jakarta
- d. Snake Fruit
- e. Tsunami

Handphone

Handphone is one of technologies on this globalization era. Handphone have use to communicate to other without face to face. Now, we may buy handphone easy and use it. Handphone can use by children and until adult.

Handphone have other use. It is to entertain the user such as play games, play music and take picture. We can search some information from google. The negative thing from handphone is addiction. For example is addict to play games and media sosial until forget time. Then, we must can use it wisely.

Test items

Name : Billy Bahri

Class : XI-IPA 3

Write report text with the topics below:

- Handphone
- Sumatra Tiger
- Jakarta
- Snake Fruit
- Tsunami

Snake fruit is a member of fruit. Snake fruit is very popular in Padangsidimpuan and Taprel. It is because the slogan "kota Salak" for Padangsidimpuan. The color's fruit is white, but the rind and the fruit seed is brown. Snake fruit taste is sweet, but sometimes it's sour and bitter.

Snake fruit have many vitamin. It have vitamin C. Some people say that snake fruit is the medicine of the magag. Snake fruit can made to be sweets, crisp and cake. we can find it on snake fruit shop. We can also find it on market or supermarket.

There is also snake fruit's garden in Taprel and Padangsidimpuan. So we can take it early and learn about the make fruit's trees

INTERVIEW

Name : Ade Rahmayani

Class : XI IPA 3

List of the questions interview for students!

1. Do you know what report text is?
2. What kind of tenses that we use in report text?
3. How good do you understand about report text?
4. What is most difficult language features to understand in the report text?
5. What difficulties do you encounter when writing the report text?

Answer:

1. Yes, to retell some stories
2. Past tense
3. I just know that report text is to retell story
4. The use of past tense
5. To put the text in nice and understandable

Name : Anisah Dini Nurman

Class : XI IPA 3

List of the questions interview for students!

1. Do you know what report text is?
2. What kind of tenses that we use in report text?
3. How good do you understand about report text?
4. What is most difficult language features to understand in the report text?
5. What difficulties do you encounter when writing the report text?

Answer:

1. Yes, I do. It is a text that presents detailed information about something.
2. Present simple tense.
3. Report text is one of text types. The term 'report' is used in everyday language to refer to many different types of factual texts.
4. I do not know the meaning of the words that writer writes in text report.
5. The difficulties is to write words in English because lack of vocabularies

Name : Mila Mentari

Class : XI IPA 3

List of the questions interview for students!

1. Do you know what report text is?
2. What kind of tenses that we use in report text?
3. How good do you understand about report text?
4. What is most difficult language features to understand in the report text?
5. What difficulties do you encounter when writing the report text?

Answer:

1. Yes I do
2. We use past tense
3. Report text is a text to inform the news that happened
4. I think the most difficult is relating verb
5. I difficult to make the good sentences because i dont understand how to use relating verb

Name : Fitri Yanna

Class : XI IPA 3

List of the questions interview for students!

1. Do you know what report text is?
2. What kind of tenses that we use in report text?
3. How good do you understand about report text?
4. What is most difficult language features to understand in the report text?
5. What difficulties do you encounter when writing the report text?

Answer:

1. Yes, I know
2. Simple present tense
3. May be, I can write the report text but it's not really great.
4. I'm not good at relating verbs in report text.
5. It's hard to make the relating verbs and some of the vocabulary that I have never been here before.

Name : Indah Permatasari

Class : XI IPA 3

List of the questions interview for students!

1. Do you know what report text is?
2. What kind of tenses that we use in report text?
3. How good do you understand about report text?
4. What is most difficult language features to understand in the report text?
5. What difficulties do you encounter when writing the report text?

Answer:

1. Yes, Report text is a text which contains of report of activities
2. Past tense
3. I don't understand report text well
4. The most difficult to understand is technical terms
5. I difficult to remind the activities with the time.

Name : Mahmud Rosudi

Class : XI IPA 3

List of the questions interview for students!

1. Do you know what report text is?
2. What kind of tenses that we use in report text?
3. How good do you understand about report text?
4. What is most difficult language features to understand in the report text?
5. What difficulties do you encounter when writing the report text?

Answer:

1. Yes, I know
2. Simple present tense
3. I can understand about definition, generic structure and also the example about report text
4. Using conditional logical connection
5. Lack of vocabulary and also I don't understand how to write the good report text.

DOCUMENTATION







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Penyelesaian Skripsi

10 Agustus 2022

Yth. Kepala MAN 1 Padangsidempuan
Kota Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

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adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "**Error Analysis in Writing Report Text Based on Surface Strategy Taxonomy Theory at the XI Grade Students of MAN 1 Padangsidempuan**".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Dekan
Wakil Dekan Bidang Akademik



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Telah selesai melaksanakan penelitian di Madrasah Aliyah Negeri 1 Padangsidimpun pada Tanggal, 12 s/d 19 September 2022, dalam rangka pengumpulan data untuk penyusunan skripsi dengan judul : "**Error Analysis in Writing Report Text Based on Surface Strategy Taxonomy Theory at the XI Grade Students of MAN 1 Padangsidimpun**". Sesuai dengan surat a.n. Dekan Wakil Dekan Bidang Akademik, Nomor : B. 2367/ln. 14/E.1/TL.00/08/2022, Tanggal 10 Agustus 2022 dengan Hal : Izin Penelitian Penyelesaian Skripsi

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terimakasih.

Padang Sidempun, 03 Oktober 2022

Kepala

Dra. Hj. Wasliah Lubis, S.Pd. MA
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22 Agustus 2022

Nomor : B 2524/In.14/E.1/PP.009/08/2022
Lamp : -
Perihal : Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:
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2. Sri Minda, M.Hum (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

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