

**AN ERROR ANALYSIS IN WRITING RECOUNT TEXT
OF THE 10TH GRADE STUDENTS OF SMA NASIONAL 3 BAHASA
PUTERA HARAPAN PURWOKERTO**



THESIS

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**An Error Analysis in Writing Recount text
of The 10th Grade Students of SMA Nasional 3 Bahasa Putera Harapan
Purwokerto**

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ABSTRACT

This research was aimed at knowing the types and the frequency of errors in writing recount text. Basically, knowing grammar is more needed in writing text well. However, most students lack of attention in grammar. This condition also happened in most students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto. Although, this school has an English program, there are still many students who made errors in writing. To find out types of errors and frequency of errors of students' writing in more detail, error analysis is needed. It was useful to improve writing skill and provide the solutions how to analyze students' errors in writing recount text in order to be able to do it well.

This research used a descriptive qualitative method. Data sources of this research are 44 students' writing from two classes, exact and social classes. After the data were collected, the researcher identified and classified the data based on Azar (2003: A29). This research used error analysis method to analyze the data. There were 4 steps; identification of errors, classification of errors, calculation of errors and drawing conclusion.

This research found that there were 396 from 434 sentences which contain errors in writing recount text with the most frequency of errors is '*verb tense*' and the lowest is '*meaning not clear*'. There were 37.37% students who made errors in verb tense (225 errors), 9.8% students who made errors in run-on sentence (59 errors), 8.97% students who made errors in omission (54 errors), 7.48% students who made errors in addition (45 errors), 7.48% students who made errors in punctuation (45 error), 6.48% students who made errors in word choice (39 errors), 6.31% students who made errors in word form (38 errors), 6.15% students who made errors in capitalization (37 errors), 3.32% students who made errors in singular-plural (20 errors), 2.32% students who made error in incomplete sentence (14 errors), 1.99% students who made errors in spelling (12 errors), 1.83% students who made errors in word order (11 errors), 0.33% students who made errors in article (2 errors), and 0.17% students who made errors in meaning not clear (1 error).

Key words: Errors Analysis, Frequency of Errors, and Writing Recount Text.

CHAPTER I

INTRODUCTION

A. RESEARCH PROBLEM

Language is a media to deliver information. People can reveal their feelings to others by a language. There are many languages in the world either local, national or international languages. In this era, English becomes the main language and it should be mastered by each individual who wants to develop in their life. This is because English is an international language. The globalization era requires each individual to prepare to be a good quality of human resource. By a good English skill, there will be many opportunities to get a job, especially in international company which requires a good English skill. The purpose is to expand relations in the international world. This will certainly affect the nation progress in the world competition. Therefore, English language skills need to be owned by everyone in this globalization era.

Besides, education scope has supported the function of English. It can be seen from the use of English in most educational sources, teaching materials, books etc. In addition, the global education system in world universities includes high English proficiency requirements. People who study abroad also use English as a medium of communication and learning. No wonder those who can communicate well are able to compete in international world. Otherwise, the lack of English skills can leave a person behind.

Students have two distinct and independent ways of developing skills in second language. The first way is language acquisition. Based on Krashen (2009: 10), language acquisition means the process of acquiring a language unconsciously. It means that students acquiring language naturally. Language acquires are not usually aware of the fact that they are acquiring language but are only aware of the fact that they are acquiring language for communication. The acquisition of second language is different from the first language. On the first language acquisition, children start from scratch. They do not know the language. This happened in childhood. While on the acquisition of second language, students have already mastered the first language

then get the second language through a certain process. It is usually occurred in adults.

In contrast to the language acquisition, Krashen (2009: 10) also stated the second way to develop skills in a second language namely language learning. The differences are language learning is a process of acquiring language consciously. It means that there is a process of learning by certain method. The students knowing the rules, being aware of them and able to talk about rules or grammar in language learning.

Those are ways to develop second language skills. Besides, to develop the second language skills, students have to know some skills in English. There are some skills in English as following statement by Harmer (1989:16);

In English language, there are four skills that should be mastered by a language learner. Those are listening, reading, speaking and writing. Listening and reading skills are referred as receptive skills, while speaking and writing skills are referred as productive skills.

Therefore, English should be mastered actively either in spoken or written aspects. In order to compete in international world, people are not only required to speak in English, but also must be able to write well.

According to Raymond (1980:2), writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Writing is also a way of learning. None can write much interest without first thinking, probing, observing, asking questions, experimenting and reading.

Based on the explanation above, this research more specifically discussed writing. It is one of English skill that is more difficult than others. Besides having to express ideas, it is also necessary to have the ability to understand the language patterns such as rules, grammar, structures, etc. When the language patterns were understood, good writing is created. Good writing is a grammatical correct and meaningful writing, yet many students are less pay attention on grammar. That is why many students are not interest in writing course. It is because they feel that writing is more difficult than the others.

It was mentioned in the above part that writing was considered to be more difficult than other language skills. This condition also happened in most students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto. This information was declared by the English teacher of this school, Mr. Sugiryo, as mentioned in following

interview quotation: English teachers in this school used different method from other schools. Because this is a school that has languages program, time allocations of English lesson at this school are longer than others. Thus, English lesson is more intensive and it is hoped that students can achieve better learning outcomes. In learning writing subject, teachers do not only give tasks to write as usual, but also use exciting materials such as English book, novel and magazine review, chatting with native speaker via e-mail or other social medias. The aim is to make students conduct more reading from various sources, so they are able to write well. Students' learning outcome at 10th grade students in writing subject is good enough. However, there were some students who did not really understand in writing subjects. They still make some errors in writing. (Interview, 8th October 2018)

It was not enough just to do an interview, researcher identified the students writing of 10th grade, especially in recount text. Recount text is a story that happened in the past. To write recount text, students did not need to express their thoughts deeper, because recount text is a story commonly referred to experience stories. In writing recount text, students need to change tenses from present tense to past tense. Thus, it is possible for students have difficulties in changes form of the tenses. That is the reason why the researcher done an error analysis.

To prove the statement that students still make some errors, researcher identified the students writing at 10th grade of SMA Nasional 3 Bahasa Putera Harapan Purwokerto. The researcher took one of the students writing. After carried out a preliminary identification of students at 10th grade, researcher found out that students still make errors in writing. This is proved by the results of the students' writing which indicates an error in writing a sentence. The sentence is '*My first time at school was when I am 3th years old in 2006*'. Based on Azzar (2003: A29), there is a kind of error in this sentence. That is "verb tense". The students used V₁ in that sentence. The correct sentence is '*My first time at school was when I was 3th years old in 2006*'.

This research related to K13 (curriculum 2013) which stated in following basic competence of knowledge aspect;

3.9. Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari *recount text* tentang pengalaman, kejadian dan peristiwa sederhana sesuai dengan konteks penggunaannya.

In the statement above, this research related to linguistic component of basic competence. Students have to know the linguistic component of recount text because there are some differences between the first language and second/foreign language. Thus, students still make some errors in writing as mentioned in previous statement. Therefore, this research was aimed at knowing the types of errors and frequency of errors in writing recount text.

To find out the types of error and error frequencies of students' writing in more detail, error analysis is needed. According to Corder (1981: 11), there are three reasons why error analysis is important to do. First, the results of error analysis have an important role for students because they will able to know the achievement level of learning objectives and what things should be done to improve the quality of learning outcomes. Second, as the most important aspect, error analysis is needed to be done because it can help the students to learn and understand through mistakes and they will able to improve it. Third, by the results of error analysis, the teacher found out how the students learn and obtain language by the strategies or processes used by students in language learning.

There are some ways that need to be done to find out the errors. Based on Ellis (1998 in Runtuwene, 2013:2), putting these errors into categories is a way to find errors in writing. Besides, it can be done by identifying in general the different students' sentences that have been compiled such as errors in the form of omission, wrong formation and wrong sequences.

To identify errors more deeply, further research need to be done. Therefore, the researcher made an error analysis in writing recount text at 10th grade students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto. The purposes are to find out what kinds of errors and frequency of errors made by students.

B. RESEARCH QUESTIONS

The problems that are analyzed in this research are:

1. What types of errors in writing recount text are made by students at 10th grade of SMA Nasional 3 Bahasa Putera Harapan Purwokerto?
2. What are the frequencies of errors in writing recount text made by students at 10th grade of SMA Nasional 3 Bahasa Putera Harapan Purwokerto?

C. OBJECTIVES AND SIGNIFICANCES OF THE RESEARCH

1. The objectives of this research are:
 - a. To find out types of errors made by the students at 10th SMA Nasional 3 Bahasa Putera Harapan Purwokerto.
 - b. To analyze the frequency of errors in writing recount text made by students at 10th grade of SMA Nasional 3 Bahasa Putera Harapan Purwokerto.
2. The significances of this research

There are two kinds of significances of this research as follows:

- a. Theoretical significances:
 - 1) Results of this research are expected to add knowledge in education, especially in English grammar.
 - 2) Results of this research are expected to give some contributions to further researches.
- b. Practical significances:

The practical significances of this research are:

- 1) For English teachers, the results of this research able to improve learning strategies and provide the solutions how to analyze students' errors in writing recount text in order to be able to do it well.
- 2) For students, this is very important things to be considered in writing because writing a paragraph does not only put our ideas on paper but also to express it grammatically.
- 3) For researchers, it becomes a research that can make some solutions. Researcher able to know the strategies and methods for students to reduce errors in writing, especially in writing recount text.
- 4) For school, it will give the information of students' skill in writing.

D. STRUCTURES OF THE RESEARCH

The structures of this research are as follows:

Chapter I contains an introduction which consists of background of problem, research questions, objectives and significances of the research, and structures of the research.

Chapter II contains the theories of errors analysis in writing recount text at 10th grade students of SMA Nasional 3 Bahasa Putera Harapan Purwokerto which is of four sub-chapters: errors analysis, grammar, writing, and recount text.

Chapter III contains research method which is consisting of four sub-chapters namely: type of research, data sources, techniques of collecting data, and techniques of analyzing data.

Chapter IV contains results of the research report which is consisting of two sub-chapters: research findings and data interpretation.

Chapter V contains conclusion and suggestions.

CHAPTER V

CONCLUSION AND SUGGESTION

After completed several steps of this research, the results can be concluded in this chapter. In addition, this research also provides some suggestions for teachers.

A. CONCLUSION

Based on data analysis and discussion in previous chapter, this research found that the highest error in writing recount text made by students at 10th grade of SMA Nasional 3 Bahasa Putera Harapan Purwokerto is '*verb tense*' and the lowest is '*meaning not clear*'. There were 37.37% students who made errors in verb tense (225 errors), 9.8% students who made errors in run-on sentence (59 errors), 8.97% students who made errors in omission (54 errors), 7.48% students who made errors in addition (45 errors), 7.48% students who made errors in punctuation (45 error), 6.48% students who made errors in word choice (39 errors), 6.31% students who made errors in word form (38 errors), 6.15% students who made errors in capitalization (37 errors), 3.32% students who made errors in singular-plural (20 errors), 2.32% students who made error in incomplete sentence (14 errors), 1.99% students who made errors in spelling (12 errors), 1.83% students who made errors in word order (11 errors), 0.33% students who made errors in article (2 errors), and 0.17% students who made errors in meaning not clear (1 error).

B. SUGGESTION

In this part, researcher would like to give some suggestions for the teachers. There are some ways to reduce errors in students' writing. First, teachers should give a clear explanation to students in learning English especially in writing. Second, the teachers should give pay attention more in using *verb tense* because it was the highest error. Moreover, the next frequency of errors is also give pay attention to reduce some errors such as *run-on sentence*, *omission*, *addition*, etc. Third, the teachers should give feedback to students' writing assignment in order to know the errors that they have made. The last, many sources of English books or others media that related to the materials can use to support in improving writing skill. Therefore, students will understand easily.

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