ERROR ANALYSIS IN WRITING RECOUNT TEXT BY THE EIGHTH GRADE STUDENTS OF SMP MUHAMMADIYAH 4 SURAKARTA ACADEMIC YEAR OF 2015/2016

Research Paper Submitted as a Partial Fulfillment of the Requirements
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By

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THE IMPLEMENTATION OF INQUIRY-BASED LEARNING FOR THE TEACHING ENGLISH AT SMP MUHAMMADIYAH 6 SURAKARTA IN 2015/2016 ACADEMIC YEAR

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MOTTO

“He it is Who gathereth you at night and knoweth that which ye commit by day. Then He raiseth you again to life therein, that the term appointed (for you) may be accomplished. And afterward unto Him is your return. Then He will proclaim unto you what ye used to do.” (Q.S. al-An'am 6: 60)

“Learning is the beginning of wealth. Learning is the beginning of health. Learning is the beginning of spirituality. Searching and learning is where the miracle process all begins.”

(Jim Rohn)

“Don’t be lazy, because it can obstruct your success. And something what you do now is the future investment.”

(The Writer)
DEDICATION

I gratefully dedicate this research paper to:

- My dearest mother, “Suti”, and my dearest father, “Cipto Utomo Warimin”
- My beloved brother, “Sulistianto” and his wife, “Sukesih”.
- My beloved sisters, “Dayu Lestari”, and her husband, “Sulasno”
- My beloved niece, “Raisha Aliya Qaisara, Xena Nanda Aulia, Sheila Aulia Ramadani”
- My consultants and lecturers, and
- All my families, friends, and readers.
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The writer realizes that this research paper is still far from being perfect, so the writer welcomes any constructive comment, criticism, and suggestion from anyone. Finally, she hopes that this research paper would help the other researchers who are interested in studying English, especially in the implementation of teaching English and enrich the reader’s knowledge.

Wassalamu 'alaikum Warohmatullahi Wabarokatuh.

Surakarta, March 2016
The Writer,

Tri Agustina
SUMMARY


The study aims to identify the types of morphological, syntactic, discourse error in writing recount text by the eighth grade students of SMP Muhammadiyah 4 Surakarta. In addition, it is to know the frequency of each type of errors, to know the dominant type of error and to know the sources of the errors. The type of research is qualitative research. The method of collecting data is elicitation method, which is divided into four steps: first steps are requesting the learner to make recount text with the theme that has given; second step is reading the recount text made by students; third step is finding and marking error in the recount text; and last step is dividing the error into the types of error based on linguistic category and surface strategy taxonomy. For analyzing the data, the writer takes six steps, namely: identification of errors, classifying into error types, describing the frequency of error, describing the dominant type of error, analysis of the sources of error and describing the purposed remedial teaching. The result of research shows that lexical errors is 22,2% including false friends, wrong spelling and use of Indonesian word. Syntactical error is 64% which include verb (omission of verb, misuses of verb in past tense, addition of to in verb of present tense addition of verb), noun (omission of {-s} plural marker, addition of {-s}), BE (omission of be, misuses of be), phrase (misordering (noun phrase)), article (addition of article), preposition (addition of preposition, omission of preposition), sentence construction (omission of subject, literal translation of Indonesian). Discourse error is 7,7% which include generic structure. The dominant type of error is wrong spelling and misuses of verb in past tense.

Key words: error analysis, recount text, surface strategy, linguistic category taxonomy.
RINGKASAN


Tujuan studi ini adalah untuk mengidentifikasi jenis kesilapan morphologi, sintax dan discourse dalam penulisan teks recount oleh siswa kelas delapan dari SMP Muhammadiyah 4 Surakarta. Kemudian untuk mengetahui frekuensi dan sumber setiap jenis kesalahan. Jenis penelitian ini adalah penelitian kualitatif. Metode pengambilan data adalah metode elicitation. Itu dibagi menjadi empat langkah: meminta siswa untuk membuat teks recount dengan tema yang telah diberikan, membaca teks recount yang telah di buat siswa, mencari dan menandai kesilapan dalam teks recount. Membagi kesalahan ke dalam jenis kesilapan berdasarkan kelompok linguistik dan surface strategy taxonomy. Penulis membagi teknik untuk menganalisis data menjadi enam langkah, yaitu: mengidentifikasi kesalahan, mengelompokkan kesalahan, mendeskripsikan frekuensi kesalahan, mendeskripsikan dominan kesalahan, menganalisis sumber kesalahan dan mendeskripsikan tujuan remedial teaching. Hasil dari penelitian adalah kesilapan lexical sekitar 22,2% termasuk false friends, wrong spelling dan use of Indonesian word. Kesalahan syntactical sekitar 64% termasuk verb (omission of verb, misuse of verb in past tense, addition of to in verb of present tense addition of verb), noun (omission of {-s} plural marker, addition of {-s}), BE (omission of be, misuse of be), phrase (misordering (noun phrase)), article (addition of article), preposition (addition of preposition, omission of preposition), sentence construction (omission of subject, literal translation of Indonesian). Kesilapan discourse sekitar 7,7% termasuk generic structure. Dominan dari jenis error adalah wrong spelling, dan misuses of verb in past tense.

Kata kunci: analisis, teks recount, surface strategy, linguistic category taxonomy.
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