

AN ERROR ANALYSIS IN WRITING SHORT DIALOGUE TO THE EIGHTH GRADE STUDENTS AT SMP NEGERI 1 KERAMBITAN

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ABSTRAK

Tujuan dari tesis ini adalah untuk menganalisis kesalahan siswa dalam menulis dialog pendek berdasarkan masalah yang diteliti, siswa merasa bingung dengan persiapan dialog pendek. Tesis ini adalah metode kualitatif. Objek penelitian tesis ini adalah siswa di SMP Negeri 1 Kerambitan. Subjek penelitian ini adalah 24 siswa. Teknik pengumpulan data yang digunakan terdiri dari observasi, pedoman wawancara, dan dokumentasi. Dari temuan di Field, peneliti menemukan 5 jenis kesalahan, yaitu: kelalaian, penambahan, misformasi, misodering, dan campuran. Kemudian, peneliti memeriksa dan menyimpulkan bahwa jumlah kesalahan terbesar adalah kesalahan informasi dengan hasil 15%. Ini karena siswa merasa bingung menerjemahkan kata-kata dari bahasa Indonesia ke bahasa Inggris dan sebaliknya. Siswa juga tidak dapat membedakan antara penggunaan tenses yang benar dalam mengatur dialog. Siswa juga mengaku jarang berlatih membuat paragraf dalam bahasa Inggris.

Kata kunci: analisis kesalahan, penulisan, dan dialog singkat

ABSTRACT

The purpose of this thesis is to analyze students' mistakes in writing short dialogues based on the problem under study, students feel confused with the preparation of short dialogues. This thesis is a qualitative method. The object of this thesis research is students at SMP Negeri 1 Kerambitan. The subject of this research were 24 students. Data collection techniques used consisted of observation, interview guideline, and documentation. From the findings in the Field, researchers found 5 types of errors, namely: omission, addition, misformation, misodering and blend. Then, the researcher examines and concludes that the highest number of errors is

misinformation with 15% results. This is because students feel confused about translating words from Indonesian into English and vice versa. Students also cannot distinguish between the uses of correct tenses in arranging dialogue. Students also claim they rarely practice making paragraphs in English.

Keywords: error analysis, writing, short dialogue

Introduction

In learning English, students are expected to master all English skills, such as listening, speaking, reading and writing. This is based on the purpose of learning English. Writing is one of the important skills. However, English teachers sometimes overlook the importance of writing in class. While students need to write to explain and inform what students want to convey to others. Brown (2001: 334) in Farida (2014: 7) states that trends in teaching ESL writing and other foreign languages are integrated with teaching other skills, especially listening and speaking. Writing is a kind of productive skill which means students involve producing language rather than accepting language (Spratt, 2005: 26 in Farida, 2014: 9). Students generate ideas or messages through language. At present, students still find writing skills in English difficult.

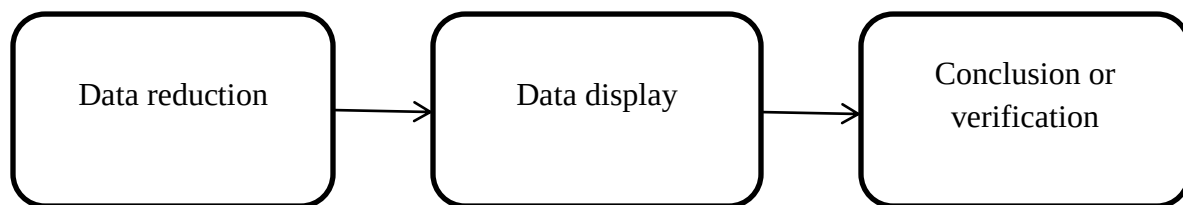
Writing activities require a process through a series of stages that can support students' thinking processes. Some student obstacles are still experienced by students due to several factors. The first is internal factors, internal factors are obstacles that arise from within students themselves such as students do not have adequate vocabulary, students have not been able to read in mother tongue, and lack of mastery grammar. The second is external factors, external factors, such as the teacher does not provide the writing process for students, so there are no stages that can help students in writing. The teacher does not teach writing using appropriate techniques. The teacher does not provide interesting material or media in students' writing activities.

In this study, researchers will use a series of images to improve the writing skills of 8th grade students at SMP N 1 Kerambitan. Based on observations and suggestions from several teachers, it is the school that has problems in writing. Researchers conducted observations in class 8H at SMP N 1 Kerambitan in connection with the teaching and learning process in English subjects, there were many problems found, especially in writing. The problem can be found in three aspects: teacher, student, and teaching and learning method. In this study, the researcher wants to build students' knowledge about deeper English and change the way English learning is made more enjoyable and accessible to students, because language learning does not listen and copy, but builds student knowledge and language understanding because of its continued development as increasing age.

Method

This research used qualitative research method. In this research, researcher used a case study to conduct the research and researcher employed descriptive analysis to deliver the result of the research. The techniques of data collection, the researcher used test to retrieve information or data. The result of the test was analyzed to compare the students' ability in writing. To analyze the data, researcher used the data analysis by Miles and Huberman (1994:10) analysis as consisting of three current flows of activity: data reduction, data display, and conclusion or verification.

Component of data analysis: Interactive Model



Findings and Discussion

After analyzing the data, the researcher found that there are errors in writing short dialogue, then a transcript table of error analysis in writing short dialogue is made for each observation.

1. An Error Analysis in Writing Short Dialogue in observation I

Based on the data analysis in the first observation the researcher divided the students writing in short dialogue gave the result of error analysis, there are 9% errors on omission, 7% errors on addition, 14% errors on misinformation, 3% errors on misordering, and 4% errors on blend.

2. An Error Analysis in Writing Short Dialogue in observation II

Based on the data analysis in the second observation the researcher divided the students writing in short dialogue gave the result of error analysis, there are 8% errors on omission, 8% errors on addition, 15% errors on misinformation, 3% errors on misordering, and 5% errors on blend.

3. An Error Analysis in Writing Short Dialogue in observation III

Based on the data analysis in the third observation the researcher divided the students writing in short dialogue gave the result of error analysis, there are 8% errors on omission, 8% errors on addition, 15% errors on misinformation, 3% errors on misordering, and 4% errors on blend.

From the From the explanation above, researchers can find error using observation sheets. So that data can be collected from observations I, observation II and observation III which are combined into tables to get the total number of errors from the research. So, it is known that errors are more dominant in the analysis of errors writing short dialogues from students. The data was presented bellows:

	Omission	Addition	Misformation	Misondering	Blend
Observation 1	9%	7%	14%	3%	4%
Observation 2	8%	8%	15%	3%	5%
Observation 3	8%	8%	15%	3%	4%
Average	8%	7.7%	15%	3%	4%

From the table above it can be concluded that the total errors from observations I, observation II, and observation III obtained errors in ommision was 8%, addition was 7.7%, misinformation was 15%, misondering was 3%, blend was 4%. From these data the researchers concluded in analyzing errors in writing short dialogues by students, the highest error was in misinformation errors from other errors with results 15%.

Conclusions

Based on data collection and discussion in the previous chapter, researchers conclude that students make mistakes in their writing. This statement is supported by data showing 15% students make mistakes in the wrong information section. Then, students also make mistakes in other types error. They are like 7.7% of students making mistakes in the addition section, 8% ommision, 3% Misodering, and 4% Blend. From the data, we can know that students at SMP Negeri 1 Kerambitan have problems using tenses in writing short dialogues. They are confused when using the form of words applied to writing short dialogues.

References

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