

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In Communication people do not only express their feelings, arguments or ideas, but also influence other people influence can be related to permission, permission is defined as human communication design to influence other by modifying their beliefs values and attitudes. In doing the permission, the persuader will need the language to persuade others so that they can interpret and follow the message.

Language is a means of communication. By using a language people can communicate with each other. Using a language is not as simply as we thought because there is a set of rules that must be followed, which is called Grammar. Actually grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language. Based on Digital Library of PETRA University, the grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning. Language has a great role in our lives. Human as social beings need language to communicate with each other. Because language is a system of communicating with other people by using sounds, symbols and words in expression meaning, idea or thought.

English is an international language which is spoken in many countries around the world. There are 360 native speakers of English and 375 and 750 million that use English as foreign or second language. Indonesia is one of the countries that use English as a foreign language. Any language with no exception of English has a system of sound and meaning. Both sound and

meaning are inseparable as they become speech features. Any sound without meaning is not a language and vice versa. This is what called duality of language. The way of in which we make the sounds of words is called pronunciation.

Writing skill is the most difficult and complicated language skill to be learned almost by all the students in every level of education. It is probably because the process of writing usually takes more time to think and needs a lot of ideas. There are some aspects of writing, like: Spelling, capitalization, word-choice, and grammar, and the ability make the sentences to become the coherent in written discourse. It means that before students produce an essay, the students have to comprehend most of aspects related to the aspects of writing.

An Advertisement is a planned communication meant to be seen, heard, or read it attempts to persuade an audience to buy a product or service, accept an idea, or support a cause. Advertisement may appear in printed form – in newspaper and magazines, on billboard, or as posters flyers. They may appear on radio or television, as either commercial or public – service announcement. An effective advertisement includes: a memorable slogan to grab the audience's attention, a call to action which tries to rally the audience to do something and detail that provide such information as price, location date and time.

Based on writer observation when the writer did teaching practice (PPL) at SMP N 28 Medan, the students have many difficulties to make correct in writing advertisement. They couldn't comprehend the use of correct grammar. While, the students try to write advertisements, they face the difficulties on grammatical rule. Grammar is important to conduct students in writing advertisement and also improve the style of written advertisement or to help student become conscious of grammar they already use in their own writing the grammar mistaken as errors means that something has been done wrong because someone didn't not know and didn't

not use the correct system. Where it has four categories namely: omission, addition, misformation and misordering.

From the description above, the writer tries to classify the errors based on Shaw's theory, there are error of word usage, error of sentence structure, error of punctuation and error of grammar. Therefore, an error analysis has an important role to reveal what kinds of error that the students do most. Finally, the writer is interested in conducting an error analysis by proposing Skripsi under the title: **“Grammatical Errors Used by Students in Writing Advertisements at the Third Grade of Junior High School”**

1.2 The Problem of the Study

Based on the background above, the problem of the study is formulated as follows:

1. What are the error's made by the students in writing advertisement at the third grade of junior high school?
2. What types of error is the dominant?

1.3 The Objective of the Study

Based on the problem above, this research intends to find out the grammatical errors and the dominant types of error which are made by students of writing advertisements at the third grade of junior high school.

1.4 The Scope of the Study

The scope of this study is limited on analyzing students' error in writing advertisement. It focuses on word usage, sentence structure, punctuation, and grammar.

1.5 The Significances of the Research

The finding of the study is expected to contribute as the following:

1.5.1 Theoretically

1. The English teacher know the students' error in writing advertisement.
2. To increase and enrich the knowledge of the writer and readers about grammatical features in writing advertisement.
3. To increase and enrich the knowledge of the writer and readers how to write advertisement well and correctly.

1.5.2 Practically

1. The students are able to minimize the errors in writing advertisement or other writings.
2. The teachers are able to motivate students to write advertisement well and correctly.
3. Other researchers increase their knowledge to know the process and difficulties of students in making advertisement well and correctly by preparing their selves to be professional teachers.

CHAPTER II

REVIEW OF LITERATURE

2.1 Theoretical Framework

In this chapter, the writer will to explore the underlying theories of are relevant to the research objective. It is important to the researcher and readers to know about the meaning of the title of this research in order to make the researcher easy in analyzing and understanding about error analysis.

2.1 Writing

Writing is one of English basic skill which is important besides listening, speaking and reading. It is a way for communicating with others. Sometimes the act of writing helps writer to clarify their own thoughts and organize ideas becomes a text or a paragraph.

According to Byrne (1988), writing involves the encoding of a message of some kind, that is, we translate our thoughts into language. He states that when we write, we use grammatical rules and the letters or combinations of the letters which relate to the sounds we make when we speak. We do not write just one sentence or even a number of unrelated sentences. We produce a se-quence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short, which consists of two or three sentences, but because of the way they have been put in order and linked together, they form a coherent whole.

2.2.1 Writing Process

Writing is one of the language skills which informs ideas, opinions, and soon in the written form. It is one of the communication means and it is also one of the language skills that should be known for learning language. Writing can also enable to express feelings and observations to others. In writing there are always process and product. The Process writing activity will encourage the ideas that learning to write correctness and completeness. From the process, a product will be created that is writing itself.

Harmer (2004:4) states that the writing process is the stage that a writer goes through in order to produce something (a written text) before to be final draft, they are :

a. Planning

At this stage, the writer must think about three main issues. Those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text that the writer wants to produce, the language that the writer uses, but also the information that the writer chooses to include. Secondly, the writer must think of the audience. The audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured) but also the choice of language (formal or informal language). Thirdly, the writer has to consider the content structure of the piece. It means that how the writer sequences the fact, ideas, or the argument.

b. Drafting

After you have finished in planning, you can continue to the next step (drafting). As you write, the first on your paragraph, use the ideas you generated from planning as a guide. As you write, remember to:

1. Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
2. Stick the topic does not include information that does not directly support the main idea.
3. Arrange the sentences so that the other ideas make sense.
4. Use original words to help the reader understand how the ideas in your paragraph are connected

c. Editing (Revising)

It is almost imposible to write a perfect paragraph on the first try. The first try is called the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. The writer edits their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.

2.2.2 The Purpose of Writing

As basic skill in English writing also has some purpose. According to McMahan, et al in Sarinten (2010:63-64) the purpose of writing as follows:

1. To express the writer's feeling

The writer wants to express his feeling and thought through the written form, as in diary or love letter. It is what is so called as expressive writing.

2. To entertain the readers

The writer intends to entertain the reader through written form, and he usually uses authentic materials. It is called as literary writing.

3. To inform the readers

It is used to give information or explain something to the readers. It is a kind of informative writing.

4. To persuade the readers

The writer wants to persuade or convince the readers about his opinion or concept or idea. It is called as persuasive writing.

2.2.3 Teaching Writing

The aim of teaching writing is to help students deal with writing in their real life. Yet there is a huge variety of types of writing in our real life. It is suggested that we choose some of the writing situations that largely feature the students' daily activities. Hyland (2004: 12) explains that to create a well-formed and effective text, students should know how texts are organized, and the lexicogrammatical patterns used. It involves the social purposes of the text type, the kinds of situation, who the probable audience is, what readers are likely to know, and the roles and relationships of text users, the types of textual variation, and how the genre is related to the target context. Furthermore, Hyland (2004: 22) Teachers therefore tend to recognize and draw on a number of approaches but typically show a preference for one of them. So, even though they rarely constitute distinct classroom approaches, it is helpful to examine each conception separately to discover more clearly what each tells us about writing and how it can support our teaching.

Seow (2002: 319) gives some pointers for teachers implementing teaching writing, those are: (1) teacher modelling, (2) relating process to product, (3) working within institutional constraints, (4) catering to diverse student needs, (5) exploiting the use of computers in process writing.

1. Teacher modelling means that the teacher should model the writing process at every stage and teach specific writing strategies to students through meaningful classroom activities.
2. Relating process to product means that the teacher guides students in achieving specific writing goals. Although students have to make a different draft from the earlier draft because of revision, they will begin to understand the result expected in every stage.
3. Working within institutional constraints means that teaching the process skill can be done through stages such as planning, drafting, responding, revising or editing within a regular two-period composition lesson. Process skill can be repeated until it reaches the improvement
4. Catering to diverse student needs means that the teacher should implement a flexible program to cater to different student needs. The teacher may also decide to have students enter into different writing groups as planners, drafters, responders, revisers or editors during a writing session. A student may be with the planners for one writing task, but move to be with the editors later for the same or another task, according to his or her need or developmental stage in writing.
5. Exploiting the use of computers in process writing means that teaching writing in responding or editing stage, the teacher can use computer and OHP. By using computer, students will easily delete the wrong words and replace them without writing other words in a text anymore.

In teaching writing, the teacher should be able to make the students write their ideas well. The teacher should consider writing skills that the students have to master.

2.2 Error

For students are doing error in writing is very common because, it is a process for them and they are learning about the foreign language that should be improved. It will be better if they do step by step in making a better writing than before at first.

According to Norrish (1983:7), error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Brown (1980:163) states, "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.

2.2.1 Types of Error

To categorize errors based on the types or the sources of errors is not easy work. Many times errors cannot be traced back to one source. Soetikno (1996:181) emphasis the ways surface structure is altered. Learners may omit necessary items or add unnecessary ones, they may misfire an item or miss order them.

Thus, the errors may be in the form of omission, misformation, and improper ordering.

1. Omission errors are characterized by the absence of an item that must appear in a well formed utterance. Although any morpheme types of morphemes are omitted more than others.
2. Additional errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well formed utterance. Additional errors include double marking, regularization and simple addition.
3. Misformation errors are characterized by the use of the wrong form of morpheme or structure. While in omission errors the item is not supplied at all, in missed formation errors the learners supplied something, but it is incorrect.

4. Misordering errors are characterized by the incorrect placement of a morpheme or group morphemes in an utterance.

Error can be grouped according to their significance and treatment, as well. Krashen (1982:23) speaks about three kinds of errors, which he considers the most relevant errors that are to be dealt with:

1. Global errors, are the most frequent errors. Global errors, which make communication impossible because they disable the comprehension of the communicative message, are necessary to be corrected.
2. Stigmatized errors (use of taboo words, social unacceptable words or violent language) are to be treated immediately.
3. The group most frequently occurring errors includes errors which are to be corrected no matter which group they belong to.

According to Shaw (1986:7), there are four kinds of error in English, they are word usage, sentence structure, punctuation and grammatical aspect, there are:

1 Word Usage

When we are engaged in a conversation, or write a letter, article, report, story or other composition, you have something to say and some interest or purpose to express something, whatever it is. So we call on our word supply, our vocabulary or stock of words and choose those expressions that will communicate to others what we have in our mind. This process of selecting words is called diction. Diction is the choice of a word or group of words in the expressing ideas. Thinking and diction cannot each other because we cannot think without using words. Actually there are many words to choose that requires ideas in different meaning expression and emphasis, so errors should be avoided. Diction could be troublesome for writers and speakers. A

writer just like a builder that should carefully select some materials for the conduction of the house. So it is a must for a writer to make a real effort to choose the right word that she or he wants to apply. The diction should be correct, clear and effective but no standard of these can be absolute. Common problem in choosing words:

1. Words should be in current use: a word be understandable to readers of the present time. (e.g of time should be often, *tis* should be *this*).
2. National use: it is important to use words that are generally that are understandable throughout many country (e.g *dogie* should be *doggy*).
3. Reputable use: the usage of the word must be appropriate as well as reputable. (e.g *agree* is a word for a proposal, person and plan).

2. Sentence structure

By using sentence, we can speak and write and be able to think by using words. Statement is not altogether accurate. But it implies that by the use of words and try together to build a complete piece of writing. A sentence consists of word or some words that have meaning. If a sentence is disguised, awkward or faulty, the main purpose of writing has been defeated. A reader can be misunderstand the content and the meaning of the words. The subject may be expressed or it may be understood whether it is not expressed. Either subject or predicate can be understood from the context. Some common problem in sentence structure: sentence incompleteness, words in order, and logical sentence

3. Punctuation

Without proper punctuation it is impossible to create a correct, clear and effective writing. The relationship are suppression of our thought are dependent upon punctuation originally develop. If someone want to read our writing, she or he will read based on the writer's

punctuation in his or her writing. So, a writer should be carefully to put a punctuation in order to avoid misunderstanding.

The most important common marks of punctuation are these:

1. Period (.) use at the end of a declarative sentence and abbreviation.
2. Exclamation (!) point to end a forceful interjection or surprise or vigorous emotion.
3. Question mark (?) use at the end of every direct question.
4. Semicolon (;) use to separate independent clauses.
5. Comma (,) use to introduce a word, phrase. Comma is not conjunction and cannot connect two phrases. Therefore, it is replaced by a coordinate conjunction *and*. This error happens because the student does not apply the rules of a conjunction. The student uses a comma to connect two noun phrases whereas the comma is not a conjunction and cannot connect the phrases.

4. Grammar

Grammar is a science which deals with words, forms of words and word combination. What we usually call “good English” is the use of words and the forms are in appropriate combination as it is written and spoken by thoughtful people. Basically grammar has nothing to do with “correctness”. It describes but doesn't prescribe. In order to speak and write without creating what is usually considered the minor mistake, so we need English knowledge.

2.2.2 The Sources of Error

According to Richards (1971:32), there are three sources of errors, they are:

1. Interference errors: errors resulting from the use of elements from one language while speaking/writing another,

2. Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn condition under which rules apply, and
3. Development errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experience.

2.3 Error Analysis

Error analysis is a process with one clear objective, developing a suitable and effective teaching learning strategy and remedial measure necessary in clearly marked out areas of the foreign language.

James says that “error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. Error analysis can be considered as a fundamental tool in language teaching in order to recognize teacher’s point of view and address his/her methodology for fixing and fulfilling the students’ gap (Londono Vasquez, 2007:31).

2.3.1 The Purpose of Error Analysis

The purpose of Error Analysis, in fact, to find “what the learner knows and does not know” and to “ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language” Corder, (1974:170).

2.3.2 The Advantages of Error Analysis

Error analysis is a type of linguistic analysis that focuses on the errors. The advantages of error analysis for the students are to show the students in what aspects which is difficult for them, to show the regular and irregular verbs error made by students, to know the source or the cause of the error and the students can learn from their mistakes in order that they will not make

some errors repeatedly. For teachers, is required to evaluate themselves weather they are successful or not in teaching English. Fang and Mei in Saragih (2015:14) state that few teachers could not tolerate to the students' error. They think that error correction spend their time. So, the students feel upset, and great a gap between themselves and their teachers in dealing with the errors and understanding of the correction.

2.4 Advertisements

The media messages most concerned with persuading people are found in advertising, public relations and advocacy. Commercial advertisements tries to persuade us to buy a product or service. Public relations “sells” a positive image of a corporation, government or organization. Politicians and advocacy groups try to persuade people to vote for or support them, using ads, speeches new newsletters, websites, and other means. These persuaders use a variety of techniques to grab our attention, to establish credibility and trust, to stimulate desire for the product or policy, and to motivate us to act (buy, vote, give money, etc).

Kenechukwu et al (2013:951) define advertisements is any paid form of non-personal presentation and promotion of ideas or products by an identifiable sponsor. The definitions identifies fundamental elements. First, it is a paid form of presentation, which emphasizes that advertising space or time must be purchased. It is non-personal, meaning that it is not a direct or personalized presentation to one individual, but to the masses. Identified sponsor refers to the identification of the brand or the advertiser that is communicating.

Advertising is the advertisement for a product or a range of products and services in order to sell them easier; it is a message sent to consumers in order to stimulate their desires. The main aim of advertising is to achieve a certain change of the target market's attitude towards a product

or a service that a company provides and that it is advertised in order to buy it (Grideanu, 2014:102). While, Ghaemi and Sabokrouh (2015:4) stated that advertisements is a context in which the sender and receiver of the message interact communicatively despite their temporal and spatial distance. Since advertisements come in written forms, the sender has to add the communicative context to the text so that he can transfer his intentions to the receiver of the message either directly or indirectly.

Advertising, in a way, is an art of persuasion. It is caused by the purpose of advertising is try to get the people's attention in order to get persuaded by the message. Persuasive advertising is the use of media to move and audience to take action. Advertising professionals pay for space or time in a medium to deliver messages to buy or use their service or product. While, Kenechukwu et al (2013:956) argued the persuasive advertising is designed to employ a variety of techniques to grab the consumer's attention and interest to establish credibility and trust, to stimulate desire for the product and to motivate the consumer to act positively.

2.5 Classification of Advertisements

Welukar and Harichandan (2011:23-26) classified advertising on different such criteria as follows:

2.6.1 Classification on the Basis of are Coverage

On this basis, advertising may be classified into the following four categories:

1) Local Advertising

It is also known as "retail advertising". It is undertaken by local retail stores, departmental stores, co-operative stores, selling cloth, saris and other consumer goods and consumer durables. It is directed at local customers, media, used for local advertising, are shop

decorations, local newspaper, magazines, posters, pamphlets, hoarding, new signs, local cinema houses, etc.

2) Regional Advertising

It has wider coverage, as compared to local advertising. It covers a particular region, which may be one state, or more than one state, the people of which may be having a common tongue, or, using one common product. It is undertaken by manufacture, or regional distributor of a product. Media, used for regional advertising, include regional newspaper, magazines, radio, regional T.V, outdoor media, etc. It is considered to be an ideal form of advertising for launching and marketing a new product in a specific region.

3) National Advertising

It is generally undertaken by manufactures of branded goods, for which, advertising messages is communicated to consumers all over the country. Almost all possible mass media, including, national newspaper, radio and television network, are employed for national advertising. Product service, and ideas, which have demand all over the country, are suitable for national advertising. Likewise, detergents, soaps, toothpastes, cosmetics, scooters, cars, and bicycles, are some of the products, which are advertised all over the country.

4) International Advertising

This type advertising is undertaken by those companies, which operate in more than one country, known as “multi-national” companies. Exporters, generally advertise their products and services in foreign countries, where ready markets are available. Air India and other airlines, and multinational companies advertise their products and services all over the world. Coca-Cola and Pepsi are advertised globally, as the sales are almost all over world international advertising is

extremely expensive, involving the services of professional advertising agencies in different countries.

2.6.2 Classification of the Basis of Audience

On this basis, advertising may be classified into four categories:

1) Consumer Advertising

According to Alikhah in Ghaemi and Saborouh (2015:3) consumerism may be considered as individual's strong tendency toward possessing the goods or services which are not currently available to him. This type of advertising is directed to the ultimate consumers of the consumer products, that are the individuals who buy or use the consumer products, or services, for example; toilet, soap, toothpaste, toothbrush, tea, textiles, etc, for themselves and for their families. All types of consumer products need continuous and extensive advertising on television, radio, and press.

2) Industrial Advertising

This type of advertising is used by manufactures and distributors of industrial goods. Such as, machinery, plants, equipment, spare parts and components, and are directed at industrial users or customers. Such advertisements usually appear in trade journals, trade dictionaries, bussiness magazines and so on. The appeal made is tactual and rational.

3) Trade Advertising

This kind advertising is employed by manufactures and/or distributors to influence and persuade wholesalers and dealers (retailers) to stock and sell the goods of the advertiser by offering incentive schemes to them, or, by inviting dealership for their particular products.

4) Professional Advertising

It is directed at professional like doctors, professors, engineers, and others, who are expected to recommend, prescribe, or, specify the advertised products to ultimate consumers.

This is done through professional journals and representative of the advertisers.

2.6.3 Classification of the Basis of Media

On the basis, advertising may be classified into four categories:

1) Print Media Advertising

The print media advertisement is the advertisement while is created by copy writers that appear in print format: it consist of newspaper, magazines, journals, handbills, billboard, etc. No newspaper or, journal, today, can survive without of advertising revenue. Print media advertising, even today, is the most popular form: and avenue derived by mass media from advertising has, therefore, been progressively increasing year after year. Print media appeals only to the sense of sight “eyes”.

2) Electronic or Broadcast Media Advertising

Electronic, or, broadcast media consist of radio, television, motion, pictures, video, and the internet. The radio is audio in nature, appealing only to the sense of sound (ears). Radio advertising is more effective in rural areas, as compared to urban regions. Television, as an advertising medium, is more attractive and effective because it is an audio-visual medium appealing to both the senses of sight sound (eyes and ears). Different methods, such as, sport, announcements, sponsored programmers, are used for broadcasting advertising messages. Advertising is also undertaken through movies, video, and the internet.

3) Outdoor Media

This include posters, neon signs, transit, point of purchase (POP), etc. Outdoor advertising can be a good supporting media to other forms of advertising. It is form of reminder advertising, especially, the PDP advertising. The kind of this media is usually place in the outside place.

4) Other Media

This includes direct mail, handbills, calendars, diaries, cinema advertising, internet and so on. These miscellaneous media can play an important supporting role to the major media such as television, and newspaper. The kind of this media is recently developed by the advertiser in case of the smaller medium.

2.7 Previous Research

The writer takes the review of relate literature from other graduated paper as the principles and the comparison with this study.

1. The first one is taken from Habibullah (2010) entitle *An Error Analysis on Grammatical Structures of The Students Thesis*, in the research, found that students error are omission, those errors are caused by mother tongue interference and target language (learning strategy). Meanwhile, the errors which rarely occur misordering.
2. The second one is from Amelia (2013) entitle *An Analysis Grammatical Errors in Academic Writing Essay of English Department Students at Diponegoro University*, in the research, found that there are 238 errors found in 122 error sentences concerning tense and aspect, noun, pronoun, adjective, verb, adverb, preposition, conjunction, and determiner.
3. And the last one from Alufohai, Peace Joan (2016) entitle *Grammatical Errors in Written Composition of Junior Secondary School Students in Owan West Local Government Area of*

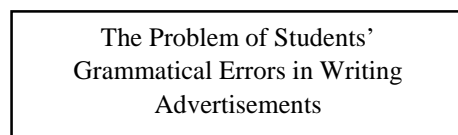
EDO State, in the research, found that students were unable to organize their essay; most of the time students could not differentiate between the use of present tense from past tense.

2.8 Conceptual Framework

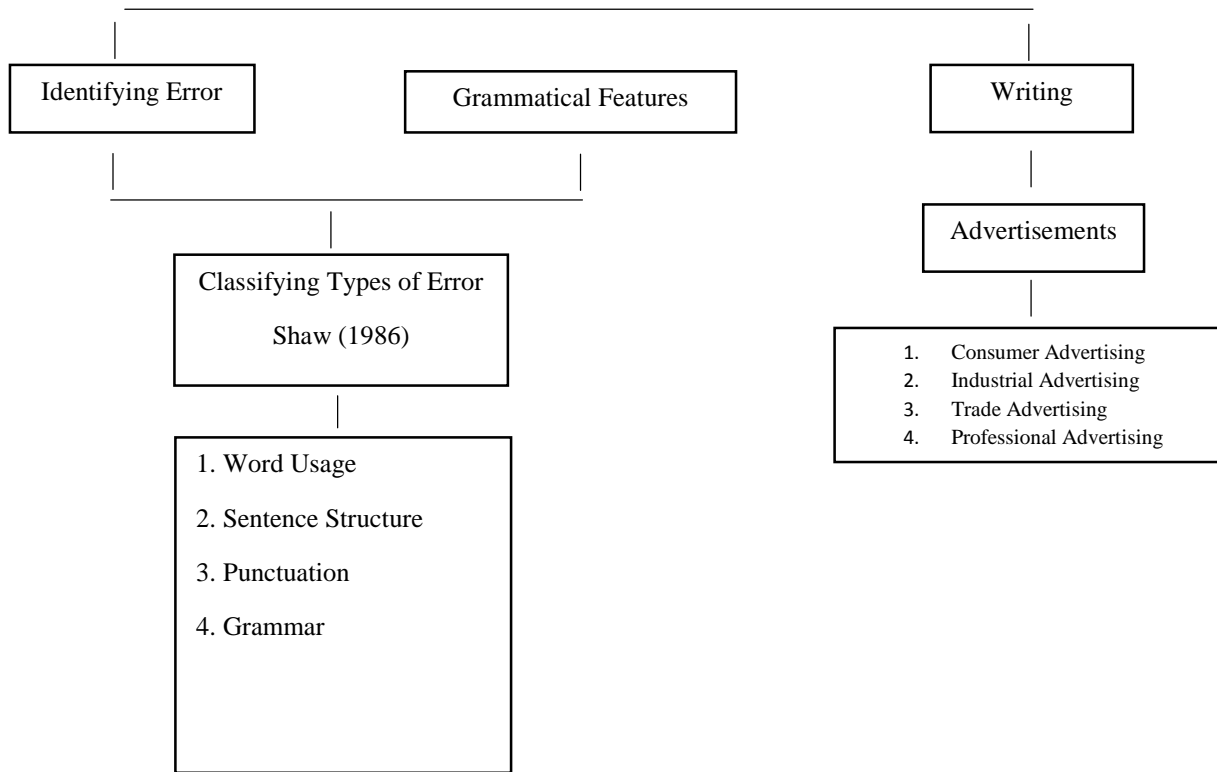
Writing is consider as one important skill besides reading, speaking and listening. It also plays important roles in making communication. Writing takes language out of contains and immediately of time and arranges it. Writing is written products that the result of thinking, drafting and revising procedures that require specialized skills which is not like other skills such as speaker developed naturally. In school which maintains that if we or students are achieve a perfect teaching strategy the errors would never be committed and therefore for the occurance of errors is merely a mark of the in frequency of teacher teaching technique.

**Figure 2.1 Conceptual Framework of Grammatical Error Used by Students in Writing
Advertisements at the Third Grade of Junior High School**

(Panjaitan, David 2018)



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CHAPTER III

RESEARCH METHODOLOGY

3.1 The Research Design

The research design of this study conduct by using descriptive qualitative. Descriptive qualitative analysis use as a problem solving procedure of the observe things in order to describe the students' error in writing advertisement.

According to Fraenkel & Wallen (2009), qualitative research concerns on the quality of relationship, activities, situations or materials. There are main characteristics of qualitative research as follows:

1) The natural setting is the direct source of data, and the researcher is the key instrument. Qualitative researchers 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 research include field notes and photographs that can convey the actual words of 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 researchers 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 questions to consider.

5) How people make sense out of their lives is a major concern to qualitative researchers. Qualitative researchers want to know what the participants in a study are thinking and why they think what they do (Fraenkel & Wallen, 2009).

The data of this research is analyze by performing descriptive analysis to describe in detail all of what goes on in a particular activity or situation. There has been a rapid growth in qualitative research in recent years.

3.2 Subject of the Study

Subject is a study are require to get the need information. In this research, the writer chooses the subjects by applying selection. For selecting the proper subjects, the subjects are forty students from nine H class in SMP NEGERI 28 MEDAN who are good in their English achievement. The researcher assumes that the students who have good achievement in English have good mastery in their vocabulary which can give valuable information in the research.

3.3 The Instrument of Collecting Data

The writer conduct writing test as the instrument to collect the data. Writing test to find out the kinds of errors on students' writing advertisement. The writer ask the students to write advertisement. The test use to collect the students' error in writing advertisement which analyze by the writer.

3.4 Technique of Collecting the Data

To collect the data, the writer take these following ways:

1. The writer choose 12 students and the test given to them.
2. The writer ask them to write advertisement.
3. The writer collect the test of the students.
4. The writer identify the errors made by students and classify the students' error in writing based on the error of word usage, sentence structure, punctuation, and grammar.
5. The writer tabulate the students' errors.
6. The writer calculate the errors made by students.

3.5 Technique of Data Verification

In qualitative research, data can be categorize good data if the data are valid. To get validity of data, Creswell (2009: 191) classify the validity of data into eight strategies. Those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.
6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

In this research, the researcher uses triangulation technique. The purpose of triangulation is to increase the credibility and validity of the findings. Further, Denzin (in Patton, 2009) stated that there are four techniques in triangulation. Those are: (1) source triangulation, (2) investigator triangulation, (3) methodological triangulation, (4) theoretical triangulation.

1. Source Triangulation

In source triangulation, the researcher uses many sources or participants to get the accuracy of data.

2. Investigator Triangulation

Investigator triangulation means technique that uses more than one researcher in collecting and analyzing data. From some researcher's view in interpreting information and

collecting the data, the validity of data can be increased.

3. Methodological Triangulation

Methodological triangulation refers to researcher uses more than one method in the research. Thus, methodological triangulation is making different method to get validity of data.

4. Theoretical Triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant. Here, the researcher is demanded to have expert judgment to compare the finding of research with the certain theory. From those types of triangulation, the researcher uses methodological triangulation to get validity of data. Besides, the researcher collects the data by using interview guide which is supported by questionnaire and the researcher also uses documentation which can give evidence if the participants are people that is proper to be used as subject of research.

3.6 Technique of Analyzing the Data

After the writer finish collecting the data, the writer analyze the errors make by students through this following forms:

1. The writer make the table list of the students' errors.
2. The writer classify the students' error based on the types of errors word structure, sentence structure, punctuation, and grammar.
3. The writer calculate the percentage of errors' frequency with the formula.

In getting the percentages of the data and finding out the most dominant error, the writer used a formula from Allan G. Bluman (2009:627) as follows:

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

Where:

P = the percentage of error

F = the number of errors for each kinds

N = Number of all error

100% = Standard Percentage

3.7 The Validity

The writer employed the five validity criteria proposed by Anderson *et al.* in Burns, 2010 (161-162). They are democratic validity, process validity, outcome validity, catalytic validity, and dialogic validity.

The democratic validity can be seen in every step of the research from the beginning. Together with the research members the writer works collaboratively to find the problems which are overcome and find the actions which are implemented. In addition, all participants of this research have sample opportunities to give their feelings, opinions, ideas, comments or suggestions related to the research.

The process validity is finished to ensure that the actions of this research are believable and the actions are done as planned. The process in this research is divided into cycles depending on the condition in the field. Each cycle consists of planning, implementation, evaluation, and reflection steps. The process involved different data sources together with some proofs that show the process is believable.

The outcome validity is related to the actions that lead to the results that are successful

within the research context. This validity depends on the validity of the research process which is aim at improving. To fulfill the outcome validity, some indicators that show the improvement of the students' vocabulary mastery in the teaching learning process formulated together.

The catalytic validity is finish by allowing each person involve in the research to learn and gained more insights from the research processes. It fulfill by encouraging them to express their opinions about the changes they had experienced and to modify their techniques to bring about improvement.

The dialogic validity is the process of peer review that was commonly use in academic research. This validity fulfill by discussing the research findings with the English teacher and some students of English Education Department UHN. Most of them are also research practitioners. The members of the discussion give their opinion and their constructive inputs about the research report.