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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Nature of writing

Writing is one of the communication tools. Someone can express his or her thought, ideas, and feelings to other people by using written language. Writing has always been used as a means of reinforcing language that has been taught. Writing ability is specific ability that helps writers to put their ideas into words in meaningful form and interact with the message. Writing is essential features of learning a language because it provides a very good means of foxing the vocabulary, spelling, and sentence pattern. Meyers (2005) states that writing skill requires the skill of organizing ideas, putting the right vocabularies and using grammar as the structure of the composition In writing, the students do not only give attention about how to organize the ideas into a written text but also they have to use well grammar.

Writing is one of skill of language aspect that students should be mastered. Writing is the expression of ideas in the form of words. In writing we can find more information. Besides that, we can write our ideas, thought and our feeling in written form. According to Meyers (2005) writing is a speaking to the others through on paper or on computers. It means that by writing the students can express their thingking, opinion or argumnet to other people.

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According to Nunan (2003) writing can be defined by series of contrast. The first writing is both a physical and mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is the mental work of interesting ideas, thinking about how to express ideas and organizing them into statements and paragraph that will be clear to the readers.

Writing can be very complicated for students. Many students do not like writing because it really confuses them. On the other hand, writing is one of the skills which is very interested to be learned. Writing can also be challenging, rewarding and exciting for both teacher and learner. Linse (2005) argued that writing is a process. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. It means that the researcher will faced some stages of writing until he can create a writing product.

Writing is how to produce a written product. The process involves a series of thinking and the researcher have to transforms their ideas, the ideas can coherently and cohesively into written because writing is difficult skill the researcher should aware about rules of writing.

Hyland (2003) states that writing as a way of sharing personal meaning and writing courses emphasize the power of individual to construct his or her views on a topic. Writing is a way to communicating with the other people, writing as an action for writer's to share their

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ideas, feeling, and opinion with the readers in written form. The purpose of the writing is to give the readers information by written it down From some definitions above, it can be concluded that writing is one of the tool of communications which need some concepts, they are organizing idea, feelings or anything into the written text.

From those definitions above, it is concluded that writing is the one of the activity that do to deliver or express ideas about something by write.

a. Purposes of Writing

Purposes are very important in all of activities. Writing activity also has many purposes. Reid has stated that writing has purposes:

- 1) To explain or educate.
- 2) To entertain or amuse, and
- 3) To persuade or convince.

Relation with meaning above explaining the purposes of writing, Raimes (1983) also mentioned that purposes of writing are:

- 1) To communicate with readers,
- 2) To express ideas without pressure of face communication,
- 3) To explore subjects, and
- 4) To record experiences.

b. Components of Writing

Writing is one of skills in language. Writing could not be produce without understood the components in language, such as

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grammar, vocabulary, spelling consideration, translation, pronunciation, and so on. In line with Heaton (1975) says that in order to master writing skill, students need some abilities: grammatical skill which is the ability to write correct sentence; stylistic skill which is the ability to manipulate sentence and use language effectively; mechanical skill which is the ability to use correctly those conventions peculiar to the written language; and judgment skill which is the ability to write in an appropriate manner for a particular purposes with a particular audience in mind together with an ability to select, organize in order relevant information.

Writing is an activity that requires many components. In complementing writing activities, writers should know and master the components of writing. If writing contains full of components of writing, writing will be better. Raimes (1983) has suggested writers to pay their attention while writing to:

- 1) Syntax, a writer should know how to construct sentence structure, know the sentence boundaries, stylistic choices, etc.
- 2) Content, here a writer has to pay attention to relevance, clarity, originality, logic of writing.
- 3) Grammar, is very important for writers because grammars are the tools for writers to arrange their words become sentences and finally produce a meaning. In grammar, writers should know the rules for verbs, agreement, articles, pronouns, etc.

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- 4) Mechanics, contain handwriting, spelling, punctuation, etc.
- 5) Organization, requires a writer to know about paragraphs, topic and support, cohesion and unity.
- 6) Word choices, a writer should know how to apply vocabulary, idiom and tone in writing.
- 7) Purpose, is very important for writers. It will determine the aim of the writing in the future.
- 8) Audience, will determine which way will be applied by writers. Knowing the audience will make writers know more about what they should write, and.
- 9) The Writing' Process, is very crucial. Writers should be aware of how to get ideas, write drafts, and revise.

c. Process of Writing

Ann Hogue (2008) stated that there are four processes of writing, such as;

- 1) Prewrite to get ideas and organize them. Another way to get ideas is called freewriting. Here is how to do freewriting. Choose a topic and write it at the top of a piece of paper. Then write whatever sentences come into your mind about the topic. Write horizontally across the paper as you do when you write a letter.
- 2) Write the first draft. In the second step, you write your paragraph in rough form without worrying too much about errors. This first writing is called the first draft or the rough draft.

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3) Edit: Check and revise your work. In the third step, you edit your paragraph. When you edit something, you check it and make changes and corrections. Editing is usually a two-step process.

- a) In the first step, you check the paragraph as a whole. Is the meaning clear?
- b) In the second step, you check the paragraph for good form, organization, grammar, punctuation, spelling, and so on.

4) Write the final copy. In the last step, you write a neat final copy of your paragraph to hand in to your teacher.

d. Types of Writing

The difficulties of writing are not only determined with the aspects included in writing process. Horn stated that, different types of writing require different purposes. It is clear that different types of writing will need different action because different types of writing have different purposes. According to Syafi'i (2013), writing has five types of writing. They are descriptive, narrative, expository, persuasive, and argumentative paragraph. Besides, Horn also states that the writing have three types, they are, description, exposition, and narration or narrative.

- 1) *Description* tells about the description of something felt or looked or heard. It can be the description of places or things or person.

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- 2) *Exposition* tells about something clearly, it usually contains answering the question what, how, and why.
- 3) *Persuasion* tells about persuading readers to someone. It can be an opinion that must be supported by facts, example, physical description and others.
- 4) *Narration* is a kind of writing that retell the stories about the events or the acts that happened in the natural time sequence. For examples, short stories, novels and new stories

Based on the forms of writing above, this text which is used in this research is one of the narration forms

e. Kinds of text

There are 13 kinds of text for learning English in High School

- 1) **Narrative** : To amuse/entertain the readers and to tell a story.
Generic structure : orientation, complication, resolution, reorientation
- 2) **Recount** : To retell something that happened in the past and to tell a series of past event
Generic structure : Orientation, Events, Reorientation
- 3) **Descriptive** : To describe a particular person, place, or thing in detail.
Generic structure: identification, description
- 4) **Explanation** : To explain the processes involved in the information or working of natural or socio-cultural phenomena

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Generic structure: General Statement, Explanation, Closing

- 5) **Report :** To presents information about something, as it is

Generic structure: General Classification, Description

- 6) **Analytical exposition:** To reveal the readers that something is the important case.

Generic structure: Thesis, Arguments, Conclusion

- 7) **Hortatory exposition :** To persuade the readers that something should or should not be the case or be done.

Generic structure: Thesis, Arguments, Recommendation

- 8) **Procedure :** To help readers how to do or make something completely

Generic structure : Goal, Materials, Steps

- 9) **Discussion :** To present information and opinions about issues in more one side of an issue

Generic structure: Issue, Arguments for and Against, Conclusion

- 10) **Review :** To critique or evaluate an art work or event for a public audience

Generic structure: Orientation, Evaluation, Interpretative Recount, Evaluative Summation

- 11) **Anecdote :** To share with others an account of an unusual or amusing incident

Generic structure: Abstract, Orientation, Crisis, Reaction, Coda

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12) News item : To inform readers about events of the day which are considered newsworthy or important

Generic structure: Newsworthy Events, Background Events, Sources

13) Spoof : To tell an event with a humorous twist and entertain the readers.

Generic structure : orientation, events, twist In this research, the researcher chose spoof text

2. Spoof text

There are some definitions about spoof text and the most of them have the same main point. Dhona and Harha (2016) in their journal state that spoof is a text which tells a potentially factual story that has happened in the past with an unpredictable and funny ending. Its social function is to entertain and share the story. Priyana *et al*(2008)give clear explanation that, Spoof is a type of story which has a twist. The twist is a part of text near the end of the story that tells about something that was unpredictable that make the readers smile and laugh, this is the funniest part of the story.

According to Sudarwati and Grace (2007), A funny story is often called a spoof. It retells an event with a humorous twist. That's why the story is funny. Sometimes, we can also find a spoof in a short conversation or in a cartoon. It means that spoof text is a text which

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retells the past event which has funny ending and it is to entertain the readers.

a. Social Function of Spoof Text

Doddy *et al* (2009) state that the social function of spoof is to share with others a real story of which ending is funny to amuse the audience or readers. According to Priyana *et al* (2008), The social purpose of this type of text is entertaining readers using twist (unpredictable funny ending). It can be concluded that the spoof text is a funny story to entertain the readers.

According to priyana *et al* “the social purpose of this text is entertaining readers using twist (unpredictable funny ending)

b. Generic structure

- 1) *Orientation*: orientation appears as an introductory part of the text. It will guide the readers to show what kind of a text that he will be reading and it is also the beginning of the story.
- 2) *Events*: events are included as part of the text that recite the events that happened in the story usually in chronological order.
- 3) *Twist*: the twist is a part of text near the end of the story that tells about something that was unpredictable that make the readers smile and laugh. This is the funniest part of the story.

c. Language feature

According to Sudarwati and Grace (2007), a spoof text has the following language features:

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- 1) Noun: deals with people, animals or certain things in the text.
- 2) Action verb: deals with the verbs that show events (examples: ate, ran, stayed, etc.).
- 3) Connectives: connectives with a sequence of events (examples: first, then, after, before, finally, etc.).
- 4) Adverbs of time and place: explain when and where the events happened (examples: in the garden, two days ago, etc.).
- 5) Simple past tense: simple past tense deals with activities that happened in the past, and uses verbs in the past form.

d. Example of spoof text

One fine day, I went to a famous zoo in my home town. I was not alone at that time. I visited the zoo with my nuclear family. Incidentally, we used same dress code color that is yellow. At 8 a.m we arrived at the zoo. I asked my mother and my brother to follow me while my father and my grandmother was enjoying the scenery by sitting under the tree. I was happy because we could feed the animals there. I took some pictures with some animals. There were tiger, lion, and bear for the wild animals. Another cage also provide some birds, elephants, and monkeys.

Beside those animals, we can see elephant show like a circus performance. The facilitation looked so complete and comfortable, they are restaurant, pool side, fountain, garden etc. We can go around the zoo by using mini train. Because of tiredness, my mother

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felt so hungry. She wants to buy some foods and beverages at the restaurant with my brother. Then I took a decision to look for my grandmother and my father sitting under the tree.

On the way to meet them under the tree. I forgot ask my mother where they had been sitting. The trees looked similar in my eyes. Yet I tried to find them. Luckily I could see them under mahogany. On that day I did not bring my spectacles. I called them screamingly. “Dad, grandma!” They still keep silent. I looked them wear yellow dress. I walked up them to call them once again. “Dad, what are you doing?” “I am calling you just now!” they just got surprised. “Sorry little girl I am not your father.” When I saw them clearly, they were not my father and grandmother. They were couple of husband and wife with yellow dress too. What an embarrassing day at that time. (twist)

3. Error Analysis

a. Definition of Error and Error Analysis

Corder (1971) stated that errors are ‘the result of some failure of performance’. Norrish (1983) like Corder, defined ‘an error’ as a systematic deviation that happens when a learner has not learns’ something and consistently ‘get(s)’ it wrong. James (1998) also identified a language error as an unsuccessful bit of language. Other suggestion, Brown (2000) stated that error as noticeable deviation from the adult grammar of a native speaker.

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Moreover, he pointed out that error is likewise unique to humans, and error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

Error Analysis is an activity to reveal errors found writing and speaking. Richards et.al (1985) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to find out how well someone knows a language, to find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Another concept of Error Analysis is given by Brown (1980). He defined error analysis as the process, analyze, and classify the deviations of the rules of the second language and then to reveal the system operated by learner. It seems this concept is the same as the one proposed by Crystal (1987) i.e. 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.

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b. The Distinction between Error and Mistake

Some people have overlapping perception between *Error* and *Mistake*, so do some teachers. Then further dealing with *Error* and *Mistake* becomes inappropriate treated and then it gives negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic elaboration of the distinction between *Error* and *Mistake* is necessary in order to have sound explanation.

Inevitably the learner will make *Mistakes* and *Errors* in the language acquisition process. As Dulay (1982) hints that, “Making error is an inevitable part of learning. People cannot learn language without first systematically committing errors.” Brown (2007) also states that, “Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information.” It means that making *Mistakes* and *Error* is naturally happened for learner because it is a part of learning in language acquisition process.

Further Brown (2007) distinguishes between *Mistake* and *Error*. He explains that: A mistake refers to a performance error that is either a random guess or a ‘slip’, in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations. Native speakers are normally

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capable of recognizing and correcting such “lapses” or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. It means that *Error* reveals the learner’s knowledge of the target language, while *Mistake* is the learner’s temporary impediment or imperfection in process of utilizing the language.

Diane Larsen-Freeman and Long (1991) give more explanation about *Error* and *Mistake*. Diane made a distinction between a mistake and an error, i.e.: Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-corrected an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules. It can be concluded that *Mistake* is related to the students’ quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the

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language's rule when they focus on. *Error* is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self-corrected.

c. The Sources of Error

It's necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis (2008) points out the source of error into four categories:

- 1) Psycholinguistic sources concern the nature of the L2 knowledge system and the difficulties learners has using it in production.
- 2) Sociolinguistics sources such matters as the learner's ability to adjust their language in accordance with the social context.
- 3) Epistemic sources concern the learner's lack of world knowledge.
- 4) Discourse sources involve problems in the organization of information into a coherent.

Different from Ellis, Brown (2007) categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

- 1) *Interlingual transfer* is the negative influence of first language. Before the second language system is familiar for the learner.

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The first language is the only previous linguistic system which can be referred by the learner.

- 2) *Intralingual transfer* is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
- 3) *Context of Learning* is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make errors.
- 4) *Communication strategy* is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.

James' idea (1998) parallels with Brown in talking about the source of error as follows:

- 1) *Mother-tongue Influence: Interlingual Errors*. The error caused by the mother tongue interference. The learners are influenced by the persistence of their native language in using the target language.

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- 2) *Target Language Causes: Intralingual Errors.* The learners in ignorance of a TL form on any level and of any class can do either of two things:
 - a) The learner can set about learning the needed item, engaging the learning strategies.
 - b) The learner can try to fill the gap by resorting to communication strategies.
- 3) *Communication Strategy-Based Errors.* The error includes *holistic strategies* and *analytic strategies*.
 - a) *Holistic strategies*, the term ‘_holistic’ refers to the learners’ assumption. The most general term for this is approximation.
 - b) *Analytic strategies* express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.
- 4) *Induced Error* refers to learner errors that result more from the classroom situation than from either the students’ incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors are caused by material-induced error, teacher-talk

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induced error, exercise-based induced error, errors induced by pedagogical priorities, and look-up errors.

It can be highlighted that Taylor classifies the source of error based on the learners' linguistic development stage. While Brown and James classify the source of error into four main categories, namely: interlingual transfer, intralingual transfer, communication strategy and context of learning or in James called induced error. The researcher uses the four main categories sources of error based on Brown's idea to find out the students' sources of error in her research.

a. The Causes of Error

John Norrish (1983) exposes three causes of errors:

- 1) *Carelessness*: It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.
- 2) *First language interference*: Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually 'shaped' towards those of the language he was learning.
- 3) *Translation*: Probably the most students make errors is translation. This happens because a student translates his first

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language sentence of idiomatic expression in to the target language word by word.

It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

b. The Goal of Error Analysis

Some experts reveal their opinions of the goal of EA. According to Norrish (1983), "Error Analysis can give a picture of the type of difficulty learners are experiencing. If carried out on a large scale such a survey, it can be helpful in drawing up a curriculum." It means that EA has significant to check the students' difficulty in learning. Then the teacher can rearrange the curriculum that suits for the students. While Corder (1973) has parallel opinion with Norrish, he divides the significant of EA in three aspects:

- 1) *The teacher*. EA gives information of the learners' progress in acquiring the language, and it tells him what remain for him to teach.
- 2) *The researcher*. EA give evidence to the research of how the learner learn and acquire the language, what strategies or procedures they use in discovering the language.
- 3) *The learner*. Making error can be used for the learner as device to learn.

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He further explains that EA as branch of applied linguistic activity has two functions, they are: theoretical and practical.

- 1) The theoretical aspect of error analysis is part of the methodology of investigating the language learning process.
- 2) The practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.

Based on the explanation above, the researcher sums up that the goal of EA in theoretical aspect is as a tool to investigate the language learning process and it also gives information of the learners' progress in the process of acquiring language in the practical area. It can be a very useful feedback for the teacher, the researcher, the learner and the curriculum in how to overcome the students' difficulty and how to deal against the error.

c. The Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error Analysis. Theo Van Els, *et al* (1983) states that there are some procedures in Error Analysis, namely:

- 1) *Identification of errors*. The first step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the students' error from the task given by the teachers.
- 2) *Description of errors*. The next step is describing errors; it begins when an identification stage has taken place. The

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description of student errors involves classification of kinds of errors made by the students.

- 3) *Explanation of errors.* The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the errors occur.
- 4) *Evaluation of errors.* In this step, the teacher gives evaluation from the task done by the students depends on the task that the teacher will be giving to the students.
- 5) *Preventing/correcting of errors.* The last step is correction of errors; the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students make the same errors later.

Carl James (1998) in his book “Error in Language Learning and Use: Exploring Error Analysis” explains that there are five procedures in identification of errors:

- 1) *Error detection.* It’s a stage which the errors are detected, so the researcher becomes aware of its presence.
- 2) *Locating error.* The researcher locates the errors, but error location is not always so straightforward. Not all errors are easily localizable in this way. Some are diffused throughout the sentence or larger unit of the text that contains.

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- 3) *Describing error*. The grammar used for describing them must be the most comprehensive we have, and the one capable of maximum ‘delicacy’ of descriptive detail.
- 4) *Classifying error*. The errors are classified based on the errors classification.
- 5) *Counting error*. The last stage is counting error that the researcher counts the errors made by learner.

Gass and Selinker (2008) state that the great deal of the work on Error Analysis was carried out within the context of classroom. Therefore, there are a number of steps taken to conduct error analysis.

- 1) *Collect data*. Although this typically done with written data, oral data can also serve as a base.
- 2) *Identify errors*. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?
- 3) *Classify errors*. Is it an error of agreement? Or is it an error in irregular verbs?
- 4) *Quantify errors*. How many errors of agreement occur? How many irregular verb forms of errors occur?
- 5) *Analyze source*. See later discussion.
- 6) *Remediate*. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

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According to Corder in Ellis and Barkhuizen (2008) the procedure of Error Analysis includes the following steps:

- 1) *Collecting a sample of learner language.* Collecting a sample of learner language provides the data for the EA. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.
- 2) *Identification of Errors.* The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic produce is as follow:
 - a) Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.
 - b) Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well formed. Those utterances/sentences remaining contain errors.
 - c) Identify which parts of each learner utterance/sentence differs from the reconstructed version.
- 3) *Description of Errors.* The Description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of

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learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts.

- 4) *Explanation of Errors*. Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA research this is the most important stage in an EA.
- 5) *Error Evaluation*. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

Based on the detail explanation of the procedure of EA above it can be summed up that actually in the procedure of EA has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the researcher describes the error based on the error classifications and then she/he explains the sources the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation. In her study, the researcher chose the procedure of EA which identified by Corder cited in Ellis and Barkhuizen to conduct the research.

d. Types of Error

Dulay et al (1982) classify error into four categories taxonomy error there are four types of taxonomy, namely: Error

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type based on linguistic category, Error type based on surface strategy taxonomy, Error types based on comparative of taxonomy, and Error types based on communicative effect taxonomy.

The surface strategy taxonomy highlights the ways surface structures will be altered: learners may omit necessary items or add unnecessary ones, they may misform items or misorder items. Analyzing errors from surface strategy taxonomy perspective holds much promise for researcher concerned with identifying cognitive processes that underlie the student's reconstruction of the new language.

1) Omission

Dulay et.al (1982) states that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

Example : *I not angry with you.*

It should be *I was not angry with you.*

The underline word is omitted in which should appear in well-formed utterance. It is the verb *am* or *was* that should have come after the subject. In spoof text , most errors are found in the formation of simple past tense.

Example: *Angel cook in the kitchen yesterday.*

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It should be *Angel cooked in the kitchen yesterday*.

The underline word is omitted in which should appear in well-formed utterance. There has omission of (ed)that should have been the suffix for cook. Furthermore, Dullayet.al (1982) states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. As the examples above, language learners omit grammatical morphemes much more frequently than content words.

2) Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a) Double Marking

Double marking happens when two items rather than one are marked for the same feature. For example: (In Past Tense).

Incorrect: we didn't *went* there.

Correct: we didn't *go* there

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b) Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For example, in the sentence:

incorrect : Laura *came*d to her mother house 2 months ago.

Correct : Laura *came* to her mother house 2 months ago.

There has regularization of regular past, the verb *come* does not become *came*d, because *come* is irregular verb .

c) Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization. For example, in the sentence:

incorrect : I *can* *played* the game.

Correct : *I can play the game.*

There has simple addition of verb one after modal .

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3) Misformation

Misformations errors are characterized by the use of the wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Dulayet.al (1982) mentions that there are three types of misformations errors, they are:

a) Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* or *himsself* or *gooses* for *geese*. For example, in the following sentence:

Incorrect: He *rided* his motorcycle.

Correct :*He rode his motorcycle*

There has wrong change of verb *ride*, it should be *rode*.

b) Archi forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function. For instance, in this following sentence:

Incorrect:*This* pencils are mine.

Correct :*These pencils are mine.*

This is not appropriate for plural, the appropriate one is *these*.

c) Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of

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various members of class with each other. For instance, look at these sentence below:

Incorrect: I *written* a letter yesterday.

Correct :I *wrote* a letter yesterday

The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past tense.

4) Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance. For instance, look at these sentences below:

Incorrect: I did not know why was she sad.

Correct: I did not know why she was sad.

Because the placement to be was is wrong.

To analyze the errors of students writing in spoof text, the researcher will analyze based on surface taxonomy strategy. The researcher draws the table as follow:

UIN SUSKA RIAU

TABEL II.1
SURFACE TAXONOMY STRATEGY

CATEGORY	TYPICAL ERROR		EXAMPLE
Omission	Noun and verb inflection		-s -ed -ing
	Article		A And The
	Verb auxiliaries		Is will Can may
	Preposition		In On Of
Addition	Regularization	Regular plural (-s)	Mouses
		Past tense marker (-ed)	Goed
	Double marking		He didn't went to Kuala Lumpur" "She doesn't knows your name"
	Simple addition		The birds doesn't live in the water "We stay in over there"
Misinformation	Regularization		"runned" for "run"
	Archi form		"that houses are theirs"
	Alternating form		"this cats"
Misordering	Marked by miss-ordering for a morpheme or a group of morphemes in the sentence		"I don't remember what is her name" Instead of : "I don't know what her name is"
			"What your mother is doing?" Instead of: "What is your mother doing?"

B. Relevant Research

There are some researches that have been conducted and they are relevant to this research paper, such as :

1. The research by Siti nurjanah entitled Analyzing the Students' Grammatical Errors in Spoof Text Writing by the Second Year Students of SMAN 1 Labuhan Ratu Lampung Timur. The objectives of this

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research are to identify the students' types of grammatical errors and the frequencies of occurrence based on SST and CET found in the students' spoof text writing, the data were collected from the students' writing task. Taken from 31 students of class XI IPA 1 of SMA Negeri 1 Labuhan Ratu Lampung Timur 2012-2013. Then the data were classified based on SST and CET. The result of the research based on SST was 184 errors: 59 omission errors (32.06%), 19 addition errors (10.32%), 82 misinformation errors (44.56%), and 24 misordering errors (13.04%). Meanwhile, based on CET was 111 errors: 27 global errors (24.32%) and 84 local errors (75.67%)

The distinctions between Siti nurjanah's research and this research are types of error which are followed. She uses Communicative effect taxonomy and surface strategy taxonomy in analyzing the errors. It is different from this research which use surface strategy taxonomy. Furthermore she focuses on the errors of simple past tense in spoof text

2. The research by Ovi syafiqoh entitled An Error Analysis on Students' Spoof Text Writing (A Case Study at Eleventh Grade of SMAN 5 Kota Serang) the researcher found several findings; on a term of the number of error types, there were four major errors of Surface Strategy Taxonomy. On the other hand, in Linguistic Category, the researcher found two major errors which committed by the students. Furthermore, on a term of the most common errors that committed by the students in Linguistic Category were confusion of sense relations (semantic errors)

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with frequency 55.62%. In addition there were 45.87% errors as the common errors in omission of grammatical morphemes of Surface Strategy Taxonomy that committed by the students.

The distinctions between Ovi syafiqoh's research and this research are types of error which are followed. he uses linguistic category and surface strategy taxonomy in analyzing the errors. It is different from this research which use surface strategy taxonomy. Furthermore he focuses on the errors of simple past tense in spoof text.

3. The research by Winda Julianti entitled Grammatical Error on Students' Writing of Spoof Text (A Case Study at the Twelfth Grade of SMAN 1 Belalau Lampung Barat in the Academic Year of 2017/2018). The researcher concluded that the Twelfth Grade of SMAN 1 Belalau Lampung Barat in the Academic Year of 2017/2018 still made errors when they make a spoof text and based on the data, the writer found that there are 80 incorrect items out of 27 essays. The proportions (frequency and percentage) of the students' error in making Spoof Text are omission errors 20 items or 25%, addition errors with 5 items or 6.25%, misinformation errors with 51 items or 63.75%, and misordering with 4 items or 5%

The distinctions between Winda julianti's research and this research is technique in collecting data, she used documentation of students' task that was given by their English teacher. It is different from this research which use writing test. Furthermore she focuses on the

errors of simple past tense in spoof text based on surface strategy taxonomy

Operational Concept

Operational concept is a guidance to avoid misunderstanding in carrying out the research. The researcher establishes some indicators based on Dulay Theory Surface Strategy Taxonomy (1982). This case as follows:

1. The students make *omission* errors in writing spoof text.
2. The students make *addition* errors in writing spoof text.
3. The students make *misformation* errors in writing spoof text.
4. The students make *misordering* errors in writing spoof text.