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

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SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016
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Hence later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

Surakarta, May 2016
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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

Alhamdulillahi rabbil 'alamin, All praises to Alloh, 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.

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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 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


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, misuse 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

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.
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