

**ERRORS IN WRITING RECOUNT TEXT MADE BY THE EIGHTH  
GRADE STUDENTS OF SMP N 2 NGEMPLAK BOYOLALI  
IN 2015 / 2016 ACADEMIC YEAR**



**RESEARCH PAPER**

**Submitted as a Partial Fulfillment of the Requirements  
for Getting Bachelor Degree of Education  
in English Department**

by

**YUNIA DWI PRASETYOWATI**

**A320120099**

**SCHOOL OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

**2016**

APPROVAL

ERRORS IN WRITING RECOUNT TEXT MADE BY THE EIGHTH  
GRADE STUDENTS OF SMP N 2 NGEMPLAK BOYOLALI  
IN 2015 / 2016 ACADEMIC YEAR

RESEARCH PAPER


by

YUNIA DWI PRASETYOWATI

A320120099


Approved to be Examined by Consultant

Consultant I

  
Prof. Dr. Endang Fauziati, M. Hum.

NIK. 274

Consultant II

  
Arvati Prasetvarini, S.Pd, M.Pd

NIK.725

## ACCEPTANCE

ERRORS IN WRITING RECOUNT TEXT MADE BY THE EIGHTH  
GRADE STUDENTS OF SMP N 2 NGEMPLAK BOYOLALI  
IN 2015/2016 ACADEMIC YEAR

by

YUNIA DWI PRASETYOWATI

A 320 120 099

Accepted and Approved by Board of Examiner  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta  
on May...., 2016

Team of Examiners:

1. Prof. Dr. Endang Fauziati, M. Hum.  
(Chair Person)

2. Arvati Prasetyarini, S.Pd, M.Pd.  
(Member I)

3. Drs. Djoko Sriyono, M.Hum.  
(Member II)

()  
()  
()

Prof. Dr. Harun Joko Prayitno, M. Hum.



## PRONOUNCEMENT

I, whose autograph signed below,

Name : Yunia Dwi Prasetyowati

NIM : A 320 120 099

Program : English Education Department

Title : ERRORS IN WRITING RECOUNT TEXT MADE BY THE  
EIGHTH GRADE STUDENTS OF SMP N 2 NGEMPLAK  
BOYOLALI IN 2015/2016 ACADEMIC YEAR

testify that the research paper is the real work of the writer and no plagiarism of the previous literary work which have been raised to obtain bachelor degree of a certain university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing was referred in the manuscript and mention review and bibliography.

Hence later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, May 2016

The Writer,



**Yunia Dwi Prasetyowati**

**A320120099**

## **MOTTO**

**“Then, surely with hardship comes ease:”**

**“Surely, with hardship comes ease,”**

**(Q.S. Al Insyiroh: 5-6)**

**“Be in love with your life, every detail of it.”**

**(Jack Kerouac)**

## **DEDICATION**

**I gratefully dedicate this research paper to;**

- **My dearest mother and father,**
- **My consultants and lecturers,**
- **All my families, friends, and readers.**

## ACKNOWLEDGMENT

*Alhamdulillahirobbil 'alamin*, All praises to Allah, the Lord of the universe, King of the king, who does always give us mercy and blessing to complete this research paper entitled “Errors in Writing Recount Text Made by the Eighth Grade Students of SMP N 2 Ngemplak Boyolali in 2015/2016 Academic Year” as one of the requirements for getting bachelor degree of English Education Department of Muhammadiyah University of Surakarta. Peace and mercy be upon to our prophet Muhammad SAW the last messenger who guides us from the darkness to the lightness.

The researcher realized that many people had given their help and useful suggestion for completing the research paper. Therefore, she would like to express her greatest gratitude to the following people:

1. Prof. Dr. Harun Joko Prayitno, M. Hum., Dean of school of teacher training and education of Muhammadiyah University of Surakarta, for approving this research paper,
2. Mauliyah Halwat Hikmat, Ph.D., Head of English Education Department who has already given a large of help, and clear information in conducting the research paper,
3. Prof. Dr. Endang Fauziati, M.Hum. as the first consultant who always gives great spirit to finish the research paper, and who has already guided and advised patiently in correcting this research paper. “More than millions of thanks for you, mom,”
4. Aryati Prasetyarini, S.Pd., M.Pd. as the second consultant who already gave a large of help and guidance to improve on writing this research paper. Thank you very much, Mom.
5. All lecturers in English Education Department of Muhammadiyah University of Surakarta who have given her knowledge, support and experience, thanks for useful knowledge and guidance,

6. Gunardi, S.Pd. as the headmaster of SMP N 2 Ngemplak Boyolali for giving the writer permission to have research in his institution,
7. Asih Cahya Mahanani, S.Pd as the English teacher at SMP N 2 Ngemplak Boyolali for giving complete information and allowing the writer to observe the teaching learning process,
8. Her lovely, precious, and great parents, Drs. Sugiyanto as her beloved father and Dra. Lastri, as her beloved mother thanks a lot for always give support, pray, motivation, advice, attention, love, time, materials, care, guidance,
9. Her friends in Campus: Meisinta, Finsa, Endang, Jessy, Menik, Agustina, Rudi, Aziz, Yulia, Wenny, Siti, Tiara, Dinar, Karlina, Kholeyoh, Yuli, Okta, and Pradika who make her cheer up,
10. All of the writer's friends in English Department 2012 academic year. Thanks for this warm and meaningful friendship,
11. All of her families, friends and teachers that cannot be mentioned one by one, who give support her a lot.

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 helps 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, May 2016

The Writer,

Yunia Dwi Prasetyowati



## SUMMARY

**Yunia Dwi Prasetyowati. A320120099. ERRORS IN WRITING RECOUNT TEXT MADE BY THE EIGHTH GRADE STUDENTS OF SMP N 2 NGEMPLAK BOYOLALI IN 2015/2016 ACADEMIC YEAR. Research Paper. Teacher Training and Education, Muhammadiyah University of Surakarta. May, 2016.**

The aims of this research are to identify the types of errors made by the eighth grade students of SMP N 2 Ngemplak Boyolali in their writing recount text, especially to identify the types of lexical, syntactical, and discourse errors. It is also to find out the frequency of each type of errors, dominant type of errors, and the sources of errors.

The type of this research is descriptive qualitative research. In collecting the data, the writer uses elicitation. It consists of four steps; the writer gives explanation about recount text, orders to the students to make recount text with the topic given, the writer reads and marks the types of errors in the students writing composition, writes the erroneous sentences and classifies all types of error based on linguistic category and surface strategy taxonomy. The technique for analyzing data consists of six steps, namely identification of errors, classifying into error types, describing the frequency of error, describing the dominant type of error, analyzing of the sources of error, and describing the proposed remedial teaching.

The result of the study shows that lexical errors amounts to 15,51 % that consist of False friend (similar in meaning), False friend (similar in form), Wrong spelling, and Code switching. Syntactical errors amounts to 79,08 % which consists of Verb (addition of verb, misuses of verb in past tense, addition of to in present tense), Noun (omission of –s in plural marker, omission of possessive adjective, addition of –s in plural marker), BE (omission of BE, addition of BE in past tense, misuses of BE), Pronoun (omission of –s in possessive pronoun ), Phrase (misordering (noun phrase), Article (omission of article the, omission of article a ,

addition of article the), Preposition (omission of preposition, addition of preposition, misuses of preposition ), Conjunction (omission of conjunction), Sentence Construction (omission had as predicate , omission of subject). Discourse errors are 5,36 % that consists of generic structure and conjunction. The dominant type of errors is misuse of verb in past tense. The writer also finds two sources of errors, namely interlingual transfer and intralingual transfer.

**Key words:** Error Analysis, Recount Text, Linguistic Category Taxonomy, Surface Strategy Taxonomy, Source of Errors.

## **RINGKASAN**

**Yunia Dwi Prasetyowati. A320120099. KESALAHAN DALAM MENULIS TEKS RECOUNT OLEH SISWA KELAS DELAPAN SMP N 2 NGEMPLAK BOYOLALI TAHUN AJARAN 2015/2016. May, 2016.**

Tujuan dari penelitian ini adalah untuk mengetahui jenis-jenis kesalahan yang dibuat oleh siswa kelas delapan SMP N 2 Ngemplak dalam menulis karangan teks recount, khususnya untuk mengetahui kesalahan-kesalahan lexical, syntactical, dan discourse. Selain itu juga untuk mengetahui frekuensi jenis kesalahan, kesalahan dominan dan sumber kesalahan.

Jenis dari penelitian ini adalah deskriptif kualitatif. Dalam mengumpulkan data, penulis menggunakan elicitation. Elicitation terdiri dari empat langkah, yaitu peneliti memberikan penjelasan tentang teks recount, meminta siswa untuk membuat teks recount dengan topik yang sudah disediakan oleh peneliti, peneliti membaca dan menandai jenis-jenis kesalahan siswa, peneliti menulis kalimat yang salah dan mengklasifikasikan semua jenis-jenis kesalahan tersebut berdasarkan kategori linguistik dan surface strategi. Teknik analisis data terdiri dari enam langkah, yaitu mengidentifikasi kesalahan, mengklasifikasikan kesalahan, mendeskripsikan frekuensi kesalahan, mendeskripsikan kesalahan yang dominan, menganalisis sumber kesalahan dan mendeskripsikan tujuan remedial teaching.

Hasil dari penelitian menunjukkan terdapat kesalahan lexical 15,51% yang terdiri dari false friend (similar in meaning), False friend (similar in form), Wrong Spelling, dan Code Switching. Kesalahan Kesalahan Syntactical terdapat 79,08% yang terdiri dari Verb (addition of verb, misuses of verb in past tense, addition of to in present tense), Noun (omission of –s in plural marker, omission of possessive adjective, addition of –s in plural marker), BE (omission of BE, addition of BE in past tense, misuses of BE), Pronoun (omission of –s in possessive pronoun ), Phrase (misordering (noun phrase), Article (omission of article the, omission of article a , addition of article the), Preposition (omission of preposition, addition of preposition, misuses of preposition ), Conjunction (omission of conjunction), Sentence Construction (omission had as predicate , omission of subject). Kesalahan Discourse

menunjukkan terdapat 5,36 % yang terdiri dari kesalahan generic structure dan conjunction. Kesalahan dominan ada pada penggunaan misuses of verb in past tense. Peneliti juga menemukan dua sumber kesalahan, yaitu Interlingual transfer dan Intralingual transfer.

**Kata Kunci:** Analisis kesalahan berbahasa, kategori linguistik, surface strategy taxonomy, teks recount.

## TABLE OF CONTENT

	page
COVER.....	i
APPROVAL.....	ii
ACCEPTANCE.....	iii
PRONOUNCEMENT.....	iv
MOTTO.....	v
DEDICATION.....	vi
ACKNOWLEDGMENT.....	vii
SUMMARY.....	ix
RINGKASAN.....	xi
TABLE OF CONTENT .....	xiii
LIST OF TABLE.....	xviii
LIST OF APPENDIX .....	xix
CHAPTER I : INTRODUCTION.....	1
A. Background of the Study.....	2
B. Scope of the Study.....	4
C. Problem Statement.....	5
D. Objective of the Study.....	5
E. Significance of the Study.....	5
F. Research Paper Organization.....	6
CHAPTER II : REVIEW OF RELATED LITERATURE.....	7
A. Previous Study.....	7
B. Error Analysis.....	16
1. Notion of Error Analysis.....	16
2. Significance of Error Analysis.....	17
3. Algorithm for Conducting Error Analysis.....	18
4. Error Classification.....	19
a. Linguistic Category.....	19
b. Surface Strategy Taxonomy.....	19
c. Comparative Taxonomy.....	21

d. Communicative Effect Taxonomy.....	22
5. Sources of Error.....	23
a. Interlingual Transfer.....	23
b. Intralingual Transfer.....	23
c. Context of Learning.....	23
d. Communication Strategies.....	24
6. Error and Mistake.....	25
C. Remedial Teaching.....	25
D. Linguistic Analysis.....	26
a. Phonological Analysis.....	26
b. Morphological Analysis.....	26
c. Syntactical Analysis.....	27
d. Discourse Analysis.....	27
E. English Text.....	27
1. The Notion of Text.....	27
2. Type of Text.....	27
a. Recount.....	27
b. Spoof.....	28
c. Narrative.....	29
d. Description.....	29
e. Report.....	30
f. Analytical Exposition.....	30
g. Explanation.....	31
h. Discussion.....	31
i. Procedure.....	32
j. Hortatory.....	32
k. Anecdote.....	33
l. News Item.....	33
m. Review Text.....	34
F. Recount Text.....	34

CHAPTER III : RESEARCH METHOD.....	37
A. Type of the Research.....	37
B. Subject of the Research.....	37
C. Object of the Research.....	37
D. Data.....	37
E. Data Sources.....	38
F. Method of Collecting Data.....	38
G. Technique for Analyzing Data.....	38
CHAPTER IV : RESEARCH FINDING AND DISCUSSION.....	40
A. Research Finding.....	40
1. Type of Lexical Error.....	40
a. False Friend.....	40
1) Similar in Meaning.....	41
2) Similar in Form.....	41
b. Wrong Spelling.....	42
c. Code Switching.....	43
2. Type of Syntactical Error.....	44
a. The Use of Verb.....	44
1) Addition of Verb.....	44
2) Misuses of Verb.....	45
3) Addition of to in Present Tense.....	45
b. The Use of Noun.....	46
1) Omission of –s in Plural Marker.....	46
2) Omission of Possessive Adjective.....	47
3) Addition of –s in Plural Marker.....	48
c. BE.....	48
1) Omission of BE.....	48
2) Addition of BE in Past Tense.....	49
3) Misuses of BE.....	50
d. Pronoun.....	50
1) Omission of –s in Possessive Adjective.....	50

e. Phrase.....	51
1) Misordering (Noun Phrase).....	51
f. Article.....	52
1) Omission of Articles the.....	52
2) Omission of Articles a.....	52
3) Addition of Articles the.....	53
g. Preposition.....	54
1) Omission of Preposition.....	54
2) Addition of Preposition.....	55
3) Misuses of Preposition.....	55
h. Conjunction.....	56
1) Omission of Conjunction.....	56
i. Sentence Construction.....	57
1) Omission Had as Predicate.....	57
2) Omission of Subject.....	57
3. Type of Discourse Error.....	58
a. Generic Structure.....	58
b. Conjunction.....	60
4. The Frequency of Error.....	61
5. The Dominant of Errors.....	63
6. The Sources of Errors.....	64
a. Interlingual Transfer.....	64
b. Intralingual Transfer.....	65
1) Ignorance of Rule Restriction.....	65
a) Rule of Spelling.....	66
b) Rule of Verb.....	66
c) Rule of Tense.....	67
B. Discussion.....	68
CHAPTER V : CONCLUSION, PEDAGOGICAL IMPLICATION, AND SUGGESTION.....	75
A. Conclusion.....	75



B. Pedagogical Implication.....	76
C. Suggestion.....	77
BIBLIOGRAPHY .....	79

## LIST OF TABLE

1. The Differences between Previous Studies with Current Study	
Table 2.1 .....	14
2. Frequency of Error	
Table 4.1 .....	62
3. Sources of Error	
Table 4.2 .....	67
4. Similarities between Current Study and Previous Study	
Table 4.3 .....	71
5. Differences between Current study and Previous study	
Table 4.4 .....	72

## **LIST OF APPENDIX**

### **Appendix 1 Real Composition**