

AN ANALYSIS OF STUDENT ERROR IN WRITING OF RECOUNT TEXT

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ABSTRAK

Penelitian ini dilakukan untuk menemukan bukti empiris kesalahan yang paling umum dan sumber kesalahan dalam penulisan teks recount yang dibuat oleh siswa kelas tujuh SMP Negeri 2 Tabanan. Metode yang digunakan dalam penelitian ini adalah studi kasus yang termasuk dalam penelitian kualitatif. Data disajikan secara deskriptif analisis dan prosedur Analisis Kesalahan yang digunakan sesuai dengan teori Ellis dan Barkhuizen. Hasil penelitian menunjukkan bahwa ada tiga kesalahan tertinggi dan tiga terendah yang dilakukan oleh siswa. Tiga kesalahan umum tertinggi adalah penggunaan huruf kapital dengan jumlah kesalahan 200 atau 24%, pilihan kata dengan jumlah kesalahan 110 atau 13% dan kesalahan kata kerja dengan jumlah kesalahan 105 atau 13%. Tiga kesalahan terendah adalah 3 atau 0% kesalahan kalimat tidak lengkap, 13 atau 2% berarti kesalahan tidak jelas dan 21 atau 2% kesalahan tunggal-jamak. Berdasarkan total hasil jenis kesalahan, penulis menemukan bahwa jumlah total sumber kesalahan adalah strategi komunikasi memiliki 428 atau 51% sumber kesalahan, transfer interlingual memiliki 295 atau 35% sumber kesalahan, transfer intralingual memiliki 94 atau 11%. sumber kesalahan, dan konteks pembelajaran memiliki sumber kesalahan 20 atau 2%.

Kata Kunci: Analisis Kesalahan, Penulisan, Teks Recount

ABSTRACT

This study was carried out to find empirical evidence of the most common errors and the source of errors in recount text writing made by the seventh grade students of SMP Negeri 2 Tabanan. The method used in this study was a case study included as qualitative research. The data was presented in descriptive analysis way and the procedure of Error Analysis used is according to Ellis and Barkhuizen theory. The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 24% errors, word choice with the number is 110 or 13% errors and verb tense with the number is 105 or 13% errors. The lowest-three errors are 3 or 0% incomplete sentence errors, 13 or 2% meaning not clear errors and 21 or 2% singular-plural errors. Based on the total result types of errors, the writer found that the number of total source of errors are communication strategy has 428 or 51% source of errors, interlingual transfer has 295 or 35% source of errors, intralingual transfer has 94 or 11% source of errors, and context of learning has 20 or 2% source of errors.

Keywords: Error Analysis, Writing, Recount Text

1. Introduction

Writing is very important as an inseparable part of human life. In writing Recount text, students must know about the generic structure and language features and social functions of the text. In the process of learning Recount text, students often make grammatical mistakes such as tenses, pronouns, prepositions, and verbs. This research method is a qualitative descriptive method. The purpose of this method is to analyze some of the grammatical errors that students produce in the Recount text. Error analysis focuses on the form of the learner's language, examines the language of the learner based on its basic types: error of addition error of omission error of misformation (replacement), and error of misordering. words), Heidi Dulay, (1981: 150). All kinds of mistakes it is very much influenced by the interference factor when learning English. In this case, students consider the grammatical rules of English to be the same as the grammatical rules of Indonesian. Interference is closely related to the existing mother

tongue students so that when communicating in English there are always elements of their mother tongue (Indonesian) that they use. This is one of the reasons why English users, especially students today, often make mistakes in using English. Based on a preliminary study through informal interviews with teachers and students, several problems were found including a teacher's complaint dealing with explaining teaching how to rewrite the test properly. The main difficulty faced by students is that there are still many students who still have difficulty using the right verbs in sentences. Furthermore, the problem was also caused by the lack of vocabulary that the students had which was still very low.

As a communicative skill, writing needs to be considered as an important part of English. By writing, learners deliver information or ideas while they are communicating to the others. When learners are writing, they express their feelings and thoughts through written language in which they transfer them into words as a language product. In the other words, it can be said that writing is an activity of producing written products. writing becomes a fundamental skill of language production. Foreign language learners may make mistakes and errors in their learning process. It is normal for anyone who learns the second language which is different from his/her mother tongue to make errors. Lightbown and Spada (2006) states that errors can be assumed as the result of transfer from learners' first language. For Indonesian learners, they have Indonesian grammar influence which may affect their language production. Because of the structural difference between these two languages, grammatical errors may occur on their writing. it can be avoided that errors are problems in language communication. According to Dulay (1982:47), "Errors are the weaknesses of learning spoken and written language which turns the rule of standard language". errors are unacceptable due to the consideration of them as failure in language communication.

Error analysis can be done on both spoken and written language. Error analysis on written language has often been used by researchers to see the aspects of language students make errors in their writing. Furthermore the students, teacher and also researcher will take benefits of having an analysis on error. An error analysis is important to be conducted due to some of advantages. Firstly, error analysis helps students in learning English. Secondly, error analysis enriches the knowledge of linguistic study. According to Jordan (2004:205), error analysis was important because it provides comparison between the errors the L2 learner made in producing the target language and the target language form itself. The deep understanding about linguistics will be acquired in this error analysis. For teacher, an analysis on error is helpful to the teaching and learning process in the classroom. Dorgan (2005) states that error analysis enables teachers to find out the sources of errors and take protections towards them. This analysis provides supporting data to help finding teaching techniques, methods, or media that the teacher can use in classroom. As the result, those data will give feedbacks for improvement of English teaching and learning.

1. What are the types of errors made by students in writing recount text?
2. What are the sources of errors made by students in writing recount text?

Based the formulation of the problem above, the objectives of this study are mainly intended to find the types of errors and the sources of errors made by students in writing recount text.

2. Research Method

It is important to choose an appropriate method it is used to achieve the goals of the research itself. According to Cohen (2000), research is a method that systematically provides answers to the questions. The researcher used descriptive method to describe the types of errors in constructing a recount text made by the Seventh Grade Students of SMP Negeri 2 Tabanan. It is also appropriate to use this method to describe the types of errors. It is essential to describe the researcher's finding data. Of course, the appropriate technique should occur

concerning with the tool and technique of collecting data. In relation to problem formulations, technique of data analysis presented some analysis to find out the result of this research. Therefore, according to Gass and Selinker's (2008:103), the following analysis had been done by the researcher concerning to the problem formulation.

Data collecting techniques were carried out to obtain complete data and information in accordance with the objectives of this study. the first step in data collection is for the researcher provides to explain some of the parts that will be studied. Before conducting the research the research provides an overview of the material to be studied in the form of errors in writing recount text in a few words to remind respondents about how to write recount text. After that the research asked respondents to explain what they know about recount text to find out their ability to write recount. The writer collected the data by giving test to the students. The test instrument was to write recount text. the writer gave a writing test for a recount text telling their unforgettable moment. Then the writer distributed the test papers to all students. When the students finished their writing, the papers were collected and then the writer circled in the incorrect words. Then, the writer asked them to correct and revise the circling words and collecting the papers again. After all the data have been collected, the writer analyzed them.

The writer used qualitative research in her study which the method is conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. To get the qualitative result, the data will be calculated and drew up in the table of percentage which the formula as follows:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage

F= Frequency of error occurred

N= Number of cases (total frequent / total individual)

Conducting research needs a process or some stapes. The writer did some procedures to conduct her research as a process. The procedures are elaborated below:

The writer needs to collect the data. Before conducting the research she already prepared an instrument or a test for the students. The instrument test consists of instruction to compose a recount text.

- a. The writer came to school to ask the principle's permission who has the authority to allow the writer conducted the research. After getting the permission, the writer was allowed to meet the English teacher to arrange time for doing the research.
- b. The writer did her research in the class VII D, and got the class as sample of her research based on purposive cluster sampling. Before giving the writing test she watched the teaching learning process. The English teacher gave explanation to the students which the topic was recount text. After explaining the material, the writer gave instruction and guidelines how to do the writing test.
- c. The writer collected the students' writings test and checking it by circling the wrong words or sentences and returning it to the students to correct their writing by themselves.
- d. the students' writings were collected again and the writer checked it once more to find whether the students could correct the words or not, if students could correct it that means he/she did a mistake and vice versa means he/she did an error and then she identified the errors.
- e. the writer analyzed the writing test to find the most common grammatical errors made by students.
- f. The writer calculated the total errors by drawing it up in a table based on the classification of errors then she made the result of total errors into percentages and charts.

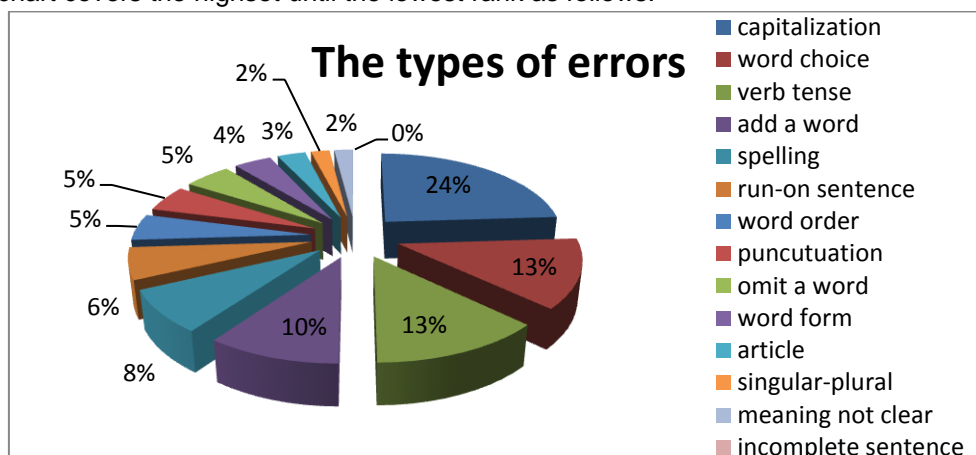
- g. The writer analyzed and classifying the sources of errors based on Brown's theory and then she explained the sources of errors made by the students. The total number of the sources of errors is drawn up in a table and converted into percentages and chart.
- h. Then she interpreted all of the data descriptively.
- i. The last step was she made conclusion of her research

3. Research finding

The writer has identified the students' error and the writer has calculated the number of each error. The writer draws up the result of calculation into table and converting them into percentages. the writer makes a pie chart based on the result:

The student	The classification of error														
	Singular-plural	Word form	Word choice	Verb tense	Add a word	Omit a word	Word order	Incomplete sentence	spelling	punctuation	capitalization	article	Meaning not clear	Run-on sentence	Total
Student 1	1	1	9	4	7	3	4	1	0	0	9	0	4	2	45
Student 2	0	0	2	4	1	2	2	0	4	1	6	1	0	3	26
Student 3	7	1	9	11	2	3	5	0	0	3	10	0	1	3	55
Student 4	0	1	3	18	4	0	1	0	5	3	8	0	0	10	53
Student 5	1	1	3	2	5	1	2	0	1	3	8	3	1	0	31
Student 6	1	1	5	3	2	2	2	0	0	1	8	1	0	3	29
Student 7	0	0	1	4	1	0	2	0	3	4	12	1	0	3	31
Student 8	1	0	4	16	3	2	1	0	6	4	9	0	0	12	58
Student 9	0	3	10	0	5	2	0	0	1	1	4	1	0	2	29
Student 10	0	11	15	4	9	6	1	0	4	3	2	0	0	0	55
Student11	0	0	1	2	0	0	0	0	7	3	10	0	0	0	23
Student12	1	0	5	0	2	2	4	0	0	0	1	1	0	0	16
Student13	0	0	4	0	1	0	0	0	4	0	2	0	1	0	12
Student14	1	1	3	4	1	0	0	0	0	1	2	1	0	0	14
Student15	0	0	2	4	1	0	0	0	1	2	6	0	0	0	16
Student16	0	0	1	1	2	1	1	0	1	0	0	1	1	0	9
Student17	0	0	0	0	0	0	0	0	1	0	9	1	0	0	11
Student18	0	0	0	0	2	0	3	0	0	0	2	1	0	0	8
Student19	0	1	6	0	4	1	1	0	0	0	6	0	0	0	19
Student20	0	0	1	11	3	3	1	1	10	2	1	0	2	0	35
Student21	4	1	5	1	4	1	1	0	1	0	8	0	0	0	26
Student22	0	2	5	5	4	2	3	0	5	3	4	1	1	1	36
Student23	0	0	2	0	1	1	1	0	1	0	14	0	0	0	20
Student24	0	0	1	0	2	0	0	0	2	5	16	1	0	7	34
Student25	1	0	7	1	3	1	8	0	3	0	6	0	0	1	31
Student26	0	0	1	0	0	0	0	1	2	2	0	0	0	0	6
Student27	0	2	3	2	3	1	0	0	1	1	11	2	0	0	26
Student28	0	1	0	0	1	1	0	0	1	1	7	0	0	0	12
Student29	0	2	2	5	1	0	0	0	3	0	7	3	0	1	24
Student30	3	5	0	3	7	3	2	0	4	2	12	3	2	1	47
Total	21	34	110	105	81	38	45	3	71	45	200	22	13	49	837
Percentage source of error	2.51%	4.06%	13.14%	12.54%	9.68%	4.54%	5.38%	0.36%	8.48%	5.38%	23.90%	2.63%	1.55%	5.85%	100%

The percentages of the recapitulation of students' errors are converted into a pie chart. The pie chart covers the highset until the lowest rank as follows.

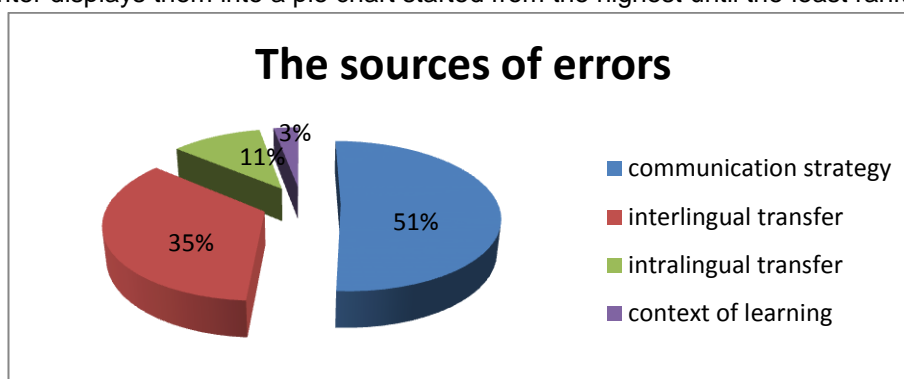


Based on the description of data above, the writer would like to analyze the data by presenting the sources of students' errors. She analyzes the students' sources of error according to Brown et al theory. Brown divides the sources of error into four categories. They are interlingual transfertcontext of learning and communication strategy. After analyzing the data, calculated them and then she draws up the total calculation into table. After that the writer makes the percentages based on the total result and converting the percentages into a pie chart. The table below is the recapitulation of students' sources of errors. The recapitulation of student sources of error

The students	The sorces of error				Total
	Interlingual transfer	Intralingual transfer	Context of learning	Communication strategies	
Student 1	24	4	0	17	45
Student 2	8	3	2	13	26
Student 3	34	4	0	17	55
Student4	22	0	3	28	53
Student5	13	4	1	13	31
Student6	13	3	0	13	29
Student7	5	6	0	20	31
Student8	19	6	0	33	58
Student9	12	6	0	11	29
Student10	22	12	2	19	55
Student11	2	0	0	21	23
Student12	10	2	1	3	16
Student13	4	1	0	7	12
Student14	6	5	0	3	14
Student15	2	2	0	12	16
Student16	5	2	0	2	9
Student17	0	1	0	10	11
Student18	4	1	0	3	8
Student19	9	2	0	8	19
Student20	12	0	1	22	35
Student21	10	2	4	11	27
Student22	12	2	3	19	36
Student23	3	2	0	15	20
Student24	1	2	0	31	34

Student25	16	3	0	12	31
Student26	0	0	0	6	6
Student27	8	4	0	14	26
Student28	2	1	0	9	12
Student29	7	6	0	11	24
Student30	10	9	3	25	47
Total	295	94	20	428	837
Percentage source of error	35.23%	11.39%	2.39%	51.14%	100%

After getting the percentages from the recapitulation of students' sources of errors above, the writer displays them into a pie chart started from the highest until the least rank as follows



The Interpretation of Data The writer would like to interpret the data based on the description and analysis data above. The result shows that the three most common grammatical errors made by the students in recount text writing. The first is capitalization which has 200 or 24 % error. The major source of capitalization errors is communication strategy. English is a language which has difference in spoken and written. When the students speak in English they didn't think about the capital letter but when they write a paragraph they have to pay attention to the capital and non-capital letter. Therefore most of students had error in capitalization. The second most common error is word choice. It has 110 word choice errors or 13%. The sources of error are inter lingual transfer and communication strategy. The student chose wrong word whose meaning is not appropriate in the sentence. The last is verb tense which the number of error is 105 or 13%. The major source of verb tense error is interlingual transfer. In Indonesian language the transform verb from present to past or future tense is not available. It is so different from English which each every verb has different pattern that explains the tense occurred. Moreover the verb of past tense divided into regular and irregular form and sometimes it is confusing for those learners. Further more, the three lowest students' grammatical errors in recount text writing are incomplete sentence which it has 3 or 0% errors, meaning not clear is 13 or 2% errors and 21 or 2% singular plural errors. The first lowest frequency of error is Incomplete sentence error happened when the students wrote a sentence which missed some words or verbs which have major meaning in the sentence. The source of this error caused context of learning. The students' competence of rules was not complete yet, therefore it led them miss some words or verbs in the sentence. The second is meaning not clear. It happened when students wrote a paragraph and the paragraph prevented to be comprehended by reader because some incorrect patterns or inappropriate words in the sentence, therefore the sentence didn't have meaning. This kind of error is interlingual transfer because the students translated their first language into the target language word by word or communication strategy when students tried to explore an easy writing way to write their idea based on their version but it led them to the error.

The last is Singular-plural. It happened because the students don't have singular-plural rule in their first language and it differs from the target language which has the rule of singular-plural noun. Moreover, the nouns in the target language divided into countable and uncountable noun and the plural nouns divided into regular and irregular patterns, is sometimes confusing the learner. Therefore the dominant source of singular-plural error is interlingual transfer. Context of learning and communication strategy. After analyzing the data, she calculated them and then she draws up the total calculation into table. After that the writer makes the percentages based on the total result and converting the percentages into a pie chart. The table below is the recapitulation of students' sources of errors.

4. Conclusion

Based on the data in the previous chapter, the writer would like to draw a conclusion that the second grade students of SMP Negeri 2 Tabanan. still made many errors in recount text writing. The most common types of errors made by the students are capitalization with the number of errors is 200 or 24%, word choice with the number of error is 110 or 13% and verb tense with the number of error is 105 or 13%.The sources of errors identified in this study are communication strategy with the number is 428 or 51% source of error, interlingual transfer with the source of error is 295 or 35%, intralingual transfer with the source of error is 94 or 11%, context of learning with the number source of error is 20 or 2%.

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