

**Interlanguage Error Made by Students in Writing Recount Text
(A Study at MAN 2 Boyolali)**

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"INTERLANGUAGE ERROR MADE BY STUDENTS IN WRITING RECOUNT TEXT"

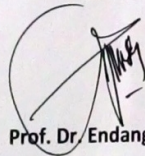
(A STUDY AT MAN 2 BOYOLALI).

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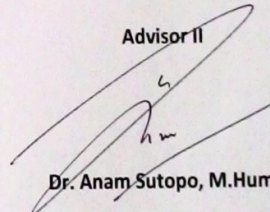
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Abstract

This study analyzes interlanguage errors of 60 written text by 60 students. The participants are eleventh grade students of MAN 2 Boyolali. All of the participants are from non-English speaking background and scarcely communicate in English outside the school. The object of this study was students' recount text. The researcher bounds the study of error based on the linguistic category taxonomy and surface strategy taxonomy to investigate the data made by the subjects. All of the errors in the texts were identified and classified into various categorizations. The results of the study show that three categories errors executed by the participants were morphological error (bound morpheme, noun, verb, adjective, false friend, code switch, spelling and pronoun), syntactical error (tenses, phrase, sentence and article) and discourse error (reference, generic structure and conjunctive). The teachers should make the students realize about the differences between Indonesian and English structures, because it may make the process of acquiring the native language more difficult and complicated for the students. By doing error analysis, teachers will acquire knowledge about the students' errors in writing process. After doing this, the teacher can predict the errors which will be made by the students. Since the students' errors are valuable feedbacks for teacher, it makes the teacher can get the learner s' progress in their skill.

Keywords: Interlanguage, Error analysis, Recount Text, Linguistic Category Taxonomy, Surface Strategy Taxonomy

1. Introduction

In interacting with others, people have to communicate. In order to do that, they need a method. It is commonly confessed that language is a means of communication. "A language is a system of arbitrary vocal symbol by means of which a social group cooperates" (Bloch and Trager, 1942: 5; Aitchinson, 2000: 25 in Fauziati: 2011). It is through language that we are able to interact with others in our world (Derewianka, 1990:3). Through language, people are able to express their ideas, hopes, thoughts and desires. It implies language plays a significant function in our life.

Language is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly accordingly. The transportation of such ideas could be acquired by either verbal expression, signing in alphabet (written word) and perhaps if we can imagine two parties with different tongue, signing with gestures and images.

In Indonesia, English has a very significant role in technological and scientific advances; instruments such as computer and internet use English. English is used as the first foreign language. Understanding the growing demand of English as an international means of communication, it is reasonable that our government places English as a fundamental subject in our education system.

It is undoubtedly the act of composing, though, which can create problems for students, especially for those writing in a second language (L2) in academic contexts. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. In arranging a good writing, we should notify some aspects. Grammar is one significant aspect that should be mastered in order to make a good writing structure. Sometimes, students still use their native structure and grammar. This phenomenon called Interlanguage.

Error could even be an important feedback for the learners themselves. By knowing their errors, they will know the problems that they face and try to analyze their weaknesses. On the other hand, by analyzing student's errors, the teachers cannot only detect the students' difficulty in learning the target language, but can also determine the effectiveness of certain method in teaching the language. It implies that learner's errors could give contribution in creating appropriate materials for teaching.

Studies of errors can be applied only in speaking and writing (Dulay, 1982: 144). It cannot be applied in reading and listening. Errors in recount writing are chosen in this study. Recount is one of the genre texts, which is taught at the tenth year students of senior high school.

This research principally deals with the interlanguage made by students, particularly in writing. Hence, the core reasons for choosing this topic are the distinctions between Indonesian and English, and the student's difficulties in writing a good English arrangement.

Nevertheless, writing in another language is not always as easy as writing in our own language since there are some distinctive rules in writing systems and these differences sometimes make some errors. Therefore, some students still use their mother language; it is called interlanguage in writing process. This happening also occurs in MAN 2 Boyolali. Some students still do the same thing in their writing works. In teaching learning of English, the teachers teach all four skills; speaking, listening, reading and writing. They are usually faced by the same situation, which the students however sometimes still use their native language in their work.

It cannot be denied that writing is not easy because there are rules to be done in this skill. Interlanguage errors are still there in their work. For the example, the interlanguage errors occur in these sentences:

1. My mother and I went shopping to Pasar Johar Market *in* Sunday.

It should be my mother and I went shopping to Pasar Johar Market *on* Sunday, student uses preposition “in” for day.

2. We took a bus in 8 a.m. and got there *in* 10 a.m.

The right sentence should be we took a bus at 8 a.m. and got there on 10 a.m. Student uses *in* for time.

Based on the phenomenon above, the writer tries to find the common Interlanguage error in writing of eleventh year students of MAN 2 Boyolali. Thus, students could know what the errors are which they create and teacher could overcome it. The research is entitled, “Interlanguage Error Made by Students in Writing Recount Text” (A Study at MAN 2 Boyolali).

2. Research Method

The type of this study belongs to descriptive qualitative research. Descriptive research is designed to obtain information concerning the current status of phenomena. In this study, the writer tried to illustrate the interlanguage errors made by students in writing recount text.

The aim of the research is to find what interlanguage errors are made by students of MAN 2 Boyolali. The result of this study hopefully will give great input in teaching and learning English. The subjects of the research are eleventh grade students of MAN 2 Boyolali in the academic year of 2013/ 2013. The total numbers of students who are involved in this study are 60 students.

The objects of the research are the sentences and paragraphs which taken from the text made by the eleventh grade students of MAN 2 Boyolali in writing recount text. The data of this research consists of erroneous sentences taken from the recount text made by eleventh grade students of MAN 2 Boyolali.

The writer collected the erroneous sentences from the compositions of written text by the students, especially in recount text. The erroneous are listed and used for the data. The researcher gives instructions to the students to compose the text before verify the data.

Data collection is an important aspect of any type of research study. In this research, the writer uses elicitation and documentation technique to collect the data. Elicitation is a technique by which the teacher gets the learners to give information rather than giving it to them. It helps develop a learner-centred dynamic, it makes learning memorable as learners can link new and old information, and it can help produce a dynamic and stimulating environment. In collecting the data through document technique, the writer allocated 90 minutes for students to write recount text based on their experience. The procedures of collecting the data is begun when the writer asked the students to write recount text. The theme of the text is based on their experience. While they were writing their work, the writer tried to give them flash back about the purpose, generic structure and language feature of recount text. Then, the writer collected the data from the student's text. After doing that, the writer analyzed the texts to recognize the erroneous sentences and paragraphs. Next, the writer marked the erroneous sentences and paragraphs from students' texts. Later than, the writer wrote all the erroneous sentences and paragraphs which collected from the texts and used it for data. Finally, the writer validated the data with the professional to make the data which collected more valid.

Data analysis is a body of methods that help to describe facts, detect patterns, develop explanations and test hypotheses. In this research, the writer applied descriptive analysis to organize the data of this study. They are; (1) collect the data taken from the student's text, (2) identify the errors from the sentences and paragraphs, (3) describe the errors, (4) explain the errors and (5) evaluate the errors.

3. Results

The researcher identifies all errors from the student's recount text. From the texts, the researcher finds errors included errors in morphological level, syntactical level, and discourse level. In research finding, the writer illustrates the finding based on the data which are taken from the compositions made by the students of MAN 2 Boyolali.

The writer calculates all types of errors and percentage in one table. The first, the students made error based on the type of the morphological errors (47.47% or 160 errors). It is classified into eight errors. The first is bound morpheme error, includes omission of 'S' in plural form (7 errors or 2.07%), for example "there are *many animal*" it should be "there are *many animals*.....", omission of 's/es' after singular subject (11 errors or 3.26%), for example "He *run* every morning" it should be "He *runs* every morning", addition of 's/es' after plural subject (5 errors or 1.48%), for example "my parents feels proud of me", it should be "my parents feel proud of me" and affixation errors. Affixation error contains addition of suffix -ful (5 errors or 1.48%), example "I *helpful* my friend to bring his bag", the acceptable sentence is "I *help* my friend to bring his bag", omission of suffix-ly (5 errors or 1.48%), for example "the driver drove the bus slow" it should be "the driver drove the bus slowly", misselection of prefix "-dis instead of un-" (5 errors or 1.48%), for example "The result of the test makes me *dishappy*" it should be "The result of the test makes me *unhappy*" and misselection of suffix -ful instead of suffix -ness (5 errors or 1.48%) for example "We all cry when we hear rina's *sadful*", it should be "We all cry when we hear rina's *sadness*".

The second error is in noun field, consists of archi-form. They are misuse of determiner "this" instead of "these" in plural noun (4 errors or 1.18%) or example "we eat all of this snacks" it should be "we eat all of these snacks" and misuse of determiner "that" instead of "those" in plural noun (4 errors or 1.18%) for example "I like that clothes" it should be For example; "I like those clothes".

The third is in verb area, it is the use of noun instead of verb (5 errors or 1.48%) for example "We selection Jogja as our destiny" it should be "We selection Jogja as our destiny". The fourth error is in adjective subject, it includes misformation of superlative (6 errors or 1.78%) for example "He is more tall than me" it should be "He is taller than me". The fifth error is false friend (54 errors or 16.02%), for example "..... apparently, checked the fuel runs out" it should be "..... apparently, checked the fuel empty". Next is code switch (23 errors or 6.82%) for example "When I still SD" it should be elementary school.. Then the error is in spelling (7 errors or 2.07%) for example "I went to grand mother house" it should be "I went to grandmother house". The last of error in morphological level is in pronouns area; the use of subjective pronoun as objective pronoun (5 errors or 1.48%) for example "I walk with she" it should be "I walk with her", the use of subjective pronoun as possessive pronoun (5 errors or 1.48%) for example "He bag is black" it should be "Her bag is black" and the use of possessive pronoun as objective pronoun (4 errors or 1.18%) for example "I don't understand the changes from their" it should be "I don't understand the changes from them".

The second, the students made error based on the type of syntactical error (45.44% or 153 errors) including four fields of errors. The first is tenses errors. In tenses subject, there are four subjects of errors, they are simple present tense; addition of 'to' before verb (11 errors or 3.26%) for example "Rian to fall down to a river" it should be "Rian falls down to a river".

Then error in simple past tense; the use of V2 after modal auxiliary verb (6 errors 1.78%) for example "we can took picture there" it should be "we can take picture there", the use of V2 after article "to" (7 errors or 2.07%) for example ".....to prepared idul fitri's prayer" it should be ".....to prepare idul fitri's prayer", and the addition of 'ed' after irregular verb (10 errors or 2.96%) for example "I eated fried rice this morning" it should be "I ate fried rice this morning". The next error is in V ing / gerund domain; the use of V ing after

auxiliary verb (6 errors or 1.78%) for example “We can swimming” it should be “We can swim” and addition of ‘to’ before Ving (7 errors or 2.07%) for example “We to singing.....” it should be “We sing.....”. The last is in to be topic; addition of to be before the auxiliary verb (5 errors or 1.48%) for example “I am can meet my friends” it should be “I can meet my friends”, omission of to be before adjective (15 errors 4.45%) for example “we can (...) together” it should be “we can be together”, addition of to be (present) in the present tense (12 errors or 3.56%) for example “I am see.....” it should be “I see.....”, addition of to be (past) in the present tense (10 errors or 2.96%) for example “We were also saw.....” it should be “We also saw.....” and addition of to be (past) in the past tense (6 errors 1.78%) for example “I was arrived home” it should be “I arrived home”.

The second error of syntactical error is in phrase topic, the errors are misordering (21 errors or 6.23%) for example “We saw statue small” it should be “We saw small statue” and omission of “s” as possessive marker (14 errors or 4.15%) for example “This is my father car” it should be “This is my father’s car”. Then the field error of syntactical error is in sentence zone, it is error in passive voice sentence (7 errors or 2.07%) for example “I (...) very annoyed” it should be “I am very annoyed”. And the last is in article matter; addition of article ‘a’ in plural noun (5 errors or 1.48%) for example “We saw a pictures” it should be “We saw pictures”, omission of article ‘a’ before singular noun (7 errors or 2.07%) for example “My father is (...) good man” it should be “My father is a good man”, and addition of article “the” before adverb of time (4 errors or 1.18%) for example “the last night I.....” it should be “last night I.....”.

The third, the students made error based on the type of discourse errors; reference (5 errors or 1.48%) for example “Last month, I and my friends went to parangtritis. I went there by train”, it must be “Last month, I and my friends went to parangtritis. We went there by train”, generic structure (13 errors or 3.85%) it can be seen in the text below:

Meeting A Friend

On Thursday afternoon 16.00, I was walking down in street looking a friend. a friend stopped me and I very surprised. Suddenly my friends to retile than I walked with my friend. he was ow very friendly she remembered moment in junior high school. Then we tell about at the time. We very happy, and day finished dark. Finally we enough tell and we went to the home.

Generally, the generic structure of recount text includes (1) Orientation tells who was involved, what happened, where the events took place, and when it happened, (2) Events tell what happened and in what sequence and (3) Reorientation consists of optional-closure of events/ending. They usually divided into paragraphs. But, several students compose it only in one paragraph. And the last is wrong selection of conjunction (5 errors or 1.48%), it is like in "I felt it was a special event () makes me so exited.....". in that sentence, he/she does not put the connecting word "that" to connect the words. The sentence should be "I felt it was a special event that makes me so exited....." ..

4. Conclusion

Writing skill can be defined as a skill of communicating ideas through written symbol by organizing the idea based on the rules of language system to convey meanings so that other can understand the message of the writers. This skill includes ability to write word, ability to arrange words into phrases, ability to write paragraph and ability to compose long text.

The result of this study illustrates that the eleventh grade students of MAN 2 Boyolali produced several errors in writing recount text. In this investigation, the writer found three hundred and thirty seven errors which compiled from sixty student's works. The researcher applies linguistic category taxonomy and surface strategy taxonomy to investigate the data made by the subjects. The errors are classified into three categories; morphological, syntactical and discourse.

Those categories are explained into several elements. Firstly, the students made error based on the type of the morphological errors (47.47% or 160 errors). It is classified into eight errors. The first is bound morpheme error, includes omission of 'S' in plural form, omission of 's/es' after singular subject, addition of 's/es' after plural subject and affixation errors. Affixation error contains addition of suffix –ful, omission of suffix-ly, misselection of prefix “-dis instead of un-” and misselection of suffix –ful instead of suffix –ness. The second error is in noun field, consists of archi-form. They are misuse of determiner “this” instead of “these” in plural noun and misuse of determiner “that” instead of “those” in plural noun. The third is in verb area, it is the use of noun instead of verb. The fourth error is in adjective subject, it includes misformation of superlative. The fifth error is false friend. Next is code switch, then the error is in spelling. And the last of error in morphological level is in pronouns area; the use of subjective pronoun as objective pronoun, the use of subjective pronoun as possessive pronoun and the use of possessive pronoun as objective pronoun.

Secondly, the students made error based on the type of syntactical error (45.54% or 153 errors) including four fields of errors. The first is tenses errors. In tenses subject, there are four subjects of errors, they are simple present tense; addition of 'to' before verb. Then, error in simple past tense; the use of V2 after modal auxiliary verb, the use of V2 after article “to”, and the addition of 'ed' after irregular verb. The next error is in V ing / gerund domain; the use of V ing after auxiliary verb and addition of 'to' before Ving. The last is in to be topic; addition of to be before the auxiliary verb, omission of to be before adjective, addition of to be (present) in the present tense, addition of to be (past) in the present tense and addition of to be (past) in the past tense. The second error of syntactical error is in phrase topic, the error is misordering and omission of “s” as possessive marker. Then the field error of syntactical error is in sentence zone, it is error in passive voice sentence. And the last is in article matter; addition of

article 'a' in plural noun and omission of article 'a' before singular noun, addition of article "the" before adverb of time.

Thirdly, the students made error based on the type of discourse errors; reference, generic structure and wrong selection of conjunction.

The most dominant error made by the students is in morphological level with 47.47% or 160 errors, particularly in the field of false friend which contains 54 errors or 16.02% from 337 errors that taken from the object. Syntactical error contributes 45.54% or 153 errors, which tenses area supply the most dominant errors in syntactical field with 111 errors or 32.93%. And discourse sets 24 errors or 7.12%. It implies that both morphological and syntactical play significant role in contributing error that made by the students. For this reason, they have problem in comprehending the grammar and the structure.

Finally, the writer states that writing is an important skill for student to develop their knowledge. It is also the most complicated skill in English. The writer discovers that the students still make several errors in doing or composing writing assignment. In this study, the writer finds that the students make error in morphological level (47.47% or 160 errors), syntactical level 45.54% or (153 errors) and discourse level (24 errors or 7.12%). The errors are mainly in the field of false friend and tenses.

Based and the data above, the writer thinks if doing error analysis is important for teacher, student. Thus, the writer makes some suggestions for the next researcher, teacher and student. For the next researcher, as the writer limits the study of error based on the linguistic category taxonomy and surface strategy taxonomy to investigate the data made by the subjects in this research, especially in morphological level, syntactical level and discourse level, the writer

suggests the next researchers can extend this study deeper than this research, explore the types of errors by using others classification of error, different subject or object and data source and use different underlying theory, method and distinct way to explore. The writer recommends the teachers improve the students' ability about how to compose a good writing, particularly in choosing words and grammar and encourage the learners to exercise and practice in order to develop their knowledge. Then for the students, the researcher proposes them to increase their awareness to English aspects in order to improve their comprehension in English, especially in vocabulary and structure, practice more about their weakness, so they can eliminate their problems and concern about their errors and avoid the same errors in other opportunities.

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