

**ERRORS IN WRITING RECOUNT TEXT BY THE SEVEN
YEAR STUDENTS OF SMP NEGERI 3 COLOMADU**



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ACCEPTANCE

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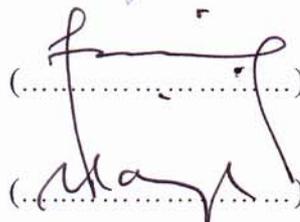
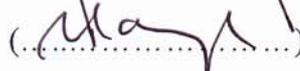
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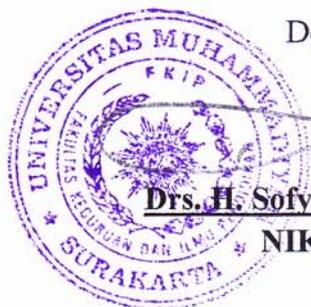
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**ERRORS IN WRITING RECOUNT TEXT BY THE SEVEN YEAR
STUDENTS OF SMP NEGERI 3 COLOMADU**

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ABSTRACT

This article represents the result of errors in writing recount text by the seven year students of SMP Negeri 3 Colomadu. The object of this research is focused on analyzing the erroneous writing of recount text made by the seven year students of SMP Negeri 3 Colomadu in 2011/2012 academic year. The objective of this research is to describe the errors made in the recount text written by the seven year students of SMP Negeri 3 Colomadu, especially (1) describes the types of errors, (2) describes the dominant of errors, and (3) identify the sources of errors.

This research belongs to descriptive qualitative research. In collecting the data, the writer applies giving writing test to the students then documentation of students' essays. The writer analyzes thirty two students' worksheet. Their errors are then classified into groups after are indentified. Next, errors are analyzes by means of the theory of '*linguistic category taxonomy*' and '*surface strategy taxonomy*'.

The result of this research shows that; (1) There are 3 level errors; lexical error consists of The use of article with 18 errors or 12%, The use of preposition with 13 errors that equals 8,7%, The use of to be with 41 errors or 27,5%, The use of noun with 7 errors or 4,7%, The use of pronoun with 4 errors that equals 2,7%, The use of verb with 33 errors or 22,1%, The use of adverb with 2 errors or 1,3%, The use of modal with 4 errors or 2,1%, Inappropriate vocabulary with 1 error or 0,7%, Misspelled word with 2 errors or 1,3%, Word order with 2 errors or 1,3%. Syntactic level consist of The use of subject with 1 error or 0,7%, and The use of object with 1 error or 0,7%. Discourse level consists of 4 errors or 2,7% of generic structure, and 16 errors or 10,7% of language features, classified into 23 types of errors and it is derived from 15 types of errors. Based on the finding, it can be concluded that the students of SMP Negeri 3 Colomadu still make some errors in their recount text, and (2) the dominant error is The use of to be with 41 errors or 27,5%, it means that the students still have difficulties in this area, (3) There are two sources of errors; first is interlingual transfer, second is intralingual transfer.

Keyword: *error analysis, recount text*

A. Introduction

Writing is one of four English language skills. Fauziati (2010:45) states that writing has always occupied a place in most English language course. One of the reasons is that more and more people need to learn to write in English for occupational or academic purposes. So, writing skill is very important.

Writing is also put as one of the prominent skills in Indonesian curriculum. It puts genres as the main tool in language learning. There are twelve kinds of genre that should be learnt by the student, namely: anecdote, descriptive, recount, narrative, procedure, discussion, report, explanation, exposition, hortatory, news item, and review. It is needed to learn how to write well for the students so they can write the example of genre correctly.

Recount is a piece text the retells past event, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred. Some examples of recount text type are newspaper report, television interviews, eyewitness accounts, and letters (Anderson, 1994:48).

Recount text consists of orientation, event, and reorientation. Orientation is when or where it happened and who was there. Sequence of events tells about what happened in the order they happened. Ending tells how the experience ending and give a personal opinion of the events. Recount text uses verbs, describing events, and words like after, then, and next.

In writing, the learners usually make errors. The teacher needs to have a competence to find the errors. Here, the teacher needs error analysis. Error analysis is “the first approach to the study of SLA which includes an internal focus on learner’ creativity ability to construct language” (Saville-Troike in Fauziati 2008:135). “Errors tell the teacher what needs to be taught, tell the researcher how learning proceeds, and are a means whereby learners test their hypotheses about the second language” (James 1998:12). The teacher must be able and have a competence to find the errors, identify the errors, find the sources of errors, and make a distinction between mistake and errors.

The problem statement is what errors are made by the students in writing recount text, especially what are types of errors made by the students in writing recount text, what are the dominant of errors, and what are the sources of errors.

The objectives of this research is to describe the errors made in the recount text written by the seven year students of SMP Negeri 3 Colomadu, especially to describe the types of error made in the recount text, to describe the dominant of error, and to identify the sources of errors.

In this research, the writer attempts to summarize the relevant previous researcher to prove the originality of this research. The previous studies were conducted by Sarfaz (2011), Budi (2006, UMS), and Leekha (2005, UMS). The first previous study is from Sarfaz(2011) entitled “*Error Analysis of the Written English Essays of Pakistani Undergraduate Students: A Case Study*”. The objective of this study is to examine the errors in a corpus of 50 English written by 50 participants (undergraduate Pakistani students). And the method of this study is qualitative. It was conducted at FAST National University. Furthermore, the data were collected through collecting of sample of learner language, identification of errors, description of errors, and evaluation of errors. The results show that the percentage of the occurrences of Interlanguage errors is higher than those of errors resulting from the interference of mother tongue (MT). The percentage of Interlanguage errors is 46,36% and the percentage of errors based on Mother tongue interference is 11,4%. The second previous study is from Budi (2006, UMS) entitled “*An Analysis of Written Production by the Second Grade Students of SMA Muhammadiyah 1 Surakarta in academic year 2005/2006*”. The objectives of study above are to describing the errors of sentences, to finding the most dominant errors, and classifying the sources of errors. The method of this study used elicitation method. The writer asks the students to produce the language through written form. Then, the writer classifies the errors based on surface strategy taxonomy. The result of the analysis shows that there are four types of errors. There are omission (107 or 45,53%), addition (69 or 29,36%),

misformation (29 or 12,34%), and misordering (32 or 12,76%). The writer finds two of sources of errors, they are interlingual transfer and intralingual transfer. The third previous study is from Leekha (2005, UMS) entitled “*An Error Analysis on the Written Production of the Junior High School Students of Attarkiah Islamiah Thailand*”. The objective of this study is to describe the error made by the students of AttarkiahIslamiah at Thailand in making paragraph. The method is descriptive qualitative method. To collect the data, there were some steps which had been carried out by the researcher. The first step was preparing the research instrument. The second step was implementing the test, in this step; the students were firstly given the topic and the key words which must be developed into writing. The third step was collecting the students’ work. After collecting the data, the researcher attempted to find out all errors which occurred in the students’ work. First of all, she read each task carefully and marked each error she met in the students work. Than all the errors were collected and written on a separate piece of paper. This collection of errors was actually the real data needed in this research. The result of this research shows that there are 125 items of errors which occurred in the students’ writing. There are omission of article, the use of wrong article, addition of article, omission of preposition, use of wrong preposition, omission of –s in the plural marker, the use of wrong possessive pronoun, omission of possessive pronoun, omission of possessive markers, addition of possessive markers, omission of infinitive to, the use of wrong be, the use of be+verbing instead of verb+ed, omission of –s/-es in verb of present tense, the use of past perfect tense instead of perfect tense, the use of present perfect tense instead of present tense, omission of subject, the use of double subject, the use of possessive pronoun instead of subject, the use of that, the use of Thai construction, and the use of misspelling. The errors were result of interlingual transfer and overgeneralization.

Based on the three previous studies above there are different of this research with them, the writer analyze the errors on recount text written by the seven year students of SMP Negeri 3 Colomadu. This research is done to

extend the previous research in errors analysis research. Here, the writer gives attention the error on the text especially in recount text written by the seven year students of SMP Negeri 3 Colomadu by using combination of linguistics category and surface strategy taxonomy.

B. Research method

In this research, the writer applies descriptive qualitative research. According to Meleong (1995:2), a descriptive qualitative research is a type of research which does not include any calculation and enumeration. In this case, the writer only collects the data, analyzes the data, and then draws conclusion from the data analysis. By using a descriptive method, the writer aims to describe the types of errors based on linguistic category and surface strategy taxonomy, the dominant type of error, the sources of errors, and the pedagogical of this errors analysis in the data.

The data are the recount texts produced by the seven year students of SMP Negeri 3 Colomadu especially VII E. And the data source is the students writing product. In the study, the writer gives writing test to collect the data. There are three steps in collecting data: (1) Giving written test to the students which is writing recount text, (2) Reading and marking the errors in the student's work, and (3) Classifying all the types of errors based on linguistic category and surface strategy taxonomy.

After the data collected, the writer analyzes them using following steps: (1) Classifying the errors. The writer classifies the error based on linguistic category and surface strategy taxonomy (Dulay, Burt, and Krashen, 1982:146), (2) Describing the frequencies of errors, (3) Finding the dominant type of error, (4) Describing the sources of error, and (5) Classifying the errors according linguistic level from lexical, syntactic, and discourse analysis.

C. Finding and discussion

After collecting the data, the researcher identifies all errors from the student's answer sheet. From the identification of the errors, the researcher

finds that none of the students who were used as the sample of the study could write an English grammar in writing recount text correctly. They tend to make errors. The researcher classifies this chapter into five parts: (1) type of errors, (2) dominant of errors, (3) sources of errors.

In this research, the writer describes the errors based on linguistic category and surface strategy taxonomy. Obviously, the type of errors appears in the data divided into three levels, there are lexical level, syntactic level, and discourse level. Lexical level includes the use of article, the use of preposition, the use of to be, the use of noun, the use of pronoun, the use of verb, the use of adverb, the use of modal, inappropriate vocabulary, misspelled word, and word order. Second, syntactic level includes the use of subject, and the use of object. And the last, discourse level includes generic structure and language features of recount text.

1. Lexical Level

A lexical is one of a group of traditional classifications of words according to their functions in context, including the use of article, the use of preposition, the use of to be, the use of noun, the use of pronoun, the use of verb, the use of adverb, the use of modal, inappropriate vocabulary, misspelled word, and word order.

a. The use of Article

In this case the students make the errors on: addition of article, omission of article, and misuse of an article.

1) Addition of Article

(1)ES: In thegreen houses, long, low buildings made of glass and artificially

(2)ES: I and my family take a rest with ate the Sate

(3)ES: I went to theParangtritis beach

In grammar, an article is a type of determiner that precedes a noun. Such as in the data (1) In the green houses, long, low buildings made of glass and artificially, (2) I and my family take a rest with ate the Sate, and (3) I went to theParangtritis beach, the students do not know to

use an article. They put unnecessary article in their sentences and think that an article usually precedes the noun. These errors often occur because the students apply the English rule in wrong construction. In these examples below, the students put an article in inappropriate place. From the data the students always add unnecessary article “the” in every sentences, so the correct sentences are (1) *In green houses, long, low buildings made of glass and artificially*, (2) *I and my family take a rest with ate Sate*, and (3) *I went to Parangtritis beach*.

2. Syntactic Level

A syntactic is a set of words and/or phrases in a language which share a significant number of common characteristics. In this case, a syntactic level includes the use of subject, and the use of object

a. The use of Subject

In this case the students make errors on omission of subject.

1) Omission of Subject

(58) ES: He hurriedly left the house at 7 o'clock p.m and...went to the store by motorcycle

(59) ES: After that...were ate in the restaurant

The existence of subject is the main requirement of a sentence because it is the part of a sentence that tells person or thing in a sentence.

In this case, the students do not realize that the existence of subject is a must in a sentence. A sentence can contain a main clause and one or more subordinate clause. In data (58) and (59), the students omit the subject of main clause (*he*) and (*we*). So, the correct sentences are (58) CS: *He hurriedly left the house at 7 o'clock p.m and he went to the store by motorcycle*, (59) CS: *After that we were ate in the restaurant*.

3. Discourse Level

Discourse in linguistic is a unit of language longer than a single sentence. In this case, the student's problem is how to make a good paragraph of recount text. For example in this text;

Text 1

Class Picnic

Last Friday, our school went to Centennial Park for a picnic. First, our teachers marked the rolls and then we get on the buses. In the buses, everyone chatting and eating. When we arrived at the park, some students played cricket, cards but other went for a walk with the teachers. At lunchtime, we sat together and had our picnic.

Finally, at two o'clock we left to school. We had a great day.

From the recount text, the writer finds some discourse level errors that done by the students.

a. Generic Structure

In recount text, the generic structure consists of orientation, sequence of events, and re-orientation. The students should write a recount text at least in three paragraphs based on generic structure.

From text 1 (*Class Picnic*), the writer finds the student's error of generic structure because in this case the student only write a paragraph, so it is difficult for the writer to analyze the orientation, event, and re-orientation of the text clearly.

In the text above the student only writes one paragraph. So, the correct answer is as follows:

Class Picnic

Orientation

Last Friday, our school went to Centennial Park for a picnic.

Event

First, our teachers marked the rolls and then we get on the buses. In the buses, everyone chatting and eating. When we arrived at the park, some students played cricket, cards but other went for a walk with the teachers. At lunchtime, we sat together and had our picnic.

Re-orientation

Finally, at two o'clock we left to school. We had a great day.

b. Language Features

According to Anderson (1994:50) the language features that are usually found in a recount text are: simple past tense, time connectives (firstly, next, finally), specific participants, pronoun, and arrange sentence type (simple, compound, and complex).

1) Simple Past Tense

Simple past tense is used in most recount text because recount is a piece text the retell past event. In recount text above the writer finds that the simple past tense is used in the text is good enough such as the word *went, marked, arrived, played, sat, and left*, but the student make error in word *get* which should be *got*.

2) Time Connectives

The time connectives (firstly, next, finally) are used to link separate events or paragraph into cohesive whole text. In this case, the student uses the time connectives namely *first* and *finally* (line 2 and 7). It can be seen from sentences (line 2) *First, our teachers marked the rolls.....*and (line 7) *Finally, at two o'clock we left to school.*

3) Specific participants

Specific participants (nouns and pronoun) provide detail and credibility. The specific participants in the text above are *our school* and *our teachers*.

4) Pronoun

Pronouns are used to provide cohesion by tracking participants through the text. The pronoun found in the text are *our* and *we*. *Our* belongs to possessive pronoun and *we* belongs to personal pronoun.

5) Social Function

Social function of recount text is to retell past event or experience. The text above is also used to retell past event of the student.

After classifying the data based on erroneous sentences made by the seven year students of SMP Negeri 3 Colomadu in academic year 2011/2012, the writer will count the frequencies of error in each type in order to know the

percentage of errors, dominant of errors and the sources of error appeared in the student's writing product.

Table of Frequencies Errors and their percentages

No	Linguistic Level	Types of errors	Number of error	Percentage (%)
1	Lexical level	The use of article		
		a. Addition of article	6	4 %
		b. Omission of article	10	6,7 %
		c. Misuse of article	2	1,3 %
		Total the use of article	18	12 %
2		The use of preposition		
		a. Addition of preposition	6	4 %
		b. Omission of preposition	3	2 %
		c. Misuse of preposition	4	2,7 %
		Total the use of preposition	13	8,7 %
3		The use of to be		
		a. Addition of to be	7	4,7 %
		b. Omission of to be	8	5,4 %
		c. Misuse of to be	26	17,4 %
		Total the use of to be	41	27,5 %
4		The use of noun		
		a. Omission of -s/-es in plural noun	7	4,7 %
5		The use of pronoun		
		a. Misuse of subject instead of possessive pronoun	1	0,7 %
		b. Misuse of reflexive pronoun instead of subject	1	0,7 %
		c. Misuse of object pronoun instead of possessive adjective	2	1,3 %

		Total the use of pronoun	4	2,7 %
6		The use of verb a. Misuse of verb in past tense	33	22,1 %
7		The use of adverb a. Omission of adverb of place	2	1,3 %
8		The use of modal a. Misuse of modal in past tense	4	2,7 %
9		Inappropriate vocabulary	1	0,7 %
10		Misspelled word	2	1,3 %
11		Word order	2	1,3 %
12	Syntactic Level	The use of subject a. Omission of subject	1	0,7 %
13		The use of object a. Omission of object	1	0,7 %
14	Discourse Level	Generic structure	4	2,7 %
15		Language features	16	10,7 %
		The total number of error	149	100

By looking at the frequencies of errors above, it can be understood clearly that among these 15 categories of errors, the highest frequency of errors is the use of to be. The number of errors are 41 errors or 27,5% from the 15 categories. So, the writer concludes that the dominant type of error is the use of to be (27,5%). It means that the students still have difficulties in this area. The types of errors in the order of occurrence frequency of errors mean that this area is more difficult than other. In this case, the students do not know that they have made the errors. The possible cause of errors in the use of to be is the students don't understand to apply to be. So, they are still make errors.

The writer finds two dominant sources of error: interlingual transfer and intralingual transfer. And after the researcher analyzes the data, she finds two dominant sources of error: interlingual transfer and intralingual transfer. According to Dulay, Burt, and Krashen (1982), interlingual transfer is caused by interference of the learner's mother tongue. Interference from the mother tongue is clearly a major source of difficulty in second language learning. They usually transfer the system of their mother tongue into foreign language, such as in sentence *Singaraja is a city of about 90 thousand people*, the students often make wrong application in their sentence because they construct their sentence by direct translation. Indonesian does not have the ending *-s/-es* in the noun of plural form, while English should add *-s/-es* for plural noun. The error is the student does not add *-s/-es* in plural noun. Intralingual transfer is the errors which are caused by interference within the target language itself such as in sentence *Last Sunday, I am cooked with my mother*, the sentence above is error in the use of grammar. It is caused by the lacking of the students' knowledge in using "to be".

The findings of the recent research have differences from Sarfaz (2011), Budi (2006, UMS), and Leekha (2005, UMS).

In types of errors, Sarfaz (2011) finds 2 types of errors based on comparative taxonomy. They are interlanguage errors and mother tongue (MT) interference errors. He finds the highest frequencies of errors and the dominant of errors is interlanguage errors. The number of interlanguage errors is 46,36%.

The second previous researcher, Budi (2006, UMS) has a different research finding with the previous one in types and the dominant of errors. The writer finds 4 types of errors based on surface strategy taxonomy. There are omission, addition, misformation, and misordering. The most dominant of errors is omission. The number of omission errors is 107 or 45,53%. The writer finds two sources of errors, there are interlingual transfer and intralingual transfer.

The third previous researcher, Leekha (2005, UMS), she finds 11 categories of errors based on linguistic category completed by surface

strategy taxonomy. There are the use of verb (20%), the use of article (16%), the use of pronoun (12%), the use of preposition (12%), the use of noun (96%), the use of tense (8%), the use of subject (64%), the use of Thai construction (56%), the use of misspelling (48%), the use of object (3.2%), and the use of that (2.4%). The dominant error is in the use of verb. There are 20%. She finds two sources of errors, there are interlingual transfer and overgeneralization.

After analyzing the data, the writer regards the theory that is used appropriate to analyze the data of errors in writing recount text by the seven year students of SMP Negeri 3 Colomadu. The writer uses Dulay, Burt, and Krashen (1982) and Richard (1977) “in order to present the most useful and commonly used bases for the descriptive, classification of errors. Errors can be described using different categories. They include linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy” and Dulay, Burt and Krashen (1982) “there are some major sources that cause the learner error; they are interlingual transfer, intralingual transfer, and context of learning”.

4. Conclusion

After discussing the content of each chapter, the writer consider that the seven year students of SMP Negeri 3 Colomadu still make errors in their writing of recount text. In this research the writer finds 146 errors originated from 32 students writing product of 32 students. The writer uses combination of linguistic category and surface strategy taxonomy in analyzing the data.

The result of the analysis is that the 32 students writing product produce 149 errors which are grouped into three level namely lexical level, syntactic level, and discourse level. Lexical level consist of The use of article with 18 errors or 12% divided into three types of errors that cover; addition of article, omission of article, and misuse of article, The use of preposition with 13 errors that equals 8,7% divided into three types of errors that cover; addition of preposition, omission of preposition, and misuse of preposition, The use of to be with 41 errors or 27,5% divided into three types of errors that

cover; addition of to be, omission of to be, and misuse of to be, The use of noun with 7 errors or 4,7% that cover omission of *-s/-es* in plural noun, The use of pronoun with 4 errors that equals 2,7% divided into three types of errors that cover; misuse of subject instead of possessive pronoun, misuse of reflexive pronoun instead of subject, and misuse of object pronoun instead of possessive adjective , The use of verb with 33 errors or 22,1% that cover misuse of verb in past tense, The use of adverb with 2 errors or 1,3% that cover omission of adverb of place, The use of modal with 4 errors or 2,1% that cover misuse of modal in past tense, Inappropriate vocabulary with 1 error or 0,7%, Misspelled word with 2 errors or 1,3%, Word order with 2 errors or 1,3%. Syntactic level consists of The use of subject with 1 error or 0,7% that cover omission of subject, and The use of object with 1 error or 0,7% that cover omission of object. Discourse level consists of 4 errors or 2,7% of generic structure, and 16 errors or 10,7% of language features.

There are several types that are done in the students writing product made by the sevens year students of SMP Negeri 3 Colomadu. Based on the result of data analysis above the writer also find the dominant types of errors is the use of To be with 41 errors or 27,5%. It means that the students still have difficulties in this area. The types of errors in the order of occurrence frequency of errors mean that this area is more difficult than other. In this case, the students do not know that they have made the errors. The possible cause of errors in the use of to be is the students don't understand to apply to be. So, they are still make errors.

The sources of students' errors that the writer finds out are interlingual transfer and intralingual transfer. Interlingual transfer is errors influenced by the interference of their mother tongue or occur when the students transfer Indonesian into English rule. While, Intralingual transfer is the errors which are caused by interference with in the target language itself.

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