

CHAPTER II

LITERATURE REVIEW

A. Writing

1. Definitions of Writing

There are many definitions about writing. Rogers defines “Writing as the use of graphic marks to represent specific linguistic utterances. The purpose of a definition is to distinguish a term from other things.”¹

Harmer explains that writing is a skill has a number of conventions which separate it out from speaking, they are in grammar, and vocabulary, for instances issues of letter, word and text formation, manifested by handwriting, spelling, layout and punctuation.²

Furthermore, the experts give more explanations to the writing in English as a second language as well as a foreign language. Richards and Renandya explain that:

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing

¹Henry Rodgers, *Writing Systems: A Linguistic Approach* (Oxford: Blackwell Publishing, 2005), 2.

²Jeremy Harmer, *The Practice of English Language Teaching* (3rd.ed.) (Harlow: Longman, 2001), 255.

as well as lower level skill of spelling, punctuation, word choice, and so on.³

Based on Ed Swick “Writing in any language is a difficult skill to acquire. Therefore, as an ESL student you should approach writing in English carefully. In order to write well, you want to first have an understanding of grammatical structures, vocabulary, and tense usage.”⁴

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. On the other hand the writing well must deal to the grammatical accuracy.

2. Processes of Writing

Harmer points out the writing process – that is the stages the writer goes through in order to produce something in its final written form.

a. Planning

The writers decide what it is they are going to say. Some of them use the notes to write their plan, and the others make a few jotted words. In this stage, the writers also have to think about three main issues. They are the purpose of the writing, the

³Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), 303.

⁴Ed Swick, *Writing Better English for ESL Learners* (2nd.ed.) (New York: The McGraw-Hill Companies, Inc, 2009), vii.

audience they are writing for, and the last that they have to consider the content structure of the pieces.

b. Drafting

It refers to the first version of a piece of writing. It will be edited later.

c. Editing (reflecting and revising)

In this stage, the writers reread what they have written whether there are mistakes, perhaps in content of their writing or in the grammatical accuracy. Then they correct the mistakes. Furthermore, in reflecting and revising, it is needed other readers who comment and give the suggestions.

d. Final version

Final version of written text may look be different from both the original plan and the first draft because it have changed in the reflecting and revising stages. Finally, this final version is ready to hand in.⁵

On the other hand, Oshima and Hogue explain another process of writing.

Oshima and Hogue said “For both native speakers and new learners English, it is important to note that writing is a *process*, not a ‘product’...There are four main stages in the writing process: prewriting, planning, writing and revising drafts, and writing the final copy to hand in.”⁶

⁵Jeremy Harmer, *How to Teach Writing* (Harlow: Longman, 2004), 4-5.

⁶Alice Oshima and Ann Hogue, *Writing Academic English* (3rd.ed.) (New York: Addison Wesley Longman, 1999), 3.

a. Prewriting

There are two steps in prewriting stage. The first is choosing the general topic and narrowing it to a specific focus. The second is brainstorming. In this stage, the students could make listing, freewriting and clustering to generate ideas from a previous focused topic.

b. Planning

The students make an outline by organizing the ideas from brainstorming.

c. Writing and Revising Drafts

There are four steps in this stage, they are writing a rough draft. In the first rough draft, the students do not worry if they make the mistakes. The next step is revising content and organization and then proofreading the second draft to check for grammar, sentence structure, spelling and punctuation. After the students follow the stage above, they are ready to write the final copy to hand in.”⁷

From those two writing processes, it can be concluded that to product a good writing needs some stages, furthermore a writer should not be afraid to make mistakes even errors during the writing process.

3. Purposes of Writing

There are many purposes of writing. According to Penny Ur, “The purpose of writing, in principle, is the expression of ideas,

⁷Ibid.,3-12.

the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect of the writing.”⁸ On the other hand, Rodgers points out that “Writing allows us to communicate at a distance, either at a distant place or at a distant time.”⁹

It can be summarized that the main purpose of writing is to deliver the ideas to the readers, in addition with the text written, people can save their own memory.

4. Principles of Writing

A paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea.¹⁰ Furthermore, according to Karen, the main idea of the paragraph is called the topic sentence. It introduces the topic and the controls the information given. Besides main idea, there are the other sentences which add details to the topic and are called the supporting sentences.¹¹

According to Harmer, there are two principles for writing include for a paragraph, they are:

a. Cohesion

Cohesion means that the topic of paragraph is reinforced by the supporting sentences. Harmer explains the some ways to do

⁸Penny Ur, *A Course in Language Teaching: Trainee Book* (Cambridge: Cambridge University Press, 1999), 70.

⁹Rodgers, *op cit.*, 1.

¹⁰Oshima and Hogue, *op cit.*, 16.

¹¹Karen Blanchard and Christine Root, *Ready to Write: A First Composition Text* (2nd.ed.) (New York: Addison-Wesley Publishing Company, 1994), 7.

it, for examples the use of lexical repetition (use the same words more than once) or mention related words (e.g. water, waves, sea, tide). The writers do the ways above in supporting sentences.

b. Coherence

A paragraph is called coherence if the sentences have some internal logic in arrangement and there is also the smoothing in the movement from one sentence to other sentences, so the readers are easy to understand the paragraph. If the paragraph is coherent, the readers can understand at least two things:

1) The writer's purpose

The coherent text or paragraph should be able to make the readers understand about the writer's purpose. For examples, to inform, to suggest a course of action, make a judgment on a book or a play, or express an opinion.

2) The writer's line of thought

The readers should be able to follow the content and all parts of the text or paragraph clearly which is the writer's line of thought.¹²

It can be summarized that information, thought or suggestion in writing should be well shared to the readers.

5. Kinds of Writing

According to Wishon and Burks, "The form of writing used to tell or relate is called narration; that used to describe is called

¹²Harmer, *op cit*, 22-25.

description; that used to explain or interpret is called exposition (or explanation); the form of writing used to persuade or argue is called argumentation”.¹³

a. Narration

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.

b. Description

Description is used to tell the things look, smell, taste, feel, or sound; it may also describe happiness, loneliness, or fear. It creates a visual image both of outward and inward appearance of people, place, animal, and so on.

c. Exposition

Exposition is a form of writing to give information, to make explanations, and to interpret meanings or news. For examples: editorials, essays, informative material and instructional material.

d. Persuasion/Argumentation

Persuasion/argumentation is used to in persuading. It creates the opinion, the fact and attitudes to influence the readers.¹⁴

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

¹³ George E. Wishon and Julia M. Burks, *Lets Write English: Revised Edition* New York: Van Nostrand Reinhold Ltd, 1980), 377.

¹⁴Ibid., 378-382.

B. Spoof Text

1. Definitions of Spoof Text

There are some definitions about spoof text and the most of them have the same main point. Dhona and Harha in their journal state that “A 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.”¹⁵ Priyana *et al* give clear explanation that, “Spoof is a type of story which has a twist (funny part in the end of the story). It contains an unpredictable event which makes the story funny. The main character of twist in a funny story should be unpredictable and funny.”¹⁶

According to Sudarwati and Grace, “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.”¹⁷

It means that spoof text is a text which retells the past event which has funny ending and it is to entertain the readers.

¹⁵Nurma Dhona Handayani and Khairul Harha, “Problems in Writing Spoof Texts”, *Studies in English Language Education Journal*, Vol. III, No. 1, (March, 2016), 17.

¹⁶Joko Priyana, *et al*, *Interlanguage: English for senior High School Students XI Science and Social Study Programme* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), 167.

¹⁷Th. M. Sudarwati and Eudia Grace, *Look Ahead 2: An English Course for Senior High School Students Year XI* (Jakarta: Erlangga, 2007), 161.

2. Social Function of Spoof Text

Doddy *et al* 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.”¹⁸

According to Priyana *et al*, “The social purpose of this type of text is entertaining readers using twist (unpredictable funny ending).”¹⁹

It can be concluded that the spoof text is a funny story to entertain the readers.

3. Generic Structure of Spoof Text²⁰

- a. Orientation : the opening of the story which sets the scene.
- b. Events : the details of the events in the story.
- c. Twist : the funny or unpredictable ending of the story.

4. Language Features of Spoof Text²¹

- a. Using action verbs (e.g. walked, ran away)
- b. Using connectives (e.g. first, then, finally)
- c. Using adverbial phrases of time and place (e.g. in the garden, yesterday)

¹⁸Achmad Doddy, *et al*, *Developing English Competencies 2 for Grade XI of Natural and Social Science Programmes Senior High School (SMA/MA)* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2009), 126.

¹⁹Priyana *et al*, *loc cit.*

²⁰Doddy *et al*, *loc cit.*

²¹Sudarwati and Grace, *op cit.*, 178.

- d. Using simple past tense (e.g. he walked away from the village)
5. Example of Spoof Text

One of the examples of spoof text in *Look Ahead 2*²²

We Don't Subscribe to Any Newspapers

Jack was a university student. He studied history.

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

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

"Please, sir, give him another chance," said Jack's father, "you see, we don't subscribe to any newspapers in our house, so none of us even knew that Napoleon was ill."

²²Ibid., 176.

C. Error Analysis

1. Distinction between Errors and Mistakes

The explanation of *Errors* and *Mistakes* is needed in order to help the researcher in the analysis process. Brown distinguishes mistakes and errors.

In order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly...An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learners.²³

On the other hand, Corder in Gass and Selinker gives the explanation.

Corder was careful to distinguish between errors and mistakes. Mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognized by the learner as an error... errors are only errors from a teacher's or researcher's perspective, not from the learner's.²⁴

Furthermore, Corder in Richards states that, “A learners' errors, then, provide evidence of the system of the language that

²³H. Douglas Brown, *Principles of Language Learning and Teaching* (4th.ed.) (New York: Addison Wesley Longman, Inc, 2000), 217.

²⁴Susan M. Gass and Larry Selinker, *Second Language Acquisition: An Introductory Course: An Introductory Course* (3rd.ed.) (New York: Routledge Taylor & Francis Group, 2008), 102-103.

he is using (i.e. has learned) at a particular point in the course (and it must be repeated that he is using some system, although it is not yet the right system).”²⁵

In line with this, according to Gass and Selinker, “Errors can be taken as red flags; they provide windows onto a system—that is, evidence of the state of a learner’s knowledge of the L2.”²⁶

It can be concluded that *mistake* is only related to the student’s performance on producing language, for example a slip of the tongue and it can be self-corrected, while *error* is student’s quality competence on learning new language, for example the grammatical errors, the students do not recognize it and it must be corrected by someone else, for instances the teacher or the researcher.

2. Definitions of Error Analysis

The experts have explained about the definitions of error analysis. “The fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners’ errors, called error analysis.”²⁷ Brown-Chidsey and Steege describe, “Error analysis is a way of examining a student’s pattern of errors to see what skills the

²⁵Jack C. Richards, *Error Analysis: Perspective on Second Language Acquisition* (London: Longman Group Ltd, 1974), 25.

²⁶Gass and Selinker, *loc cit.*

²⁷Brown, *op.cit.*,218.

student needs to learn.”²⁸ While Ellis and Barkhuizen point out that, “*Error Analysis* (EA) consists of a set of procedures for identifying, describing, and explaining learner errors.”²⁹

Furthermore, Gas and Selinker give more simple definition about an error analysis, “What is error analysis? As the name suggests, it is a type of linguistic analysis that focuses on the errors learners make.”³⁰

It can be concluded that error analysis becomes one of the ways to investigate the student’s learning process through analyzing the error that the students made.

3. Sources of Error

Error analysis happened especially on L2 learners’ learning because of the sources. Brown states that there are four sources of error frequently made by the students of ESL and EFL.³¹

a. Interlingual Transfer

Interlingual Transfer is one of the error’s sources caused of the influence of the native language on L2 learners, especially in the beginning of learning the second language.

b. Intralingual Transfer

He states that the major sources of errors made by L2 learners is intralingual transfer, it refers to the target language.

²⁸Rachel Brown-Chidsey and Mark W. Steege, *Response to Intervention: Principles and Strategies for Effective Practice* (2nd.ed.) (New York: The Guilford Press, 2010), 99.

²⁹Rod Ellis and Gary Barkhuizen, *Analysing Learner Language* (New York: Oxford University Press, 2005), 51.

³⁰Gass and Selinker, *loc.cit.*

³¹Brown, *op.cit.*, 224-227.

Errors made by L2 learners because of lacking the rules of the target language.

c. Context of Learning

Context of Learning is Context refers. This source causes the student make errors because of the hypotheses wrongness of the teacher's explanation or the faulty parts in a textbook, for instance the presentation of a structure or word within a textbook.

d. Communication Strategy

Communication strategy is related to the learning style. The students obviously use production strategies in order to enhance getting their messages across. However, these ways can themselves become a source of error.

4. Types of Error

Some experts give their explanation about the types of error. Gass and Selinker distinguish two main error types:³²

a. Interlingual Errors

These errors are related to the Native Language (NL). They involve cross-linguistic comparisons.

b. Intralingual Errors

Intralingual errors are the types of error which is caused by overgeneralization of rules in the Target Language (TL).

According to Dulay *et al* there are four descriptive classifications of errors, they are Linguistic Category, Surface

³²Gass and Selinker, *loc.cit.*

Strategy Taxonomy, Comparative Taxonomy, and Communicative Effect Taxonomy.³³ Furthermore, types of error in this research based on Surface Strategy Taxonomy and some components of Linguistic Category.

a. Error Types Based on Linguistic Category

These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the errors effects. Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style)...For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.³⁴

Because the researcher focused on Surface Strategy Taxonomy to classify the errors, there are only some components of Linguistic Category were chosen to complete Surfaces' categories. They are Semantics and Lexicon. Besides of that, the researcher did not classify the errors based on the others components of Linguistic Category, such as Syntax, Morphology and Discourse because those components have been covered by Surfaces' categories. Meanwhile Semantic and Lexicon does not covered by Surfaces' categories.

³³Heidi Dulay, *et al.*, *Language Two* (New York: Oxford University Press, 1982), 146.

³⁴*Ibid.*, 146-147.

Furthermore, based on the experts and the previous researches, semantic and lexicon have the relation each other. Yule states that semantic deals to the study of meaning of the words, phrases and sentences. He also points out that there are lexical relations as the relationships of meaning between words.³⁵ Stella on her journal explains that “Wrong words can affect the meaning of a given phrase, clause or sentence.”³⁶ In line with this, Hemchua and Schmitt on their journal, *An Analysis of Lexical Errors in the English Compositions of Thai Learners* state that there are two main categories of lexical errors: formal and semantic errors based on James.

Formal errors are distinguished into three kinds, they are misselection (the errors because of the similar lexical forms such as voice and visual similarity), misformation (they involve the words of the mother tongue’s learner, three types of this formal errors are borrowing, coinage and calque) and distortion / misspelling (it occurred when there are letter omission, addition, misselection, misordering and blending).

Semantic errors have two main types, firstly, the confusion of sense relations that semantically related words, and collocational

³⁵George Yule, *The Study of Language* (4th.ed) (New York: Cambridge University Press, 2010), 112-116.

³⁶Muchemwa Stella, “Learning English for an Academic Purpose: The Errors of an English Learner”, *IOSR Journal Of Humanities And Social Science*, Vol. XX, Issue 9, Ver. II, (September, 2015), 56.

errors which result from the association of two words which in native usage do not go together.³⁷

It can be concluded the researcher followed all categories of Surface Taxonomy based on Dulay *et al* which would be explained below. In addition, the researcher classified Semantics and Lexical Errors based on James that are quoted in Hemchua and Schmitt's journal.

b. Errors Types Based on Surface Strategy Taxonomy

1) Omission

Omission error is characterized by the absence of an item that must appear in well-formed utterance. He states that the learners usually omit the words, morpheme even the content of word. For instance:

Marry is the president of the new company

Marry president new company (omission of grammatical morphemes *is, the, and of*)

2) Additions

It is characterized by the presence of an item that must not appear in well-formed utterance. Dulay *et al* divided additions into three types, they are:

³⁷Saengchan Hemchua and Norbert Schmitt, "An Analysis of Lexical Errors in the English Compositions of Thai Learners", Prospect Journal, Vol. XXI, No. 3, (December, 2006), 9-11.

a) Double Marking

This error type is described as the failure to delete certain items that are required in some linguistic constructions, but not in the others.

We didn't went here (false)

We didn't go here (true)

b) Regularization

This error type is described by adding an item to exceptional items of the given class that do not take a marker. For example the addition suffix *-ed* in regular verb is applied for irregular verb.³⁸

c) Simple Addition

This error type is described by the use of an item that must not appear in well-formed utterance besides a double marking nor a regularization.³⁹

3) Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure...in misformation errors the learner supplies something, although it is incorrect. For example, in

The dog eated the chicken

a past tense marker was supplied by the learner; it was just not the right one.⁴⁰

Three types of misformations have been frequently reported in the literature:

³⁸Dulay, *op. cit.*, 154-157.

³⁹Ibid., 158.

⁴⁰Ibid.

- a) *Regularization Error* that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run* or *gooses* for *geese*.
- b) *Archi-forms* The selection of one member of a class forms to represent others in the class is a common characteristic of all stages of second language acquisition...for example, a learner may temporarily select just one of the English demonstrative adjectives *this, that, these* and *those*, to do work for several of them:
That dog
That dogs
- c) *Alternating forms* As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. Thus, we see demonstratives:
Those dog
This cats⁴¹
- 4) *Misordering*
As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example, in the utterance
He is all the time late.
all the time is misordered.⁴²

⁴¹Ibid., 158-161.

⁴²Ibid., 162.

c. Comparative Taxonomy

In this taxonomy, Dulay *et al* explain four error categories: developmental errors, interlingual errors, ambiguous errors and other errors.⁴³

1) Developmental Errors

Developmental errors occur when children who learn the target language as their first language. For example, the following utterance made by a Spanish child learning English:
Dog eat it

2) Interlingual Errors

Interlingual errors are caused by the use of similarity of structure to a semantically equivalent phrase or sentence in the learner's native language. For instance, the following utterance by a Spanish speaker who is still uses the word order of Spanish adjectival phrase:

The man skinny

3) Ambiguous Errors

Ambiguous errors derive from the developmental or the interlingual. That is these errors are caused by the learner's native language structure. For example, in the utterance by the learner's native Spanish:

I no have a car

⁴³Ibid., 163-172.

4) Other Errors

These errors are complete without a grab bag for items that don't be described in any other category. For example, in the following utterance.

So do hungry.

d. Communicative Effect Taxonomy

Dulay *et al* states that "...The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't."⁴⁴

Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.⁴⁵

There are two types of error in this category.

1) Global Error

Errors that affect overall sentence organization significantly hinder communication...The most systematic global errors include:⁴⁶

- a) Wrong order of major constituents
e.g. English language use many people.
- b) Missing, wrong, or misplaced sentence connectors
e.g. ^(if) not take this bus, we late for school.

⁴⁴Ibid., 189.

⁴⁵Ibid.

⁴⁶Ibid., 191.

He will be rich until he marry.

(when)

He started to go to school since he studied very hard.

- c) Missing cues to signal obligatory exceptions to pervasive syntactic rules

e.g. the student's proposal ^(was) looked into ^(by) the principal.

- d) Regularization of pervasive syntactic rules to exceptions

(in transformational terms, not observing selectional restrictions on certain lexical items).

e.g. We amused that movie very much.

(That movie amused us very much.)⁴⁷

2) Local Error

Errors that effect single elements (constituents) in a sentence do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers.⁴⁸

For example, compare

Why like we each other?

and

Why we like each other?

...the first more "un-English" than the second. The most compelling explanation for this difference seems to be that the first version violates the typical Subject-Verb-Object order in English, while the second does not.⁴⁹

5. Steps of Error Analysis

According to Gass and Selinker, there are six steps in conducting an error analysis. They are:

⁴⁷Ibid.

⁴⁸Ibid., 191-192.

⁴⁹Ibid.

- a. Collect data. The data which is taken from written text or oral data.
- b. Identify errors. The first stage to determine the types of error.
- c. Classify errors. The next step in determining the error types by dividing them based on the categories.
- d. Quantify errors. Counting the amount of errors based on their categories.
- e. Analyze source. To minimize the errors in the future, so analyzing the error sources will be needed.
- f. Remediate. The teacher or the researcher collects the data for the second time.⁵⁰

In this research, the researcher follows first step till fifth steps above.

D. Previous Research Findings

There are many previous researches dealing with students' error in writing, especially in the text types. Those previous researches have different area of being researched from what the researcher conducts. Those are:

1. Siti Yuliani, 2012, Sebelas Maret University, An Error Analysis of Descriptive Text Written by Junior High School in Surakarta. This research focuses on the error analysis in writing descriptive text for Junior High School students. The method of this research is descriptive quantitative. This

⁵⁰Gass and Selinker., *loc cit.*

research was carried out at SMP Islam Diponegoro, Surakarta. She uses survey and test to collect the data. The result of this research are article errors were the highest number of linguistic errors with 49 errors or 45,37% and omission errors were the highest number of surface errors with 83 errors or 76,85%.⁵¹

There are some differences between Yuliani's research with this research, they are text that is used, technique in collecting data, and types of error. Even though, both of this research and Yuliani's research follow linguistic category and surface strategy taxonomy based on Dulay *et al*, Yuliani uses that classification to find out the specific students' learning problem in using articles, auxiliary verbs, nouns, and prepositions and to know the students' achievement and difficulties in writing descriptive text. On the other hand, this research would cover all items on that classification.

2. Arleni, 2013, Muhammadiyah University of Purworejo, An Error Analysis of Past Tense Pattern Found in Writing Spoof Text Done by The Eleventh Grade Students of Science Program of SMAN 1 Mirit in The Academic Year 2012/2013. This research used descriptive qualitative research. The instrument of this research is writing test on English simple past tense of spoof text. The result of the research shows that

⁵¹SitiYuliani, "An Error analysis of Descriptive Text Written by Junior High School Students in Surakarta" (Sebelas Maret University, 2012), 1.

there were 205 errors among 31 students. The types of errors consist of 25 (22.44%) errors of omission, 37 (18.05%) errors of addition, 98 (47.80%) errors of misformation and 22 (11.71%) errors of misordering.⁵²

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

3. Cholipah [207014000542], 2014, Syarif Hidayatullah State Islamic University Jakarta, An Analysis of Students' Error in Writing Recount Text. This research was carried out at the second grade students of SMP Trimulia Jakarta. The method uses in this study is a case study. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors. The lowest-three errors are 3 or 0.36% incomplete sentence errors,

⁵²Arlen, "An Error Analysis of Simple Past Tense Pattern Done by The Eleventh Grade Students of Science Program of SMAN 1Mirit in The Academic Year 2012/2013" (Muhammadiyah University of Purworejo, 2013), 1.

13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors.⁵³

Cholipah's research is different from the others as well as this research. It can be analyzed from the error types which are used. She follows the types of error according to Azar that consists of fourteen kinds, for instances, singular-plural, word form, capitalization, word choice, verb tense, add a word, omit a word and so on.

⁵³Cholipah, "An Analysis of Students' Error in Writing Recount Text: A Case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan" (Syarif Hidayatullah State Islamic University Jakarta, 2014), i.