



**ERRORS ANALYSIS IN STUDENTS' WRITING OF PROCEDURE TEXT
IN EIGHTH GRADE STUDENTS OF MADRASAH TSANAWIYAH
LABORATORIUM UIN SU MEDAN**

SKRIPSI

*Submitted to the Tarbiyah Faculty UIN SU Medan as a Partial Fulfilment of the
Requirement for S-1 Program*

BY

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
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ABSTRACT

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Keywords: *error, procedure writing text, eighth grade student.*

This study aims at analyzing the errors usage on students' writing of procedure text. It was conducted by using qualitative descriptive. The subject of this research was eighth (VIII) grade students of Madrasah Tsanawiyah Laboratorium UIN SU Medan. The number of subjects was taken from two classes. It is VIII-1 and VIII-2 which consist of 60 students. This instrument for collecting data was writing procedure text. The result of the study showed that there are so many errors found on students' procedure writing. The analysis showed that the most common type of errors made by the students is omission (45,2%), from the data analysis that the main causes of errors in intralingual Transfer (59,6%).

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CHAPTER I

INTRODUCTION

A. Background of the Study

As the international language English is one of media interaction and communication among people from different parts of the world. It is very important to be learned in order to improve social relation and knowledge. When the students learn English, they focus on mastering four language skills, namely listening, speaking, reading, and writing.

Reading and writing are useful to written expression, while speaking and listening are useful to oral expression. Writing is one of the best ways to improve the students ability to master English as a communication tool. There are some reasons that writing is absolutely important. First, writing is one of the communication ways to communicate with other people in the world. Second, writing ability is required in almost in parts of jobs. At last, writing can be assumed, as one of the characteristics of an educated people.¹

The students are expected to be able to write correctly for this purpose, particularly for junior high school students. Furthermore, the importance of writing skill in determining the students academic achievement has been stated by the government in the statement of passing competence standard of writing skill for the junior high school students. It is stated in competence standard that the junior high school students are required to express the meaning of written simple interpersonal and transactional text, formally or informally, in form of recount,

¹ James C. Raymond, *Writing*, (New York: Harper and Row Publisher, 1980), P.2

narrative, procedure, and report and daily life context. Thus, it means that writing English skill is very essential for the junior high school students to be mastered.²

Writing is one of the forms of communication; people can express their idea, opinion, experience and information through writing. Brown states that the ability to write has become an indispensable skill in this global literate community. It takes part in many parts in our lives such as social, academic and professional fields.³

Allah the Almighty said in Al-Qur'an verse Al-Qalam: 1



Meaning:

*Nun, for pen and what they write.*⁴

Writing is a process of creating meaning. It's not as simple as we imagine because we are always more able to speak than to write. When we write we have purpose why we write it, the purpose of the writer is also needed and put so that the writing will be clear. Whenever write, we need some clear purpose to guide both of you and your reader.

Writing is one of skill in teaching language are often be a problem for students in the process of learning English. Therefore, it is very interesting to be

² John Langan , *Exploring Writing (Paragraphs and Essay)*, (New York : McGraw Hill, 2008), p.25

³ Hyland, K.. *Teaching and Researching Writing: Applied Linguistics in Action Series* (Pearson Education 2002) p. 62

⁴ Muhammad Taqi-ud-Din Al-Hilali, *The Noble Qu'an In The English Language*, (Islamic University Al- Madinah Al- Munawwarah) p.774

studied the ability on writing is influenced by the mastery of vocabulary, grammar and the ability of students in stringing words into a text that is acceptable.⁵

In this study, research uses the procedure text as the writing genre. Procedure text has the purpose to tell someone what to do or how to do something. Researcher is interested to choose procedure text because the students in junior high school are know about it, but the problem is they didn't know to write scientific text by using procedure patterns.⁶

Writing a procedure text is also a process. In order to process a good writing there is a series of process that should be followed. Therefore, in a process, there must be some errors completed by the students. These errors may be in the form of composition skill and gramatical skill. Procedure text is an established or official way of doing something. It can be said that procedure text explains how people perform different process in a sequence of steps. It can be said that procedure give step by step to perform an activity.⁷

Errors are normal, in the process of learning. As a human,a learner must have been errors in the process of learning to find out how they can improve their writing skills. In English, there is a Proverb: Practice Makes Perfect; the more a learner practices his writing, the more understanding he gets, learners' process of learning involve the making of errors and mistakes. For instance, they are more likely found to make a sentence.⁸ when the researcher' made observation of eight

⁵ Ratu Dea Mada & Eva faachriyah, *Powder Method To Increase Writing Skill of Procedure Text for Stedent Grade 2 In Technical Information* , International Journal of English and Education, Vol.6, July 2017

⁶ John Langan, *Op.cit*, p.28

⁷ Ben Heasley dkk. *Study Writing*. (Cambridge University : 2006)p.52

⁸ David Crystal. *A dictionary of Linguistics*.(Colorado: Westview Press :2008) p.173

grade students at MTs Laboratorium UIN SU Medan, on October 2018 in the program practice learning teaching ,the researcher found some errors in the students' writing such as :

-firsly, throw the oil into the frying pan.

The word “firsly in the text is included to errors, we can see from the sentence that he made an error in the use of “firsly” which should be replaced by “firstly”, but most of the students write it with firsly, it means that the student omitted one letter from the word.

-special fried rice reedy to served.

The word “reedy in the text is included to omission errors, we can see from the sentence that the student made an error in the use of ‘reedy’ which should be replaced by “ready”, but the students write it reedy, it's means that the student write a wrong item the word. Those errors can be caused by the students' negligent using good structure or they may write the sentences carelessly because they are in a rush. This should be one of our interest, because teachers can not let it is happened gain in the future. We have to know that by making errors in their practice of learning, they will later find out what errors they have made and are expected to improve the errors itself.

Conduct research about Error Analysis (EA) itself is actually quite popular in the educational field, particularly in countries where English is as the second language. In other words, as Corder defined, EA is a procedure used by both researcher and teachers which involves collecting samples of learner language,

identifying the errors in the sample, describing these errors, classifying them according to their nature and causes and evaluating their seriousness.

As stated by Crystal, errors are assumed to reflect, in a systemic way, the level of competence achieved by a learner; they are contrasted with “mistakes” which are performance limitations that a learner would be able to correct”.⁹

The basic tasks of error analysis is to describe how learning occurs by examining the learner’s output and this includes his/her correct and incorrect utterances. Corder indicates that errors are significant in three different ways. First to the teachers, in that they tell them how far toward the goal the learners have advanced and consequently, what remains for them to learn. Second, they provide to the researchers evidence of how language is learnt or acquired, what strategies or procedures the learners are employing in their discovery of the language. Third, they are indispensable to the learners themselves, because we can regard the making of errors as a device the learners use in order to learn.¹⁰

Valero et.al argue that errors must be corrected more carefully in written language because if they are left uncorrected that become fossilized.¹¹

The fact which has come down before and this observation lead the research to the further research of errors in students’ writing of procedure text, so that from the errors analyzed, teachers can find ways to improve it in the future. The

⁹ *Ibid*, p.174.

¹⁰ Martha Heasley, *Writing Form Process Purpose*, (San Francisco: Chandler Publishing Company, 1962), p.261

¹¹ Valero, *Teacher Attitudes Toward Correcting Students Error and Mistakes*: in Journal of the Muria University, p.21

research assumes this research useful in showing what kind of errors appear in students' writing and the factors of errors in students' writing of procedure text.

There are several studies related to errors which are useful as their existences as data for supporting the research's study. This is related not to have same form but those can give contribution in explaining about errors which are often occurred in students' writing. Those former study can give more information and knowledge about the errors in writing procedure text through their findings.

The advantages of error analysis for the students are to show the students in what aspect is difficult for them to understand, to show the types of errors are made by students, to know the source or the causes of error so that the students can learn from their mistakes in order they will not make errors repeatedly.¹²

So based on the explanation above, the researcher is interested to carrying out a research entitled *Errors In Students' Writing of Procedure Text In Eighth Grade Students of MTs Laboratorium UIN SU Medan*.

B. The Formulation of The Study

1. What types of errors are made by eighth grade students of MTs Laboratorium UIN SU in writing procedure text?
2. Why do the students make those errors (omission, addition wrong selection, and ordering) in their writing procedure text?

¹² *Ibid*, p.263.

C. The Objective of The Study

1. To find out the types of errors in writing of procedure text made by the eight grade students of MTs Laboratorium UIN SU.
2. To discover the reason, why the students make those errors (omission, addition, wrong selection, and ordering) in writing procedure text made by the eighth grade students of MTs Laboratorium UIN SU.

D. The Significances of The Study

1. Theoretical significant
 - The result of this study can be a reference for those who are interested in error analysis of text.
2. Practical significances
 - The students; hopefully this study can help them in realizing errors in writing procedure text and increase their awareness about errors in their text to avoid other errors in the future.
 - The teacher; this study is aim to help teachers to find advantages information based on the contents and finding of this study, which is related to the errors in writing procedure text mostly made by the students and the solution for the problem.
 - To the reseacrher; this study is intended to be one of their resources to find out and analyze the errors in another text, and give additional information for the next related study.
 - The future researchers who are also interested in analyzing the errors made by the students.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

To conduct a research, the researcher needs theories to explain concepts or terms in the research concerned. In this research, there are some terms that need theoretical explanation. This framework is needed in order to handle the theoretical elaboration on terms used and give clearer understanding about all terms related to the study. Those theoretical elaboration was presented as follow.

1. Errors and Mistakes

Errors are assumed to reflect, in a systematic way, the level of competence achieved by a learner while an “error” is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner (Crystal).¹³

Dulay & Krashen state that errors are the flawed side of learner speech or writing, further they explain that errors are those parts of conversation or composition that deviate from some selected norm of mature language performance. It's that if a learner make some errors on their writing or speech, it is a deviation from their selected norm of mature language performance. Basically they do not want to procedure a deviate writing or speech, but errors occur as flaws happened from learner's English language acquisition.¹⁴

¹³ David Crystal, *op.cit*, p.175.

¹⁴ H. Dulay. *Language Two*.(Oxford University Press: 2005),p.43

Al-Sa'idat examine written errors made by Jordania students in both Arabic and English. According to them, learner made different types of errors including lack of cohesion, and coherence, and tense errors.¹⁵

Gass & Selinker state an error is systematic. It is likely to occur repeatedly and is not recognized by the learner as an error.¹⁶

Error is a noticeable deviation from the adult grammar of native speaker. It is reflects an incompetence of the learner's language use, Brown.¹⁷

According to Corder unfortunately the level of description of errors still most often used by teachers is superficial. Errors are still classified on a superficial basis as errors of omission where some element is omitted which should be present; errors of addition where some element is present which should not be there; errors of wrong selection where the wrong item has been chosen in place of the right one; and errors of ordering where the elements presented are correct but wrongly sequenced.¹⁸

This superficial classification of errors is only a starting point for systematic analysis. It is only the evidence or data for an analysis. It is usual for teachers to go a bit further in their classification. They will usually state at what linguistic level the error has been committed. For example, the omission, addition, wrong selection, or ordering may be at a graphological level. These are errors of spelling; or it may be at a grammatical or lexico semantic level.

¹⁵ M. Emad, Al-Sa'idat. *Aquisition of the Inflectional Morphology of English as A Foreign Language: An Error Analysis Approach*. The Buckingham Journal of Language and Linguistic, V (5) pp 19-37

¹⁶ S.M. Gass & Selinker. *Second Language Acquisition: An Introductory Course*.(New Jersey: Lawrence Erlbaum-Hill Companies:2008) p 102

¹⁷ H. Douglas Brown. *Teaching by An Interactive Approach to Language Pedadogy*. (California: Pearson Education :2000) p 217

¹⁸ S.P. Corder. *Error Analysis and Interlanguage*. Great Britain: oxford University Press Walton Street:1988) p.204

From many explanations served above, it can be concluded that error is systematic. It is called an error when it is not recognized and can not be self-corrected by the speaker or the writer. They do not even know that it is not an error. Error can be caused by the lack of someone's language acquisition or the lack of prior knowledge related to the utterance/writing.

According to Hendriwanto and Sugeng, a "mistake" refers to a performance error in that it is a failure to utilize a known system correctly. While an "error" is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. While native speakers are normally capable of recognizing and correcting such "lapses" or mistakes, the different case occurs in the second language user, specifically second language learners. Not only does he not always recognize his mistakes, but when his attention is drawn to them he often cannot correct them; he may even commit another error in trying to do so.¹⁹

Errors occur when learners could not respond correctly to a particular stimulus in the second language. Since an error may serve as a negative stimulus which reinforces "bad habit", it should not be allowed to occur.²⁰

From the explanation about mistake, it can be concluded that mistake is different with error. Mistake refers to the error performance that is unsystematic. Mistakes can be caused of less concentration, the slips tomgue, ear, pen can be happened. Mistakes can be self corrected by the learner themselves, on the other side errors can not be self corrected by the learners.

¹⁹ Hendriwanto and Sugeng. *An analysis of the The Grammatical Acquisition Errors in The Procedure Writing of The grade Students, A journal Article.* (Yogyakarta: State University of Yogyakarta :2013) p. 135

²⁰ S.P. Corder, *Ibid*, p.205.

If the mistake appears once in students' writing, it is called unsystematic so it must be a mistake. But if the mistake appears more than three times, it is systematic and it is called by an error.

2. Types of Errors

Dulay et al. explain that there are some descriptive classification of errors, they can be described as follows:

1. Linguistic category. It classifies errors according to either or both the language component or the particular linguistic constituent the error affects`
2. Surface strategy. It highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.
3. Comparative analysis. It is based on comparisons between the structure of error and certain other types of constructions.
4. Communicative effect. It deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause misscommunication and those that do not.²¹

Corder states that unfortunately the level of description of errors still most often used by teachers is superficial. Errors are still classified on a superficial basis as errors of omission where some element is omitted which should be present; errors of addition where some element is present which should not be there;; errors of selection where the wrong item has been chosen in place of the

²¹ H. Dulay, *Op.cit*, p.44.

right one; and errors of ordering where the elements presented are correct but wrongly sequenced.²²

The superficial classification of errors is only a starting point for systematic analysis. It is only the evidence or data an analysis. It is usual for teachers to go a bit further in their classification. They will usually state at what linguistic level the error has been committed. For example, the omission, addition, wrong selection, and ordering may be at a graphological level.²³

Corder states that the types of error are divided into four categories: omission, addition, wrong selection, and ordering that will be explained as follows.

1. Omission

These types of error are characterized by the absence of an item that must appear in a well-formed utterance.

For example:

Mater → matter

Dificult → difficult

Vilage → village

2. Errors of addition where some element is present which should not

For example:

Syroup → syrup

Sliceses → slices

Syirup → syrup

²² S.P Corder, p.46

²³ Tricia Hedge, *Writing*, (Oxford: Oxford University Press, 1990) p.5

3. Errors of wrong selection where the wrong item has been chosen in place of the right one.

For example:

Buttom → bottom

Sol soup → sour soup

Vinally → finally

4. Errors of ordering where the elements presented are correct but wrongly sequenced.

For example:

Cahce → chance

Silece → slice

So the study will focus on superficial classification strategy taxonomy of the descriptive writing and the errors will be identified based on the frequency.²⁴

3. The Causes of Errors

Erdogan defined some causes of errors served as follows:

a) Interlingual Transfer

Interlingual errors are those that can attributed to the native language (i.e, they involve cross-linguistic comparisson). At phonological, the learners tend to place a vowel between them as in the example of “*sitation*” insted of “*station*” . Erdogan said that is caused by interlingual transfer if it is affected by the learners’ first language. It may occur at different levels such transfer of phonological, grammatical and lexical semantic element of the native language into the target language.

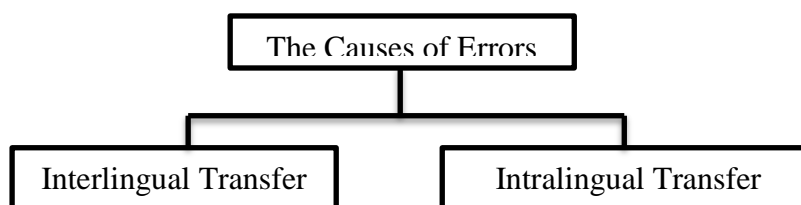
²⁴ S.P Corder, *Op.cit*, p.49.

b) Intralingual Transfer

According to Erdogan , if errors caused by the influence of one target language item upon another, then it is called by intralingual transfer. Richards also states that intralingual errors are those that are due the language being learned, independent of the native language. In short, intralingual errors occur as a result of from their limited experience with it. More explanation about intralingual transfer refers to items produced by the learner which reflect not the structure of the mother tongue, but generalization based on partial exposure to the target language.²⁵

In an analysis of English errors produced by speaker of a multitude of unrelated language representing several language families, Richard noted subcategories of errors types which seem to be common to speaker of diverse language as they develop hyphoteses of the structure of English. Like first language learners, the second language learner tries to drive the rules behind the data to which he has been exposed, and my develop hyphoteses that correspond neither to the mother tounge nor target language. So, the causes of errors of will be identified based on the diagram served as follows:²⁶

Picture 2.1 Diagram Causes of Errors



²⁵ Erdogan, *Contibution of Error Analysis To Foreing Language Teaching*: Mersin University Journal of the Faculty of Education

²⁶ S.P Corder, *Op.cit*, p.47

4. The Procedure of Errors

There are some steps of the error procedure

- a. Collection of the data. Although this is typically done with written data, oral data can also serve as a base.
- b. Identification of errors, what is errors (e.g, incorrect, sequences of tenses, wrong word, wrong verb of form, dangling prepositions).
- c. Classification into error types, it is error of omission, addition, wrong selection, ordering?
- d. Statement of relative frequency of error types. Identification of the areas of difficulty in the target language.
- e. Therapy (remedial drills, lesson, etc).²⁷

5. The Advantages of Error Analysis

According to Valero et.al there are some advantages of error analysis as follows,

- a. Reveals any general deficiencies and weaknesses that the students have.
- b. Highlights words, utterances and structures that prove to be difficult at particular stages of development.
- c. Highlights gaps in students' knowledge.
- d. Helps the teacher to identify areas where his teaching has not been effective.
- e. May lead towards a correction of teaching method.

²⁷ Mark Aderson and Cathy Aderson, *Text types in English 3* (South Yarra: Mc Millan Education Ltd, 2003), p.28

- f. Accumulate a wealth of data for the teachers' training and his teaching materials in the future.²⁸

Harmer mentioned the study errors has same advantages:

- a. To identify strategies which learners use in language teaching
- b. To identify the causes of learners' error
- c. To obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials.²⁹

Harmer states that the advantages of errors analysis are:

- a. Teachers will get an overall knowledge about the students' error.
- b. Errors can tell the teachers how far toward the goal the learner has progressed and consequently, what remains for him or her to learn`
- c. Errors are indispensable to the learner themselves, for we can regard making mistakes as a device the learner employs in order to learn.
- d. The teacher should learn to tolerate some errors, especially some local errors.

It can concluded that the advantages of error analysis are to show the students in what aspect is difficult for them in learning foreign language, to know the sources of error and how they can learn from their mistakes and teachers will get on overall knowledge about the students' error also they can evaluate themselves whether they are successful or not in teaching foreign language.

6. Writing

There are four skills needed in order to complete our English acquisition. When we learn English as foreign language, we automatically also learn to listen

²⁸ Valero, *Op.cit*, p.42.

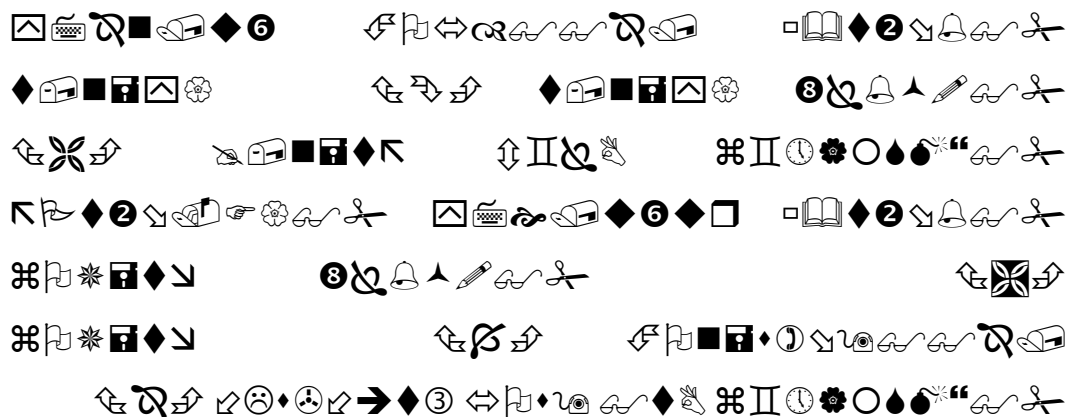
²⁹ J. Harmer ,*How to Teach Writing*, Combrige, UK: Longman,p.33

first, then to speak, to read, and finally to write. These are called the four “language skills”. They are:

- a) Skill 1 : listening
- b) Skill 2 : speaking
- c) Skill 3 : reading
- d) Skill 4 : writing

Writing skills are related to speaking and reading. The traditional belief, strongly supported by the structuralist and behaviourist schools, contented that oral language is the genuine manifestation of language and that writing is merely rendering of the spoken language”. We must realize that when we are writing we automatically express what is a productive combination of what we have spoken. Basically, the four skills in language is interrelated and have connection one another.³⁰

Allah the Almighty said in Al-Qur’an verse Al-Alaq 1-5



The meaning : (1) Read! in the Name of your Lord, Who created. (2) Created man, out of a (mere) clot of coagulated blood. (3) Read! And your Lord is the

³⁰ Donald Pharr and Santi V. Busemi, *Writing Today Brief edition*, (New York: 2005),p.29

Most Generous. (4) Who has taught (the writing) by the pen (the first person to write was Prophet . (5) Has taught man that which he knew not.³¹

Coulumays said that there are at least six meaning of “ writing” can be distinguished: (1) a system of recording language by means of visible or tactile marks; (2) the activity of putting such as a system to use; (3) the result of such as activity, a text; (4) the particular form of such a result, a script style such as block letter writing; (5) artistic composition; (6) a professional occupation.³²

Writing is considered as the most difficult skill, Hyland states that writing does not stand alone as the discrete act of a writer, but it emerges as a confluence of many steps of activities such as reading, speaking, observing, acting, thinking, and feeling and also transcribing words on paper. Besides, there are a lot of components which should be mastered well by students to create such a good writing .³³

Llach and Pilar state that, learning to write for the process approach involves going through the stages of the composing process planning and outlining the writing, generating ideas, writing several drafts, re-reading the text, revising, restructuring, editing and being able to call on any of these cognitive subprocesses whenever they are acquired.³⁴

The components of writing are (1) purpose, the reason of writing, (2) content which is wanted to express (relevancy, clarity, originality, and logic), (3) the understanding of readers, (4) writing process (idea attaining, budget writing,

³¹ Ali Yusuf, *The Holy Qur'an Text Translation and Commentary*, (Jakarta: Dar Al-Arabia, 1968), p.1585

³² Coulumays, *An Introduction to their Linguistic Analysis*, (Cambridge: University Press:2005),p.44

³³ Hyland,,p.25

³⁴ Llach and Pilar, *Lexical Errors and Accuracy in foreign language writing*. (Bristol: 2011),p.24

etc), (5) grammar (the using of verb, pronoun article, etc), (6) syntax (the using of sentence structure, style choice, etc), (7) diction, (8) writing technique, and (9) idea organization.³⁵

A realistic attitude about writing must build on the idea that writing is a skill, just like driving, typing cooking, etc. The importance of writing coming to be more and more recognized. Harmer said that writing process is quite complex. Ron white and Valerie Arndt are keen to stress that ‘writing’ is re-writing; that re-vision –seeing with new eyes – has a central role to play in the act of creating text’ (white and Arndt, 1991 in Harmer). In their model, process writing is an interrelated set of recursive stages which include:

- Drafting
- Structuring (ordering information, experimenting with arrangements, etc)
- Reviewing (checking context, connections, assessing impact, editing)
- Focusing (that is making sure you are getting the message across you want to get across)
- Generating ideas and evaluation (assessing the draft and/or subsequent drafts).³⁶

In teaching English to the Junior High School students, their writing skills in considered as one way for us to know deep their English acquisition is, because writing is production skill of them can express their feeling and ideas about something, as Linse in Indriawan states that writing is a combination of process and product. When students try to make a writing, they process their ideas into

³⁵ *Ibid*, p.25.

³⁶ Harmer, *Op.cit*, p.65

written text as the product based on their prior knowledge that the teacher has taught to them.

Based on the explanations and citations above, writing is one of the ways for human to express and share their ideas, thoughts, and experiences with others in the form of written language. It is very important to be mastered as it takes part in many parts in our lives such as social, academic, and professional fields. In this study, students can be directed to express their idea through procedure text.

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment. Writing allows us to communicate at a distance, either at a distant place or at distant time. There are a lot of definitions stated by experts; According to , “Writing is a creative act, the act of writing is creative because it’s requires to interpret or make sense of something: a text and event”. Raymond states one of them, he defined that writing is more than a medium of communication. It’s means that writing is not just the way to communicate to each other but also as means of ideas and emotional expression.³⁷

According to Finnochiaro, there are two types of writing:

a. Factual or practical writing

This type of writing deals with facts. The writer can find it in the writing of letter and summaries.

b. Imaginary Creative Writing

³⁷ John Langan, *Op.cit*, p.27

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction, adventure, etc.

The type of writing above which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple poem. When teacher will make sure that the students will get enough words to do it and also for intermediate and advance students.³⁸

7. Genre – Based Writing

According to Knapp genre is a place occasion, function, behavior, and interaction structures. A genre is defined as a staged, goal-oriented social process. This involves the interaction of participants using language in a conventional, step-wise structure.

The genre based writing is matter of an approach to how writing is viewed and seen. It can be said that seeing writing through genre approach will produce a typical writing work.

Genre are abstract, socially recognised ways of using language. When writing we follow certain conventions for organising messages because we want our reader to recognise our special purpose.³⁹

³⁸ Marry Finnochiaro, *English as a Second Language: from theory to Practice*, (NY: Regents Publishing Company, Inc, 1974), p. 86

³⁹ Knapp & Megan Watkins, *Genre, Text, Grammar*, (Australia: University of New South Wales Press, 2014), p. 45

8. Types of Text

In English there are thirteen types or genre of texts. Each text has it's own function and generic structure. Here is the table that describes the functions an generic structures of each text (Pardiyono).

Table 2.1 Genre of Texts

No	Name	Function	Generic Structure
1	Descriptive	To give description about an object(human or non human).	<ol style="list-style-type: none"> 1. Identification 2. Description
2	Recount	To inform or retell the events or experiences that happened in the past.	<ol style="list-style-type: none"> 1. Orientation 2. Event 3. Reorientation
3	Narrative	Telling stories or past events to amuse or entertain the readers.	<ol style="list-style-type: none"> 1. Orientation 2. Complication 3. Resolution 4. Reorientation
4	Procedure	To tell the steps of doing something.	<ol style="list-style-type: none"> 1. Topic 2. Description of the text
5	Explanation	Explaining how something works or why some phenomenon happens.	<ol style="list-style-type: none"> 1. Topic +General statement 2. Sequence
6	Discussion	To present opinion or arquments about an issue or phenomena.	<ol style="list-style-type: none"> 1. General statement 2. Arquments for 3. Arguments againts

			4. Recommendation
7	Analytical Exposition	To argue that something is the case to concern.	<ol style="list-style-type: none"> 1. Thesis 2. Arguments
8	Hortatory	To argue that something should be or thought to be.	<ol style="list-style-type: none"> 1. Thesis 2. Arguments 3. Recommendation
9	News Item	To inform readers, listeners or viewers about events of the day that are considered newsworthy or important	<ol style="list-style-type: none"> 1. Headline/Title 2. Summary of events 3. Background 4. Source
10	Report	To give information about natural or non-natural or things in the world.	<ol style="list-style-type: none"> 1. Title 2. General statement 3. Description
11	Anecdote	To share funny stories ridiculous event by retelling then to the readers.	<ol style="list-style-type: none"> 1. Title 2. Abstract 3. Orientation 4. Crisis 5. Reaction 6. Coda
12	Spoof	To retell an event with humorous twist at the end of the theory.	<ol style="list-style-type: none"> 1. Orientation 2. Events 3. Twist
13	Review	To critique or evaluate an art work or event for a public audience	<ol style="list-style-type: none"> 1. Title 2. Identification 3. Summary + Evaluation 4. Author and publisher

The eighth grade of junior high school students were expected to be able to express the meanings in the written forms of interpersonal, transactional discourse, short functional text. The term “long” functional text only to make the counterpart of the previous term, short functional text. In daily speech, there are many types of functional texts, not only in the forms of short functional texts such as prohibition, invitation, greeting cards, short message, etc, but also in the forms of long functional texts or essays. Essay writings are meant to help readers accomplish an everyday task and form culturally text-types or genres. A text form a piece of language use or a record of a communicative act, or the so called language which is functional.⁴⁰

In general, texts which have the same short of meaning and/or the same structural elements are said to be the same text type. The text that are including to long function text are Narrative, Recount, Descriptive, Procedure, Report, Anecdote, Hartatory, Spoof, Explanation, discussion, News Item text, Review, and Analytical Exposition text. In this study the researcher will focus on students’ error in writing procedure text.

9. Procedure Text

Text is the main printed part of a book or magazine: any form of written material. Creating a text requires us to make choices about the words they use and how they put them together.

Procedure text is one of the texts in genre based approach. In this research, procedure text is a piece of writing that tells us information of making or doing

⁴⁰ Pardiyono, Pasti Bisa: *Teaching Genre Based Writing*, (Yogyakarta: C.V Andi: 2007), p.31

something through several steps or direction. The example of procedure texts includes cooking recipes, direction to find a place, rules game, manual instructionn of a tool, science experiment. However, the procedural texts which are used in this research are cooking recipes and manual steps of doing something. In addition, there are two important parts that students have to consider. They are the generic structure and language features of procedure text. The generic structure of procedure text divided into three parts, such as goal, ingridients or material and method or steps. Goal or purpose in procedural text describes someone wants to do. It usually states in the tittle of the text. Futhermore, material or ingridients are things to be prepared. Method or steps provide sequence step in making or doing something.⁴¹

Procedure text is a text is a text that describe how something is accomplished through a sequence of action or steps.

1. Social Functions

The social function of procedure texts is to inform ways or instruction for making or doing something completely.

2. The generic structure of orocedure text:

- a. Goal/purpose (example: how to make an aquarium ecosystem)
- b. Materials (example: water plants, bucket)
- c. Steps: what to do (example: spread the gravels over base of the bank)
- d. The frame: where, action verb (example: put a gravel in a net and pour water on it)

⁴¹ Mark Anderson and Chaty Anderson, *Op.cit*, p.67

- e. The covering: where, action verb (example: place the bank in bright light)

3. Language Feature

The language features of procedure Text use the following indicators:

- a. The sentence type is imperative, such as cut, don't mix, hold, etc.
- b. Action verbs such as turn, put, mix, etc.
- c. Connectives to order actions, such as then, while, etc.
- d. Adverbials to state detailed time, place, accurate ways, such as for five minutes, 2 centimeters from the top, etc.

4. The text Example Procedure text

To make a good and effective writing procedure text, the writer shows an example of procedure text as the table 2.1 which is taken from Genre, Text, Grammar.⁴²

B. Relevant Studies

In the purpose of composing this proposal, it is need to find some references or similar studies related to the tittle and have field of the study problem. It is useful as the guidance to succed the study and evaluate wisely the strenght as well as the weakness of other studies. As the researcher, it is needed then to take the st

renght and to avoid the weakness of the other research.

The first is research by research by Rahayu (2009) in her research entitled *Error Analysis in Writing Procedure Text Procedured by writing I Student of the*

⁴² Mark Anderson and Chaty Anderson, *Op.cit*, p.68

English Department of Petra Christian University found that there were three types of errors occurred, those were 50,9% of omission error; 45.3% of overgeneralization error, and 3,8% of transfer errors. In this study, the errors were categorized by the types of errors from Littlewood. Omission error was the most frequent error that happened but omission error was less variable compared to the overgeneralization error. There were only two types of error in overgeneralization which did not occur, namely overgeneralization in possessive and superlative adjective or adverb, yet there were three types of errors that do not occur in the omission error, those were omission in progressive, omission in comparative adjective or adverb and omission in superlative adjective or adverb. This study is related to the errors in writing text which are useful as supporting data for this study. It has the contribution in explaining how is error analysis which are often occurred in students' writing.

The second is research by Kartika (2007) has investigated about error analysis of English on radio English program. She investigated that the four types of errors occurred of that radio English program and the most dominant errors was errors of omission. That investigation was caused by intralingual interference which resulted from complicated system of target language so the announcers and callers are difficult in reducing the errors. However this research has some weakness, there is limitation of grammatical description when speaking especially in syntactic so this makes announcers and callers are accustomed to speak as what on their thought. This study is related to the errors analysis which is useful as supporting data for this study. It has the contribution in explaining how error analysis which is often occurred in students' writing is. This former study can give

more information and knowledge about error analysis, even though this former study analyzed kind of English structure.

The third is research by Abdul (2007) has also investigated the students' error in building complex sentences. He investigated that students did the four errors in building complex sentences namely errors of omission, addition, selection, and ordering. In that investigation, the errors of selection was the dominant errors. The four of error causes which were made by students namely overgeneralization, ignorance of restriction, incomplete application of rules, and false concept hypothesized. However this research still has some weakness, the researcher found that there is limitation of wording choices in building complex sentences; this made students difficult to choose the suitable relative pronoun in complex sentences. This former study has the contribution in explaining how error analysis which is often occurred in students' writing is. It can give more information and knowledge about error analysis, even though this former study analyzed different kind of English structure. Explanation inside the study can stand as the supporting data for this research because it also studies about error analysis.

The fourth is research by Nasution (2015) in her thesis entitled *Error Analysis of Error on Second Grade Students in Writing Procedure Text* investigated about kinds errors in the eleventh grade students' procedure text. She explained that there are three types of errors occurred; they are omission 66 cases, addition 44 cases, misformation 14 cases both in inflection and derivation. Besides, she stated intralingual contributes 60,5% (75 cases) and interlingual 39,5% (49 cases) in causing errors happened. The most dominant type of

inflational affixation errors made the eleventh grade students in writing analytical exposition text is omission. The weakness of this study is; the writer limited the findings only kinds of errors but in the results of findings she stated about causes of errors too. It confused the reader. But overall, this study is related to errors analysis in writing which are useful as supporting data for this study. It has the contribution in explaining how is error analysis which are often accured in students' writing.

Those several studies related to the errors in writing text are useful as their existences as data for supporting the researcher's study. Thesis related does not have same form but those can give contribution in explaining about errors which are often accured in writing. These former study can give more information and knowledge about the errors in students' writing text through their findings. Meanwhile, this thesis has purpose to anlyzed the errors in students' writing Procedure text. This analysis focused on the types of errors and the sources or causes of errors in writing procedure text. This study will be different from those related studies which can be seen from the source of data.

C. Conceptual Framework

Errors are considered natural in the process of learning. Errors show the lack of learners' kowldge and language acquisition. Errors are sometimes occured in students' writing. When we read their writing, we can obviusly see the errors the writing. By reading materials about error analysis and errors classificationn, we can understand about errors. What exactly the error is, types of errors, and

causes of errors, after we have data we know the dominant errors in students' writing itself.

Writing is considered difficult because when someone wants to write, they should appropriately turn their ideas into written. It needs a good target language acquisition, prior knowledge about the generating structure and language features, background knowledge about the topic they are to write, and the ability to apply the rules and structures of the target language. In writing, words and sentences should be coupled coherently and be united each other in order to make the message inside the text is conveyed well.

Errors are still classified on a superficial basis are errors of omission where some element is omitted which should be present; errors of addition where some element is present which should not be there; errors of selection where there wrong item has been chosen in place of the right one; and errors of ordering where the elements presented are correct but wrongly sequenced. The advantages of error analysis for the students are to show the types of errors made by the students, to know the source of error, so that they will not make some errors repeatedly. For the teachers, it is required to evaluate can provide their timely guide and help of students' errors.

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of The Research

This research was conducted at MTs Laboratorium UIN SU Jln Williem Iskandar Pasar V Kenangan Baru, Medan Estate, Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. This research would be conducted at the Second Semester of Eighth Grade.

There were some considerations why the researcher chooses as the location of the research, such as:

1. The researcher found the problem that the students still had low ability at writing daily activities.
2. The school was easy to reach for the purpose of the data collection.
3. The school welcomed that aimed to improve the teaching learning quality.

B. Research Design

As having been explained previously this research was intended to find out the errors and causes of errors in writing procedure text. This research used descriptive qualitative research. Frankel & Wallen, states that qualitative research is characterized by verbal description as its data. It's means that data of the study was analyzed by describing, identifying and analyzing the text. Descriptive research means that the data of this study was described or explained.⁴³

According to Franckel & Wallen (2009), qualitative research is the key instrument. Qualitative research concerns on the quality of relationship, activities,

⁴³ Fraenkel & Wallen, *How to Design and Evaluate research in education*,(New York: the McGraw-Hill Companies:2009),p.75

situations or materials. There are main characteristics of qualitative research as follows:

1. The natural setting is the direct source of data, and the research is the key instrument. Qualitative researcher go directly to the classroom to observe and collect their data.
2. The data are collected in the form of words and pictures. The kinds of data collected in qualitative researchh include field notes and photographs that can convey the actual words or actions of people.
3. Qualitative researchers are concerned with process as well as product. Qualitative researchers are especially interested in how errors in students' writing occur in teaching and learning process.
4. Qualitative researches tend to analyze their data inductively. They spend a considerable amount of time collecting their data (again, primarily through observing) before they decide what are the important quistions to consider.
5. How people make sense out of their lives is a major concern to qualitative researchers want to know what the participants in a study are thinking and why they think they do.⁴⁴

The data of this research was analyzed by performing by descriptive analysis to describe in detail all of what goes on a particular activity or situation. There has been a rapid growth in qualitative research in recent years. "More qualitative research studies appear in the literature research, and the number of sessions devoted to qualitative research at meetings of educational research

⁴⁴ *Ibid*, p.77.

associations has greatly increased” (Ary, Jacobs and Razavich; 2001: 421).⁴⁵ It is means in resent years some researchers are found to conduct research in educational field by using qualitative design even it is normally used by researchers majoring in literature field.

C. Data and The Source of Data

The data of this study was taken from the students’ writing of procedure text in eighth grade students of junior high school which will be used as the source of the data. There are 60 students who took part in the research.

The researcher collected the data by giving test to the students. The test instrument was to write procedure text. She gave a topic to a procedure text how to make something and how to get a place. The researcher choosed the topic because she believed that the students would be easier to share the steps.

The students had 60 minutes to write within a hundred words in their procedure writing. The researcher would analyze their procedure writing based on types of errors in writing text.⁴⁶

D. Technique of Data Collection

The data in this study was collected from students’ writing of procedure text in eighth grade of students of junior high school and was conducted by using documentation. According the procedure of collecting data were:

⁴⁵D. Jacobs Ary & Razavieh, *Introduction to Research in Education*.(Australia: Wadsworth Thomson learning: 2002),p.56

1. The material about procedure text was explained. After explaining the materials, the instruction and guidelines how to do the writing text were explained.
2. The students' writing were collected and be checked by giving circle the wrong word or or sentence in their writing.
3. The errors were identified.⁴⁷

E. The Technique of Analyzing Data

In qualitative research the data gathered appear in words rather than in numbers. Data analysis is the process of systematically searching and arranging the interview transcripts, observation transcripts and other materials that the researcher accumulated to increase her own understanding of them and to enable her to present what she discovered to others. The data of this research were analyzed from students' worksheet and used documentation while did the research. The research did analysis to student' writing to find out the students' errors in writing procedure text. The data obtained was analysed by using the analysis procedures, The data obtained were analyzed as follow:

1. The most common types of errors made by the students were analyzed based on the classification of errors.
2. The calculation of the total errors drew up in the table based on types of errors and the result of total errors was made into presentages and charts.

⁴⁷ *Ibid*, p.57.

3. The causes of errors were analyzed and classified based on theory of Erdogan. The total number causes of errors drew up in a table and converted into presentage and chart.
4. The data analysis interpreted research in her study which the method.⁴⁸

The research used qualitative research in her study which the method was conveyed in descriptive analysis way to describe and to interpret the result of qualitative data, to get the presentage of errors, the data was calculated which the formulation as follows: $P = \frac{F}{N} \times 100 \%$

Where:

P = The errors presentage

F = Frequency of error occurred

N = Number of cases (total frequent /total individu

Table 3.1 Analysis of Errors' Classification

No	Types of Erros	Frequency	Example
1	Omission	-	-
2	Addition	-	-
3	Wrong Selection	-	-
4	Ordering	-	-

⁴⁸*Ibid*, p.59

Table 3.2 Analysis of Errors' Causes

No	Causes of Errors	Example
1	Interlingual Transfer	-
2	Intralingual Transfer	-

CHAPTER IV

THE DATA AND ANALYSIS

A. DATA

This study was a qualitative research which described the findings of analyzed data by using descriptive method. In descriptive method the data were collected, analyzed and then the conclusion was drawn.

Sixty texts of the students as the sources of the study were taken from sixty students in Eighth Grade of MTs Laboratorium UIN SU Medan. They wrote those texts in different topic to avoid copying each other. Gadget used in this class was also forbidden.

Materials related to errors in students' writing, theories about types and causes of errors and former were used to analyze the data. The analysis types of errors on students writing procedure text can be seen from this table below.

No.	Types of Errors	Total (F)	Percentage $\frac{F}{N} \times 100\%$
1.	Omission	100	45,2%
2.	Addition	57	25,8%
3.	Wrong selection	44	19,9%
4.	Ordering	20	9,1%
	Total	221	100%

The table 4.1 shows that the total errors was 221 cases of errors, which consist of four of errors, namely :

- a. 100 (45,2%) errors of omission as the dominant errors.
- b. 57 (25,8%) errors of addition.
- c. 44 (19,9%) errors of wrong selection.
- d. 20(9,1%) errors of ordering

Analyzed errors in this study are focused on types of errors based on theory of Corder. From the table, it can be seen that error of omission got the highest percentage, it means this types of error was dominantly occurred. Based on the errors' classification, it was found that 221 errors was occurred (see table 4.1).

B. DATA ANALYSIS

The data collected from students' procedure writing were analyzed on the procedure or types as mentioned in Chapter III, according to Gass and Slingker, errors procedures, namely classifying error, getting percentage of errors and finally the causes of errors. The presentation of the data analysis, which was taken from students' procedure writing can be found in the appendix B the explanation about the errors occurred can be seen below.

1. Data Analysis Of Errors' Classification

The data were identified and classified into their types of error based on Surface Strategy Taxonomy Corder. Based on that theory, errors are classified into four types: omission, addition, wrong selection, and ordering.

a. Omission

The obtained data in students' procedure writing determined that students made errors in writing text itself. This type of omission, error of omission are characterized by the absence of an item that must be appear. There was 45 students who made 100 (45,2%) cases of omission errors. The researcher took some data of errors in omission made by the students.

Example of students' Error in Omission

- 1) Add the water *litle* by little (correction: Add the water *little by little*)
- 2) Whisk vigorously until *bater* is evenly smoothly (correction: Whisk vigorously until *batter* is evenly smoothly)
- 3) Then *redy* a juice (correction: Then *ready* a juice)
- 4) Then pour a juice into six *glases* plus a ice and pipette (correction: Then pour a juice into six *glasses* plus a ice and pipette)
- 5) *Rik* the water into the bowl (correction: *Riks* the water into the bowl)
- 6) *Steer* the sugar into the glass (correction: *Stir* the sugar into the glass)
- 7) *Firt of the firt*, dissposed tool and material cleaner frying pan (correction: *First of the first*, dissposed tool and material cleaner frying pan)

The word *litle* in the text included to omission errors because when the students write it he omitted one letter, we can see from the sentence that he made an error in the use of *litle* which should be replaced by *little*, but the student writes it with only *litle*, it means that the omitted one letter from the word.

The word *bater* in the student text is included to omission error, the word *bater* should written with *batter*. It means that the student omitted one letter.

The word *redy* in the students' text is included to omission error, the word *redy* should written with *ready*. It means that the student omitted one letter.

The word *glases* in the students' text is included to omission error, the word *glases* should written with *glasses*. It means that the student omitted one letter when they wrote noun more than more.

b. Addition

Errors of addition means as the error that present some elements that should no be presented. In this study, there were 31 students who made 57 (25,8%) cases in addition. The researcher took some data of errors in addition made by the students.

Example of students' Errors in Addition

- 1) Whiks vigorously until bater is evenly *smoothy* (Correction: Whiks vigorously until bater is evenly *smooth*)
- 2) You can make the *flavour* with salt, sugar, and garlic. (Correction: You can make the *flour* with salt, sugar, and garlic)
- 3) All in one go, to *minimise* spillage and air bubbles. (Correction: All in one go, to *minimize* spillage and air bubbles)
- 4) *Stear* the tea repeatdly to make the sugar and the water mixed. (Correction: *Stir* the tea repeatdly to make the sugar and the water mixed).

The word *smoothly* in the students' text is included to addition error, the word *smoothly* should written with *smooth*. It's means that the student added the letter.

The word *flavour* in that text is included to addition error, the word *flavour* should written with *flour*. It's means that the student added the letter.

The word *minimises* in the student's text is included to addition error, the word *minimeses* should written with *minimize*. It's means that the student added the letter.

The word *stear* in the text is included to addition error, the word *stear* should written with *stir*. It's means that the student added the letter when they wrote the text.

c. Wrong Selection

Errors of Wrong Selection occurred when the students selected wrong letter in a sentence. In this study, there were 37 students who made 44 (19,9%) cases in wrong selection. The researcher took some data of errors in wrong selection made by the students.

Example of Students' Error in Wrong Selection:

- 1) *Retern* omelet and wait just the moment (Correction: *Return* omelet and wait just the moment.
- 2) *Vinally* don't forget to put the sause on the omelet (Correction: *Finally* don't forget to put the sause on the omelet.
- 3) Next, do the same to remaining *solsoup* (Correction: Next, do the the same to remaining *soursoup*)
- 4) You must melt in a double boiler, with water in the *buttom* pan (Correction : You must melt in a double boiler, with water in the *bottom* pan)
- 5) So you will *nid* to top it up (Correction: So you will *need* to top it up)

The word *retern* in the students' text is included to wrong selection error,the word *retern* should written with *return*. It's means that the student choosed the wrong letter.

The word *vinally* in the text is included to wrong selection error, the word *vinally* should written with *finally*. It's means that the student choosed the wrong letter.

The word *solsoup* in the students' text is included to wrong selection error the word *solsoup* should written with *soursoup*. It's means that the student choosed the wrong letter.

The word *buttom* in the students' text is included to wrong selection error, the word *buttom* should written with *bottom*. It's means that the student choosed the wrong letter in their writing.

The word *nid* in the students' text is included to wrong selection error, the word *nid* should written with *need*. It's means that the student choosed the wrong letter in their writing.

d. Ordering

Errors of ordering means as the error that present some or sequenced the items of the sentences, in this study, there were 18 students who made 11 (9,1) cases of ordering in their writing. The researcher took some data of errors in ordering made by students.

Example of Students' Error in Ordering

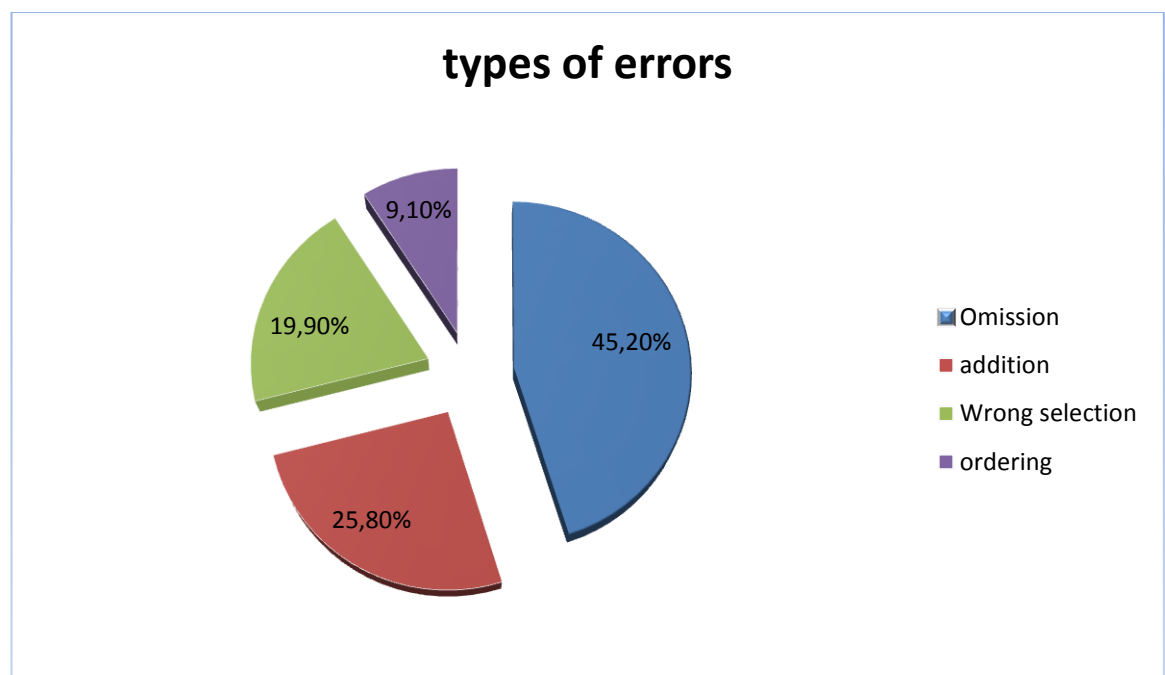
- 1) You put *silice* of papayas (Correction: You put the *slice* of papayas)
- 2) *Kneead* until smuth and set a side in a container (Correction: *kneed* until smuth and set a side in a container)
- 3) Give the *cahnce* to cook the rice more then 15 minutes (Correction: Give the *chance* to cook the rice more then 15 minutes)

The word *silice* in the text is included to ordering error, the word *silice* should written with *slice*. It's means that the student ordered when wrote the word.

The word *kneead* in the text is included to ordering error, the word *kneead* should written with *knead*. It's means that the student ordered the wrong the wrong word.

The word *cahnce* in the text is included to ordering error, the word *cahnce* should written with *chance*. It's means that the student ordered the wrong letter in their text.

From the capitulation of the students' types of errors, the researcher displays them into a pie chart started from the highest until the lowest rank as followes:



Picture 4.1. Types of Error Percentages

The pie chart above based on students' writing data explains the types of errors that students made. The researcher have explained the result of the pie chart started from the highest error number until the lowest rank.

2. DATA ANALYSIS OF ERRORS' CAUSES

Beside the types of errors, this study was also intended to find out the causes of errors which based on the concept of errors by Erdogan. He states that there are two causes of errors: intralingual and interlingual.

After analyzing the data taken from the sixty text collected, the data were turned into percentage of causes errors shown in the following table:

Table 4.2 The Percentage of Data Analysis of the Errors' Causes in Texts

No.	Causes of errors	Total (x)	Percentage $\frac{F}{N} \times 100 \%$
01.	Intralingual transfer	128 cases	59,6%
02.	Interlingual transfer	93 cases	40,4%
	Total	221 cases	100%

From the table, it's can be seen that error caused by intralingual transfer has the higher percentage than error caused by inerlingual transfer. It's means that the cause of intralingual transfer was dominatly occured in the students' texts. Based on the errors' causes, it was found that more than half of 221 cases were caused by intralingual transfer.

1. Intralingual Transfer

If errors caused by influence of one target language item upon another, then it is called by intralingual transfer. This type of errors' causes had the highest total percentage of errors' causes in writing text of procedure there were 128 errors which were caused by intralingual transfer. Based on the analysis, here are same examples of errors which were caused by intralingual transfer.

- 1.) *He/ she put the rice in the magicom (Correction: he/she puts the rice in the magicom).*
- 2.) *Then pour a juice to six glasses. (Correction: Then pour a juice to six glasses)*
- 3.) *Retern omelet and wait just the momen. (Correction: Return omelet and wait just the moment).*
- 4.) *Mix litle cheap until flatten. (Correction: Mix little cheap until flatten).*

The omssion of *in* the text *–s* in the verb of present tense after subjects which were in pronoun forms made by students can be occured because of students incomplete understanding about the rule that third singular person should be coupled by the verb added by *–s*, because this text is procedure always used Simple Present Tense.

The omission of *–s* in noun can be caused by the intralingual transfer. Students did not know about the rule if the noun more than one must added *–s* or they just could not apply what they have known and learned.

The third and the last sentence also caused by intralingual transfer. It happened because students had limited ability in forming sentence by using English. They confused about what kind of word should be used in the sentence.

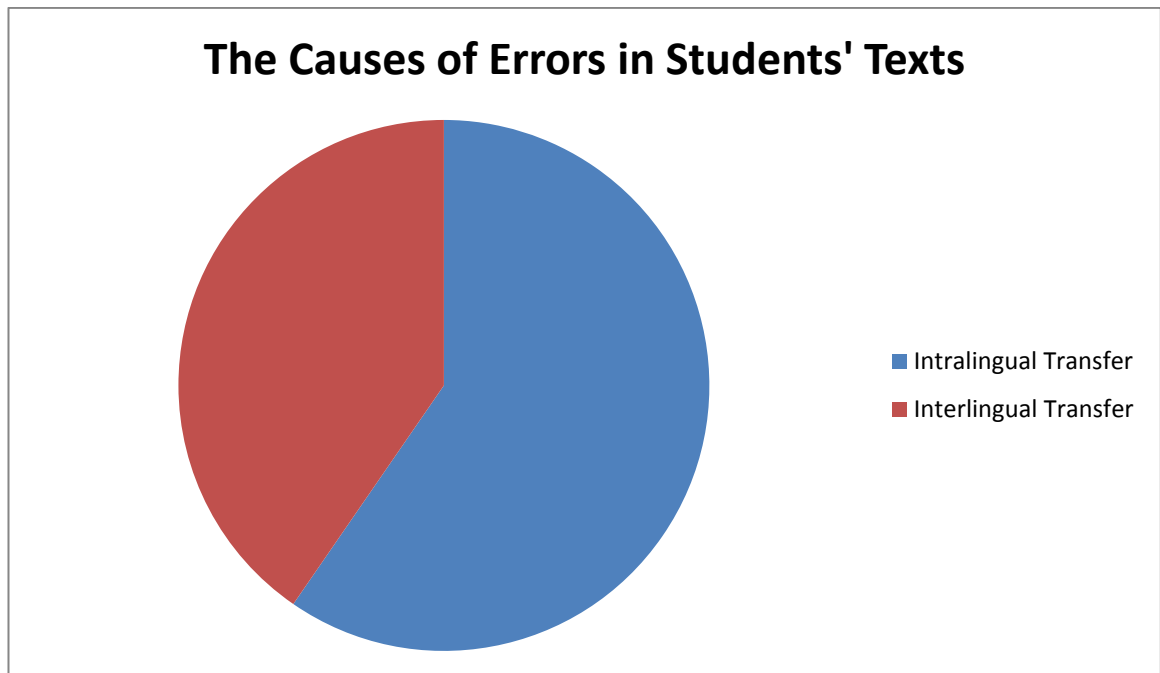
2. Interlingual Transfer

If it is affected by the learners first language. It may occur at different levels such as transfer of phonological, grammatical and lexical semantic elements of the native language into the target language. This type of errors' causes had the lowest total percentage of errors' causes in writing text errors occurred. There were 93 errors which were caused by interlingual transfer. Based on the analysis, here is one example of errors which were caused by interlingual transfer.

1. *Wait some minute....(correction: wait some minutes)*
2. *There is many food in the refrigerator....(correction: There are many food in the refrigerator)*

It happened because students did not find this rule on their native language. In Bahasa, there was no form of plural. The language user just have to add the nominal of the thing before the name of the thing itself. Beside in English, the thing itself. For example, in Bahasa we may write *ada dua telur* whether in English we should make it *there are two eggs*.

The explanation about the causes of errors on above is illustrated in the following chart.



Picture 4.3 The Causes of Errors

C. THE RESEARCH FINDINGS

1. From the data analysis the researcher found that the most common error made by students in procedure text is omission (100 or 45,20%). Omission error is the dominant error in writing because students always omitted letter in their writing, they just put word based on their knowledge without checked in dictionar. The tsecond error that the students made addition (57 or 25,80%). The third error that the students made wrong selection 944 or 19,90%). The last error that the students made ordering (20 or 9,10%).
2. From the data analysis the causes of errors that occur are the influence of intralingual transfer (128 cases or 59,6%) and interlingual transfer (93 cases or 40,4%). It was caused by intralingual transfer if students have limited knowledge about how to write a good word and the ruleshow to form it into a sentence or they have inabilities to apply what they have

learned. On the other side, it was caused by interlingual transfer if students are influenced by their native language (Indonesia language).

D. DISCUSSION

From the explanation of the previous data analysis, every types of errors occurred in students' writing. Errors which were occurred namely omission, addition, wrong selection ,and the last one was ordering.

In the former study conducted by Nasution, however, which analyzed about errors' in writing text, the types of errors' of was analyzed from one piece of the students' writing. In fact, mistake refers to the errors performance that is unsystematic whether error is systematic and likely to occur repetedly. If the researcher only took a piece of students' writig, then the error itself will be said as a mistake because it appears only once. But related to the finding, this study has similar result with the previous study which has the most errors appeared in students' writing was omission case and the cause of errors which has higher percentage (60,5%0 is intralingual.

Related to the finding of this study and study about the error analysis of English on radio English program conducted by Kartika, shows that the omission is the dominant errors occurred in speech. Not only that, it also has the similarity in th cause of errors. The previous study investigated that errors appeared was caused by intralingual interference which resulted from complicated system of target language. The difference is, the previous study was related with the speaking ability wheter this research gives more attention on the writing ability.

However, this study has big possibility in causing the invalid data exist. But this problem can be avoid because students give different topics so the texts are their original hand writing. Then the amount of students', texts depend on the students' creativity, meaning that students who are creative and active in writing has a big possibility to make more errors. So it is unfair to judge about students' ability in two classes of Madrasah Tsanawiyah Laboratorium UIN SU Medann as the source of data based on their writing.

The errors which were made by the students are caused by the intralingual and interlingual transfers. The dominant error is the omission, frequently occurred because the interlingual transfer. But overall, the errors that occur wwere dominantly caused by the intralingual transfer.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the study's results that has been discussed in previous chapter and also suggestions for English teacher, students and other researchers

A. CONCLUSIONS

1. Based on the data analysis it was found that the students made many errors in their procedure writing. There are four kinds of errors, namely omission, addition, wrong selection, ordering.
2. Omission is the mostly common error on students' procedure text with the total is 100 (45,2%). It caused students did not know to write the word in English, they always omitted the letter when they wrote the text, they just apply what they have always omitted the learned without checked in dictionary carefully and the Intralingual and interlingual transfer contributed in causing errors occurred. Intralingual transfer (59,6%) dominantly caused the error occurred because students' lack of ability in forming a good structured of sentence by using English and the limited knowledge of students in applying what they have learned. The tranfer of native language (interlingual) also took part in causing errors occurred (40,4%) because students' overgeralization in writing by using English as they write in Indonesian language.

B. SUGGESTIONS

After the researcher carried out the research, she would like to give suggestion related to the result of this research. Hopefully it can be applied easily in teaching and learning activity and decrease the errors.

- 1) The teachers should keep teaching and explaining more to the students how to write the words in English especially on writing procedure text because we know that the ability of the students in writing is still low.
- 2) Writing is a skill which needs process and practice. Therefore, the students should practice writing not only in the simple one such as writing daily activity but also in scientific writing such as procedure text, because procedure text is one of the genre that must be mastered for the students in junior high school. Then, they must learn more about applying how to write words in English on their writing.
- 3) This research is not too complete yet and needs additional explanation. It still need elaboration from other researchers who are interested on studying errors in writing text because writing is one of the component in language, so it is very important to know the types of errors were occurred in writing. But of course in the different genre of writing and source of the data.

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Appendix A

WRITING TEST

AT MTs LABORATORIUM UIN SU MEDAN

Subject : English Writing

Time allocation : 60 minutes

Read the instruction for the eighth grade students!

1. Every students choose their own topic about how to make juice or how to get the place.
2. Write your name,class on the piece of paper.
3. Write the outline of your writing text based on your topic.
4. Write a procedure text that should be composed based on the generic structure and and minimal 100 words.

Date

Name : EN
Class : VIII - 2

: Mrs Lab UIN SU

How to make a tropical fruit juice

ingredients :

- Four slices papayas
- one slice pineapple
- one tablespoon red syrup
- one piece sour soup
- one table spoon vanilla syrup
- some ice cubes

procedure :

^{soup} The ^{first} ^{soup} you put the ^{soup} ^{soup} of papayas, pineapple
 red ^{soup} ^{soup} together with some ice cubes into a ^{soup} ^{soup}
 and blend on high for one minute. Next do the same to
 To making ^{soup} ^{soup} vanilla syrup and some ice cubes and
^{soup} ^{soup} four ^{soup} the juice into some glasses the white juice
 is on the bottom and the red juice on the top.
^{finally}

Nama : Mks
 Kelas : VIII-1
 Pel : B. Inggris
 Mks Lab UIN SV

How to make An Avocado Juice

Ingredients : - Avocado
 - Sugar
 - Ice cubes
 - Milk

Utensils : - A Glass
 - Blender
 - A Spoon

Steps : First, put some pieces of Avocado into a blender.

Second ^{Second} Put some ice cubes into the blender.

Third, put 2 spoonful of sugar.

Fourth, blend them with blender. Fifth,

Pour the juice into the glass. Sixth, pour
 some milk into the glass. Finally, the Avocado
 juice is ready to serve

AR

2-5-2019/kam's.

VIII-' Mts Lab UIN SU

how to make juice orange

^{firstly}
 firstly : take a orange , after that washed , next then cut. and that
^{put}
 food the orange on belender mix sugar after that wait
 Until five four ~~to~~ minutes after that food ^{put} at juice on.
 a glass . a ~~oon~~ oranges juice ready to drink.

Nama : VN

Kelas : VIII-1

Mts Lab UIN SU

- 1.) cut the dragon fruit into small pieces and add it into the blender, Add four teaspoons of sugar and pour two glasses of water, After, Add some ice cubes, blend it until the ingredients are mixed, pour the juice into the glass and pour it with white liquid milk on the juice, Dragon fruit juice is ready to be enjoyed.

Name : D.C

Date

Class : VIII -2

Mts Lab VIN SU

Materials and ingredients.

two orange
blender

Water

Ice

a glass

sugar

^{1st}
Procedure

(1st) cut the orange into two parts. and then
put the oranges into blender. After you put the orange
to the blender. After that the orange into a
glass. finally orange juice ready to serve

Date

Name : NO

Class : VIII⁻¹

MTs laboratorium UIN SU Medan

Materials

- chicken
- fried chicken powder
- Nabati oil
- cucumber
- tomato
- rice
- salad

Tools

- Pan
- spoon
- bowl

Steps :

First, wash a chicken in the water. second, wash the cucumber, tomato third, cast the fried chicken put on the plate. Next, cast the chicken in a plate. Next slice cucumber next, mix the fried chicken powder with chicken to plate, next, cast a chicken next put a pan on a stove next, cast the rice, in a hot oil wait to ripe. Next the rice, salad cucumber, tomato and fried chicken and finally special chicken is ready to served.

Date

Name : Mr

class : VIII-2

Mts. Lab UIN SU

Ingredients

- markisa
- Terong belanda
- Ice
- Milk
- Water

How to Make Martabe Juice

Materials

glass
juice

First, wash the ^{or ready} martabe until clean next cut a martabe
 bent square part then (red) a juice after clean to come a martabe
 to juice plus water and ice than juice martabe until thick
 after that pour a juice to deep bowl and filter a juice, martabe
 then pour juice to a ^{glass} glasses plus a ice to glass then pour
 a juice to six glass plus a ice and patle next to come
 a milk an above a juice martabe and mix juice martabe
 than ready all juice martabe finally give a juice martabe for
 all people ^{to} teacher.

Date

Name : MM

Class : VIII -2

MKS : Lab CIM SU

How - to Make a cup of coffee .

Material and ingredients :

Sugar

Coffee powder

Water

Procedure

First, take two spoon of sugar, a cup, hot water
one one or spoon coffee powder, a spoon. Then, don't forget
to add one spoon of water into the cup.
and then add 2 spoons sugar into a cup of
coffee - next, stir it well and the coffee is
ready to drink.

Name : AD

Class : VIII-2

MBS Lab. Unit 50

Date

How to make a simple donut

Ingredients :

- 200 cc of water
- Instant yeast
- 1kg flour
- Sugar
- butter
- powder milk
- eggs
- Salt

First, mix two ^{eggs} (egg), use a spoon, and after that enter this flour, sugar, milk, salt and butter, mix these materials and then don't forget to put the ^{yeast} (yeast) in the dough. ^{knead} (knead) until ^{smooth} (smooth) and set a side in a container. Next, cover tightly and let it sit for 20 minutes. After that, take one table ^{spoon} (spoon) of dough and roll it up. Then give it a middle hole. Then, fry the donut dough and let it cool. Sprinkle with powdered sugar or chocolate. Finally, a simple donut ready to serve.

Date

Name : AB

Class : VIII⁻²

P.T.S Lab Unit 5/1

How to make iced tea

- Ingredients :
1. tea
 2. Sugar
 3. warm water
 4. ice

First take the cup then given warm water in it. Put the tea on the cup with warm water. Add tea and the water become red. Stir the put two tea spoons of sugar to the cup of hot water repeatedly to make the sugar and the water mixed and make it sure the sugar was mixed after then you can give the ice to the cup of tea. Finally your iced tea can be enjoyed.