ERRORS IN RECOUNT TEXT MADE BY TENTH GRADE STUDENTS
OF SMA MUHAMMADIYAH 2 SURAKARTA

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for getting bachelor degree of education
in English Department

by

DEWITA NUR AZIZAH
A320100155

SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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APPROVAL

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by

DEWITA NUR AZIZAH
A 320100155

Approve to be Examined by Consultant

First Consultant
Prof. Dr. Endang Fauziati, M. Hum
NIK. 274

Second Consultant
Nur Hidayat, S. Pd
NIK. 771
ACCEPTANCE

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DEWITA NUR AZIZAH
A320100155

Accepted and approved by Board of Examiners
School of Teacher Training and Education
Muhammadiyah university of surakarta

On February, 2014

Team of examiners:
1. Prof. Dr. Endang Fauziati, M. Hum (Chair Person)
2. Nur Hidayat, S. Pd (Member I)
3. Drs. Djoko Srijono, M. Hum. (Member II)

Dean,

Prof. Dr. Harun Joko Pravitno, M. Hum.
NIP: 132049998
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Herewith, the writer testifies that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions and masterpieces which have been written or published by others, except those in which the writing are referred in manuscript publication and mentioned in the literary review and bibliography.

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Surakarta, February 2014

Dewita Nur Azzah
A320100155
MOTTO

“Allah puts no burden on any person beyond what he has given him. After a difficulty, Allah will soon grant relief”.

(At-Tholaq: 7)

“If we approach to Allah, Allah will come close to us”

(Writer)
DEDICATION

With love and proud this research paper is dedicated to:

1. Alloh SWT,

2. My beloved father and mother (Agus Budi Heru Warso, S. Pd and Sri
   Haryanti),

3. My lovely young brothers (Danu and Nanda),

4. My grandpa and grandma,

5. My dear, Rahmad Afandi,

6. My consultants, (Mrs. Endang Fauziati and Mr. Nur Hidayat),

7. All of culun’s family, Lulu, Bita, Phipie, and nda-ndoh,

8. All of my sister in Annisa Boarding house (plower, bu Aya, intun, ilmia, mb
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10. All of member of BEM FKIP UMS 2013, and

11. All of my lovely friends, Ary, Kristina, Veda, Ifah, Arif, Agnira, Edo, David,
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She realizes that this research paper is far from being perfect because of less competence or capability by researcher. Thus, suggestions and criticism are hoped for the better result of this work and becomes perfect one. She wishes that this research paper becomes useful to all readers.

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Surakarta, February 2014

DEWITA NUR AZIZAH
SUMMARY


This study aims at describing the errors made by the tenth grade students of SMA Muhammadiyah 2 Surakarta in their written recount text, identifying the types of morphological errors, syntactical errors and discourse errors, describing the frequency of each type of errors; explaining the dominant type of error, identifying the source of error and explain the pedagogical implication to teaching learning English as foreign language.

The type of this research is descriptive qualitative research. Document is used by writer to collect the data. There are three steps to collect the data, namely: the writer gets the data of English composition made by students from teacher, the writer identifies and marks the errors within the text made by students, and the writer classifies the erroneous sentences into a list and used them as the data. The collected data are analyzed by using classification of errors theory, the frequency of type error theory and source of errors theory.

The results of this research show that the tenth grade students of SMA Muhammadiyah 2 Surakarta still make 176 errors in their written compositions. The writer finds that from 176 data, there are three classifications of error based on the combination of linguistic category and surface strategy taxonomy. There are morphological that errors consist of 22,71 % including: bound morpheme (-s) as the omission of (-s) in the plural form 4,54 %, misspelling 10,22 %, code switching 5,68 %, and false friend 2,27 %. In the syntactical level, the errors consist of 74,38 % including: omission of BE 7,38 %, misuse of BE 9,09 %, omission of “it” for subjective pronoun 3,40 %, the use of objective pronoun for subjective pronoun 4,54 %, omission of subjective pronoun 1,70 %, misuse of preposition 3,40 %, addition of preposition (to, on) 3,40 %, omission of (-ed) as regular verb 15,34 %, irregular verb 11,36 %, misordering in noun phrase 8,52 % and double marking 6,25 %. And errors in the discourse level consists of 2,83 % including: anaphoric reference 0,56 % and conjunction 2,27 %. It is derived from 17 types of error. The highest frequency of errors is omission of (-ed) as regular verb. There are 27 errors or 15,34 % from the total number of errors. The researcher also finds sources of error, namely: interlingual transfer and intralingual transfer including ignorance of rules restriction and over generalization.

Keyword: error analysis, linguistic category, surface strategy taxonomy, recount text.
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