

Analysis Of Students' Error In Writing Recount Text

**Erma Dwi Puspita, Dr. Tanzil Huda M. Pd (Advisor 1), Fitrotul mufaridah
M. Pd (Advisor 2)**

English Language Education Program, Faculty of Teacher Training and
Education, Universitas Muhammadiyah Jember

Jln. Karimata 49, Jember 68121

Email: Ermadwipuspita@gmail.com

Abstract

Recount text is a kind of text that expresses a clear ideas in the form of simple past tense but the student still do not understand of using simple past tense. Therefore, this research wanted to analyze errors made by the students. In this research aimed to know surface strategy taxonomi error types made by the student of SMPN 1 Singojuruh in writing recount text . The data were collected from the test result of recount text writing done by eight grade students which was delivered by the english teacher. In order to analyze the data students percentage formula is used. The result of the research were omission error done by the student with 114 numbers of errors or 56.72%, addition with 62 errors or 30.85%, misformation with 18 number of errors or 8.96% and misordering with 7 number of error 3.48%. Based on the result it can be conclude that the highest frequency error made in writing recount text by the eight grade students of SMPN 1 Singojuruh is omission (56,72%).

Key Word: Error Analysis, Recount Text, Simple past tense,

Introduction

English is an international language that is spoken in many countries. In Indonesia, English is known as a foreign language that plays an important role. In the process of teaching and learning English, writing ability is the most difficult

and complicated language skill to be learned almost by all students in every level of education. Writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph at the same time with good

English grammar. Tense are a part of grammar. According to Langan (2008:192) says that tense is the time that verb shows. Simple past tense is one of tenses which students learn in school. Simple past tense as a part of grammar rules sometimes also makes students difficult in applying simple past to sentence. In fact, based on the formal interview to the English teacher done by the researcher, the students of SMPN 1 Singojuruh did not understand on how to use simple past tense properly. They cannot achieve those target because their English knowledge is lack of primarily on grammar. There are some errors faced by students in using simple past tense. First, they did not know the verb 2 form. Second, they did not know the form and the usage of simple past tense. Third, they still have lack of knowledge about the irregular verb of simple past tense, because the irregular verbs should be memorized. Fourth, they still forget using adverbial time in the sentence. In this case, the researcher is

interested in analyzing the students' problems in applying the grammar which used in recount text or in using simple past tense. The researcher would like to carry out a research entitled “ Analysis of Students' Errors in Writing Recount Text”.

To know the type of error needs a process of analysis. Dulay, (1982:138) classified types of error based on error taxonomi. They are Error types based on linguistic category and The surface strategy taxonomy. In this research used the surface strategy taxonomy for processing the analysis. This error type explain on how the surface structure changes. Generally this type of error can be classified as follow.

1. omission, omission errors occur when an element of the sentence that should be presented is omitted or by the absence of an item that must appear in a well formed utterance, and it often occurs in form of morphemes.
2. Addition, addition errors are the opposite of omission. They are

characterized by the presence of an item that must not appear in a well-formed utterance. Based on the explanation for this type of error, the subtypes are *double marking regularization, and simple addition*.

3. Misformation, misformation defined misformation as use of the wrong form of a structure or morpheme.

4. Misordering, Misordering errors are characterized by the incorrect placement of a morpheme in an utterance. Misordering error occur when a sentence which its order is incorrect.

Based on the explanation above the objective of this research is to know the surface strategy taxonomy error types in writing recount text. The result of this research is expected to give some advantages for English teacher and other researcher in the future.

Method

The kind of this research was qualitative research especially in descriptive analysis research. It used to

describe the students' error. Descriptive research is not aimed at testing a certain hypothesis, but only describes the phenomenon, situation, and condition that happen during the research Arikunto, (2010:3). To collect the data, the researcher used the test result of recount text writing done by students which was delivered by the English teacher to know the error frequencies in using Simple Past Tense in recount text. The researcher also interviewed some students in order to know the reason why they had difficulties in simple past tense. The writer also interviews the english teacher to know what the diificulties faced by students in simple past tense commonly. In this part, to analyze students' answer in forming simple past tense, the researcher identified the error items as follows:

1. The researcher focused on students' error in using simple past tense in the recount text that they make in the test given.

2. The researcher collected and classified the errors based on their types. Then the researcher verified the frequency of the errors the students made.

3. The researcher then used descriptive analysis technique (percentage) to analyze the data. The formula used was as follow:

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

P = Percentage

F = Frequency of error made

T = Total number of error which observed

Triangulation or checking the validity of the findings in this study was by the researcher doing consultation result of data analysis (students task of writing recount text) done by researcher in eight grade English teacher of SMPN 1 Singojuruh. So the validity of the findings in this study was accounted.

Result And Discussion

Based on the description of the data of the research done by the researcher in the previous sub chapter above, the result of the research were omission error as the most common error done by the students

with 114 numbers of error or 56.72%, the second common error was addition with 62 errors or 30.85%, the third kind of errors done by the students was misformation with 8.96% or 18 numbers of errors. For the least error done by the students in making sentences in Simple Past Tense was misordering with only 7 numbers of errors.

From the observation the students still made error in writing recount paragraph. In this case the researcher referred to theory proposed by Dulay (1982:150), “a surface strategy taxonomie highlight the ways surface structure is alerted: learners may omit necessary item or add unnecessary ones; they may misform item or misorder them”. There are four types of errors:

1. Omission (omitted such as subject verb, direct object, articles, to be, prepositions and suffix)

Example: *I there ride motorcycle* →
the writer omitted “went”, “by”, and “ing” suffix from the sentences. The sentences

must be “*I went there by riding motorcycle*”.

2. Addition (overgeneralization the pattern of verb 2)

Example: *I and friends with bus to there*

—————→ the writer put “to” that did not need to exist in the sentences. The sentences must be “*I and my friends went there by bus*”.

3. Misformation (failure of using the correct word that totally different from the correct one)

Example: *In Sunday, I goed to botani park with sister and brother*. The sentence must be “*on Sunday, I went to botani park with my sister and my brother*”.

4. Misordering (incorrect placement of a morpheme or group of morpheme in the sentences) Example: *we buyed ice lemon*

—————→ the writer misorder the

constraction. The sentences must be “*we bought lemon ice*”

Conclusion

The result of the research were omission error done by the student with 114 numbers of errors or 56.72%, addition with 62 errors or 30.85%, misformation with 18 number of errors or 8.96% and misordering with 7 number of error 3.48%. Based on the result it can be conclude that the highest frequency error made in writing recount text by the eight grade students of SMPN 1 Singojuruh is omission (56,72%).

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