

**AN ANALYSIS OF STUDENTS' WRITING PROCEDURE  
TEXT IN ISLAMIC BOARDING SCHOOL**

**(Case Study at Alfalah Abu Lam U Islamic Boarding School)**

**THESIS**

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN  
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## THESIS

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The Bachelor of Education in English Language Teaching

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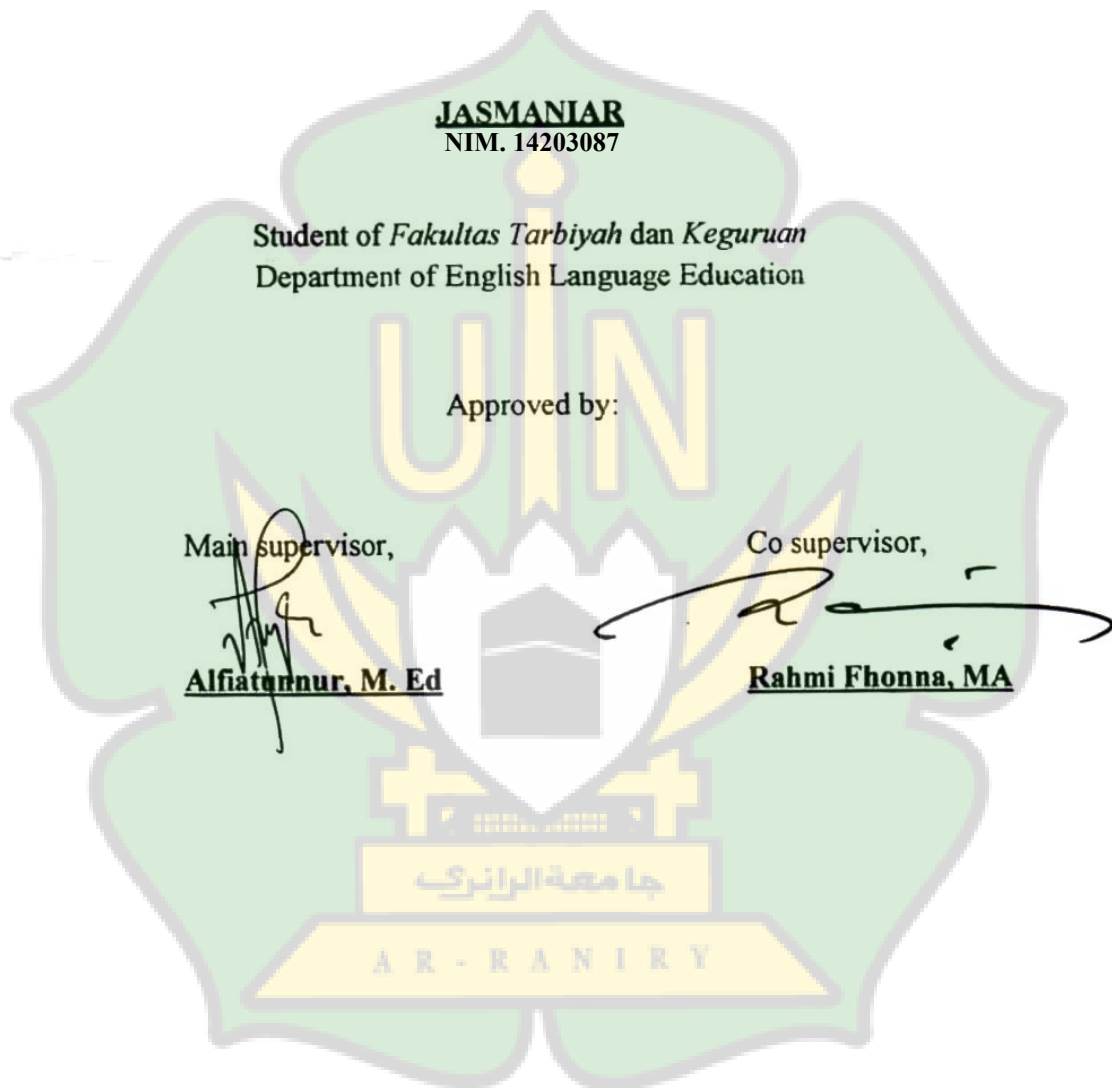
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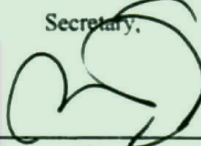
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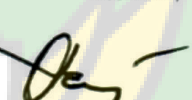
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**SURAT PERNYATAAN KEASLIAN**  
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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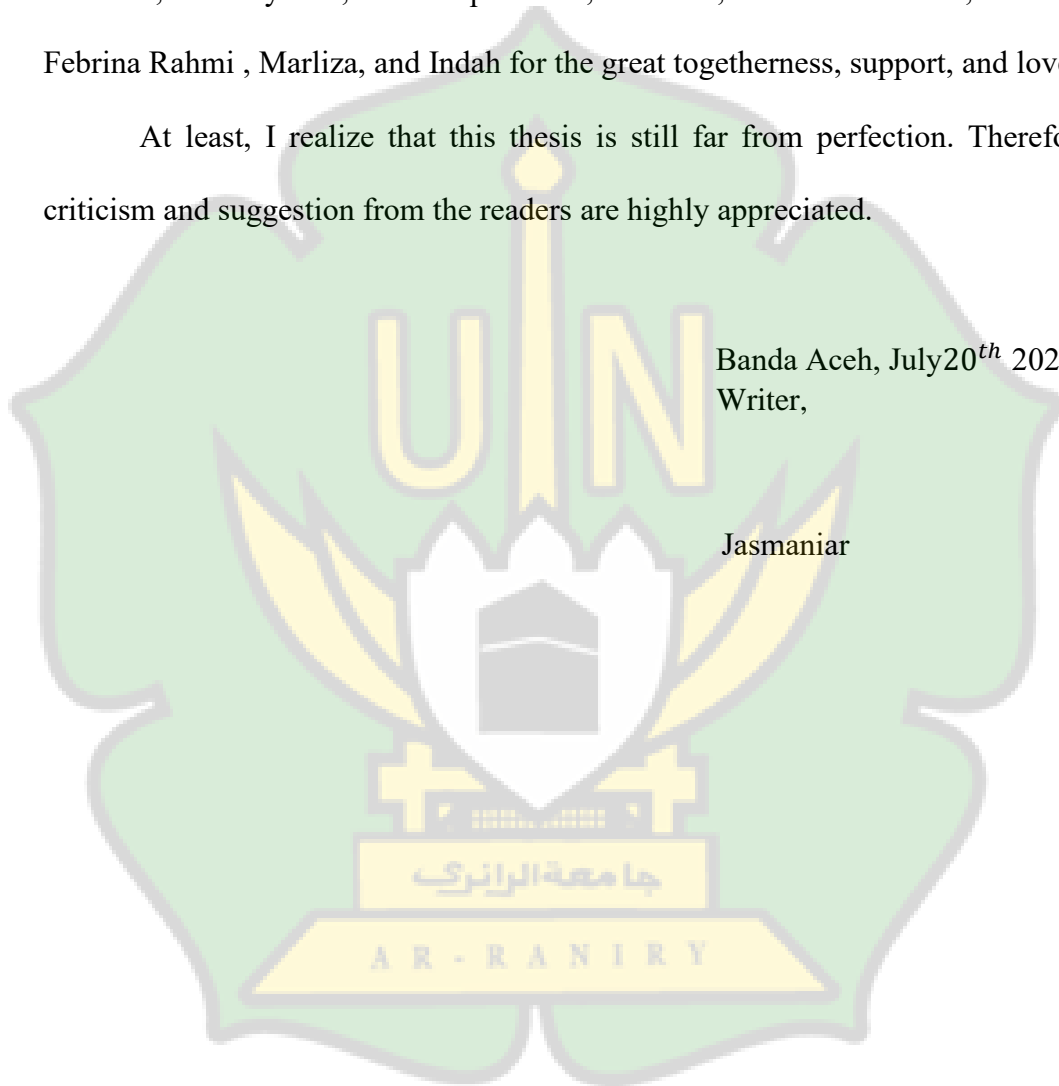
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At least, I realize that this thesis is still far from perfection. Therefore, criticism and suggestion from the readers are highly appreciated.

Banda Aceh, July 20<sup>th</sup> 2020

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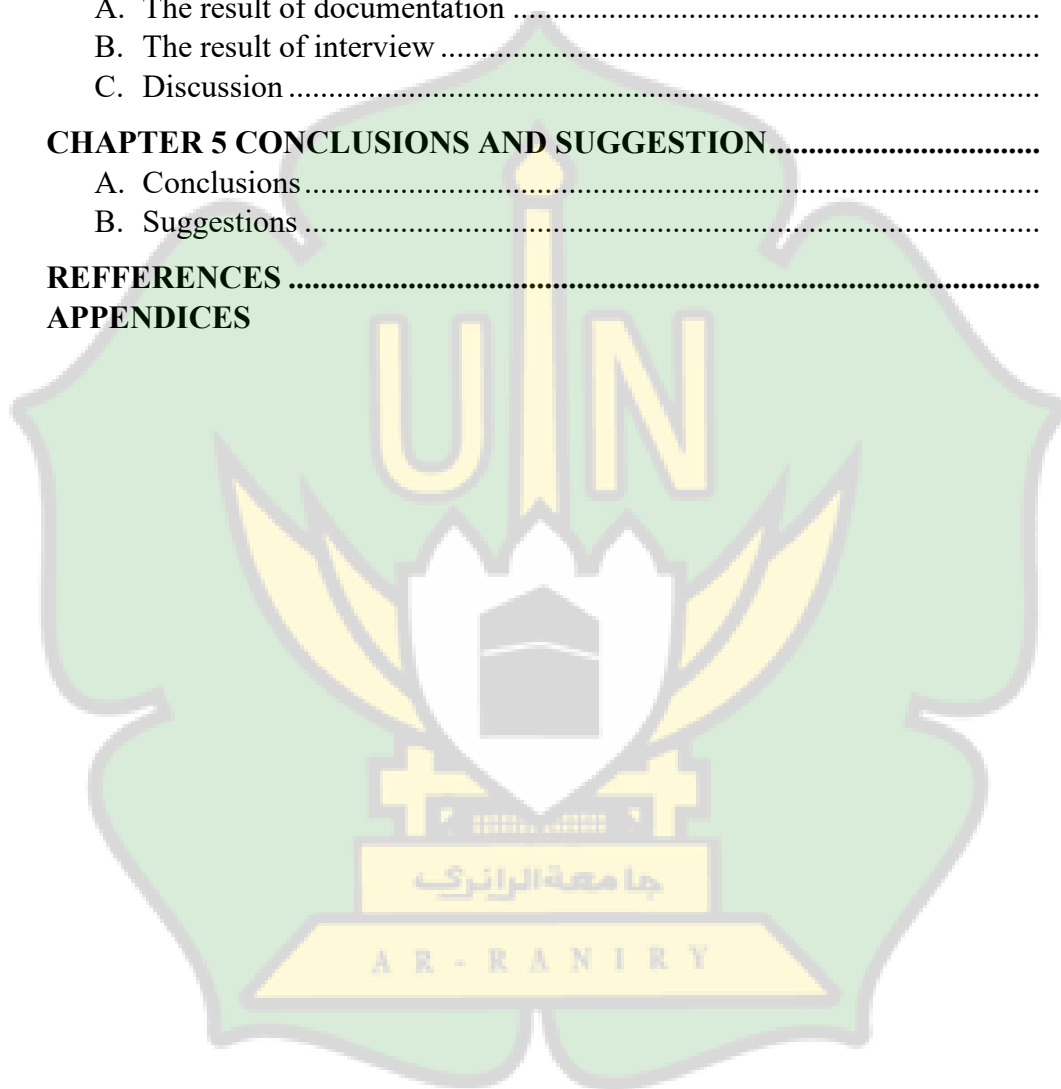
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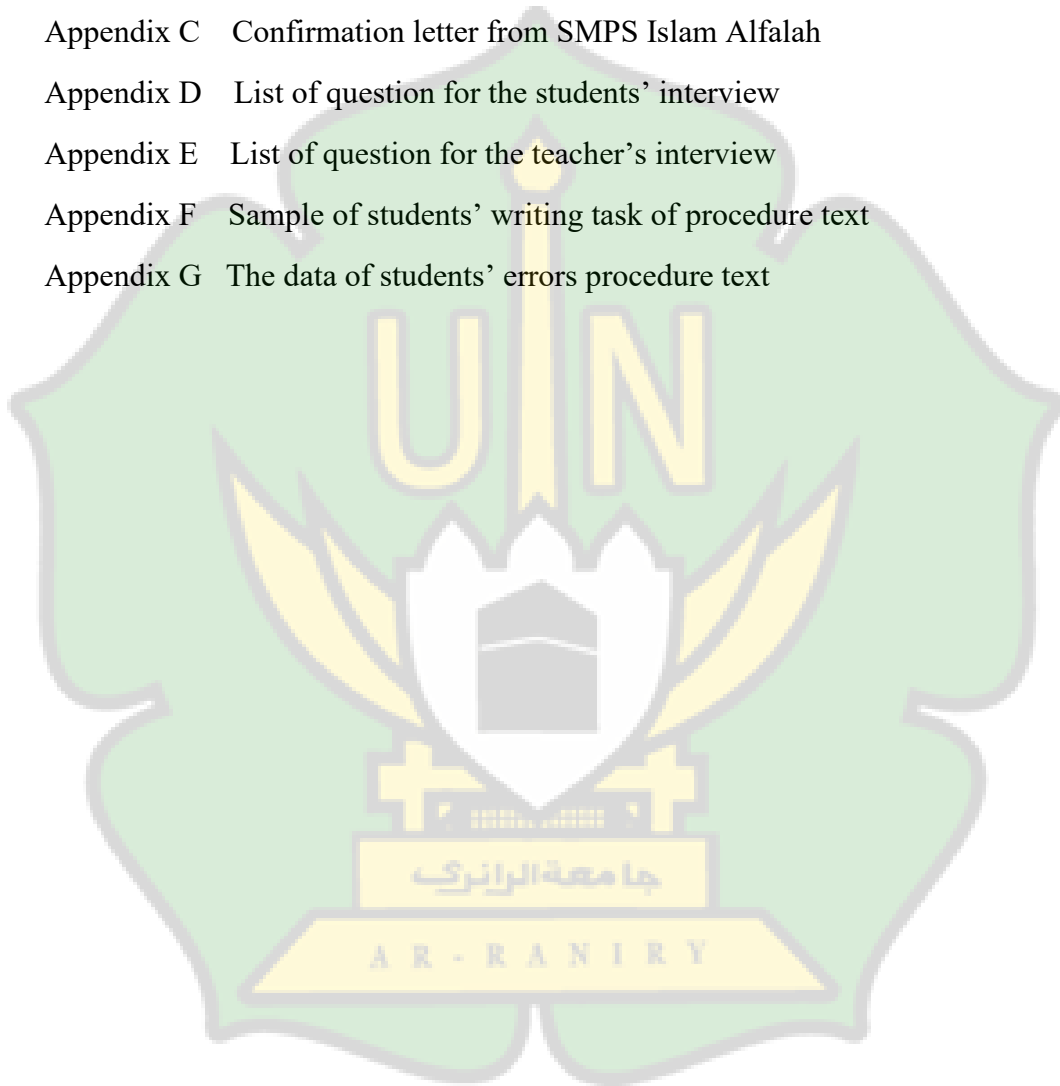
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## ABSTRACT

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Keywords : writing; error analysis; procedure text

Writing in English is a difficult skill for foreign language learners due to the involvement of multiple issues such as organization, purpose, audience, vocabulary, and mechanics. This research is qualitative descriptive research aims to find out the errors that the students made in writing procedure text based on surface strategy taxonomy and the difficulties that faced by the students. The participants were 18 of the third grade-C students of Alfalah Abu Lam U Islamic boarding school. This data involved documentation and interview. The results of documentation showed that 13 students made the errors in mis-formation or 40,35 %, 11 students made the errors in omission or 36,84 %, 6 students made the errors of addition or 12,28 % and 5 students made the errors in mis-ordering or 10,53 %. The data of interview were gathered from one of English teacher and six students of the third grade-C class. Moreover, the result of interview showed that some students faced certain difficulties due to misunderstanding the lesson of procedure text. In addition, most of the students had difficulties in writing procedure text due to their lack of vocabulary.

## CHAPTER 1

### INTRODUCTION

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

Writing is one of the most important skills that should be mastered by English learners. Writing involves some language components such as grammar, vocabulary, spelling, and punctuation. Without these language components, this skill will not be perfect. Writing becomes the most difficult skill when it is learned by foreign language learners.

“Writing is a difficult skill for native speakers and non-native speakers because the writer must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies, and mechanics such as punctuation, spelling, and capitalization”. (Rass, 2001, p. 30)

In writing skill, the students have to master vocabulary and know how to use grammar in making texts or sentences. Richard (2000, p. 172) stated that writing is considered as the productive skill it purposes at assisting students in expressing their idea written. Brown (2001, as cited in Sriwulan, 2018, p. 1) seemed to support this idea and showed that writing is a thinking process because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. It can be concluded that writing is a process of expressing the idea in structural written form.

The process of writing is said to be difficult because there are many details that must be considered. It is caused by several problems for students to do especially. The problems are such as the different structure between English and

Bahasa, the students' lack of vocabulary, tenses or grammatical aspects. The selection of tenses and grammar are also needed to be considered.

Based on the experts' opinions above, it can be agreed that writing is not as easy as thought, especially for Alfalah Abu Lam U Islamic Boarding School students. The students are learning English not only at school but also in their daily life. They often used informal English or non-standard English, rarely use formal English. Non-Standard English is a synonym for bad or incorrect English usage.

Based on the observation, they use English like "I understand, You understand". They should not rely on grammar rules, correct sentences or the selection of tenses. They just translate their own language to the English Language without following the rules. Therefore, they need to consider the selection of words and grammar especially in writing the texts. In addition, structure, spelling, and punctuation are very important to clarify the meaning. It is also very important to learn all of the rules of writing, so that no one will misunderstand in reading the text and understanding the meaning of the text.

For this reason, the writer is curious, whether bad English they had used will be an effect on writing. If that has an effect, what are the errors made by the students and why they make the errors. In this research, the writer will analyze the students' writing using the procedure text. The writer chooses this procedure text because this text often finds in our daily life and also learns in school.

This text is designed as instructions to describe how something is achieved through a sequence of steps. Anderson (1998, as cited in Kurniasih, 2017) said

that a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructing for making something, doing something, or getting somewhere. While Derewianka (2004) explained that procedure text is a kind of text designed to describe how something is achieved through a sequence of actions or steps. Furthermore, Siswanto (2005, p. 98) stated that procedure text is a text which is designed to describe how something is achieved through the steps of the sequence. Thus, the procedure text is a text that explain the way people do something in a sequence of steps. In this case, the writer is interested to figure out the writing skill of Alfalah Abu Lam U Islamic boarding school students especially in writing procedure text.

### **B. Previous Study**

This research has been conducted by some researchers, closely thesis was done by Kurniasih (2017), *An Error Analysis of Students' Skill in Writing Procedure Text*. The data of this research were taken from writing test which done by the ninth grade students of SMP Negeri 5 Tanjungpinang. The study used qualitative descriptive method. The research subject of this study was the IXB students which consist of 40 participants. The types of errors are omission, addition, misordering, misinformation and generic structure in writing procedure text. Based on the finding, there were 27 students did the error of omission. In the error of addition, some students put 'to be' which is not necessary. Another students put more preposition in their sentences which is not necessary. Based on the finding there were 6 students did the error of addition. In the part of misordering the students mostly made error by misordered the word. Based on the

finding there were 7 students did error in this part. In the part of misinformation, the students did error by using the unsuitable word which caused the ambiguous meaning of the sentences that they wrote. Based on the finding, there were 34 students did error in this part.

Another study was conducted by Meliyanti (2013), An Analyzing on students' Grammatical Errors in Descriptive Text Writing at the second grade of MTs Negeri Satu Atap Balaraja. The result of this research showed that the most errors that the students made are in "word choice." This error occurred because of students' mother tongue interference. The students still confuse to choose the right word in a sentence because of the lack of knowledge or poor vocabularies and its use." Besides that, some students tried to translate the words one by one from Indonesian language into English without paying attention to the English structure rules.

The similarity of this study with the previous one is to know the errors are made by students in writing text. While the differences are from the research sample, which include number of sample and place. These differences will provide different result. Thus, this research is difference from previous finding above.

### **C. Research Question**

In line with the background of the study, the writer formulates the research question as follow:

1. What are the common error made by the students in writing procedure text?
2. What are the difficulties faced by students in writing procedure text?

#### **D. Research Aims**

The aims of this study are:

1. To find out the common error made by the students in writing procedure text.
2. To find out the difficulties faced by students in writing procedure text.

#### **E. Significances of Study**

Theoretically, this research is expected to give information about the error in writing procedure text and to be useful for the teacher of English language. Therefore, they know their students' ability and proficiency in writing procedure text.

Practically, this research is expected to inform English teacher about kinds of errors and students' difficulties in writing. It means, the teachers can help their students in teaching learning especially writing procedure text.

#### **F. Terminologies**

##### **1. Writing**

Gaith (2002, p. 1) stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Nunan (2003, p. 88) also stated writing is a mental work to create ideas, think about how to express them and organize them into statements and paragraphs that will be clear to the reader.



## **2. Procedure text**

Procedure text is also called instructional text. According to Derewianka (1995, p. 27) the procedure belongs to a group of typed which tells us how something is accomplished through are a sequence of actions and steps. Its purpose is to describe how something is completely done through a sequence of series.

## **3. Error analysis**

Brown (2007, p. 218) in his book said that “Error can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ error, called error analysis”. This concept is also proposed by Julianti (2017, p. 16) who stated that error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

## **G. Research methodology**

### **1. Research design**

In this research, the writer considers that descriptive qualitative research is the appropriate way to be used. This consideration is derived by Schreiber (2011) who stated that qualitative research tends to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.

In this case, the writer identifies and describes the errors are made by students in procedure text based on surface strategy taxonomy.

## 2. Research subject

The subject in this research is the third grade-C students of SMPS Islam Alfalah, which consist of 18 students. The population of the third grades of SMPS Islam Alfalah is 57 students, consist of three classes. The writer uses purposive sampling by choosing one class as the sample and taking the students who have the lowest ability in writing English based on teachers' information.



## **CHAPTER 2**

### **LITERATURE REVIEW**

In this chapter, the writer give the description of the theoretical framework which covers the general concept of writing, procedure text, and error analysis.

#### **A. Concept of Writing**

##### **1. Definition of Writing**

There are some definitions about writing based on some experts. Gaith (2002, p. 1) stated that writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Nunan (2003, p. 88) also stated writing is a mental work to create ideas, think about how to express them and organize them into statements and paragraphs that will be clear to the reader. According to Hyland (2003, p. 4), writing is a service activity through which learners can solidify their knowledge of vocabulary and other grammatical structures.

From the definitions above it can be concluded that writing is the process of exploring thoughts and ideas and organizing them into sentences and paragraphs in written form by following linguistic rule.

##### **2. Genres of Writing**

According to Brown (2004, p. 219), there are three main genres of writing:

- a. Academic Writing such as a report, paper, essay, academic journal, technical report, thesis, and dissertation.
- b. Job-related writing such as messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, and announcements.

- c. Personal Writing such as letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, diaries, personal journals, and fiction.

### **3. Components of the Writing**

In writing process, the students should pay attention to the aspects of writing, so that they are able to write good writing. The writing aspect can be seen from the writing performance of the students. Nurgiantoro (2001, p. 48) stated that the assessment aspects are organization, content, grammar, vocabulary, and mechanic. To clarify, the writer explained every aspect.

- a. Organization: the organization of the text is cohesive and logical sequence.
- b. Content: the content refers to the topic, the explanation should be clear, relevant, and specific.
- c. Grammar: control of the structure.
- d. Vocabulary: choose the correct words as it is the function, use idioms, and word form.
- e. Mechanics: mastery spelling and punctuation.

### **4. The Process of Writing**

Writing as one of the productive skills requires a process that obliges the writer to write in the stages. The stage of the writing process is producing something (written text) before becoming the final draft. According to Harmer (2004, p. 4) writing process has four main elements; those are planning, compilation, editing, and the final version.

### a. Planning

At this stage, the writers must think about three main issues, which are the purpose, the reader, and the content structure. The purpose of writing will influence not only the type of text which the writers want to produce, the language which the writers use, but also the information which they choose to include. Secondly, the writer must think of the reader will influence not only the shape of the writing but also the choice of language. Thirdly, the writers have to consider the content structure of the piece that is how best of the sequence the fact, ideas, or argument in their writing.

### b. Drafting

After the writers have finished the planning section, they can continue for drafting. In the first draft of their paragraph, they have to use the ideas from planning as a guide in writing. Therefore, begin with a topic sentence that states the main ideas, include several sentences that support the main idea, stick the topic does not include information that does not directly support the main idea, arrange the sentences so that the other ideas make sense, and use signal words to help the reader understand how the ideas in the paragraph connected.

### c. Editing

After the writers have produced a draft, they usually read more what they have written to see where it works and where it does not. Reflecting and revising are often helped by other readers who comment and make suggestions. Another readers' reaction to a piece of writing helps the authors make appropriate revisions.

#### d. Final Version

The final version of the writing process is publishing. The writers consider to send the written text to its intended audience. Based on the description above, it can be concluded that in producing a final draft that can be understood by the readers should use few steps such as planning, drafting, and editing.

### 5. The Problem of Writing

According to Nurgiantoro (2001, p. 298-299), there are some problems faced by students in learning writing. Those are as followed:

#### a. Organizing idea

The students usually face problems in the writing process such as not organize the idea into sentences. In writing composition, the students will put their ideas and thoughts to be developed become good written. It will be better if the students start the writing process by choosing theme first before writing the composition. After that, the students can make an outline to help them in arranging the sentence or paragraphs.

#### b. Lack of vocabulary

Vocabulary becomes a complex problem, especially in writing. Lack of vocabulary makes the students often write an uncommunicative sentence and choose incorrect words in their composition. Stahl (2005) stated that “vocabulary is the knowledge of words and word meanings and also puts vocabulary knowledge as the knowledge of a word not only implies a definition but also implies how that word fits into the context.” Unfortunately, few students often put the words which were contextually unsuitable. It makes the reader should re-read

the text in order to comprehend the idea. Even, the students also use some Indonesian language if they did not know how to say the words in English.

c. Grammar accuracy

Grammar becomes a very important aspect in writing. Trask (1999, p. 110) mentioned that grammar is the rules for constructing words and sentences in a particular language or the branch of linguistics study. The text will be said a good text if grammar which is used is correct.

## **B. Procedure Text**

### **1. Definition of Procedure text**

Procedure text is also called instructional text. According to Derewianka (1995, p. 27), “procedure belongs to a group of typed which tells us how something is accomplished through are a sequence of action and steps.” Its purpose is to describe how something is completely done through a sequence of series.

### **2. The Kinds of Procedure Text**

There are kinds of procedure text below:

- a. This kind of text explains how something works or how to use something.

For example: how to insert the discard, how to make a photo frame, how to make a Facebook account.

- b. This kind of text instruction shows to do a particular activity such a recipe, rules for games, science experiments, and road-safety rules.

For example: how to make banana cake, how to set the seatbelt.

- c. This kind of text is about human behavior.

For example: how to relieve stress, how to be successful.

### 3. Structure of Procedure text

Gerot & Wignel (1994, p. 206) gave description about the generic structure and language features of procedure text as follows:

#### a. Generic structure of procedure text

1. Aim or goal: It contains the purpose of the text.

For example: How to make fried rice.

2. Materials or ingredients: this contains the ingredients used in the process.

For example: ingredients for fried rice are rice, chili, and oil.

3. Steps or methods: it contains steps to make something in the destination.

For example: first, wash tomatoes, .....,cut onions into slices.

#### b. Language Features of Procedure Text

1. Simple present tense.
2. Use of imperatives (cut, don't mix ,crack, slice)
3. Use of action verbs ( turn, put, mix)
4. Use of connectives (first, then, finally, ...)
5. Use of adverbial phrases (for five minutes, 2 centimeters from the top).



## **C. Error Analysis**

### **1. Definition of Error Analysis**

Learning a target language (English) is different from learning one's mother tongue. There are some opinions about error analysis based on experts. Brown (2007, p. 218) in his book said that "Errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis." It seems this concept is the same as proposed Julianti (2017, p. 16) stated Error Analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

From the two definitions above it clarifies that error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing. It is also carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

### **2. The differences between Error and Mistake**

When we are talking about the error it is always connected to the mistake. Some people even think that the term of error and mistake are the same and they commonly can not see the distinction between both of them. Error and mistake are different. Mistakes are skin to slips of the tongue, generally one-time-only event. The learner who makes a mistake is able to recognize it and correct it if necessary. On the other hand, an error is systematic. That is, likely to occur repeatedly and is not recognized by the learner as an error. The learner, in this case, has

incorporated a particular error form from the perspective of the target language into his or her system.

Meliyanti (2013) clarified the differences between error and mistake. Errors caused by lack of knowledge about the target language (English) or by incorrect hypothesis about it. While mistake caused by temporary lapse of memory, confusion, and slip of the tongue. In other words, Ellis (2008, p. 45) stated that error is a lack of knowledge and mistake is the student possesses knowledge of the correct form and it is just slipping up. Brown (2004, p. 257-258) also gave a similar opinion about error and mistake. Error is a noticeable deviation from the adult grammar of a native speaker and reflects the competence of the learner. Then, a mistake is slip, a failure to utilize a known system correctly. An error cannot be self-corrected, while mistake can be self corrected if the deviation is pointed out to the speaker.

Based on the opinions above the writer concluded that error caused by lack of knowledge about the target language (English), the students do not know what they write and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistakes happened because temporary lapse of memory and also slip of the tongue. Actually, the students have known about what they write but they just slip up and they can correct and recognize their own mistakes.

### 3. Sources of Error

Brown (2004, p. 266) claimed that there are three major sources of error. He labels interlingual transfer, intralingual transfer, and context of learning.

#### a. Interlingual transfer

Interlingual transfer happened because of the native language or first language interference. The people usually called mother tongue language. The native language is the only linguistic system in previous experience that can be learned by students before the foreign language system becomes familiar and mastered.

#### b. Intralingual transfer

Richards et al. (1992, p. 187) gave the opinion that Intralanguage error is one which results from faulty or partial learning of the target language, rather than from language transfer. Intralingual errors may be caused by the influence of one target language item upon another. For example a learner may produce *He is eats*, based on a blend of the English structures *He is eating* or *He eats*.

#### c. Context of learning

The error can be from teacher teaching or the social situation in the case of untutored foreign language learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Brown (2007, p. 266) stated students' errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook.

#### **4. Goal of error**

Irawati (2014) stated that studying learners' errors serve two major purposes: it provides data from which inferences about the nature of the language learning process can be made that indicate to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

Error analysis has an important role in the study of language acquisition in general and in examining second and foreign languages in particular. It means that knowing students' errors in their subject will be easy for the teacher to control, and to increase the students writing ability, and also to minimize their errors that made in procedure text.

#### **5. Types of error**

Every student has different types of making errors when they write sentences. Based on surface strategy taxonomy, there are four types of error. Surface strategy taxonomy focuses on aspects of the errors themselves. Regarding that, the errors in using grammar are closely related to the students' ability in composing writing procedure text. Therefore, surface strategy taxonomy is described further below (James, 2009, p. 144).

### a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The omission can occur of morphology. Learners often omit the third person singular morpheme -s, the progressive -ing, the plural marker -s, and the past tense inflection -ed. For example: put two spoon of sugar. In syntax, learners omit the plural marker -s, the correct one is put two spoons of sugar.

### b. Addition

Addition errors are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors, namely double markings, regularization, and simple addition.

#### 1. Double marking

Double marking is two items marked for the same feature. In English sentence, there is only one rule that is used in a sentence. As the rule of simple past tense in English is to change the verb of a sentence to the past form but if the sentence is negative, the rule is not used. For example: *she did not ate the cake*. In this sentence, there are two markers for the past sentence. This error is called a double marking error. The true sentence is *she did not eat the cake*.

#### 2. Regularization

A rule typically applies to a class item, such as the class of main verbs or the class of nouns. There are both regular and irregular forms and constructions in a language, learners apply the rules used to produce the

regular one to those that are irregular. For example: *I eatted the burger with my friends yesterday*. The verb *eat* is irregular verb, so the true is *ate*. In this case, the learners made errors in this type because they apply the rule of a regular verb.

### 3. Simple addition

Simple addition is a mistake made in additions that should not be regularization and not double marking. There is no significant characteristic of this error. The examples of this error are: *That a hat is mine*, it is the simple addition error in using article *a*. The other is *the girl do not eat anything*, this is the example of simple addition error in using auxiliary *do* for *does*.

### c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of Misformation errors, namely regularization, archi-form, and alternating form.

#### 1) Regularization

Regularization errors occur when the learner apply the rules of regular form to irregular form. For example: *eated* for *ate*, *speaked* for *spoke*, *teached* for *taught*.

## 2) Archi-form

Archi-form is the selection of one member of a class of forms to represent others in that class of certain function. For example in the sentence: *this pencils are mine*, 'this' is not appropriate for plural, the appropriate one is *these*.

## 3) Alternating form

Alternating form error cause by the learners' vocabulary and grammar development. It means that the more grammar that the learners get, the high frequency of error that the learner made. For example: *I like he*. This sentence is the example of errors in using pronoun.

### d. Misordering

Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in an utterance. For example: *what Tia is doing?* The correct one is *What is Tia doing?*

## D. Description of Islamic Boarding School

### 1. History of Islamic boarding school

Islamic Boarding School or Pesantren comes from the word santri which can be interpreted as santri place. Santri words come from the word Cantrik (Sanskrit) which means a person who always follows a teacher, which is then developed by the Student Park College in a boarding system called Pawiyatan. The term santri also in there in Tamil, which means the teacher recites. Sometimes also considered as a combination of the word good human and like to help, so that the word Pesantren means a place of good human education.

The Pesantren was originally a center for embracing Islamic religious values and broadcasting. However, in its development, this institution further widened its arabarea, which not only accelerated vertical mobility (by embracing religious material), but also horizontal mobility (social awareness). The curriculum is not only based on religion (regional-based curriculum), but also a curriculum that touches the issue of such a society (society-based curriculum).

## 2. Profile of Al-Falah Abu Lam U

Al-Falah Islamic Boarding School Abu Lam U was founded in 1992. Naming the modern Islamic boarding school because the teaching system used no longer follows the old system in the form of recitation, but is more inclined to the system used in formal schools. In this Islamic boarding school, the subjects taught are not only Islamic sciences but are also taught all general lessons taught in public schools of the same level.

In Islamic boarding school, students are required to speak Arabic and English. If they violate by speaking regional languages or Indonesian, students will be sanctioned. Students are allowed to speak Indonesian with the teacher during teaching and learning hours and when parents visiting. Every morning the students get a language class which is vocabulary giving and every week there is a discussion activity, which aims to repeat the vocabulary that has been given.



## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

This chapter consists of research methodology, which include the research design, participants, data collection, and data analysis.

#### **A. Research Design**

In this research, the writer considers that descriptive qualitative research is the appropriate method to be used. According to Schriber (2011), “qualitative research tends to study things in their natural setting, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them”. It can be interpreted that qualitative research aims to find answers to a phenomenon or question through the application of scientific procedures in a systematic and in-depth manner.

In this case, the writer conducts two steps of procedure to get the data, namely documentation and interview. In the documentation, the writer identifies and describes the error made by the students in the procedure text. The writer identifies the errors and classifies them based on surface strategy taxonomy such as omission, addition, mis-formation and mis-ordering. In the interview, the writer provides five questions about the students' difficulties in writing the procedure text and then the writer will take the conclusions from the results of the interview.

## B. Participants

According to Nurrafasah (2019), the size of the sample always depends on the research type:

1. Descriptive research takes a minimum simple about 10 % of the population.
2. 30 subjects are the minimum size for correlation research.
3. Causal comparative research takes minimum 30 subjects for each group.
4. Experimental research takes 15 subjects for each group.

In this research, the writer uses descriptive research. The participants of this research are the third grades students of SMPS Islam Alfalah. The population of the third grades students of SMPS Islam Alfalah is 57 students which divide into three classes. Third grade-A is 19 students, third grade-B is 18 students, and third grade-C is 20 students. The sample of this study is third grade-C students which consist of 18 participants because 2 students were absent.

In this research, the writer used purposive sampling technique, as Creswell (2009) stated that purposive sampling involves identifying and selecting individuals or groups that are especially knowledgeable about or experienced with a phenomenon of interest. In which, the writer chose one class as the sample and the writer takes the students who have the lowest ability in writing English based on teachers' information.

### **C. Method of Data Collection**

In this research, the writer used documentation and interview as a method of data collection.

#### **1. Documentation**

The documentation that the writer mean is work sheet. In collecting the data, the writer collects the students' writing tasks about the procedure text and the tasks is taken from the English teacher.

#### **2. Interview**

According to Nazir (2005, p. 193), the interview is one of the data collection techniques that is done after face to face and question-answer directly between the researcher and the source data.

This research aims to get information from some students and the English teacher. The writer provides 5 (five) questions to the teacher about students' difficulties in writing procedure text and the writer also give the question to the students about their difficulties in writing procedure text. The writer uses Indonesian in asking the question to the students, to make it easier for students to answer the questions. The writer interview one of the English teachers and 6 (six) students of third grade-C class.

In order for an interview to be effective, there are several steps that must be passed (Yunus, 2010, p. 358). The steps in the interview in this study are:

1. The writer introduces herself and explains the purpose and interview material.

2. The writer provides 5 (five) questions to the subject based on the interview guide sheet that has been made.
3. The participants answer the questions given by the writer.
4. The writer records the interview process.
5. The writer concludes the result of the interview.

#### **D. Methods of Data Analysis**

##### **1. Documentation**

In conducting the research, the writer uses five procedures in identification of errors. James (2013) reported error in language learning and use: exploring error analysis. The writer uses the procedure as follows:

1. Error detection, the writer detects the error in the procedure text.
2. Locating the error, the writer analyzes the error based on context of procedure text.
3. Describing error, the writer describes the grammatical error.
4. Classifying error, the writer classifies the students' error based on surface strategy taxonomy, such as Omission, Addition, Mis-formation, and Mis-ordering.
5. Counting error, the writer counts the total number of errors made by the students and calculates the percentage of error by using the formula of descriptive analysis technique (percentage).

The formula as follow:

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

Note:

P: Percentage of error

F: The number of frequency error

N: Total frequency of error

## 2. Interview Analysis

The data were analyzed by coding. Saldana (2009) defined coding is a process of categorizing the data into a word or short phrase to summarize the essence of data. In addition, Cope (2010) clarified that there were three purposes of coding in qualitative research, such as data reduction, organization and the creation of finding aids, and analysis.

Data reduction means the writer tries to arrange the data into good range, choose the important point and made a summary to get the data more clearly. After reducing the data, coding would help the writer to create an organizational structure and finding aid. This process could help the writer to find specific data more easily. The final step of coding is analysis, it shows that coding begins with initial codes that come from the research question. This analysis is to answer the research problem become the objective of the research.

## CHAPTER 4

### RESULTS AND DISCUSSION

The results of this study were obtained from documentation and interview. The documentation method used to get the students' errors in writing procedure text and the interview method used to know the students' difficulties in writing procedure text.

This research was conducted in December 2019, focused on the third grade of SMPS Islam Alfalah which is located in Lamjampok, kecamatan Ingin Jaya, kabupaten Aceh Besar. This school has 27 teachers and 186 students.

#### A. The Result of Documentation

The main instrument of this research obtained from documentation. The writer asked the data of the students in procedure writing from an English teacher. In collecting data, the writer identified 18 texts from the students in third grade- C of SMPS Islam Alfalah.

Table 4.1  
*The Classification of The Students' Error*

No	Sample	Kind of Error				Errors
		OM	AD	MF	MO	
1	S1	-	2	-	2	4
2	S2	1	1	2	2	7
3	S3	2	1	2	-	5
4	S4	2	-	-	-	2
5	S5	1	-	1	-	2
6	S6	2	1	1	1	5
7	S7	1	-	2	-	3
8	S8	3	-	-	-	3
9	S9	-	1	4	1	6
10	S10	4	-	-	-	4
11	S11	-	-	1	-	1
12	S12	-	-	1	-	1
13	S13	1	1	2	-	4
14	S14	2	-	-	-	2
15	S15	-	-	1	-	1

16	S16	2		2	-	4
17	S17	-	-	1	-	1
18	S18	-	-	2	1	3
$\Sigma$ Errors		21	7	23	6	57

Note:

S: Student

OM: Omission errors

AD: Addition errors

MF: Misformation errors

MD: Misordering errors

## 1. Data Analysis

### a. The Data of Students' Omission Error

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. In this research, the writer found the number of students who made the errors in omission were 11 students which total of errors in omission were 21 errors. Most of the students did the errors in plural marker, article and to be. The students omitted them in the sentences. This error caused by interlanguage and intralingual transfer. The following data presented the samples of omission errors made by the students in writing procedure text.

#### Student 10:

*The fried rice ^ ready to eat.* This sentence is absolutely wrong. In this case, the student did not use to be *is* in the sentence. The correct sentence is *The fried rice is ready to eat.*

#### Student 7:

*Wash ^ lemon.* In this case, the student did not use the article such as *a*, *an*, and *the* to describe the noun of *lemon*, the student needs to add “the” to make it clear which thing the student means. The correct sentence is *Wash the lemon.*

**Student 3:**

*Enter avocado to blender.* In this case, the student made error in using preposition “to”. It should be “into”. The correct sentence is *Enter avocado into blender.*

**Student 3:**

*Wait 2 minute.* The student did not use ~s in the word minute in this sentence because the numeral “2” is plural. The correct sentence is *Wait 2 minutes.*

**b. The Data of Students’ Addition Error**

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the writer found the number of students who made the errors in addition were 6 students which total of errors in addition were 7 errors. In those texts, the students added unnecessary item in the form of sentences. Most of them did the errors in preposition and article. They were still confused to change the word and to put the article in the sentences. The following data presented the samples of addition errors made by the students in writing procedure text.



### Student 3

Mix the all of ingredients. Addition of *the* should be omitted because the word *the* and *all* is the article, so the word *the* can be omitted. The correct sentence is *Mix all of ingredients*.

### Student 2

To pour hot water. Addition of “to” should be omitted because this sentence is imperative that does not need “to” in the beginning of the word *pour*. The correct sentence is *Pour hot water*.

#### c. The Data of Students’ Mis-formation Errors

Mis-formation errors are characterized by the use of the wrong form of the morpheme or structure. In this research, the writer found the number of students who made the errors in mis-formation were 13 students which total of errors in mis-formation were 23 errors. The students did the errors because they did not master how to use verbs correctly based on the context of procedure text, especially in using imperative verbs. The following data presented the samples of mis-formation errors made by the students in writing procedure text.

### Student 16

*Come the fruit into blender*. The student did the error in word choice because the word *come* is not appropriate based on the context of the sentence and the context of procedure text. Therefore, to the procedure text the student has to change it in to *Put the fruit into the blender* to get the correct meaning.

**Student 16**

*Orange juice will ready to drink.* The word “will” should be replaced by “is” because the generic structure of procedure text is simple present tense. The correct sentence is *Orange juice is ready to drink.*

**Student 2**

*Scatter crunchy chocolate in on cream cappuccino.* The student did the error in using preposition. He put double preposition in the sentence. Based on context of the sentence, the appropriate word is *on*. The correct sentence is *Scatter crunchy chocolate on cream cappuccino.*

**Student 5**

*Finish to serve and eating,* addition of word *to* should be omitted, the verb *serve* usually in the gerund form when it is followed by the word *finish*. Consider replacing it with the -ing form. The correct sentence is *Finish serving and eating.*

**d. The Data of Students' Misordering Errors**

Misordering errors are characterized by the incorrect placement of morpheme or group of morphemes in utterance. In this research, the writer found the number of students who made the errors in mis-ordering were 5 students which total of errors in mis-ordering were 6 errors. The following data presented the samples of Mis-ordering errors made by the students in writing procedure text.

**Student 2**

*Cream vegetable.* The word "cream" should be placed after "vegetable". The utterance a sentence *cream vegetable* is incorrect sentence because there is mis-ordering of word. The correct sentence is *vegetable cream.*

### Student 18

*How to make Noodle sue* The Incorrect placement of the word *noodle* should be placed after “sue”. The utterance the sentence *noodle sue* is incorrect sentence because there is mis-ordering of word. The correct sentence is *Sue noodle*.

### Student 6

*Put the juice orange on the table.* In this sentence, the word *Juice* should be placed after *orange*. The utterance a sentence *juice orange* is incorrect because there is mis-ordering of word. The correct one is *orange juice*.

## 2. The Description of Students' Errors in Procedure Text

The writer has identified the errors and has calculated the number of errors. She drew up the result of calculation into table and converted them into percentage. The writer classified the errors based on surface strategy taxonomy which are omission, addition, mis-formation, and mis-ordering. This table below is recapitulation of students' writing errors.

Table 4.2  
*Error Types*

No	Error Type	Linguistic Description	Total students
1	Omission	Missing plural marker, article and to be	11 Students
2	Addition	Preposition and article	6 Students
3	Mis-formation	imperative verb, gerund, to be	13 Students
4	Mis-ordering	Word phrase	5 Students

Table 4.2 showed the specific errors that students did in writing procedure text. In omission, most the students missed to put plural marker, article and to be in the sentences. In addition, some of them added unnecessary item such as preposition and article. In mis-formation, most of the students did the errors in

word choice such as imperative verb, gerund and to be. In mis-ordering, several students did error in word phrase.

Table 4.3  
*Percentage of Error*

Kinds of error	Frequency of error	Percentage
Omission	21 errors	36,84 %
Addition	7 errors	12,28 %
Mis-formation	23 errors	40,35 %
Mis-ordering	6 errors	10,53 %
<b>Total</b>	<b>57 errors</b>	<b>100 %</b>

Based on the analysis, the total number of errors is 57 items. There were 21 items of omission, 7 items of addition, 23 items of Misformation, and 6 items of Misordering. The writer made the percentage of the result of the analysis, the result of this analysis showed that the highest percentage of errors is Misformation (40,35 %), the other types of errors were Omission (36,84 %) and Addition (12,28 %), and the lowest percentage of errors is Misordering (10,53 %).

## **B. The Result of Interview**

In this section, the participants mentioned the students' difficulties in writing procedure text through semi- structured interview. The interview section had been done by asking six students and one of English teacher who were labeled below:

S1: Student 1

S5: Student 5

S2: Student 2

S6: Student 6

S3: Student 3

T: Teacher

S4: Student 4

Related to the result of interview, most of the students' answer remarked that they got some difficulties in writing procedure text. Some students' and teacher's responses are shown below:

S1 said that:

*"I have difficulty in understanding the material and vocabulary became the main problem in writing, it inhibited me to create the sentences and explore the ideas".*

S4 said that:

*"I have difficulties because not focused When the teacher explained the lesson that make me misunderstanding the lesson, other difficulties caused by lack of vocabulary, it difficult for me to compose the words".*

S5 said that:

*"When writing I often have difficulty in composing the words because I lack of vocabulary and I do not understand the grammar used in procedure text e.g. imperative verb.*

T said that:

*"I deliver the example of the text for procedure text,when they analyze the text sometime they face the difficulties in vocabulary and for those who not really understand,ask again many time about the structure of procedure text, some what I mean for those who under average level of knowledge ,I have to explain the students many time to make them understand more and more about procedure text. so the main difficulties the students face about understanding or knowing the meaning of vocabulary"*

Based on the explanation above, it can be concluded that the students' difficulties in writing procedure text were misunderstanding the lesson and the lack of vocabulary.

### C. Discussion

The writer analyzed the students' errors in their writing of procedure text based on surface strategy taxonomy; there are omission, addition, mis-formation, and mis-ordering. The result of this analysis showed that the total number of errors that did by the students were 57 items. In omission, 11 students missed to put plural marker, article and to be, there were 21 errors of omission or 36,84 %. In the error of addition, 6 students added unnecessary items such as preposition and article. The total errors of addition were 7 items or 12,28 %. The highest error was mis-formation, 13 students did the errors in word choice such as imperative verb, gerund, and to be. The total of error in mis-formation were 23 items or 40,35 %. The lowest error was mis-ordering, in which 5 students did the errors in word phrase with the total of errors were 6 items or 10,53 %.

In order to investigate the second research question, which was about the difficulties faced by the third grade-C students in writing procedure text. The writer used the interview. The writer interviewed one of the English teachers and 6 (six) students of the third grade-C class. Based on the result of interview, it was identified that students' difficulties were misunderstanding the lesson and the lack of vocabularies.

From the data above, the writer concluded that the highest percentage of error made by the students is mis-formation. This is similar to the result of the research was conducted by Kurniasih (2017), "According to the result of the research, the researcher found that the most errors which students of ninth grade of SMP N 5 Tanjung Pinang made in writing procedure text is mis-formation. In

mis-formation, many students did the errors in word choice such as imperative verb, gerund, and to be. Another research to support this result was conducted by Meliyanti (2013), An Analyzing on students' Grammatical Errors in Descriptive Text Writing at the second grade of MTs Negeri Satu Atap Balaraja. The result of this research showed that the most error that the students made is word choice. The errors happened because of interlingual and intralingual transfer. The students still confused to choose the right word in a sentence caused by the lack of knowledge of English language and lack of vocabularies.



## CHAPTER 5

### CONCLUSIONS AND RECOMENDATIONS

#### A. Conclusions

Based on the result of data analysis in previous chapter, the writer concluded that there were types of errors made by students in procedure text based on surface strategy taxonomy. There are in the form of omission, addition, misformation and Misordering. She found that there were 36,84 % students who made errors in omission, 12,28 % students made errors in addition, 40,35 % students made the errors in mis-formation, and 10,53 % students made the error in mis-ordering. In addition, the difficulties faced by the students in writing procedure text were misunderstanding the lesson of procedure text and the lack of vocabularies.

#### B. Recommendations

##### 1. For the English teacher

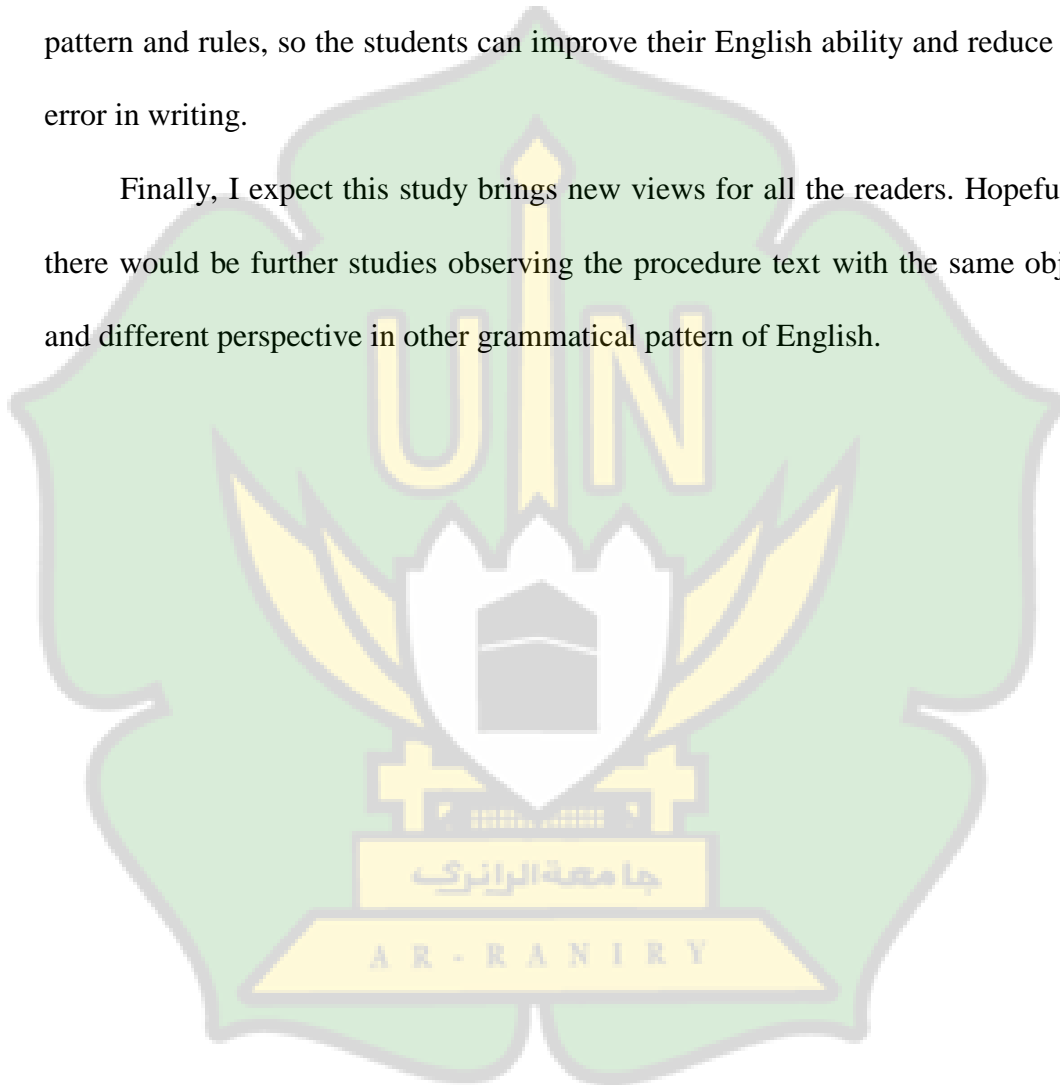
By knowing, the students' grammatical errors can give benefit as feed back in teaching learning process, because through the errors they could know the students progress in learning English. In addition, it can be used to evaluate and as considerate to choose the suitable technique to teaching grammar. It is better if the teachers use more English in learning and teaching process so the students will be more familiar with English and their vocabularies will be increased.



## 2. For the students

The students should pay more attention in learning and teaching process. The students should increase their vocabularies and remember the grammatical pattern and rules, so the students can improve their English ability and reduce the error in writing.

Finally, I expect this study brings new views for all the readers. Hopefully, there would be further studies observing the procedure text with the same object and different perspective in other grammatical pattern of English.



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### Example of Procedure Text

[illegible]

## Appendix

### The Data of Students' Errors in Procedure Text

		The students' errors	Types of error	Correction
Student 1	1	Milo warm	Misordering	Warm Milo
	2	Water warm	Misordering	Warm water
	3	Add 1 <u>spoons</u> sugar	Addition	Add 1 spoon sugar
	4	Watter	Addition	Water
Student 2	1	<u>To</u> pour hot water	Addition	Pour hot water
	2	Cream vegetable	Misordering	Vegetable cream
	3	Scatter crunchy chocolate <u>in</u> on cream cappuccino	Misformation	Scatter crunchy chocolate <u>on</u> cream cappuccino
	4	No perlu diaduk lagi	Misformation	Do not need to pour
	5	Add es 75 g	Misformation	Add ice 75 g
	6	Top coffee cappuccino serve	Omission	Top coffee cappuccino is served
Student 3	1	Enter avocado <u>to</u> blender	Omission	Enter avocado <u>into</u> blender
	2	<u>Enter</u> avocado to blender	Misformation	<u>put</u> avocado to blender
	3	Wait 2 minute	Omission	Wait 2 minutes
	4	The avocado juice will ready to drink	Misformation	The avocado juice is ready to drink
	5	Mix the all of the ingredients <u>in</u> blender	Addition	Mix all of the ingredients in blender
Student 4	1	Add 1 ½ spoon of sugar	Omission	Add 1 ½ spoons of sugar
	2	Put 3 spoon of chocolate milk	Omission	Put 3 spoons of chocolate milk
Student 5	1	How to make noodles	Omission	How to make the noodles
Student 6	1	Mix that all inside the blender	Addition	Mix all of inside the blender
	2	Orange juice <u>will</u>	Misformation	Orange juice is ready

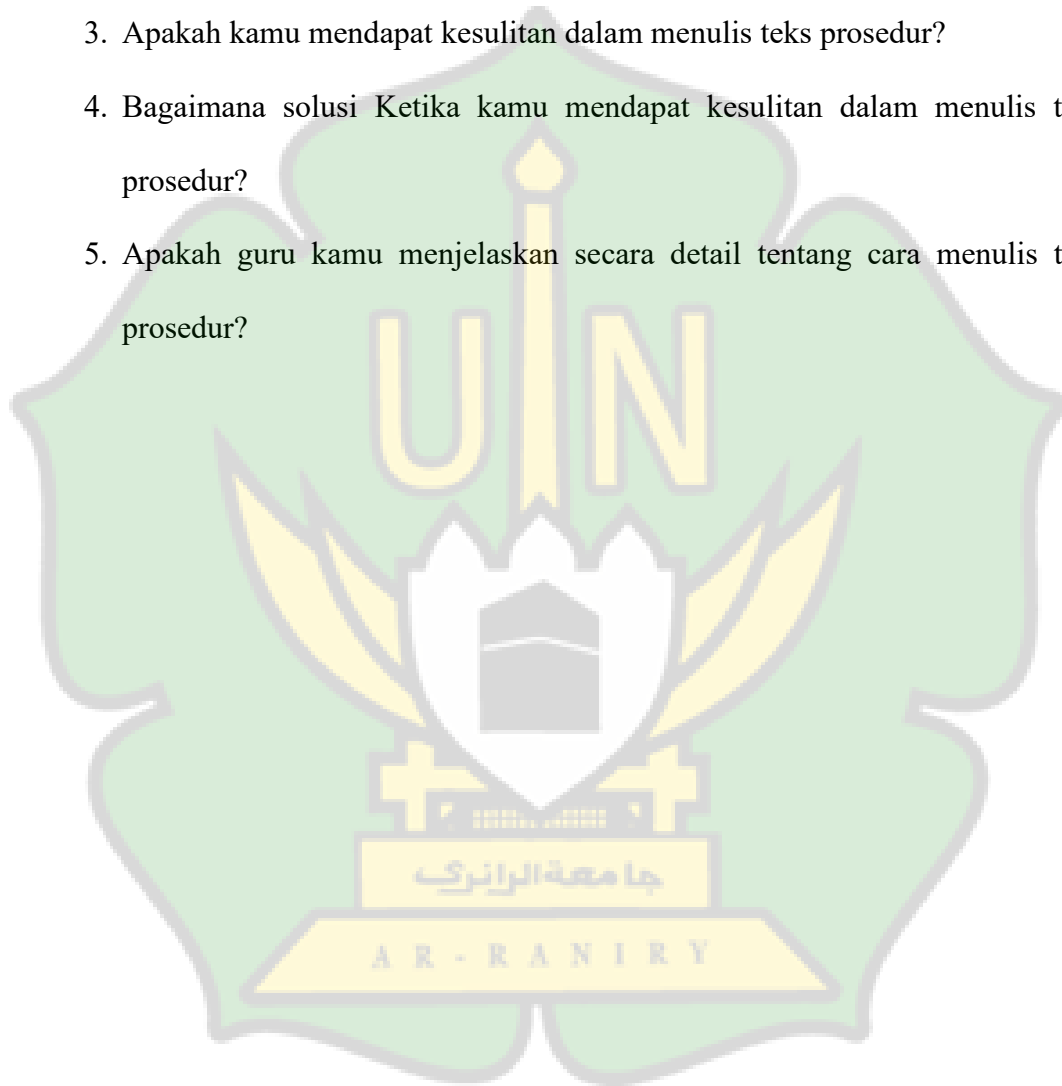
		ready to drink		to drink
	3	Put the <u>juice orange</u> on the table	Misordering	Put the <u>orange juice</u> on the table
	4	Spon	Omission	Spoon
	5	5 orange fruit	Omission	5 orange fruits
Student 7	1	Wash lemon	Omission	Wash the lemon
	2	Put sugar <u>in</u> the glass	Omission	Put sugar <u>into</u> the glass
	3	Put ½ hot water, and tea	Misformation	Put ½ hot water and tea.
Student 8	1	The hot coffee milk ready to drink	Omission	The hot coffee milk is ready to drink
	2	Whisk well until <u>it mix</u> all with the spoon	Omission	Whisk well until <u>it mixes</u> all with the spoon
	3	1 sachet of coffe	Omission	1 sachet of coffee
Student 9	1	How to make a sausage egg	Misordering	How to make a egg sausage
	2	Warming the oil	Addition	Warm the oil
	3	If the oil have boil	Misformation	If the oil has boil
	4	Twist the <u>sosis whit</u> egg	Misformation	Twist the <u>sausage with</u> egg
	5	How to make a <u>sosegg</u>	Misformation	How to make a <u>sausage</u>
	6	Put the sauce, mayonnaise and ketchup	Misformation	Put the sauce, mayonnaise, and ketchup
Student 10	1	Put oil <u>to</u> the pan	Omission	Put oil into the pan
	2	The fried rice ready to eat	Omission	The fried rice <u>is</u> ready to eat
	3	Put rice in the plate	Omission	Put the rice in the plate
	4	Piece the chili, onion, tomato	omission	Piece the chili, onion, and tomato.
Student 11	1	Crack an egg	Misformation	Crack the egg

Student 12	1	<u>Stril</u> until dissolve	Misformation	Stir until dissolve
Student 13	1	<u>Enter</u> the onion, garlic, and chili into a frying pan	Misformation	<u>Put</u> the onion, garlic, and chili into a frying pan
	2	Enter the onion, garlic, and chili into a <u>frying pan has hot</u>	Addition	Enter the onion, garlic, and chili into a <u>hot frying pan</u>
	3	4 onion	Omission	4 onions
	4	Put in the plate be <u>beautiful</u> and tidy	Misformation	Put in the plate be <u>beauty</u> and tidy
Student 14	1	Wash the fruit	Omission	Wash the fruits
	2	Put fruit in the glass	Omission	Put <u>the</u> fruit in the glass
Student 15	1	Fried an egg on the frying pan	Misformation	Fry an egg on the frying pan
Student 16	1	<u>come</u> the fruit to blender	Misformation	<u>Put</u> the fruit to blender
	2	<u>Enter</u> sugar to the blender	Misformation	<u>Add</u> sugar to the blender
	3	Apple juice ready to drink	Omission	Apple juice is ready to drink
	4	Enter sugar to the blender	Omission	Enter <u>the</u> sugar to the blender
Student 17	1	Empty the contents of one sachet into a cup	Misformation	Pour the contents of one sachet into a cup
Student 18	1	How to make <u>noodle sue</u>	Misordering	How to make <u>sue noodle</u>
	2	Hot oil 5 ml on frying pan	Misformation	<u>Warm</u> oil 5 ml on frying pan
	3	Hot oil 5 ml <u>on</u> frying pan	Misformation	Hot oil 5 ml <u>in</u> frying pan

## **Appendix**

### **Students' Interview Transcript**

1. Apakah yang dimaksud dengan prosedur teks?
2. Apakah kamu tertarik mempelajari prosedur teks?
3. Apakah kamu mendapat kesulitan dalam menulis teks prosedur?
4. Bagaimana solusi Ketika kamu mendapat kesulitan dalam menulis teks prosedur?
5. Apakah guru kamu menjelaskan secara detail tentang cara menulis teks prosedur?





## **Appendix**

### **Teacher's Interview Transcript**

1. How did you teach the procedure text?
2. What are the strategies that you use in teaching writing of procedure text
3. Did you get difficulties in teaching writing of procedure text?
4. What are the difficulties faced by students in teaching writing of procedure text?
5. What are the solutions, if the students got difficulties in writing the procedure text?

