

ERROR ANALYSIS IN WRITING RECOUNT TEXT

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ABSTRACT

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 includes 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, linguistic category taxonomy, recount text, surface strategy

INTRODUCTION

Language is an instrument of communication used by many people in the world. English is particularly important to integrate one country with other countries, in politics, economy, and education. Language makes many countries are close one another. Let alone, many countries adopt English as the second or foreign language, as a means of communication or interaction with other people around the world.

In Indonesian context, the government places English as a foreign language. The government recommends schools to introduce English that English becomes a school subject. Evans (2009) may underline the decision of determining English as a school subject. Evan asserted that English is such a crucial subject, so central to pupils' educational, cultural and social development, become subject to significant external pressures, often of an overtly political nature.

Language teaching methods are just like fashion. They come into existence, are being used and then replaced. This is a sketch of changing winds and shifting sands of foreign language teaching over the years (Fauziati, 2014). So, method of language teaching can change because it influences the era. Nowadays, Indonesia uses KTSP but in 2013, the government change the curriculum into 2013 Curriculum. Most of schools in Indonesia still use Inquiry-based learning (2006 curriculum). The activity is conducted through exploration, elaboration and confirmation.

There are four skills in English language teaching, they are listening, speaking, reading, and writing. Fauziati (2014, p. 142) asserted that “text types are text prototypes defined according to their primary social purpose.” There are six main text types are identified, as follows: a) narratives which tells story usually to entertain, b) recount (personal, factual) which tells what happened, c) information reports provide factual information, d) instructions tell the listener or reader what to do, e) explanations explain how or why something happens, and f) expository texts present or argue viewpoints. Hence, the researcher focused on writing recount text.

Error analysis is one of the studies of second language acquisitions. Error is different from mistakes, errors arise only when there was no intention to omit one, but mistake is a fault made by a learner where learner is able to be correct it and it is not intended, it is then called mistakes (James, 1998). Error analysis is on learner and evidence of

how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition (Fauziati, 2009). In addition, according to Dulay (1982, 138), error analysis has yielded insights into the L_2 acquisition

process that have stimulated major changes in teaching practices.

Based on purpose of analysis, errors are usually classified according to language component (an error is morphological, syntactic, and discourse) (Fauziati, 2014). So, the researcher categorizes the errors made by students based on the language component.

The objective this study is to identify the types of morphological, syntactic, discourse error in writing recount text by the eighth grade students of SMP Muhammadiyah 4 Surakarta. Then, 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.

LITERATURE REVIEW

Error analysis in recount text is very necessary. Because, there are advantages of error analysis in writing recount. First, the writer can help teachers to find the dominant error made by students based on linguistic errors. Second, the writer can help students to solve their problems in learning second language, especially in writing recount text.

SMP Muhammadiyah 4 Surakarta uses 2006 curriculum (KTSP), there are many subjects in this school, for example science, guiding counseling, religion, etc. Addition, the 2006

curriculum has texts type in teaching learning in classroom activity, namely descriptive, procedures, recount, narrative, and report text. However, the writer focuses on writing the recount text made by students of SMP Muhammadiyah 4 Surakarta. This research focused on writing skill of the eighth grade student of SMP Muhammadiyah 4 Surakarta. Usually, this skill is difficult for students, when they write sentences, it will not correct on grammar. The writer will conduct a research on error analysis in writing recount text by eighth grade students of SMP Muhammadiyah 4 Surakarta. Usually, in junior high school, students have problem in good writing a text, especially recount text.

The researcher got data from the eighth grade students of SMP Muhammadiyah 4 Surakarta, so, the researcher found errors in writing recount text made by the eighth grade students. The following sentences are examples of the errors made by the student:

- 1) "I *wake* up late".
- 2) "We rode our *bike*".
- 3) "Last Monday was busy day for me".

From the errors sentence made by students, the researcher explains the errors of each sentence. In the first sentence "I *wake* up late", the sentence is incorrect, because it is simple present tense (V_1), but recount text must use past tense (V_2).

So, the word of *wake* is wrong, it should be replaced into *woke* (V_2).

Second sentence "We rode our *bike*", the sentence is also wrong, because

before the word *bike* should be preceded by *our* (plural). Thus, the word *bike* must be added, this errors is called omission of suffix (-s). Last sentence "Last Monday was busy day for me", is wrong, because it is omission of article *a*.

The correct sentences should be as follows:

- 1) "I *woke* up late".
- 2) "We rode our *bikes*".
- 3) "Last Monday was *a* busy day for me".

After the researcher classifies the error based on the language component, the next discussion is remedial teaching. The important of the remedial teaching is to help learners' progress in writing recount text and they do not make errors again in the other times. Most of students still make the errors, or they do not understand the elements of writing recount text.

This research positions itself based on the comparison with previous research. First, Perdana's work (2015), The research from Hestuningtyas Maharani Perdana (2015) in her study entitled "*Comparative Errors Analysis in Writing Recount Text Made by the First and the Third Semester Students of English Department UMS 2014/2015 Academic Year*". She classified the errors into morphological error (bound morpheme [-s] s plural and wrong spelling) and syntactical error (article, omission of introductory, there as subject, the use of verb as past tense, be as full verb, be as modal auxiliary, conjunction, omission of phrasal verb, omission of preposition in the sentence, and wrong arrangement of phrase). The

differentiation with the current study with previous study did not discuss discourse error.

Secondly, she compared with Cholipah's works (2014) in her study entitled "*An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)*". She classified the errors into grammatical error included capitalization, word choice, verb tense, add a word, spelling, run-on sentence, word order, punctuation, omit a word, word form, article, singular-plural, meaning not clear, incomplete sentence. That classification is different from the current study, she did not classified grammatical error. The similarities are focused on spelling, verb tense, and word order.

Third, the current study is compared with Ramli's work (2013) in his study entitled "*An Analysis on the Students' Error in Writing Recount Text*". He classified error into four errors, namely error at content: orientation, event and reorientation, error at vocabulary, error at grammar, and error at mechanics. The differentiation between previous study and current study are he also discussed error at mechanics, but the writer did not discuss it. The similarities are error at content (discourse), vocabulary and grammar (syntactical error).

Fourth, the current is study compared with Nurohmah (2013) in her study entitled "*An Analysis of Students' Recount Text by Using Systemic Functional Grammar*". She classified error into text organization, linguistic features (the use of specific participants, simple past tense,

circumstances of time, temporal and additive conjunction, material processes), ungrammatical structures (ungrammatical structure or error, intralingual, false concept hypothesized). The difference between the previous research with current study is the writer discusses surface structure taxonomy.

This is related with Emmaryana's research (2010) entitled "*An Analysis on the Grammatical Errors in the Students' Writing (A Case Study of the First Year Students of "SMA Negeri 1 Cigudeg Bogor")*". She classified error into sentence pattern, tenses, pronoun, preposition and spelling and punctuation. The differentiation with current study is the writer also discusses lexical error and discourse error.

RESEARCH METHOD

In doing this research, the researcher used qualitative research. The research takes qualitative research because the researcher wanted to identify the types of morphological, syntactic, discourse error, the frequency from writing recount text made by the eighth grade students.

The aim of this research is to conduct error analysis in writing recount text by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016.

The data of the study were all erroneous sentence and paragraph made by the students writing recount text by students of eighth grade of SMP Muhammadiyah 4 Surakarta. The data source of the study was composition made by students of eighth grade of SMP Muhammadiyah 4 Surakarta. They

consisted of 60 students' sheet. The researcher used documentation as the data source. There were three classes of six classes and each class consisted of 30 students.

The researcher used elicitation method in her collecting data. Elicitation method is the method to elicit students to produce language. Nunan (cited in Fauziati, 2002) stated that "elicitation technique varies enormously in scope, aim, and purpose."

The steps of collecting the data in this research are as follows:

- 1) Requesting the learner to make recount text with the theme that has given.
- 2) Reading the recount text which made by students.
- 3) Finding and marking error in the recount text.
- 4) Dividing the error into the types of error based on linguistic category and surface strategy taxonomy.

The writer divided technique for analyzing data into 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 proposed remedial teaching.

FINDINGS AND DISCUSSION

In this chapter the writer describes the learner's error that was the composition of erroneous in writing recount text made by the eighth grade students of SMP Muhammadiyah 4 Surakarta academic year of 2015/2016.

The research finding consists of five steps. They include the type of

lexical errors, the type of syntactical errors, the type of discourse errors, the frequency of each error, and the sources of error.

a. The Type of Lexical Errors

From the data of the students, the researcher found many errors in lexical form that made by the students. According James (1998, 143), states that "many lexical items consist of more than one word, and have a structure of their own. So, lexical errors are learners error in word and which is ungrammatical. There are wrong spelling, false friend and code switching.

1) Wrong Spelling

Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the miss-election of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998:133).

In wrong spelling the researcher finds 39 errors. For example: I and *beat* friend felt happy because I and my friend *wen* to Jurug zoo. In this case, the students was using a letter to represent a sound which identical to the sound of name of that letter. The student's still use Indonesian language into English language and/or the students do not understand about what they heard. The correct sentence is *went*.

2) False Friend (Similar in Form):

False friends are the words that are similar in spelling and/or pronunciations in two languages but have different meanings.

The researcher finds 18 errors. For example: We *depart* blowed 07.00 *to climb* motorcycle and arrived 08:00 o'clock. From the

sentence, the word *depart* has meaning for *went*. The correct word is “went”. Then, the word to climb has same meaning with rode, but climb is used to rock climbing. The correct word is rode.

3) The Use Indonesian Word/ Code Switching

The students have used Indonesian word to switch cultural bound words which untranslatable. The students are difficult to find equivalent words to switch them.

For example: *I visited in Tlatar untuk swimming*. The sentence clearly shows that the students used Indonesian word in their sentences. It is student’s error because the target language that they produce still uses Indonesian word. The correct word is for.

b. The Types of Syntactical Errors

The writer divided the syntactical error into nine types, they are the use of verb, the use of noun, be, pronoun, phrase, article, preposition, conjunction, sentence construction.

1) The Use of Verb

The learners made error in verb, that is three errors in verb. They are omission of verb, misuses of verb in the past tense, and addition of to in verb of present tense.

a) Omission of verb

Omission (\emptyset) is ungrammatical or a word be lost.

The writer finds 16 errors made by students. For example, “We [] to home at 22 p.m”. In this case, the students was not use verb in their sentence. The correct sentence is We went to home at 10 p.m.

b) Misuses of verb in the past tense

The writer also finds misuses of verb in the past tense made by students. Most of them still use present tense in recount text which uses past tense.

The writer find 57 errors in misuses of verb in the past tense. For example: I and my family *go* Tawangmangu to on holiday. In the case, the students still use present tense in their sentence (*go*). In correct word is *went*.

c) Addition of to in verb of present tense

Addition is a type of errors which are characterized by the presence of an item. The writer finds 14 errors in addition of to in verb of present tense. For example: We and my family *to* eat. In this case, the students add *to* in present tense. The correct sentence is We and my family eat.

d) Addition of verb

Addition is a type of errors which are characterized by the presence of an item.

The writer finds 15 errors in addition of to in verb. For example: “In afternoon we *went go* home”. In this case, the students add *go* which is verb in present tense. The correct sentence is “In afternoon we *went* home”.

2) The Use of Noun

a) Omission of {-s} plural marker

Omission (\emptyset) is ungrammatical or a word be lost.

The writer finds 4 errors made by students. For example, “I saw many *bird*”. In this case, the

students was not use {-s} in the word *bird*, because the previous word is *many*. The correct sentence is “I saw many *birds*”.

3) BE

The writer finds 29 errors made by students. For example, “I [] really happy.” In this case, the students did not use be (was, were) in the sentence. The correct sentence is “I was really happy”.

c. The Type of Discourse Errors

The type of discourse error, the research found discourse error, namely generic structure. The researcher found generic structure amount 22 errors. Usually, the students still make sentences not using component of generic structure, such as in recount text has three types of generic structure. They are orientation, event and reorientation.

d. The Frequency Type of Errors

The researcher counts the frequency of all error from classification of error. The researcher finds 284 sentences made by students. They are divided into three classification of error namely: lexical errors, syntactical errors, and discourse errors.

First, lexical error is 22,2% including false friends, wrong spelling and use of Indonesian word. Second, syntactical error is 64% which included 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). Third, discourse error is 7,7% which included generic structure.

e. The Dominant of Error

The dominant type of error from three classification is first, the type of lexical errors has dominant in wrong spelling, it amount 13,7%. Second, syntactical errors is dominant in misuses of verb in past tense, it amount 20%. Third, discourse error has dominant generic structure, it amount 7,7%. And the conclusion of the dominant of error is misuses of verb in past tense, it amount 20% errors.

f. The Sources of Error

In this discussion, the writer shows the source of error. The source of error is divided into two, namely, interlingual transfer and intralingual transfer:

1) Interlingual Transfer

Interlingual transfer is error made by students who learn second language from the mother tongue. Brown (2000, p. 224) stated that interlingual transfer is “a significant source of error for all learners.”

The researcher found interlingual transfers from data made by students. Many students made errors on their writing recount text. Usually, they translate the sentence from mother tongue to second language, and it is not appropriate with grammar on second language (English) and it still uses grammar on mother tongue (Indonesian).

2) Intralingual Transfer

Intralingual transfer is source error made by students who do

not know the structure of second language. On Brown (2000, 224) intralingual transfer (within the target language itself) is “a major factors in second language learning.

CONCLUSION

The writer shows the summary of the research finding which discussed before. The result of the research found 284 sentences made by 60 students of eighth grade in SMP Muhammadiyah 4 Surakarta.

From the research finding, the writer got the percentage of the data. The number of that lexical errors is 22,2% including false friends, wrong spelling and use of Indonesian word. Syntactical error is 64% which included 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 included generic structure.

Based on the result above, the dominant type of error from three classification is first, the type of lexical errors has dominant in wrong spelling, it amount 13,7%. Second, syntactical errors has dominant in misuses of verb in past tense, it amount 20%. Third, discourse error has dominant generic structure, it amount 7,7%. So, the difficulties got from the syntactical error shows that many students still do not understand and are confused in using English.

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