COMPARATIVE ERROR ANALYSIS IN WRITING RECOUNT TEXT MADE BY THE FIRST AND THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT UMS 2014/ 2015 ACADEMIC YEAR

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COMPARATIVE ERROR ANALYSIS IN WRITING RECOUNT TEXT MADE BY THE FIRST AND THE THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT UMS 2014/2015 ACADEMIC YEAR

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ABSTRACT

The objectives of the study are to describe the types of error made by the first and the third semester students of English Department UMS 2014/2015 academic year and to find the similarities and the differences of the types of error which are made by the first and the third semester students of English Department UMS 2014/2015 academic year. This study is qualitative research. The data are taken from all interlanguage errors which are made by the student’s writing recount text. The technique for analyzing data is by exploring, reducing, categorizing, and checking the data validity. The results of this study are: (1) the types of error which are found on the first and the third semester students are morphological error and syntactical error. Syntactical error is the most types of error, which has appeared (2) the similar types of error that are made by the first and the third semester students is morphological and syntactical error. (3) the differences types of error happened in the syntactical error only. There were some types of error that were made by the first semester students but the third semester students did not.

Keyword: Comparative, error analysis, university students.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan tipe kesalahan yang dibuat oleh mahasiswa semester satu dan semester tiga jurusan Pendidikan Bahasa Inggris UMS tahun ajaran 2014/2015 dan untuk menemukan persamaan dan perbedaan dari tipe kesalahan yang dibuat oleh mahasiswa semester satu dan semester tiga jurusan Pendidikan Bahasa Inggris UMS tahun ajaran 2014/2015. Penelitian ini merupakan penelitian kualitatif. Data dari penelitian ini diambil dari seluruh kesalahan antar bahasa yang dibuat di teks recount mahasiswa. Teknik untuk menganalisis data terdiri dari mengeksplorasi, mereduksi, mengkategorikan dan memeriksa keabsahan data. Hasil penelitian ini adalah: (1) tipe kesalahan yang ditemukan pada semester satu dan semester tiga yaitu kesalahan yang berkenaan dengan morfologi dan sintaksis. (2) Tipe kesalahan yang sama yang dibuat oleh mahasiswa semester satu dan semester tiga adalah kesalahan dalam bidang morfologi dan sintaksis. (3) Perbedaan tipe kesalahan hanya terjadi pada kesalahan bidang sintaksis. Ada beberapa tipe kesalahan yang dibuat oleh mahasiswa semester satu, tapi tidak dilakukan oleh mahasiswa semester tiga.

Kata Kunci: Perbandingan, analisis kesalahan, para mahasiswa.
1. Introduction

Error analysis has emerged as the consequence of learner’s error, which is made in the process of foreign language learning. It is used to describe how learner errors can provide an understanding of the underlying processes of second language acquisition. By knowing learner’s error, the most suitable learning strategy to foreign language teaching can be conducted. There are many types of learner error that is found on every level of learning process. Comparing the error levels of learning is called comparative error analysis. By conducting comparative error analysis, we can recognize what types of error are, what the similarities of the error are and what the differences of the error are.

Writing text is good equipment to measure learner’s ability in mastering second language acquisition. It is also happen in the first and the third semester students of English Department UMS 2014/2015 Academic Year, especially in writing skill. Derived from Richards and Renandya in Fauziati (2010: 45), “Writing is the most difficult skill to master for foreign language learners. This is due not only need to generate and to organize ideas by using an appropriate choice of vocabulary, sentence, and paragraph organization, but also turn such ideas into a readable text”. The first and the third semester students of English Department UMS are learning in writing recount text. In this research, the writer is focusing the error, which is made by the learner on the recount text.

In analyzing the data, the writer uses combination of linguistic category and surface strategy taxonomy. Dulay, H et al. (1982: 146) states “These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style).” Furthermore, Politzer and Ramirez in Dulay, H et al. (1982: 147) introduce their classification into three main categories of error, i.e.: morphology, syntax and vocabulary. Meanwhile, Dulay, H et al. (1982: 150) argue “A surface strategy taxonomy highlights the ways surface structure are
altered: Learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.” Additionally, James in Fauziati (2009: 144) states “The surface strategy taxonomy is a classification system based on the ways in which the learner’s erroneous version is different from the presumed target version”. Under this category, errors can be classified into four types: omission, addition, misformation, and misordering.

In this research, the writer provides some research questions namely: (1) What are the types of error made by the first and the third semester students of English Department UMS? (2) What are the similarities of errors made by the first and the third semester students of English Department UMS? (3) What are the differences of errors made by the first and the third semester students of English Department UMS? These research questions have function to describe the types, the similarities, and the differences of errors that are made by the first and the third semester students of English Department UMS. This study has theoretical significance and practical significance. Theoretically, the result of the research can be used as the reference for those who conduct a research in errors analysis, especially errors which are found in writing recount text. Practically, the result of the research can be used for the lecturer to evaluate the teaching strategy in teaching foreign language and to decide the best strategy in learning foreign language for the students.

There are some previous researches on error analysis. The first one is Hasyim (Universitas Kristen Petra, 2002) entitled “Error Analysis in the Teaching of English”. The study showed that the abstracts of the post graduate student’s theses in Hasanuddin University consist of syntactical error or grammatical error.

The second one, Santosa (STAIN Surakarta, 2011) have conducted a research entitled “Error Analysis on the Use of BE in the Students’ Composition”. The study described that the student’s writing of the genre text which did by the third semester students of STAIN Surakarta involved of error in mainly in the form of BE, wheter linking verb or auxiliary verb.
The third one, Ratnah (Makassar Tourism Academy, 2013) have conducted a research entitled “Error Analysis on Tenses Usage Made by Indonesian Students”. The study found that the sentences which were translated by the first semester students of Tour and travel Management of AKPAR makassar 2010/2011 academic year consist of error in tenses, mainly in syntactical error. It was divided into error of omission, error of selection, and error of addition.

Derived from the phenomena, the writer fascinates to conduct research about error analysis, mainly comparative error analysis in writing recount text. The writer chooses to analyze a comparative error analysis because of several reasons. First, error which made by the learner in foreign language learning is not avoided process. It will be important to know the types of the error, the similarities, and the differences of error in order to find the most appropriate of foreign language learning strategies. Second, comparing error which made by learner on the different level is not only recognize the different kinds of error but also find the similar kinds of error. Third, recount text is one of the general kinds of genre text that. The foreign language learners usually learn the genre of the text, so it will be easier to collect the data.

This study is very significant because it aims to describe the types of error that are made by the first and the third semester students of English Department UMS. It is also used to find the similarities and differences of the types of error which are made by the first and the third semester students of English Department UMS.

2. Research Method

This study is a qualitative research. The writer describes the types of error made by the first and the third semester students of English Department UMS in 2014/2015 academic year. It also finds the similarities and the differences of the types of error that are made by the first and the third semester students of English Department UMS in 2014/2015 academic year. The subject of the study is the first and the third semester students of English Department UMS 2014/2015 academic year. They are consists of 32 students who are divided into two level,
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namely 16 students of the first semester students and 16 students of the third semester students of the third semester. The object of the study is the students error made by the students. The student’s error will be categorized into combination of linguistic category and surface strategy taxonomy.

The data of the study are all interlanguage errors made by the student’s writing recount text, mainly in the types of morphological error and syntactical error. The data source of the study is components of recount text made by the students of the first and the third semester of English Department UMS. They consist of 32 students. The theme of the recount text is “An Unforgettable Moment in the Student’s Orientation Program (PPA)”. In collecting the data, the writer employed some steps, namely: (1) requesting the learners to make recount text with the theme that has given, (2) reading recount text which made by the learner, (3) finding and marking error in the recount text, and (4) dividing the error into the types of error based on the combination of linguistic category and surface strategy taxonomy. The technique for analyzing data using following steps, namely (1) exploring student’s writing in recount text which has made, (2) reducing the data by making signs of learner’s error in the recount text, (3) re-writing learner’s errors that have been signed before, (4) categorizing the learner’s error into the types of error namely morphological error and syntactical error, (5) making some code to sign the similar types of error and the different types of error, and (6) conducting examination of validity of the data to avoid learner’s error that is forgotten.

3. Research Finding and Discussion

In this part, the writer describes the research finding that has been found after analyzing the data. She also tries to discuss the research finding. There were three research findings that was gotten after analyzing the data, namely the types of error which are made by the 1st and the 3rd semester students, the similarities of the types of error made by the 1st and the 3rd semester students, and the differences of types of error made by the 1st and the 3rd semester students. The research finding will be described below:
a. The Types of Error Made by the 1st and the 3rd Semester Students

From thirty-two students’ compositional work in writing recount text, the students produced 364 errors that consisted 199 errors, which were made by the first semester students and 165 errors were made by the third semester students. The writer found that the types of error are morphological error and syntactical error. *Morphological Error* referred to error in the morphological class. The writer broke up this error classification into two types of error, they were errors in (1) bound morpheme {-s} and (2) errors in wrong spelling of the words. In the *Syntactical Error*, the writer divided the error into ten aspects of error classification, namely: (1) article; (2) omission of introductory THERE as subject; (3) omission of subject; (4) the use of verb as past event; (5) be as full verb; (6) be as modal auxiliary; (7) conjunction; (8) omission of phrasal verb; (9) omission of preposition; and (10) wrong arrangement of phrase.

b. The Similarities of the Types of Error Made by 1st and the 3rd Semester Students

In the classification of error and the analysis of error, the writer got some aspects of error types that were similar between the first and the third semester students. Both of them made error on the *morphological error* and *syntactical error*. In the *morphological error* the writer found some similar types of error, namely: (1) bound morpheme {-s} and (2) wrong spelling of the words. Meanwhile in the *syntactical error*, the similarities were found on: (1) article (omission of definite article the), (2) omission of subject, (3) omission of suffix (-ed) in regular past tense, (4) wrong selection of verb I for past event, (5) omission of be as full verb, (6) addition be as full verb, (7) wrong selection of be as full verb, (8) omission of be as modal auxiliary, and (8) misplace of conjunction.

c. The Differences of the Types of Error Made by 1st and the 3rd Semester Students

The different types of error are found in the *syntactical error*. The differences happened because there were some error that were not mentioned in the third semester students but these type of error were available in the first
semester students. They were (1) article (omission of indefinite article a/ an); (2) omission of introductory THERE as subject; (3) the use of verb as past tense (verb II is used after ‘modal’ form); (4) conjunction (misplace of conjunction); (5) omission of phrasal verb; (6) omission of preposition in the sentences; (7) wrong arrangement of phrase.

4. Conclusion

Based on the research finding above, the result of the study had found some types of error that were made by the first and the third semester students of English Department UMS. The types of error were divided into two major types of error namely morphological error and syntactical error. The types of error were dominated by the syntactical error. The syntactical error was the most type of error which was done by the students. The writer also found the similarities and differences of error, which were made by the first and the third semester students of English Department UMS. The first and the third semester students composed similar error in morphological and syntactical error. Meanwhile the differences types of error happened in the syntactical error only. There were some types of error that were made by the first semester student but the third semester students did not.

The writer concludes that these types of error happen when the students have not yet mastered the rule in their target language including the rules of constructing word and grammatical aspect. However, the writer found that the first semester students have error more than the third semester students do. It means that each level of foreign language learner have made some progress. I propose that during the students learn foreign language learning, they have improved our ability in mastering the target language. They have progress form the zero knowledge to native speaker competence.
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