

AN ERROR ANALYSIS IN WRITING RECOUNT TEXT AT SMPN 02 SEPAUK

Tuti¹, Ilinawati², Edy Saputra³

^{1,2,3} English Education Study Program of STKIP Persada Khatulistiwa Sintang
STKIP Persada Khatulistiwa Sintang

Jl. Pertamina, Sengkuang, Kalimantan Barat, Phone/Fax: (+62565) 2022386,
2022387, Indonesia

e-mail: tuttiidris10@gmail.com, selvinilina@gmail.com,
edengmandan1409@gmail.com

Abstract : *Writing is one of the important skills in learning English. However, in fact the students still struggle in writing English we. This research intended to find out the error made by students in writing recount text. The subject of this research was 22 students writing products in writing recount text. The method used in this research is a qualitative research approach, the technique of data collection only using documentation, the document is the student's test results in writing recount text. The qualitative data were analyzed through assembling the data, coding the data, comparing the data, building interpretations, and reporting the outcomes. Based on the research finding, the researcher found three types of errors made by students in writing recount text: error of omission 54,9%, error of misinformation 19,6%, error of misordering 25,5%. Based on the finding, the researchers found omission error was a dominant error made by eight grade students of SMP Negeri 02 Sepauk.*

Keywords: *dominant error, error analysis, writing*

INTRODUCTION

Language is an expression with meaning that is used to convey something to others, and language also serves as a communication tool. One of the international languages is English. It is the official language that we must understand in order to communicate with people from other countries.

English is used by various countries to establish communication with other countries for many purposes such as for business, politics, trade and diplomatic relations. In Indonesia, English is a foreign language that must be learned in school. There are four skills in language that must be learnt one of them is writing. Writing is not easy to

do, it needs many process that students must do before the produce good writing text. Based on the observation that researchers did to students in writing class. When writing material is given to all Junior High School students. Some students may already be good at writing in English text, but some of them still struggle writing with good grammar.

Although grammar is not a major problem when EFL learner (English Foreign language) learn to write English at first time in school. However, grammar skills still need to be honed and improved over time. Moreover, in the future, the need for communication in English will increase, including written communication. Theoretically, writing is a language skill to communicate in writing with stricter rules (spelling, vocabulary, punctuation, word choice, grammatical, and correct structure). Learning to write aims to provide students with many skills; explore ideas, use correct punctuation, apply correct writing steps, write text and express clearer meanings.

Recount text is a type of text that is used to write events that occurred in the past, such as fun events or sad

events. The tenses that use in writing recount text is simple past tense. The characteristic of simple past tense is using verb 2. For example: I went to school yesterday with my friend, went is verb 2 of go. The students should understand well about simple past tense.

Although Junior High School students have been studying English since elementary school, but there are some students who still did not know how to use simple past tense in writing, especially in writing recount text, the researchers found that students were difficult to write good sentences, it because of the differences between word order of English and Indonesian. This also causes students consider that writing is something difficult. In writing recount text students still lack of vocabulary; the understanding of generic structure of recount text; and the last is the use of tense and verb..

LITERATURE REVIEW

Related Theory

The Nature of writing

Writing is a writing that comes from the thoughts of a writer about what they want to convey. In line with

Peter Elbow (1981:7), writing is the ability to create words and ideas out of yourself. In writing, it requires broad thinking so that it can convey the ideas that the author wants to convey.

The writing process is one of the main steps in writing, of course, someone prepares in advance, the writer cannot immediately write without thinking of ideas or thought that be poured into writing. In line with Harmer (2004:12), writing process is a way of looking at what people do when they compose written text. Therefore it is called the process of writing, where the writer was prepared whatever was be needed and done when writing. The author has to go through several steps to make sure the writing has been written follows the development of the correct writing process. Writing is a complex process consisting of several stages. Harmer also mentions (2004: 4-5), writing process has four elements: planning, drafting, revising and editing.

Harmer (1998:79), states that in teaching writing, student's needs to know how to write letters, how to put written reports together, how to reply to advertisements and increasingly, how to write using electronic media.

That means the teacher wants to make students understand how to write properly and correctly. When teachers give writing assignments to students, they tend to only think about how to get their assignments done rather than their process of doing the writing assignments. Teachers should focus more on guiding students in the writing process because from there they learn a lot in writing.

During writing process students tend to make error. According to H. Douglas Brown (2000:217), an error refers to a performance error, which is a random guess or slip in the sense of a failure to properly utilize a known system. Errors are obvious deviations from the grammar of native speakers, adults, and children, reflecting the competence of the learner. This means that errors reveal the learner's knowledge of the target language, while errors are temporary obstacles or imperfections in the learner's process of using the language. There is a difference meaning between error and mistake. These term tend to misperception by language learner. James defines (1998:78), mistake is either intentionally or unintentionally

deviant. The explanation of the quality of student performance is caused by several factors such as fatigue, lack of attention and motivation, carelessness, and several other factors that can be corrected by them because they actually know the rules of the language when they focus. In this case the researchers focus on analysis students errors.

Error analysis is the process of observing, analyzing, and classifying deviations from the rules of a second or foreign language and then revealing the system operated by the learner. According to Taylor (1982: 3), Error analysis is the study and evaluation of uncertainty in measurement. It consists of a comparison between the errors made in the target language and the source language itself. Thus, the analysis of the learner's language has become an important need to address several questions and solutions regarding different aspects.

Errors are very common in writing paragraphs or essays, so an error analysis is needed by the teacher to correct student essays. Ellis cited in Dulay and Krashen (1982:150), stated there are four types of reserve error analysis. They are omission,

misinformation, misordering. In addition, this theory is taken based on the taxonomy of surface structures

A. Omission

Omission is the removal of certain required items in a sentence. Omission is indicated by the absence of certain items that should appear in the sentence. This usually occurs in the early stages of second language acquisition.

1. Omission –ed/d in regular verb

Example: We cook the noodle yesterday

2. Omission to be (was/were)

Example: The air cool

B. Misinformation

Misinformation is the error of using grammatical form into another grammatical form. Misinformation is any wrong form of certain morphemes or structures. Misinformation is indicated by the usage of wrong forms of certain.

1. Misinformation in using irregular verb and regular verb

Example: I and my family bringed many food.

2. Misinformation in using to be

Example: My Mom and I was prepared all stuff.

C. Misordering

Misordering is an error in placing the word order based on its function. Misordering is any incorrect placement of certain morphemes in sentences. The arrangement in the simple past tense is subject+verb2+object/compliment/adverb

1. Misordering verb and object

Example: In the last day Souvenirs we Bought at JIMalioboro.

2. Misordering subject

Example: In the box I found a doll.

Interlingual error is an error caused by the difference between the mother tongue and the target language. Richard (1974: 173) states if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual. According to Allen and Corder (1974), Interlingual errors caused of transfer error. Touchie (1986) suggested that interlingual errors caused mainly by mother tongue interference. Another researcher is Al-Khresheh (2010), he suggested that interlingual errors committed by literal translation.

Intralingual error is an error made by students because they do not

know the target language very well, it makes they difficult to writing well. Richard (1974: 120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

Recount text is a text that retells past events. Its purpose is to provide an overview and when it occurs with a sequence of events. According Elvia .L and Susi .S (2018:133), Recount text is written to inform about events in the past. A recount is the most common type of non-fiction writing and includes regular news or diary writing; accounts of outings and holiday activities; true stories of events in story. There are several characteristics of recount, a recount text has three main parts orientation, events, and reorientation and tenses that use in writing recount text is simple past tense. Previous study had done by YuliaAstuti (2018) the title is An Error Analysis On Using Word Order In Recount Text Made By The Students Of The Eighth Grader At The Mts N 1 Lampung Timur. The research concerned on analyzing of error word

order that is used in recount text made by students at the Eighth Grade the result proved that students still have difficulty in ordering the words in English. In this study a bit different with the previous study. In this study focus on error made by students in writing recount text.

METHODOLOGY OF STUDY

. In this study, the researchers wanted to get information about student's ability in writing recount text, the problems to be written in writing descriptive text this research. In this case, researchers used a qualitative research. In qualitative research, the researchers analyzed the case to be studied. Qualitative research is an interpretive approach that generally used words (qualitative data) rather than quantifiable numbers or concepts (qualitative data), rich a description of the phenomenon that can be generated from a study.

Qualitative research is methods that use to describe the real data that found by the researcher. In line with Creswell (2012:206), in qualitative inquiry, the intent is not to generalize to a population, but to develop an in depth exploration of a central phenomenon. Thus, to best understand

this phenomenon, the qualitative researcher purposefully or intentionally selects individuals and sites.

In a research, researchers needed a sample to be studied as a research subject. This research conducted at SMPN 02 Sepauk. So in this study the researcher used a sample of class VIII students at SMPN 02 Sepauk in the 2020/2021 school year. The subjects of this research were students writing product in writing recount text of class VIIIA which consisted of 27 students. The sample was taken in class VIIIA because the researchers wanted to conduct observation more detail about the problem of students in writing recount. Data collection that used in this research only documentation and instrumentation that used only student's worksheet.

- Documentation

In conducting this research process, the researchers collected appropriate documents. In this case the document that researchers used was the students worksheet. In this research, the researchers required subject in first semester at the Eighth graders, because the students had learnt in writing recount text

Qualitative data

The researchers used qualitative technique, Ari Sulistyowati cited in Burns (1999:156), the process of qualitative data analysis consists of five stages:

1. Assembling the Data

Collecting data is the first step in analyzing data. In this step, the researchers collected documents in the form of student assignments in writing recount text. After all documents are collected, the researcher will review all documents to ensure all documents collected are valid documents.

2. Coding the Data

In the second step, after assembling the data researchers would begin to analyze the student's worksheets by giving code for each student's errors in writing recount text. there are three type of errors that researcher analyze, omission, misinformation and misordering. For omission error the researcher gave code O, for misinformation error the researchers gave code MI, and for misordering error the researcher would give code MO. This way can make it easier for researchers to analyze all students errors in writing recount text.

3. Comparing the Data

The third step is to compare the data.

In this step, the researchers compared each data that had been analyzed. The researcher would compares the different types of errors. The aim is to see where the students errors in writing recount text and to find out themost errors in writing recount text.

4. Building Interpretations

In this step, the researchers tried to understand each data that has been analyzed. The researchers made sure the data was analysis was valid and show where the errors that made by students in writing recount text, to answer all the questions in the research questions and develop an explanation to conclude the research results.

5. Reporting the Outcomes

At this final stage, the researcher reported all the results of the analysis of students' errors in writing recount text and how the researchers carried out the analysis.

FINDING AND DISCUSSION

In this finding, the researcher described data from students' worksheet in writing recount text. The researcher found the errors that made by students in writing recount text from the students worksheet. There

were three type errors that analyzed by researchers the first is omission, omission is the removal of certain required items in a sentence. The second is misinformation; misinformation is the error of using grammatical form into another grammatical form. The last is misordering, misordering is an error in placing the word order based on its function.

There are three types of errors made by students, omission errors, misinformation errors, and misordering errors. The number of student worksheets analyzed by the researchers was 22 student worksheets.

Actually there were 27 students in the class but not all students collected the task, because there were some reason.

1. Classifying the Students Errors

In this part, the researchers classified the total number of errors that the researchers found from students worksheet in writing recount text.

The researchers classified the errors into three types of errors, omission, misinformation, and misordering in writing recount text.

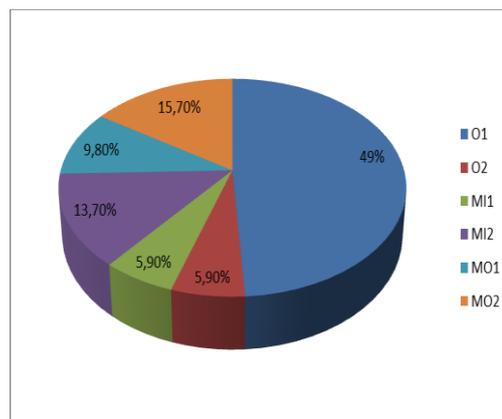


Chart 1. Types of Error

Based on chart above there were 51 total errors that made by students in writing recount. It can be classified into four types of errors. They were omission, misinformation, and misordering.

2. Analyzing the dominant error

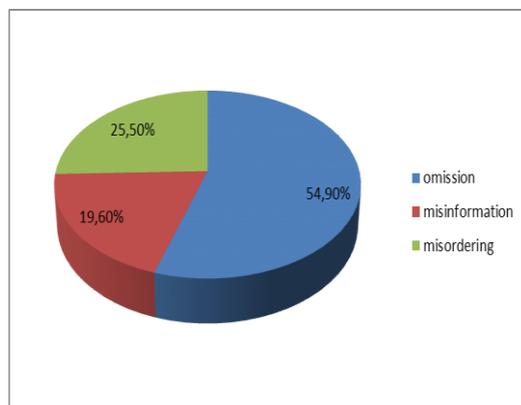


Chart 2. Dominant Error

Based on the chart showed that the omission error had 28 total number of errors or had 54,9% error percentage in writing recount text. It is higher than misinformation error that had 10 total number of errors or had 19,6% error percentage in writing recount

text, but misinformation error lower than misordering error that had only 13 total number of errors or had 25,5% error percentage in writing recount text, so omission error that had 28 total number errors or had 54,9% percentage errors in writing recount text is highest than the all error. The researchers concluded that omission error there were two categories omission ed/d and omission to be. Omission error is the dominant error in writing recount text made by eight grade students at SMP Negeri 02 Sepauk.

Based on the result analyzing data, the percentage of each type of error in writing recount text, error of omission had 54,9%, error of misinformation had 19,6%, error of misordering had 25,5%. So, from the result analyzing data, the researchers calculated that omission error was a dominant error made by eight grade students of SMP Negeri 02 Sepauk. Because on this type, there was 54,9% errors that made by students in writing recount text.

CONCLUSION AND SUGGESTION

Based on the research background of this research and data

that was analyzed by researcher, the purpose of this research is to analyze the students error in writing recount text and to know the dominant errors that made by student.

The researchers found the data from student's worksheet, there were 22 total of student's worksheet. Referring to the student's worksheet, the researchers found there were three types of errors that made by students the error is omission error, misinformation error and misordering error.

Based on the type of errors there were three errors made by eight grade students of SMP Negeri 02 Sepauk. They were error of omission, error of misinformation, and error of misordering.

It can be concluded that omission error was the dominant error meanwhile misinformation was the lowest error than all errors that made by eight grade students of SMPNegeri 02 Sepauk.

Omission error consisted 54,9% errors, and then misinformation error consisted 19,6% error, the last misordering error consisted 25,5% error. From the research the reseachers suggest to the teachers to be more

creative in giving technique in teaching writing meanwhile, for future researchers are recommended to conduct this kind of research by Conducting classroom action research by using writing strategy that can help students improve their writing especially in writing recount text.

REFERENCES

Ari Sulistyowati, Teguh Sarosa, Martono (2014). *Improving Students' Vocabulary Mastery by Using Puzzle*. English Education Study Program Sebelas Maret University Surakarta

Brown, Douglas, H. (2000). *Principles of language learning and teaching fourth edition*. Longman, San Francisco

Creswell. J. (2012) *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research: Fourth Edition*. Pearson Education, Boston

Ellis. R, Gary. B, (2005) *Analyzing learner language*. Oxford University Press

Elvia .L and Susi .S (2018) *An Analysis of Grammatical Errors in Writing Recount Text*

at the Eighth Grade of SMP Negeri 20 Kota Jambi. STKIP Al-Azhar Diniyyah, Jambi, Indonesia.

Harmer, J (2004). *How to teach writing*. Longman, London

....., J (1998). *How to teach English: an introduction to the practice of English language teaching*. Longman, England

James, Carl, (1998). *Errors in Language Learning and Use Exploring Error Analysis*. Routledge, London and New York

John R. Taylor, (1982), *An Introduction To Error Analysis The Study Of Uncertainties In Physical Measurements* Second Edition. University Of Colorado

Peter Elbow. (1981:7). *Writing with power: techniques for mastering the writing process*. Oxford University Press, New York