

An Error Analysis In Recount Text Writing Made By The Second Grade Students Of SMP Muhammadiyah Bandar Lampung

By

RahmaNazalia, Huzairin, Gede Eka Putrawan

University of Lampung

E-mail: rahmanazalia10@gmail.com

ABSTRACT

Penelitian ditujukan untuk mencari jenis kesalahan dan frekuensi terjadinya kesalahan berdasarkan *Surface Strategy Taxonomy* dan *Communicative Effect Taxonomy* yang terdapat pada *recount* teks siswa dan juga untuk mencari jenis kesalahan yang paling banyak dibuat oleh siswa. Subyek penelitian ini adalah siswa kelas dua SMP Muhammadiyah Bandar Lampung. Penelitian ini menggunakan pendekatan kualitatif dan *writing task* sebagai instrumen. Terdapat lima jenis kesalahan pada tulisan *recount* teks siswa berdasarkan *Surface Strategy Taxonomy* dan terdapat dua jenis kesalahan berdasarkan *Communicative Effect Taxonomy*, yaitu *Global Error* dan *Local Error*. *Special error* dan *Local error* merupakan jenis kesalahan yang paling banyak di buat oleh siswa di *recount* teks.

This research was aimed at finding out i) types of errors and the frequencies of occurrence of the *Surface Strategy Taxonomy* and *Communicative Effect Taxonomy* found in the students' recount texts, and ii) types of errors which are most frequently made by the students. The subjects of this research were the second grade students of SMP Muhammadiyah Bandar Lampung. This research was conducted through qualitative approach by using the writing task as the research instrument. There are five types of errors made in students' recount texts based on *Surface Strategy Taxonomy*, and two types of errors made by the students based on *Communicative Effect Taxonomy* *Global Error* and *Local Error*. *Special errors* and *Local errors* were the errors which were most frequently made by the students in the recount text.

Key Words: *Error, Error Analysis, Recount Text Writing, Second Grade Students, Error Taxonomies*

Introduction

Being aware of the importance of English, the government of Indonesia has decided to take English as a compulsory subject in formal education. English, then, is taught from elementary to university levels. In this case, Sapir (1949:8) states that language is now studied from all walks of life; the language is a part of the culture of the people and the members of society to communicate. It means that since a long time ago English is a means of communication and also as international language used all over the world.

Because grammar has been always as the central aspect of English, so in learning process, we cannot write something if we do not master the grammar or English well. Writing is the most difficult one because it requires demonstrating the control of a number of variables simultaneously; they are controls of content, format, sentence structure, vocabulary, punctuation, spelling, etc. Nunan (1989:35) points out, "It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is first, second, or foreign language." Another opinion comes from Heaton (1975) who explains that the writing skills are complex skill and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition.

In writing, usually, the students are hoped to be able to express many written meanings. They can develop their writing in the forms of genre (or kinds of text) such as narrative text, descriptive text, recount text, news items, etc. The purpose of writing itself is as the expression of the ideas so the ideas should be seen as the most important aspects of the writing. On the other hand, the writer should pay attention to some aspects such as correct spelling, punctuation, grammar, and correct vocabulary. In expressing the ideas, people share their own abilities. In addition, there is a person who can clearly express his way of thinking in spoken language confidently. Meanwhile, there is also a person who is weak in speaking but good enough at writing. Lado (1964) says that "language is a partial representation unit of a language. Learning to write foreign language is learning to put down the graphic symbol that represents a language one understands".

Concerning the topic discussed in this research, there have been several studies dealing with an analysis of errors. The first previous research was done by Sari (2014) about students' errors in the writing of recount text. The method used in this research was descriptive qualitative. The instruments of this research were a writing task and interview. The result showed that based on linguistics category taxonomy, most of students made syntactic errors. Based on surface strategy taxonomy, most of students made omission error. Based on communicative effect taxonomy, most of students made local error. The error was made by the students because of the students' lack of knowledge of English grammar and also the influence of their first language. Cholipah (2014) did an analysis of errors in recount text writing made by the second grade students of SMP Trimulia Jakarta.

The result of the study showed that there were the highest-three and the lowest-three errors made by the students.

Error arises when the learner has a lack of knowledge in learning target language. According to Brown (2007:258), “an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.” Furthermore, Erdogan (2005) said that an error is when the learners always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance. The learner errors can be known from their consistency in making error. The learner will make the error over and over again because they do not know what is correct or incorrect, and if the teacher asks the learner to self-correct his/her error, they will not be able to do it. Furthermore, according to Brown (2007:218) Error analysis can be used to analyze the errors that are made by the learners. Error Analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners’ errors. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the learners make the errors.

The taxonomies are linguistic category, surface strategy, comparative, and communicative effect. Dulay et.al (1982:150) states that surface strategy taxonomy is highlight the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. In addition, Krashen (1982:138-139) identifies that most errors that are committed by language learners are omitting grammatical morphemes, double marking, using archiforms, misordering, and regularizing rules. These errors belong to the Surface Strategy Taxonomy, namely, omission, addition, misformation, misordering and special error. Communicative effect taxonomy is one of descriptive taxonomies used to analyze errors of verbal performance. It deals with errors from the perspectives of their effect on the listener or reader. Communicative effect taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those that do not (Dulay, 1982:189). It classifies errors into two categories: 1) Global Error and 2) Local Error.

Moreover, the research analyzed the students’ recount text writing of the second grade students of junior high school. Recount text is used to retell the story that had happened in the past time. According to Anderson (1997) “recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred”. In other source tells that “the purpose of a recount is to tell the readers what happened in the past through a sequence of events “. In other words, recount text is writing text type which retells the past event chronologically. The purpose of recount text is to describe what happened in the past time through sequence of the events to the reader.

Related to the cases which were discussed in the previous paragraphs, the researcher have been interviewing the English teacher in SMP Muhammadiyah Bandar Lampung, the students in the second grade have learnt about recount text.

Some of the students in this school had difficulties in transforming past tense and also they were lack of vocabulary. So in this research, the researcher tried to analyze students' error in recount text writing. Therefore, the statements above are the reasons why this research intended to find out types of errors and frequently occurrence of error that were made by the second grade students of SMP Muhammadiyah Bandar Lampung in making a recount text.

Methods

This was a descriptive qualitative study. In descriptive qualitative research, the researcher did not build any hypothesis to be proved or disproved, but accent the writer's idea. The subject of this research was the second grade students of junior high school in SMP Muhammadiyah Bandar Lampung in academic year of 2016/2017. The researcher only chose one class as the subject. The subject was 23 students. The researcher collected the data by giving a writing task to the students. The test instrument was recount text writing task. The researcher gave a writing task for the students in form of recount text telling their unforgettable moment or about their holiday. The students were given a chance to write their story in 90 minutes on a piece paper. They should arrange the recount text into three paragraphs; each paragraph consisted of 5-6 sentences. After the writing tasks were submitting, the researcher analyzed the errors made by the students on the writing test based on Surface Strategy Taxonomy and Communicative Effect Taxonomy. In analyzing the errors, the writer worked in pair with English teacher of that school, who graduated from University of Lampung.

Results and Discussion

The objectives of this research were to find out types of errors and to identify the frequencies of occurrence of the Surface Strategy Taxonomy and Communicative Effect Taxonomy that are found in the students' recount text writing and also to find out types of errors most frequently made by the students. Surface Strategy Taxonomy is used to analyze the students' errors in term of addition, misordering, omission, misformation and special error while Communicative Effect Taxonomy is used to analyze the students' errors in terms of global error and local error.

The tables below present types of errors that are found from on the students' recount text writing based on Surface Strategy Taxonomy (Table 4.1) and based on Communicative Effect Taxonomy (Table. 4.2).

Table 4.1. Types of Errors in Recount Text Writing based on Surface Strategy

Taxonomy

No.	Types of Errors	Total of Errors	Percentage
1.	Addition	13	5.91%
2.	Misordering	16	7.27%
3.	Omission	79	35.90%
4.	Misformation	23	10.47%
5.	Special error	89	40.45%
Total		220	100%

The table shows that there are five types of errors made by the students in recount text writing. The errors are: 1) Error of addition (5.91%), 2) Error of misordering (7.27%), 3) Error of omission (35.90%), 4) Error of misformation (10.47%) and 5) Special error (40.45%). Special error, 89 error items, is the error which was most frequently made by the students in recount text writing based on Surface Strategy Taxonomy. It is caused by the students' lack of vocabulary and their difficulties in choosing the words appropriately. The students misspelled in writing the words, for example the word "*arrived*" but they wrote "*arivved*". On the other hand, the types of students' errors in recount text writing were classified based on Communicative Effect Taxonomy shown in the table below.

Table 4.2. Types of Errors in Recount Text Writing based on Communicative Effect Taxonomy

No.	Types of Error	Total of Errors	Percentage
1.	Global Error	18	46.16%
2.	Local Error	21	53.84%
Total		39	100%

According to the table, there are two types of error based on Communicative effect taxonomy. The errors are Global Error, 18 error items, and Local Error, 21 error items. In Global Error, when the errors occurred, the errors would affect the meaning of the sentences to the readers or the listeners. While, Local Error is the error that affects single elements, (constituents) in a sentence. Usually they do not disturb communication significantly. Local Error is the error which was most frequently made by the students in recount text writing based on Communicative Effect Taxonomy.

Furthermore, based on the results, it was proved that most of the students had not mastered the use of grammar in their recount text writing. It was almost more than a half of all students' made errors in their recount text writing. They still made more than one type of error in their error sentences. It leads us to assume that the level of seriousness of students' errors should be paid more attention as in the examples mentioned previously. The errors made by the students showed that the students' knowledge of grammar and structure was low and caused the errors.

The errors, of course, needed more attention to be improved. This is also suggested by Brown (2000:291) that however, the errors should be corrected although the matter of how to correct the errors exceedingly complex especially for the students who have not realized about the errors they made. Since in Indonesian language there is no grammar like in English. In this case, English teachers have a very essential role in order to make the students aware about the errors and can correct their errors by themselves and with the help of English teachers.

In fact, the students' errors in recount text writing are frequently produced from their lack of vocabulary mastery and insufficient knowledge of the wider grammatical system underlying. The using of tenses and part of speech were extremely influence the students' ability in arranging and constructing the paragraph of a text. It is in line with Brown (2000:366) who indicates the advisability of embedding teaching structure into general language course rather than singling it out as a discrete skill and treated in separate course. It seems to suggest that it will be more beneficial to learn the tenses and part of speech or grammar and structure that are performed in meaningful communication context that also provides the knowledge of other language components. It can help the students in getting more complete understanding about the language elements being learnt.

Moreover, the errors made by the students in recount text writing were also analyzed based on Communicative Effect Strategy. Local errors are errors that affect single elements, (constituents) in a sentence. Usually they do not disturb communication significantly. These errors include errors in noun and verbs inflections, articles, auxiliaries and the formation of quantifiers. In fact, the errors that students produced in this research are frequently resulted from the lack of vocabulary mastery and the insufficient knowledge of the wider grammatical system underlying the use of tenses and part of speech that extremely influence the students' ability in recount text writing.

Local errors is the most frequently error made by the students in recount text writing. The finding is in line with Sari (2014) who did a research about students' errors in writing of recount text. Based on communicative effect taxonomy, most of students made local errors. The errors made by the students happened because of the students' lack of knowledge of English grammar and also the influence of their first language.

Generally, the errors are common caused by the difference between their first language (Indonesian language) and the target language (English). The first language caused interference in their use of target language in various grammatical constructions. The local error which was made by the students occurred in error in auxiliaries, error in formation in quantifiers or another item as it has been stated in the previous explanation (result of the research). They were not likely to use the tenses especially simple past tense and part of speech that they really did not understand because they are fully aware that English structure required the change of tenses when its function in sentence changed.

Besides, since in Indonesian language there is no grammar like in English, the students often made almost same errors in each error sentence. It is in line with Dulay (1982:97) who states that where structures in the first language differ from those in the second language, errors that reflect the structure of the first language would be produced. It seems that the errors made by the students are influenced by the first language rules.

Conclusion

Having analyzed the students' errors in recount text writing, the conclusions are as follows: There are five types of errors made in students' recount text writing based on Surface Strategy Taxonomy: 1) Special error, 2) Addition, 3) Misordering, 4) Omission and 5) Misformation, while based on Communicative Effect Taxonomy there are two types of errors reveal, namely 1) Global Error and 2) Local Error. Special error was found in the students' writing task. Special error (40.45%) is the type of errors which was most frequently made by the students in recount text writing based on Surface Strategy Taxonomy. This fact happened because the students often misspell in writing the words chosen. Based on Communicative Effect Taxonomy, Local Error (53.84%) is the type of error which was most frequently made by the students.

Referring to the research findings, there are suggestions given in order to make the future research better. The suggestions are as follows: 1) English teachers might provide regular practices about the regular and irregular verbs (Verb I Verb II Verb III) in form of sentences in recount text writing, 2) English teachers might use the findings of this research as a reference to evaluate the weakness and the progress of the students' recount text writing especially and also in English skills commonly, 3) It is suggested to improve the students' knowledge of English grammar by guiding the students to recognize their own errors by inviting them to do self-correction because the students are still unable to identify their errors and by teaching them how to construct good sentences both grammatically and appropriately, 4) English teachers should not ignore the errors made by the students, it is better if the English teacher could solve this problem such as by giving more practice or re-examination for the students who have not passed the exam, 5) For the next research, it is suggested to find out the types of errors in different texts and different taxonomies, and the way to overcome the errors made by the students.

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