

CHAPTER I

INTRODUCTION

1.1 The Background of Study

In Indonesia, English is not foreign to be heard, According to Bailey in Nunan (2003:49) English has become first foreign language learned in Indonesia, Because many Indonesian do not speak or utilize English in their daily lives, this is the case. Listening, reading, speaking, and writing are the four talents in English. Receptive skills include listening and reading. Speaking and writing are useful abilities. Writing is one of the most crucial English abilities to master, according to Jonah (2006:14). You can share your thoughts and ideas with others, as well as communicate with yourself, through writing. Writing, on the other hand, is difficult since it takes careful consideration in order to produce nice and accurate thoughts, words, sentences, and paragraphs. Sentences are then combined to produce effective paragraphs that communicate a message.

The location of this research is a tutoring centre, but research on writing skills is typically conducted in formal schools, however the authors are interested in conducting it in an education centre due to various differences: Specifically, in informal education, pupils are forced to follow the school curriculum, where as at the education centre, they more closely follow each students ability and avoid making children's learning experiences dull. Their materials must be completed till students have a thorough understanding of the material. It is more regimented at school according to the school schedule.

Mulak tu huta education centre, the place of this research is the place where the writer have been taught about five years ago. The students who were there came from various schools and various levels. Then the author will analyze the results of the students' writing where they are invited to write explanation texts because the explanation text is one of the texts stating phenomena that have occurred, such as in the current era, we are facing many natural and social phenomena, so students are invited to be able to see the phenomena that are happening. occurs. Students may often make errors and mistakes. Errors and mistakes are caused by having incorrect ideas about something. There are still many students of class VIII SMP who are very difficult in writing texts from the types of texts that have been taught in this research area. Grammatical incompatibilities, still-messy tenses, and syntax that does not fit the context of authoring explanation texts are only a few of the issues. Explanation Several examples of grammatical faults seen by students were discovered based on the above.

1. Do you know how it rains?
2. He attended teacher training at the Mth Education Centre
3. All my friends agree with my plan.

Based on the problem above the writer will analyze the types of error in writing explanation text, which include: Errors four types based on linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. This study will use qualitative research method with document analysis. The writer chose one of the genre that is the "Explanation Text

“Explanation text is a non-fiction text that is used to describe how or why things happen.

So, the writer is interested in analyzing the errors made by the students. Thus, this study is entitled **“Errors Analysis made by the Eight Grade Students’ of Mulak Tu Huta (MTH) Education Centre in Writing Explanation Text”**.

1.2 The Problems of the Study

Based on the background of the study the statement of the problem in this research is formulated as :

1. What types of students error in writing explanation text?
2. What factors that caused students error of mulak tu huta education centre?

1.3 The Objectives of the Study

The objective of the study is:

1. To find out the types of errors made by the student in writing explanation text at Mulak Tu Huta Education Centre.
2. To know factors that caused students in writing explanation text at Mulak Tu Huta Education Centre.

1.4 The Scope of the Study

There are some errors in writing explanation text. According to Dulay, Burt and Krashen (2013:14) there are four types of errors namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. From fourth types of errors in writing, the surface strategy taxonomy(omission, addition, misformation, archi-forms, alternating form and

mis ordering), linguistic category, comparative taxonomy, and communicative effect taxonomy. there are also several categories that are to analysis, namely grammatical construction, part of speech and vocabulary.

The writer focuses on errors in writing explanation text, so to get an understanding students of writing explanation text. The errors in writing the explanation text is the process use to find out how students are able to write explanation texts (usually younger) students how to write. This process involves sharing pen between teacher and students.

According to Mark Anderson and Kathy Anderson (2003: 82) says explanation text is text that describes how or why something happens, usually about natural events, social events or natural phenomena that are happening. Here, the writer only focuses analyzing errors in writing explanation text. Writing focused explanation text on vocabulary, language use. From the component of writing explanation text, researcher knows how the ability of each student. Writer will research of eighth grade student at the Mulak Tu Huta Education Centre.

1.5 The Significance of the Study

Errors are usually produced by learners who do not master language systems or due to the imperfect competence in the target language. Errors always emerge in the process of language learning as well as language aquisition.

Therefore, errors analysis would be benefical in terms :

1. Practical

a. For Teacher;

1. Teachers will be concious of what needs to be taught
2. Teachers get principles in guiding their students to anticipate further errors

3. Teachers gain principles to conduct error corrections
4. Teachers will know which aspects of writing 'explanation' text to be given an emphasis.
5. Teachers integrate teaching and assessment, this means that the students ultimate result in writing assesment is mirror image of the teachers achivement in teaching. This can serve as a feedback for them.

b. For Student ;

1. Students gain information about their errors so that with the teachers' corrections they become aware and they can correct their errors as well as repair.
2. Students will gain motivation to use their knowledge of the purpose, structure, and grammatical features of the genres they have learned to deal with the new or unfamiliar topics or vocabulary that they may find in the assesment task.
3. Students improve their reading skill to be able to write

2. Theoretical

This research is hoped :

1. To give contribution to the development of a particular theory of Second
2. Language acquisition.
3. To enrich the existing theories of "Error Analysis"
4. To give additional information for the next dst

CHAPTER II

REVIEW OF LITERATURE

2.1 Defenition of Writing

Writing is one of English skill which is very important to be mastered. Through writing you can share your thought or ideas with the others and even to communicate with yourself . But writing is not easy, because writing is the most difficult skill to learn since writing requires critical thinking in making ideas, words, grammar, sentence, paragraph and should be compatible and proper, and then these sentenceses that are formed properly will become a good paragraph to convey a message to the readers.

According to Harmer (2004: 78-80), writing is a basic language skill, as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly how to write using electronic media. In brief, the most recording of ours is in writing form. According to Brown (2001: 336) writing is thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization. According to Nunan (2003:88) writing is the mental work of investing ideas thinking about how to express them and organizing them into statements and paragraph that will be clear to a readers. another definition about writing comes from Jonah (2006:14) argues that writing is a series of activities going on and involve several phases, the preparatory phase, the content development and review, as well as revisions or improvements posts. The purpose of writing are to express ones self, to provide information for ones reader, to persuade ones reader, and to create a literary work.

Based on explanation above writing is one of part of skills in English that gives information from the results of thinking by the people and to exercise how to make ideas to create process of writing of the text and writing also can make the people to express result of thinking through imagine of picture . Writing skill is not easy for the people especially for students in Junior High School and based on the English curriculum of school, the objectives of writing in junior high school students are expected to express the content of functional text and through writing activity, the students can develop their thinking knowledge, and their ability in English such as grammar and vocabulary. From this objective the students can answer and make something, if the students have questions about writing. So, the students need to master of writing skills because it can be used to express the students idea as well as feeling and communication with the others in social interaction or education .

2.2.1 The Purpose of Writing

In the written from of the language, the writer has to give the time to express the idea, opinion and message. The purposes can be specific and clear purpose. The purpose can be done by selecting right words and suitable sentences structure to convey the intended meaning.

According to Grenville (2001:1-2) there are three purposes of writing: to entertain, to inform and to persuade.

1. To entertain

Think what is like to be a reader you can be entertained (emotionally gripped) by something very serious, even sad, as well as by something funny. An exciting plot can involve your emotions, too, by

creating feelings of suspense. Writing that involves emotions can also be reflective and contemplative. Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing' (of course, all writing requires some imagination and creativity). Examples of imaginative writing are novels, stories, poems, song lyrics, plays, and screenplays.

2. To inform

These kinds of writing can also be 'entertaining' in the sense that they are a good read. But entertaining the reader is not their main purpose; that is just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.

3. To persuade

This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include opinion, but as part of a logical case backed up with evidence, rather than just as an expression of feelings. I mentioned above that imaginative writing occasionally pretends to be a true story, but if you are writing to inform or persuade, you should not make things up.

Based on the explanation above, there are three purposes of writing: to entertain, to inform, and to persuade. To entertain is a writing that is composed to attract the attention of readers with imaginative writing in order to reduce tense and sad situations. To inform is to provide information to readers with existing procedures either through articles, newspapers, scientific or business reports. To persuade is this type of writing that includes

opinions in terms of expressing something so that readers are interested in the writings that are offered to readers, this writing includes advertisements, articles, newspapers and magazines.

2.2.2 The Types of Writing

There are four main types of writing: expository, descriptive, descriptive, persuasive and creative (Callella, 2001:5).

1. Expository writing

Expository writing is a subject oriented writing style, in which the main focused of the author is to tell you about a given topic or subject, and leaves out their opinions. This is one of the most common types of writing styles, which you always see in textbooks and “How To” articles. Expository writing is usually in a logical order and sequence.

2. Descriptive writing

Descriptive writing is a style of writing which focuses on describing a character, an event or a place in great detail. It is sometimes poetic in nature in which the author is specifying the details of the event rather than just the information of what happened. The author visualizes to you what he sees, hears, tastes, smells and feels.

3. Narrative writing

Narrative writing is a type of writing in which the author places himself as a character or not, and narrates the story. Novels, short stories, poetry and biographies can all fall into the narrative writing category. Narrative writing often has situations like disputes, conflicts, action, motivational events, problems and solutions.

4. Persuasive writing

Persuasive writing, unlike expository writing, contains the opinions, biasness and justification of the author. Persuasive writing is a type of writing which contains justifications and reasons to make someone believe in what the author believes in. In persuasive writing, the author takes a stand and ask you to believe their point of view.

Based on explanation above types of writing is expository text usually has the meaning that content in sentence give explanation with short information but clear for example the activities to happy independence day Indonesian 17 August. Descriptive text usually like describe about something that we can think or imajination, for example describe about Lake Toba , Bali Island and etc. Persuasive text usually refers to persuade from the content of the text and the last, for example about “environment” that explain to persuade the people to keep environment. Narrative text refers to explain about event or problem in history that purpose to entertain the readers. for example fox and a cat. With a story made in such a way that it is interesting or stories based on true experiences or imaginary events/experiences that contain the moral values contained. So the reader is captivated in reading the text.

2.3 Error and Error Analysis

In learning English, the students may often do error and mistake. Error and mistake are being wrong ideal about something. Error is normal and making error is unavoidable during the learning process. It will always occur although best effort has been done. According to Crystal in Ratnah (2013:159) error is a term

used in psycholinguistics referring to mistake in spontaneous speaking or writing attributable to a malfunctioning new muscular command from brain.

Hashim in Sompong (2004:70) said that Error Analysis (EA) was developed and offered as an alternative to Contrastive Analysis. It suggests that the influence of the native language on second language is more complex; second language learners' errors are caused by many complex factors affecting the learning process such as the target language itself, the communicative strategies used as well as the type and quality of second language instruction.

Based on explanation above is about errors, it can be concluded that errors are something that the students do in their learning by using unacceptable and inappropriate forms of the grammar of the target language and the competence of a second language.

2.3.1 Sources of Errors

According to Richards in Sompong (2014:118) classified sources of competence errors into two categories: (1) interlingual transfer errors caused by the mother tongue interference, and (2) intralingual transfer and developmental errors occurring during the learning process of the second language at a stage when they haven't really acquired the knowledge.

1. Interlingual Transfer

Interlingual transfer is a significant source for language learners. Error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and internalizing and investigating the system of the new language. Interlingual errors may occur at different levels such as transfer of phonological, morphological,

grammatical and lexical semantic elements of the native language into the target language.

2. Intralingual Transfer

Intralingual errors result from faulty or partial learning of the target language rather than language transfer. They may be caused by the influence of one target language item upon another. For example, learners attempt to use two tense markers at the same time in one sentence since they have not mastered the language yet. When they say: "He is comes here", it is because the singularity of the third person requires "is" in presents continuous, and "-s" at the end of a verb in simple present tense. In short, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways as in the following examples: he made me to smile, the meat smells freshly, i do not know why did he go, i want learning English, doctors always give us good advices.

Based on explanation above is classified sources of competence errors into two categories: interlingual transfer errors caused by the mother tongue interference, comes from a significant source for language learners. Such as transfer of phonological, morphological, grammatical and lexical semantic elements. And intralingual transfer and developmental errors occurring during the learning process of the second language at a stage when they havent really acquired the knowledge.

2.3.2 Cause of Errors

There are some causes of errors. According to (Richards 2013:161) in (Ratnah : 2013) (Sompong : 2014) subdivides the intralingual or developmental errors as the causes of errors into:

1.Overgeneralization.

In second language learning some of these strategies will prove helpful in organizing the about the second language, but others, perhaps due to superficial similarities, will be misleading and inapplicable overgeneralization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

2.Ignorance of Rule Restriction.

This kind of error is closely related to overgeneralization. That is the learners fail to observe the restrictions of certain structures. In this case, they apply a rule in the context of a sentence where actually it is not necessary, eg: The man whom I saw him yesterday. The student does not know that is impossible to mention the person referred to by the relative pronoun by another pronoun as well.

3.Incomplete Application of Rule.

This mean that the learners apply a rule in the context of a sentence, although the the rule is not yet complete. The students may use a statement fo a question by adding a question by adding a question mark at the end of the sentence, for example: "He goes to school?"

4.False Concepts Hypothesized.

False concepts hypothesized refers to faulty rule learning at various levels. There is a class of interlingual errors which derive from faulty comprehension of

distinction in the target language. These are sometimes due to poor gradation of teaching item some students get confused cannot differentiate between go and come, bring and take, too and very, etc. they use the present tense instead of the present continuous tense or the other way round. This might be caused by learners not paying much attention to the difference between items. They consider too and very are the same as well as go and come, etc.

Based on explanation above , she can say that the cause of error in this case is not the influence of the learners' mother tongue but it is the influence of the target language which they have already learnt, for example: "He runs fastly". In this sentence, the learner produces an error because he/she generalizes that adverbs of manner must always be formed adding 'ly' to the adjectives.

2.3.3 Types of Errors

Dulay, Burt and Krashen (2013:14) categorize errors namely (linguisticcategory, surface strategy, comparative taxonomy, and communicative effect taxonomy). Discussion of these taxonomies is guided by two major purposes; to present error categories which rely solely on observable (rather than inferred) characteristics for their definition; and to report the findings of research conducted to date with respect to error types observed (Dulay, 2013:14).

1. Surface Strategy Taxonomy

1.1 Omission

Omission This type of error is characterized by the absence of an item, which must appear in a well-formed utterance. Certain linguistic forms may be omitted by the learner because of their complexity in production. Generally, there are two main kinds of omission; they are omission of content morphemes and

omission of grammatical morphemes. Omission of Content Morphemes, this type of omission is related to the major constituent of a sentence such as: nouns, verbs, adjectives, and adverbs. For example: She...him nothing. In this sentence, the learner omits a needed verb and the third singular marker -s. It should be ' She gives him nothing'. Omission of Grammatical Morphemes, this type of omission does not carry the burden meaning. In other words, it plays a minor role in conveying the meaning of sentence. It includes noun and verb inflections. For example: The -s in birds, the -s in mother's, the -ed in looked, the -ing in laughing. preposition (in, on, at, under), conjunction (and, or, but, because, if, although) verb auxiliaries (is, will, can), and article (a/an, the, those, these).

For example:

Marry is beautiful girl. In this sentence, indefinite article before a singular countable noun is omitted. It should be "Marry is a beautiful girl"

1.2 Addition

This type of error is characterized by the presence of an item, which must not appear in a well formed utterance. It means that learners not only omit elements, which they regard as redundant, but they also add redundant elements. This error type is divided into subcategories namely: double markings, regularization, and simple addition. Double Markings, this error is described as the failure to delete certain items which are required in some linguistic construction but in others. For example, *He doesn't knows your name*. This sentence shows the failure of deleting third singular person marker -s where the auxiliary does is required. This sentence should be *He doesn't know your name* .Regularization, there are both regular and irregular in language in which students sometimes get

confused to apply the correct in certain construction. Sometimes, they apply the rule used to produce the regular ones to those that are irregular. This type of errors is called errors of regularization. For example: *I putted my book on the table*. The word *putted* is the example of regularization in which the regular past tense – ed has been added to the items. It should be *I put my book on the table*. Simple Addition, this error is one of subcategories of addition that is neither a double marking nor regularization.

For example:

We stay in over there. The addition of preposition ‘in’ is not appropriate used before over. It should be ‘we stay over there’.

1.3 Misformation

This type of error is characterized by the use of the wrong form of the morpheme or structure. Regularization, a regular marker is used in place of an irregular one. for example, He jumped so high. The correct form of this sentence is He jump so high.

1.4 Archi-forms

The selection of one member of a class of forms to represent others in class is often made by the learners. The form chosen by the learners is called as archi-forms. For example, a learner may temporarily select just one of the English demonstrative adjective this, that, these, and those.

For example:

(Dulay, 2013:14): That book, That books.

1.5 Alternating form

Alternating Form having his vocabulary and grammar grow and by using archiforms, the learner can choose various members of class as an alternative to choose with each other. Thus, finding demonstratives is a need.

For example:

Those book, This books.

1.6 Misordering

This type of error is characterized by the incorrect placement of a morpheme in an utterance.

For example:

What mommy is doing? This question is incorrect. It should be what is mommy doing?

2. Linguistic Category Taxonomy

Burt and Kiparsky developed another linguistic category taxonomy into which they classified several thousand English errors made by students learning English in foreign as well as host environments (1972, cited in Dulay et al, 2013:14-18). The classifications are as follows. The Skeleton of English clauses, the auxiliary system, passive sentences, temporal conjunctions, sentential complements, psychological predicates.

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison between the structure of second language acquisition errors and certain other types of constructions. These comparisons have yielded the two major error categories in this taxonomy: developmental errors and interlingual

errors. Two other categories that have been used in comparative analysis taxonomies are derived from the first two: ambiguous errors and other errors (Dulay, 2013:14). Developmental errors, interlingual errors, ambiguous errors other errors.

4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of the effect on the listener or reader. This taxonomy focuses on distinguishing between errors that seem to cause miscommunication (global error) and those that do not (local error) also distinguish between global error and local error (cited in Dulay et al,2013:19).

A global error is one which involves "the overall structure of a sentence" and a local error is one which affects "a particular constituent". Global error are errors that affect overall sentence organization significantly hinder communication. Local Error are errors that affect single element (constituent) in a sentence which do not usually hinder communication significantly. These include errors in noun and verb inflections, articles, auxiliaries, and the formation of quantifiers.

Based on explanation above there are four types of errors namely linguisticcategory, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Surface strategy taxonomy namely omission is characterized by the absence of an item, which must appear in a well-formed utterance, addition is characterized by the presence of an item, which must not appear in a well formed utterance, misformation is s characterized by the use of the wrong form of the morpheme or structure, archi-forms is selection of one

member of a class of forms to represent others in class is often made by the learners, alternating form is having his vocabulary and grammar grow and by using archiforms, the learner can choose various members of class as an alternative to choose with each other and misordering is characterized by the incorrect placement of a morpheme in an utterance.

2.4 Explanation Text

Talking about texts should be integrated with other types of responses to texts. According to Pardiyono (2013:17) text is the various forms of communication expression, such as written, utterance, sketch or symbol which to deliver the messenger to other. Text is the main written or printed part of book and written form of speech, or article and any form of written material. Hartman (2002: 96) states that: "The text is to express an opinion or experience in writing, when we analyze it, we analyze the product of this process, and the term 'text' is usually taken as referring to the product". There are various types of text including narrative, news item, spoof, anecdote and recount, procedure, explanation, report, exposition and discussion. and one of them is explanation text.

According to Mark Anderson and Kathy Anderson (2003: 82) says that the explanation text type is often used to tell how and why thing (phenomena) occur in nature. Some examples of explanations are: How something occurs, why something happened, why things are alike or different, how to solve a problem, etc. According to Amarain (2009: 22), "Explanation is a text to explain the processes involved in the formations or workings of natural or sociocultural

phenomena. Furthermore, Knapp and Watkins (2005:126) says, “Explanation text has two main orientations, to explain why and to explain how”.

According to John Cornwell (2004:76), explanation text is a text fills about the processes of phenomena, social, sciences and so on. Thus, the processes involved in the information of natural or social cultural phenomena. Explanation text can be written as detailed and accurate sequences of events or as showing the casual relationship which explains phenomena like a tsunami. John Barwick (2007 : 99) says that the Explanation text to explain how and why something in the world happens. It is about actions rather than about things. In an explanation text, the reader will be able to find an explanation and description of the occurrence of a process. Explanation text does not emphasize the explanation of a thing or object. Explanation text emphasizes more on the processes experienced or occurs in a phenomenon. Explanation text will contain an explanation of the stages that will be passed from an event. The form or characteristics of a phenomenon. An object will not be discussed in this genre. Another thing to remember is that this explanation text does not emphasize commands that show the steps that must be done, but explanation text emphasizes more on the explanation of each step involved in a formation or an event.

Based on explanation above explanation text is often used to tell how and why thing (phenomena) occur in nature. Some examples of explanations are: How something occurs, why something happened, why things are a like or different, how to solve a problem.

2.4.1 Social Function

Linda Gerot dan Peter Wignel (2014: 3) Social function of explanation text is to explain processes involved in the formation or working of natural or sociocultural phenomena.

2.4.2 Generic Structure

According to Mark Anderson and Kathy Anderson (2003: 82) generic structures of an explanation text consists of:

General statement : stating the phenomenon issues which are to be explained.

Sequenced explanation : stating a series of steps which explain the phenomena.

Concluding statement : closing the explanation

Table 2.4.2.
Generic Structure of Explanation Text

Generic Structure	Description
General statement	Provides a general statement to position the reader Example: Rain is water descends from the sky
Explanation	Gives a sequence explaining of why or how something occurs. Example: How does rain happen
Closing	Optional

2.4.3 Language Features

According to Mark Anderson and Kathy Anderson (2003:2) features of an explanation text consists of:

1. Focus on generic human and generic non-human Participants
2. Using simple present tense: contains the facts of an event or action.

Example: Use to be is,am,are; Rain **is** water

3. Using action verbs: such as occur, drop, run, etc.

- Using passive voice pattern: The passive voice is used when we want to emphasize the action (the verb) and the object of a sentence rather than subject.

Example: condensed *is formed* from droplets so S+Aux.verb (is,am,are)+V3

- Using technical terms: when writing technical (scientific, medical, legal, etc.) articles, it is usually the case that a number of technical terms or terms of art and jargon specific to the subject matter will be presented.

Example; music, animals, etc.

- Using words that show cause and effect: Cause and effect is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction.

Example; so, since, when, because, due to, etc.

- Using conjunction of time: When, after, before, until, since, while, once, as and as soon as are subordinating conjunctions which can be used to connect an action or an event to a point in time.

2.4.4 Example of Explanation Text

According to Mark Anderson and Kathy Anderson (2003: 82) example of an explanation text namely :

How Does Rain Happen



Rain is water that descends from the sky through several processes until the rain occurs. Do you know how does rain happen?

The phenomenon of rain is actually a water circle. The concept of water circle includes the sun heating the Earth's water surface and causing the water surface to evaporate. Earth's water includes water from lake, river, and ocean. Then, the water vapor experiences condensation and becomes condensed vapor. Condensed vapor is formed from droplets so that when the air temperature is higher, it makes the droplets gather, condensed and formed into clouds. The presence of winds helps clouds move and gather in other places that have lower temperatures. At that time, the droplets become heavier and unstoppable and cause the droplets to fall so that there is rain.

If the droplets drop in an area with very cold temperatures, the droplets will drop as snow. However, not all rain reaches the surface. Some evaporates while falling through dry air. This is called Virga, a phenomenon which is often seen in hot, dry desert regions.

2.5 Mulak Tu Huta Education Centre

MTH stands for "Mulak Tu Huta." Mulak Tu Huta comes from the Toba Batak language, which means "Return to the Village." Mulak tu Huta himself was the forerunner of the thoughts of two young people to give a little color to the education at Dairi. After growing up, we who have received the opportunity to gain knowledge and grow from Dairi's produce have realized that we are called to serve again to Dairi as proof of our devotion to God, who has taken care of Dairi. After tasting the pleasures of science and education at the higher education level and even having the opportunity to have a career in education in urban areas, the intention to develop the city of Dairi is growing as knowledge grows. Based on a cursory observation, what does the city of Dairi just look like from year to year if

there are no significant improvements or changes? The provisional hypothesis found is that there are few young people who give their hearts and go home to work at Dairi in order to advance this city in almost all areas, especially in education.

Considering these conditions, we, as daughters who have been raised in Dairi, took the initiative to make our contribution to the development of this city. Starting from small steps, namely providing a place for Dairi's sons and daughters to make friends with knowledge, The conditions were strong enough to call us back to our village. It is not easy to leave the pleasures of a career in urban areas. Our love and hope in the future is that the sons and daughters of Dairi that we nurture can have the same love for Dairi as our love. If we expect other people to build our village, as long as our condition remains like this, nothing will change. Becoming an agent of change is the single most appropriate way to contribute.

Of the thousands of beautiful names we have thought of, Mulak Tu Huta is the best name that we believe is sufficient to represent our dream for Dairi, that our longing to share knowledge and knowledge is the right answer to our calling. By giving our hearts and ourselves to the development of education at Dairi, we are starting to move towards realizing our dreams. Mulak Tu Huta itself was officially established on July 24, 2017. With the vision of "producing students who have good knowledge and character and have the desire to build Dairi". Because we believe in something, "The fear of God is the beginning of knowledge," and in the end, all our dreams and desires are based on the faith of fearing God. Praise be to God who called us "Mulak Tu Huta."

2.6 Previous Research

To support this research the researcher has taken several relevant studies on the analysis of students in writing explanation text. Therefore we need to do the literature to find out how the other researcher analyze the topic. There are some of journals related by this topic are reviewed.

First, analysis of students in writing explanation text by Sulasniyati University of Surakarta (2011). In this study, the purpose of the study was to find out what types of errors were made by students in writing explanation text and in this study the researcher conducted an experimental qualitative research at SMA Negeri 1 Karanganom, Klaten in writing an essay about the 'explanation text', describing errors and finding out the frequency of each error type. Furthermore, errors were analyzed through the theory of 'linguistic category taxonomy' and 'surface strategy taxonomy' before finally knowing their frequency.

In this researcher's research findings, found the types of errors made by students, frequency of each type of error and gramatical structure. The writer will use the findings Sulasniyati as a reference and data to get the frequency of errors made by students in writing explanation text. With errors made by students use the frequency results, the writer will know the achievement of the target students in analyzed the explanation text.

Second, Analyzing the types of students' errors in writing by Dulay, Burt and Krashen (2013) categorize errors namely (linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy).The purpose of this study is to find out how students errors can occur. There are some

common errors that are put forward and later the teacher will further analyze which types of errors are often made by students in writing explanation text.

In this researcher's research findings, Four types of errors are found in general: there are (linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy). The writer will use the findings Dulay, Burt and Krashen (2013) about the types of errors in writing text, this finding is used as a basis in analyzing any errors made by students in writing explanation text.

Third learnings are knowing the meaning of the explanation text equipped with generic structure, social function, and language features by Mark Anderson and Kathy Anderson (2003) says that the Explanation text type is often used to tell how and why thing (phenomena) occurs in nature. Some examples of explanations are: How something occurs, why something happened, why things are a like or different, how to solve a problem, etc. The purpose of this research is to find out and introduce to students what the explanation text is as data that will be used to examine students.

In this researcher's research findings, found a general definition of the explanation text, namely to tell how and why thing (phenomena) occurs in nature. The writer will use findings Mark Anderson and Kathy Anderson (2003) as a reference in analysed the explanation text accompanied by the structure of the text. then students are expected to be able to understand the definition of explanation text.

Based on the description above, the researcher found similarities and differences in this study, for the differences in the first research, the researcher limited his research to the types of errors made by students, namely there were

four types of errors, but the researchers used two types of errors and how much the frequency was, namely, 'linguistic category taxonomy' and 'surface strategy taxonomy'. For similarities, the similarities between this research and the three previous studies discuss the types of students' errors in writing explanation text.

2.7 Conceptual Framework

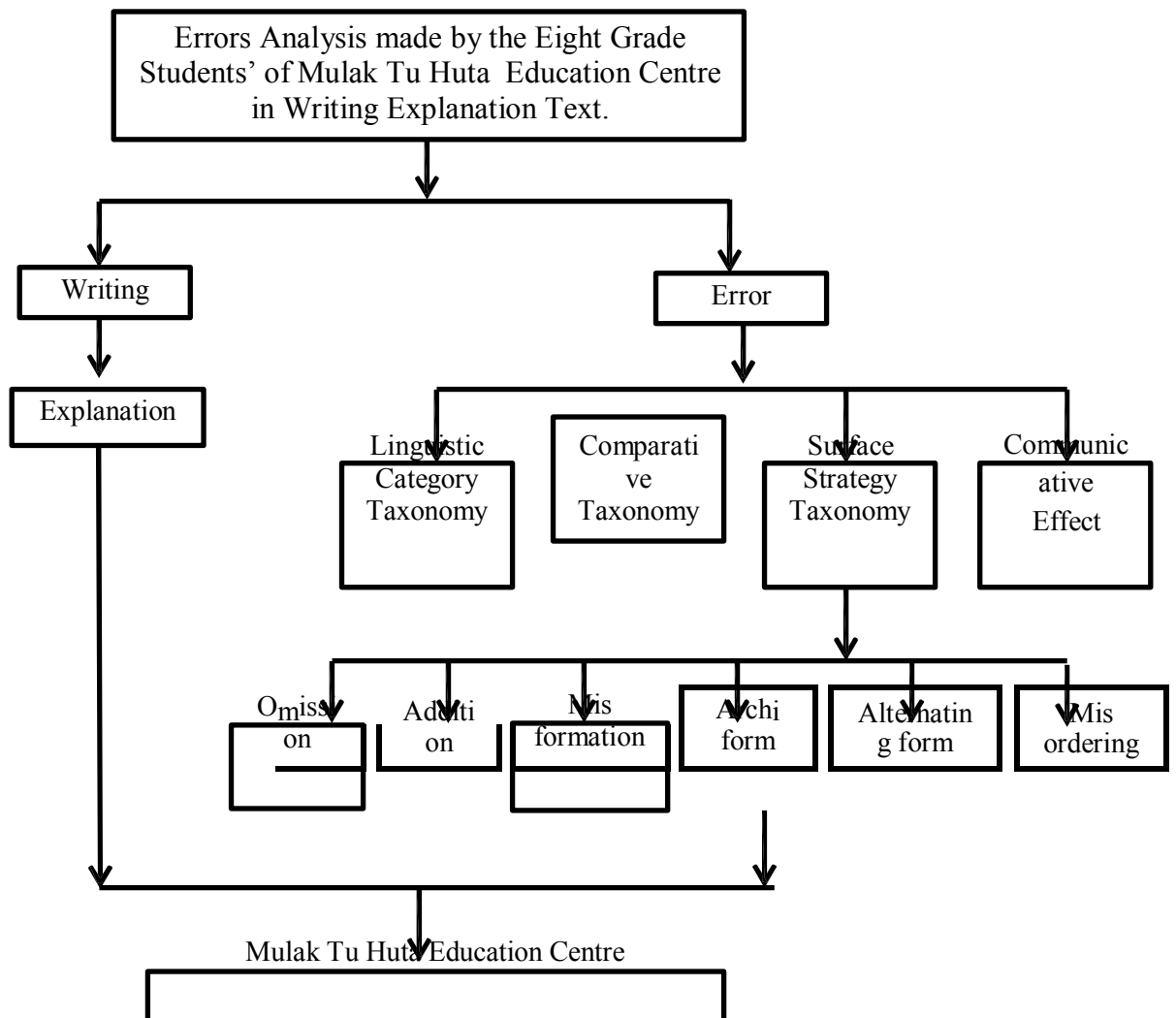
The conceptual Framework of this study can be seen below:

Writing is important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes. There are three purposes of writing: to entertain, to inform and to persuade. Raison et. al (2004:13) suggests that in introducing various written text types in teaching writing, there are thirteen text types in learning writing that is narrative, report, recount, procedure, descriptive, news item, review, explanation, analytical exposition, hortatory, discussion, spoof, and anecdote. The writer chooses explanation text to analyze.

Explanation text is a text fills about the processes of phenomena, social, sciences and so on. Thus, the processes involved in the information of natural or social cultural phenomena. Explanation text can be written as detailed and accurate sequences of events or as showing the casual relationship which explains phenomena like a tsunami. In this case the topic of the writing text is about the analyse errors. In writing explanation text the students have to fulfill the five components of writing, they are to answer the research questions. The students write the explanation text. And the writer identified the students' error on the

paper. The error can be found in grammatical errors, part of speech and vocabulary.

Error is normal and making error is unavoidable during the learning process. It will always occur although best effort has been done. There are four types of errors categorize namely (linguistic category, surface strategy, comparative taxonomy, and communicative effect taxonomy). In this study, the writer uses four types the surface strategy taxonomy (omission, addition, misformation, archi-forms, alternating form and mis ordering), linguistic category, comparative taxonomy, and communicative effect taxonomy.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Research was a process of formulating question, problems, or hypothesis, collecting data or evidence relating to this questions/hypothesis and analyzing or interpreting these data. The design of this research was descriptive qualitative. Qualitative research is best suit to address a research problem in which you do not know the variables and need to explore (Creswell, 2016:16). The goal of this study is to describe the "types of errors" that students in the *Mulak Tu Huta Education Centre* eighth grade.

3.2.1 Population

Creswell (2016:16) states that population is defined as all members of any well defined the class of people. The population of all eighth grade students were 30 students at Mulak Tu Huta Education Centre.

3.2.2 Sample

According to Creswell (2012:142) sample is a subgroup of the target population that the researcher was to study generalizing about the target population. The sample that the researcher used in the paper consisted of 15 students.

3.3 Instrument of Collecting Data

An instrument was a tool that is used for collecting the data in research. To collect the data, the writer conducted a writing test as the instrument to collect the data. Writing task was used to find out the types of errors in students' writing

explanation text. The writer asked the students to write an explanation text with the title “How Does Rain Happen”.

3.4 The Procedures of Collecting the Data

Conducting research needs a process or some steps, the writer did some procedures to respond to the issues raised by the research to be conducted.

1. Setting up the instrument

The writer provided the instrument or tools used in the form of essays. The essay test is used by the author in collecting data so that the activity runs systematically.

2. Preparing tests for students

The writer prepared a test for students that would be used in obtaining data.

3. Giving students tests

Students was given a written test to get the results of their abilities.

4. Collecting students' answers

The writer collected the results of student tests that have been administered so that the authors know the results of assessments that will be given.

3.5 The Technique of Analyzing Data

After collecting the data, the writer analyzed it to achieve the intended objective. The writer analyzed the data of the study with the following steps:

1. Reading students' writing

In the written test that has been given, the writer would read the results of the writing that has been done with the explanation text material.

2. Identify errors

The writer identified the results of writing errors made by students, such as messy tenses, inappropriate grammar, and incorrect linguistic aspects. Things that are not related are done by underlining words and sentences that are categorized as errors made by students.

3. Categorize or classify error types

Several types of errors made by students would be categorized into the types of errors according to the opinion.

4. Summing up the results

The writer provided conclusions from the results of writing that has been done by students with several types of errors. Then the author concluded the common made by student's.

5. Interviews

It was conducted directly from student essays or tests to find out the factors that caused student's error. As a result, students' vocabulary errors can be identified and corrected.