Error Analysis of Recount Text: Product of "Your Exciting Holiday"

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Abstract

The objectives of this research were to describe what the types of errors were found in the recount text and what the sources of errors; to find out how the errors occurred in the recount text written by students. This research focused students's errors at eight grade of SMP Negeri 1 Wewewa Tengah. The method used in this study was qualitative research design. The data of this study were taken from their recount texts in the form of essay test to examine types of students' errors. The researcher also collected data using writing test to find out how the errors occurred. The result of this research indicated that the eight grade student still made errors in their recount texts. It could be seen that errors which committed by students were omission, addition, misformation and misordering. These errors came from the influence of their first language rules (interlingual), some errors occurred because students generalized the rule and appliedit incompletely (intralingual).

Keyword: Error analysis, writing, recount text

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis-jenis kesalahan yang ditemukan dalam teks recount dan apa saja sumber-sumber kesalahan tersebut; untuk mengetahui bagaimana kesalahan tersebut terjadi dalam teks recount yang ditulis siswa. Penelitian ini difokuskan pada kesalahan siswa di kelas delapan SMP Negeri 1 Wewewa Tengah. Metode yang digunakan dalam penelitian ini adalah desain penelitian kualitatif. Data penelitian ini diambil dari teks recount siswa dalam bentuk tes esai untuk melihat jenis-jenis kesalahan siswa. Peneliti juga mengumpulkan data dengan menggunakan tes menulis untuk mengetahui bagaimana kesalahan-kesalahan tersebut terjadi. Hasil dari penelitian ini menunjukkan bahwa siswa kelas delapan masih melakukan kesalahan dalam teks recount mereka. Terlihat bahwa kesalahan yang dilakukan siswa adalah penghilangan, penambahan, kesalahan informasi, dan kesalahan pengurutan. Kesalahan-kesalahan ini berasal dari pengaruh aturan bahasa pertama mereka (interlingual), beberapa kesalahan terjadi karena siswa menggeneralisasi aturan dan menerapkannya secara tidak lengkap (intralingual).

Kata kunci: Analisis kesalahan, penulisan, teks cerita ulang.

A. INTRODUCTION

Error is something done wrong by the students because they dont know what is correct. Making errors are a natural and unavoidable part of the process of learning english. Many kinds of errors arise when the learners write because they do not master the english structure well. Also, errors are the inability of the students in using rules of the components and elements of the second language. . Making error is natural in learning process. People cannot learn language without first systematically committing error. According to Dulay et al. (1982) studying errors serve two major purpose: (1) providing data from which interferences about the nature of the language learning process can be made, (2) indicating to the teachers and curriculum developers which part of the target language students most have difficulty producing correctly and which error types destruct most from a learner's ability to communicate effectively. For instance, error holds vital clues about the process of students learning.

The cause of writing is a complex process, there are some problems that can be encountered when writing. Heong et al. (2013) stated that the students' difficulty in writing lies in expressing their ideas. Kirani (2008) stated that there are four common writing problems, they are: 1) content is the substance of the writing and the experience of the main idea (unit). It is identified by viewing the set of topics. 2) organization refers to the logical organization of the content (coherence). 3) vocabulary is about choosing words that fit the content. 4) grammar refers to the use of correct grammatical forms and syntactic patterns. It is identified by constructing a well-formed sentence. In producing a recount text, grammar is the main problem faced by students because the rules of English grammar are complicated. In writing their text, students cannot avoid making mistakes and committing errors particularly when they attempt to make a sentence or use tense. The difficulty in writing is not only developing the ideas, but also how to make the ideas understandable (Richards and Renandya, 2002). This means that if students want to convey their ideas, they must think about how to organize their ideas well so as not to confuse readers. They still have difficulty in applying the rules of simple past tense. Therefore, students have to understand grammar well to produce good recount text because if they produce their text with good grammar, the readers will be able to comprehend the context understandably.

Writing is a way of producing language and expressing an idea, a feeling, and an opinion. (Harmer, 2004) stated that writing is a skill focused on the production of language, and the ability to write requires and an intellectual level or level of expression. The writer focus in writing skill. In writing

skill the students can express their feeling, idea, thought and idea visible and concrete. However writing in English is not easy and students often finds some difficulties while they are writing. Writing refers to text. A composing some kinds of texts in written form for junior high school students is one of the basic competence of English subject. It means that the students are demanded to be able to write some kinds of text with correct organization, appropriate vocabulary and grammar. There are some genres or types of the texts that should be taught at junior high school. Such as narrative, recount, procedure, report, descriptive, and spoof.

Learning English as a foreign language is an integrated process in that learner should acquire the four basic skills: speaking, listening, reading, and writing. In order to use a language well, learners should learn the rules of the language or to know how they work. They cannot avoid errors because mostly occur in learning process. It happens because they use different forms to delivers their ideas, felling or message so they need considerable amount of time to be able to master the target language well. Learners build their knowledge to use the target language, and making errors during studying the second language can be considered as a means of building learners' abilities because they can learn something from making errors during studying the second language can be considered is a mean of building learners abilities because they can learn something from making errors.

Recount text is a story of something that happened in the past. There is the sequence of events that unfolds over time, and the purpose is to tell what happened. A recount text can begin by telling the reader who was involved, what happened where the event took place, and when it happened. (Seaton 2007) stated that the sequence of events should be described in some sort of order, for example, in chronological order. Recount text reconstructs experience. Knapp and Watkins (2005)stated that recount is a text that tells an event in sequence.Recount text is one of kind text that was learnt in eighth grade of SMPN 1 WEWEWA TENGAH. It means that students should develop their skill in writing genre of text in form recount text. According to Grace (2007) in Sukma (2015) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. Actually, there are three types of recount text namely, they are personal recount, factual recount, and imaginative recount, but in this research the researcher focus on personal recount text. Personal recount text is a recount text that exposes an event in which the writer or the author got involved in or acted in the event himself. In this study, the researcher discusses the students writing skill in recount text using the simple past tense. Writing a recount text should be clear and concrete. If a student has made a mistake in using simple past tense, it means that he/she is not competent yet in making their text. This problem was also found

at the eighth grade of SMPN 1 WEWEWA TENGAH as the field of research. The readers can be confused and also they may find difficulties understanding the content of the text which he/she has written. Therefore, through recount text, the researcher was found out the student learning problems, the cause and to knew the students achievement and difficulties in learning the simple past tense.

B. RESEARCH METHOD

This research uses a qualitative research design with classroom action research. The qualitative design was chosen because this research aims to analyze errors in using simple past tense in class 8 at SMPN 1 WEWEWA TENGAH, especially in writing recount texts about "exciting holidays". So, classroom action research is related to the problems of daily learning practices faced by teachers. According to Kunandar (2004) PTK includes research with a qualitative approach, although the data collected can be in the form of quantitative data and qualitative data. According to Fraenkel and Wallen (2009), case studies are a qualitative action research that studies single individuals, groups, or important examples to formulate interpretations of particular cases or to provide useful generalizations. Therefore, the case study approach allows the author to study students specifically in an effort to analyze simple past tense writing errors. This research can also be called descriptive research because the data is described using words that tell the story of the situation. In this research, the researcher uses some sources and books as references. It also was limited on the library research because the data does not come from field and the data of research are collected from various references.

C. FINDING AND DISCUSSION

Types of errors found in recount text made by eight grade students of SMP Negeri 1 Wewewa Tengah

Based on the result of data analysis, the researcher calculated the types of errors. The following is the recapitulation of students' types of errors made by students.

Table 1. The frequency and percentage of the types of errors made by students

No	Types of errors	Frequency	Percentage
1	Omission	3	50.00%
2	Misordering	1	16/67%
3	Misformation	2	33.33%

Table 1 shows that the highest rank of the kindThe highest error is negligence. Meanwhile, omissions and misinformation account for almost the same number of errors almost the same number of errors. It can be seen in the table that the negligence has a number the number of errors is much

higher than other types of errors. The types of errors that students make most often The most common mistakes made by students are omissions. Then the lowest ranking of error types lowest is the sequencing error. The following are some examples taken from this data. a. Errors in providing information, errors in addition were not found.

This error has the highest frequency. Students made 3 errors in omission (50.00%), then 2 errors in misordering (33.33%), and the lowest was 1 error in ordering (16.67%) in addition, no errors were found.Some of the errors found occurred because students used the wrong morphemes and structures such as form errors (verbs, adjectives, prepositions, prepositions, modals, pronouns, etc.).

Types of errors found in recount text made by eight grade students of SMP Negeri 1 Wewewa Tengah

The second problem formulation of the research was about sources of errors made by eight grade at SMP Negeri 1 Wewewa Tengah in writing recount text. Based on the theory of (Brown, 2007), there were interlingual error and intralingual error. Following are some examples taken from the data.

Table 2. The frequency and percentage of the sources of errors made by students

No	Sources of errors	Frequency	Percentage
1	Interlingual	1	16.67 %
2	Intralingual	1	16.67%
	Total	2	100%

Table 2 shows the recapitulation of students' errors in writing recount text. Interlingual has 1 errors and Intralingual has 1 errors. The total number of source of errors is 2 errors. intralingual and interlingual have the same number of errors. Those are Interlingual error and Intralingual error based on (Brown:2007).

D. CONCLUSION

Eight grade students involved in this study performed some errors in their writing. Those types of errors are omission, addition, misformation, and misordering. In omission error, there were classified into subject, to be, preposition, suffix-s/es and noun but the dominant errors were to be, subject, preposition and suffix-s/es. Then in addition error, the most dominant errors were such as plural, preposition and to be. In misformation, the students have the errors in verb, adjective, preposition, to be, modal, pronoun, and to infinitive but the most dominant errors made by students were verb, subject, and pronoun. On misordering, the students have the errors such as in noun, subject and modal. The sources of errors that found in this research were Interlingual and Intralingual errors. Based on the data

analysis, the researcher found that Intralingual error was the dominant of error in students' recount texts.for the teacher, teacher should choose and apply the appropriate teaching method, so that the teaching-learning activities will become fun and not bored. They have to be more communicative and interactive to students such as giving feedback, so the students will be easy to understand.

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