

**AN ANALYSIS ON ERROR IN WRITING RECOUNT TEXT MADE
BY TENTH GRADE STUDENTS OF SMK NEGERI 1 BANYUDONO
IN 2017/2018 ACADEMIC YEAR**



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

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APPROVAL

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PUBLICATION ARTICLE

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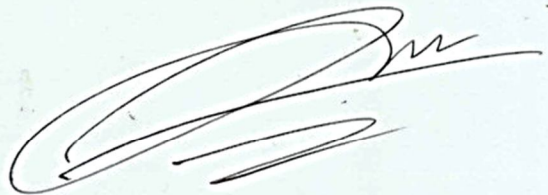
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Surakarta, 17th July 2018

The Researcher



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**AN ANALYSIS ON ERROR IN WRITING RECOUNT TEXT MADE BY
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Abstrak

Penelitian ini adalah penelitian tentang analisis kesalahan. Tujuan utama dari penelitian ini adalah: untuk mendeskripsikan jenis kesalahan yang dibuat siswa di kelas sepuluh SMK Negeri 1 Banyudono dalam menulis teks recount dan untuk menjelaskan sumber kesalahan yang dibuat siswa di kelas sepuluh SMK Negeri 1 Banyudono dalam menulis teks recount. Data diambil dari kesalahan dalam menulis kalimat-kalimat pada paragraf teks recount yang dibuat siswa kelas X SMK Negeri 1 Banyudono pada tahun ajaran 2017/2018. Teori mendasar yang digunakan dalam penelitian ini adalah linguistik kategori dan teori Strategitaksonomi dari teori Dulay. Menurut Dulay and Krashen (1982: 146-150) kesalahan dalam menulis dapat diklasifikasikan menjadi 4 kategori: linguistik kategori taksonomi, surfes strategi taksonomi, komparatif taksonomi, dan efek komunikasi. Hasilnya menunjukkan bahwa ada seratus delapan puluh delapan kesalahan yang dibuat oleh enam puluh siswa, yang dikategorikan menjadi dua elemen, hasilnya yakni sebagai berikut: kesalahan leksikal dan kesalahan sintaksis. Kesalahan leksikal terdiri dari 70 kesalahan (37,23%) dan kesalahan Sintaktis terdiri dari 118 kesalahan (62,76%).

Kata kunci: analisis kesalahan, kesalahan, menulis, teks recount

Abstract

The research is about Error analysis. The main aims of this research are: to describe the types of error were made by the tenth grade students of SMK Negeri 1 Banyudono and to explain the sources of error were made by tenth grade students of SMK Negeri 1 Banyudono. The data were taken from the erroneous sentences in writing paragraph of recount text made by tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year. The type of this research was quantitative research.. The underlying theory used in this research were linguistic category and strategy taxonomy Theory proposed by Dulay's theory. Based on Dulay and Krashen (1982: 146-150) writing errors can be classified into four categories. They are, linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect. The result showed that there were one hundred and eighty eight errors made by thirty students, which were categorized into two elements, as follows: lexical error, and syntactical error. Lexical errors consist of 70 errors (37,23%) and Syntactical errors consist of 118 errors (62,76%).

Keywords : error analysis, errors, writing, recount text

1. INTRODUCTION

Writing is something important and writing is one of four skills in English course. English course has four skills, there are; listening, reading, speaking and writing. Therefore if someone wants to write journals, papers, newspapers, etc, then that person should understand the structure of the language well and correctly because an article can be read and viewed of many people, so in writing a journal or a scientific article must be thorough without making mistakes. It causes the reader feels confused when reading. So the writer must write well and correctly based on the correct structure on that language.

The purpose of error analysis is to find “what the learner knows and does not know” and to “ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language” (Corder, 1974: 170)., especially a foreign language. According to James (1998: 104-105) “this type of taxonomy carries out in terms of linguistic categories, in term of where the error is located in the overall system of the TL based on the linguistic item which is affected by the error”. There were components of linguistic category: morphological, lexical, grammatical, discourse. The researcher wants to focus on lexical. According to Dulay (1982: 150) state that, a surface strategy taxonomy highlights the ways surface structures are altered: learners may ommit necessary items or add unnecessary ones; they may misform items or misorder them.

The researcher wants to do research about students’ error in writing recount text. Researcher takes this title because researcher wants to know the understanding of the tenth grade in writing recount text because sometimes students still have errors in writing recount texts.

The researcher chooses recount text because researcher wants to analysis error in writing recount text that was made by tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year. The researcher conducts the research to collect data and to find student’s error in writing recount text. The researcher aims to describe the types of error was made by tenth grade students of SMK

Negeri 1 Banyudono and explain the sources of error made by tenth grade students of SMK Negeri 1 Banyudono.

2. RESEARCH METHOD

The researcher wants to find the types of error and the source of error from writing recount text that made by tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year. The subject of the research was tenth grade students of SMK Negeri 1 Banyudono in X PM 2, there were 30 students. The object of the research focused on error in writing recount text of SMK Negeri 1 Banyudono in 2017/2018 academic year. The data source was from recount text. This research used quantitative method.

The methods of collecting data in this research were: 1) asking the learners to write recount text based on theme that writer gives. 2) reading the result of writing recount text that made by students. 3) Finding the error of recount text. 4) dividing errors into the types based on linguistic category and surface strategy taxonomy.

The techniques for analysing data were: 1) Identification of errors: According to Fauziati (2009: 139-143) sentences can be judged as free from errors when they fulfill two criteria: grammaticality and acceptability. 2) Classification into error types: the researcher classifies the error based on linguistic category and surface strategy taxonomy. 3) Describing the dominant type of errors: the writer describes the dominant type of errors. 4) Describing the frequency of errors: after describing the dominant type of errors, the writer wants to describe the frequency of errors, by using formula:

$$\text{Error Percentage} = \frac{\text{The number of error}}{\text{The total number of error}} \times 100\%$$

5) Analyzing of the source of error: the writer analyses the source of error based on interlingual and intralingual error and developmental error. 6) Describing the purpose remedial teaching: in the last step, after the writer describes the sources of error, the writer describes the purpose of remedial.

3. FINDING AND DISCUSSION

Based on the research finding and discussion, the researcher describes the types of error and explain the source of error was made by tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year.

3.1 Finding

The researcher found types of error and sources of error, the types of error divided into 2: 1) lexical error and 2) syntactical error. The sources of error divided into 4: 1) interlingual transfer, 2) intralingual transfer, 3) context of learning, 4) communicative strategy.

3.2 Type of Error

a. Lexical Error

Lexical error occurs if the author makes an error in spelling the word. There are three types of lexical errors, false friend, wrong spelling, code switching.

1) False Friend

Similarity of meaning and similarity of pronunciation, this often happens because students only know the word they used to hear and have the meaning they are looking for.

1) I *use* uniform to go to school

wear

2) I went to Kuta beach *past holiday*

last holiday

3) Look *son* it is so bright

sun

4) Can you *white* a minute

Wait

2) Wrong Spelling

In Bahasa students write based on spelling, but in English usually it is different between pronunciation and spelling. So, the students usually make errors in writing recount text.

The writer found wrong spelling from the data, example:

1) I goto Sari Ringging Beach in Pesawaran *whit* my family.

with

2) My *fader* job is army

father

3) I was played *foodball* yesterday

football

4) There were *meny* flowers in the garden

many

The examples above show that the students make errors in spelling like: *wen*, *fader*, *foodball*, *meny*. And the correct words are *went*, *father*, *football*, and *many*.

3) Code Switching

According to Romaine (1992: 110) code switching can be defined as the use of more than one language, variety, or style by a speaker within an utterance or discourse or between different interlocutors or situations.

Using more than one language, language variation, speech style, or mix a language because the speaker does not know the word second language.

1) I usuallygo to school by *becak*

pedicab

2) We went to *pameran* with my family

exhibition

3) I and my brother ate *pepaya*

papaya

4) I watched *pertandingan* ball last night

competition

The data above explain that students usually use Bahasa Indonesia to write sentences when they do not know how to write in second language. There are the code switching words: *becak*, *pepaya*, *pameran*, and *pertandingan*.

The student should look for the words from the dictionary to find out the correct words in English then the write down in the sentences. The students should revise the word *pedicab*, *exhibition*, *papaya*, and *competition*.

b. Type of Syntactical Errors

The researcher found 9 types of syntactical errors, as follows: the use of verb, the use of noun, the use of be, the use of pronoun, the use of phrase, the use of article, the use of preposition, conjunction, and the use of sentence construction.

1) The Use of Verb

The students make three types of error in verb, as follows:

1) Omission of Verb

The writer needs verb as a predicate to make a sentence completely. The researcher found the error of the ommission of verb. The students omit the verb in their sentence.

a) I and family [] to the beach last week.

went

b) I and my friends [] movie last night

watched

c) We [] our holiday

planed

d) We [] home at 3 p.m

came

2) Wrong selection of Verb in Past Tense

Wrong selection of verb in past tense can happen to students, because the students do not understand the composition that they should use when write simple past tense. And sometimes the students lack of knowledge in simple past tense.

a) We *arrive* at grandma's house last night

arrived

b) I *send* email to Mia Last year.

sent

- c) We *go* to the movie yesterday

went

- d) Yesterday, he *drop* me off to the office.

dropped

3) Addition of to in Present Tense

Additional error happens because the writer add a word that should not be added in sentence or utterance.

- a) I *to* go to school tomorrow

I go to school tomorrow

- b) I *to* come back home after school

I come back home after school

- c) My friend *to* comes back to his home

My friend comes back to his home

- d) We *to* decide to go library

We decide to go to library

4) The Use of Noun

1) Omission of [-s]

The researcher found error in omission of noun. It causes the students do not use [-s] of the noun.

- a) I saw many *duck*

ducks

- b) I have many *book*

books

- c) There were beautiful *flower*

flowers

- d) He has some *cat*

Cats

5) BE

There are two types of error of BE, as follows: omission of BE, wrong selection of BE.

a) Omission of BE

The students omit BE after the subject so it can cause error.

a) I [] proud of your success

was

b) That [] beautiful day

was

c) I [] at home at 8 p.m last night

was

d) There [] so many monkeys

were

b) Wrong selection of BE

Students do not use BE of the past tense when they build sentences.

a) When *I am* 3 years old

was

b) That bag *is* very expensive

was

c) That *is* a wonderful scenery

was

d) There *are* some animals in the zoo park

were

6) Possessive Pronoun of 's

Pronoun is mentioned someone before noun. The students usually omit the 's when they write possessive pronoun. Possessive pronouns are used for owner ship or used for replace noun phrase.

a) Omission in possessive pronoun

a) We went to *grandma* house last night

grandma's

b) He went to *Lala* house yesterday

Lala's

- c) She came to *Dina* birthday

Dina's

- d) I arrived to *Daddy* house at 4 p.m

Daddy's

7) Phrase

1) Misordering (Noun Phrase)

- a) I went to *beach Kuta* last holiday

Kuta beach

- b) We ate *takoyaki delicious*

delicious takoyaki

- c) I went to Dian's *the party garden*

the garden party

- d) I saw beautiful river in *mountain Bedugul*

Bedugul mountain

8) Article

Article is a word used before noun, as follows: *a* is used for a word that start with consonant sound. *An* is used for a word that start with vowel sound, and *the* is usually used for noun.

a. Omission of Article

- a) We went to [] beach yesterday

the

- b) I bought [] new car

a

- c) I ate [] apple

an

- d) I have [] cat

a

9) Preposition

According to Yule (2010: 82) prepositions are words (at, in, on, near, with, without) used with nouns in phrases that give information about time

(at five o'clock, in the morning), place (on the table, near the window) and other connections (with a knife, without a thought) involving actions and things.

a) Omission of Preposition

(a) I came back home [] 2 p.m

at

(b) I visited [] Bali last holiday

in

(c) I finished my home work [] home

at

(d) The books [] table

on

10) Conjunction

According to Yule (2010: 83) conjunctions are words (and, but, because, when) used to make connections and indicate relationships between events.

a) Omission of Conjunction

(a) Daddy reads newspaper [] mommy cooks meals

when

(b) I went to the zoo park and saw elephants, monkeys, [] tigers

and

(c) I came back home early than other [] I felt fever

because

(d) I helped mother [] my sister cleaned her bedroom

and

Table 1. The Finding of Frequency on Error

No.	Types of Error	Number of Error	Percentage
1.	Type of Error	70	37,23%
	False Friend	15	7,97%
	Wrong Spelling	30	15,95%
	Code Switching	25	13,29%
2.	Type of Syntactical Error	118	62,76%
	The Use of Verb		
	Omission of Verb	15	7,97%
	Wrong selection of verb in Past Tense	20	10,63%
	Addition of to in Present Tense	8	4,25%
	The Use of Noun		
	Omission of 's	5	2,65%
	BE		
	Omission of BE	15	7,97%
	Wrong selection of BE	10	5,31%
	Possessive Pronoun		
	Omission of 's in possessive pronoun	5	2,65%
	Phrase		
	Misordering (Noun Phrase)	5	2,65%
	Article		
	Omission of Article	15	7,97%
	Preposition		
	Omission of Preposition	10	5,31%
	Conjunction		
	Omission of conjunction	10	5,31%
	Total of Error	188	99,99%= 100%

3.3 The Source of Error

The researcher divided the source of error into two elements: Interlingual Transfer and Intralingual Transfer. According to James (1998: 14) showed the different types of learner's errors relating to omission, overinclusion, misselecting, misordering, blends and grammatical form.

a. Interlingual Transfer

Students usually use L1 to influence L2. It is called interlingual transfer or negative influence for the target language (L2). Because the rule of each language is different. It can be overlap between 2 languages.

The students produce ungrammatical sentences based on their knowledge of mother tongue or native language: For example: *I want to go to beach Sarangan*. It means *Saya ingin pergi ke pantai Sarangan*. It is correct for Bahasa's structure, but it is not appropriate in English. The correct English is, *I want to go to Sarangan beach*. Students must write the name before the noun.

b. Intralingual Transfer

According to Brown (1980: 224) intralingual transfer is the negative transfer of item within the target language or put another way.

1) Rules of Spelling

Students ignore the rules of spelling in English word, because what they hear is different from the spelling in English, as follows:

a) I *si* you

see

b) The book on the *tebel*

table

c) I go to *skul* today

school

2) Rules of Verb

Students have limited knowledge of the irregular verb especially in past tense. Sometimes students know that the verb of past tense has suffix

“ed”, so the students do not understand that not all of the verb uses “ed” for past tense.

a) We *taked* photo together

took

b) We *spended* time together last night

spent

c) I *geted* good news from her

got

3) Rules of Tense

Students usually use simple past tense when the teacher asks them to write recount text. This occurs because the knowledge that students have.

a) I *go* to Surabaya last holiday

went

b) I *watch* tv last night

watched

c) I *buy* a doll yesterday

bought

3.4 Discussion

The researcher wants to discuss based on the findings of the research. Based on the finding above there were types of error and the sources of error were made by tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year. The researcher took the data from writing recount text made by tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year. The total students were 30, and total errors were 188. The highest error were dominated by lexical error of wrong spelling 30 errors.

The researcher wants to compare the current research and the previous research based on research finding. The researcher wants to find the similarities and the differences between current and previous study.

First, Ega's work (2016), she classified error into three types: type of morphological error, 67 errors (33,17%), type of syntactical error, 132 errors (65,35%), and type of discourse error, 3 errors (1,49%). And the total of the errors

are 202. Second, Yunia's work (2016), she classified error into three types: type of lexical error, 52 errors (15,51%), type of syntactical error, 265 errors (79,08%), and type of discourse error, 18 errors (5,36%). The last, Tri's work (2016), she classified error into three types: type of lexical error, 63 errors (22,2%), type of syntactical error, 102 errors (64%), and type of discourse error, 22 errors (7,7%). Total of errors 284. Based on data above, there are similarities and differences based on linguistic category and strategy taxonomy theory.

4. CONCLUSION

The researcher concluded that the error was made by the tenth grade students of SMK Negeri 1 Banyudono in 2017/2018 academic year. The students were made many errors in their writing recount text. The researcher found one hundred and eighty eight errors made by thirty students, which were categorized into two elements, as follows: lexical error, and syntactical error. The researcher classified the error based on linguistic category and surface strategy taxonomy. The researcher wants to show the percentage of sub-category of errors, as follows:

Based on the data above, the lexical error is dominated by wrong spelling there are 30 errors (15,95%), and the syntactical error is dominated by the wrong selection of verb in past tense there are 20 errors (10,63%). The conclusion is the highest error is in wrong spelling. Many students confuse between pronunciation and spelling, because it is different between pronunciation and spelling in English language.

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