ERROR ANALYSIS OF STUDENTS WRITING OF RECOUNT TEXT: A CASE STUDY AT TENTH GRADE STUDENTS OF SMA NW NARMADA ACADEMIC YEAR 2018/2019

JOURNAL ARTICLE

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Students’ Writing of Recount Text

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Abstract: The purpose of this study are to find out (1) what types of errors are produced by the students in writing recount text, and (2) which type of error in recount text is most dominantly produced by the students. This research uses classification of errors into 2 categories: Interlingual errors and Developmental errors. This research uses descriptive qualitative method. The population in this research was 136 grade students at Tenth Grade Students SMA NW Narmada in Academic Year of 2018-2019 who were divided into 4 classes. Purposive sampling technique was used, and thirty students as sample that were chosen randomly from all classes. Writing test was used as the instrument research. This research shows that the students produced 349 or 70% of interlingual errors, and 152 or 30% of developmental errors. The dominant type of errors is interlingual errors. The students produced 349 or 70% errors out of 499 of total number of errors in writing recount text.

Keywords: Errors, Error Analysis, Writing, Recount text
INTRODUCTION

Writing is about expressing human being’s ideas or thoughts into sentences or paragraphs. There are needs to improve the ability of writing ideas; one of them is to know the sentence patterns. Sentence pattern contains simple present tense, simple past tense, simple future past tense, passive voice, and so on. Additionally, we have to know about the use of punctuation, such as using capital letter in the first sentence, using commas when we mentioned kind of things, also using full stop in the end of sentence.

Broadman and Frydenberg (2002) state that good writers think, plan, write a draft, think, and rewrite until they are satisfied. They also explain that writing is a continuous process of thinking, organizing, rethinking and reorganizing. Furthermore, Broadman and Frydenberg (2002) assert that good writers may need six steps, or sometimes more. Those steps are evaluating the assignment, generating ideas, organizing ideas, writing the first draft, rewriting, and writing the final draft.

In writing for instance, producing an essay cannot be separated from learning its grammar. When grammar is incorrect or misunderstood in writing process, it will be confused for reader. Second language writing is a complex process of discovery which involves brainstorming, multiple drafting, feedback practice, revision, and final editing (Zhang, 2008: 96). Teachers play an important role in developing the ability of the students’ writing. The main tasks involve conceptualizing, planning and delivering courses (Hyland, 2003: 1). Teachers should be able to apply the knowledge
and improve their teaching through reflection of their experiences in teaching process. They should be able to figure out what factors are influencing students’ writing errors by analyzing their writing work.

Writing is considered as the most difficult skill of language learning for students in every level, because students are struggling to write their ideas. There are many steps in doing writing process and students have to think about their ideas. Students are sometimes unable to think about what to write, how to elaborate the ideas, and then compose those ideas into some phrases to become a good text.

Hasyim (2002) state error analysis is an activity to reveal errors that are found in writing and speaking because error itself reflects the lack of knowledge. In addition, Brown (1993) define the error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then reveal the systems operated by learners. The concept of error analysis above clarifies that error analysis is an activity to find out the common errors made by learners by observing, analyzing, and classifying.

Based on an observation at SMA NW Narmada, the most common problem faced by students is having lack of ideas when they try to write paragraph. English teacher states that the student’s ability in writing skill is low especially in writing recount text. Students think that writing is a boring activity. They cannot write a good text, and the teacher does not give variation in teaching English especially in teaching writing recount.
RESEARCH METHOD

Population and Sample

This study was focused on tenth grade students of SMA NW Narmada. There were 136 students which are divided into 4 classes. The population are X IPS 1, X IPS 2, X IPS 3, and X IPA. This study was a descriptive qualitative research; the result would be described by using descriptive method to explain the dominant factor of the error and to describe types of the errors produced by the tenth grade students of SMA NW Narmada.

This research used purposive sampling of non probability sampling. It means the samples that had the particular experience before will be selected and tried to look for negatives cases for better improvement. There are no generalizations to the entire population.

Thirty students were chosen randomly from all the classes. The students were selected before. The classes were chosen because they have been familiar to me during teaching practice program of Mataram University.

Collecting Data

In order to answer the research questions, the data were collected by giving a writing test to the students. The recount texts were explained in 10 minutes. Then, each student was instructed to produce an essay entitle “My Past Holiday”. They
were given 60 minutes for the writing test. The students’ writing work was analyzed to answer the research questions.

1. Data Analysis Procedures

The process of data analysis procedure of this study was inspired by Ellis (1997: 15). The steps were as follows:

a. Identifying the errors

To identify the errors, the items of errors in the students’ work were underlined.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Interlingual Error</td>
</tr>
<tr>
<td>1</td>
<td>Student 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
</tbody>
</table>

b. Classifying

The errors found in students’ writing results were classified.

Table b.1: Result of The Students’ Errors

In order to find out the dominant errors that are produced by the students, the formula as the following was used:

\[ P = \frac{f}{t} \times 100\% \]

Where: \( p \) = percentage

\( f \) = frequency of errors

\( t \) = total of errors

(Sudjono, 2004)
c. Describing the errors

The errors were described into 2 categories. They were interlingual errors and developmental errors.

RESEARCH FINDINGS AND DISCUSSIONS

1 Research Findings

The writing test was held on Thursday, October, 25\textsuperscript{th} 2018 to obtain the data of student’s errors in writing recount text made by the Tenth Grade Student of SMA NW Narmada. The writing test was given to 30 students from all selected classes.

1.1 Identifying the Errors

After collecting and analyzing the students’ writing, the researcher found there were many grammatical errors in writing recount text produced by the tenth grade student of SMA NW Narmada. There were four hundred and ninety nine (499) grammatical errors that students produced in their writing recount.

Some of the sentence errors produced by the students are the following:

a. I and my family were having school holiday

b. When I was about to get bored

c. My father parked the to car under the there

d. Having fished eating

e. My semester report’s scores we were good

f. I want to my family rice field together
Take us to the Bandung

We booked are room for tonight and tomorrow

After that I’m and my family we went straight take a bath in the river

After that we go back

I visited my uncle’s home I and friend

I decide go back home

When I knew that today it was Sunday

I spent almost entire day to write swimming

I arrived at their home Friday morning

We went there by motor bycicle

We where happy together

Siska the time with me on go to

I spent a week two years

It was my first to this island

I walk around the neighborhood with my sister

Every time the day got dark

I decide go back home

We left for the beach from my aunt

I will tell my semester holiday

I arrived at their home Friday morning

So the example above describes that students frequently produced errors in writing recount text.
1.2 Classifying the Error

The students’ errors in writing recount text are classified into two types of errors as shown in the table below:

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Errors</th>
<th>Interlingual Errors</th>
<th>Developmental Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aa</td>
<td></td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Bb</td>
<td></td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Cc</td>
<td></td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Dd</td>
<td></td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>Ee</td>
<td></td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>Ff</td>
<td></td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>Gg</td>
<td></td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>Hh</td>
<td></td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>9</td>
<td>Ii</td>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Jj</td>
<td></td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>11</td>
<td>Kk</td>
<td></td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>Ll</td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Mm</td>
<td></td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>Nn</td>
<td></td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>15</td>
<td>Oo</td>
<td></td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>16</td>
<td>Pp</td>
<td></td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>Qq</td>
<td></td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>18</td>
<td>Rr</td>
<td></td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>19</td>
<td>Ss</td>
<td></td>
<td>23</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>Tt</td>
<td></td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>Uu</td>
<td></td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>22</td>
<td>Vv</td>
<td></td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>23</td>
<td>Ww</td>
<td></td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>24</td>
<td>Xx</td>
<td></td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>25</td>
<td>Yy</td>
<td></td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>26</td>
<td>Zz</td>
<td></td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>27</td>
<td>Ab</td>
<td></td>
<td>13</td>
<td>10</td>
</tr>
</tbody>
</table>
The students’ works were identified into two categories were interlingual errors and developmental errors. The interlingual errors consist of 349 errors, and developmental errors consist of 152 errors. It is calculated by the formula $\frac{f}{t} \times 100\%$, where the percentage is the result of the frequency of errors which divided was by the number of errors. The percentages of student’s grammatical errors are:

a. Interlingual errors $\frac{349}{499} \times 100 = 70\%$

b. Developmental errors $\frac{152}{499} \times 100 = 30\%$

Based on the percentages of errors, it can be noted that interlingual errors have the highest percentage (70%), and developmental errors have the lowest percentage (30%).

2 Discussion

2.1 Types of Errors

1. Interlingual error

   a. “I and My little brother fell asleep” The correct sentence is “My little brother and I felt asleep”. The student was influenced by the interlingual transfer because in Indonesian the possessive of noun is different from that of English.
b. “We enjoy the moment” which should be “We enjoyed the moment”. The student did not use verb 2 and also had incorrect word order.

c. “I will tell my semester holiday” in which the correct sentence is “I will tell you about my semester holiday”. The student did not use the object and preposition.

2. Developmental Errors
   a. “I visitem my uncle’s home I and friend” it should be “my friend and I visited in my uncle’s house. The example that is grammatically wrong and the student does not fully understand the restriction of some function in the target language.

   b. “My father parked the to car under the there”. It means that the sentence is grammatical incorrect because a lot of students cannot distinguish the function of the preposition. And the correct sentence should be “My father parked the car under the tree”.

2.2 The Dominant Errors

The student’s errors in writing recount text are described into two types of errors as shown in table below:

Table 2.2.2: Percentage of Students’ Errors in Writing Recount Text

<table>
<thead>
<tr>
<th>No</th>
<th>Types of errors</th>
<th>frequency of errors</th>
<th>Percentage of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interlingual errors</td>
<td>349</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>Developmental errors</td>
<td>152</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>499</td>
<td>100%</td>
</tr>
</tbody>
</table>
From two types of errors can be understood that the type of errors which has the highest percentage is literlingual errors. The number of interlingual errors found in students’ writing recount is 349 errors out of 499 or 70%. This number of errors shows that interlingual errors are the most dominant type of student’s grammatical errors in writing recount text. This type of errors can be caused by the translation from Indonesian to English and also a lack of knowledge. Besides, subject-verb agreement is the most factors which contribute to cause the errors in this type. In Indonesian, there is no changing in ‘verb’ and it has no relation to the subject. That is to say that the subject would not affect ‘verb’ in Indonesian. Those differences in grammar and structure of the two languages cause the English language learners tend to add –s after plural, and omit –s after singular. There are some students who still encounter sentence structure errors. The number of percentage shows that most of students cannot avoid these errors. The lowest type of errors that students produced in writing recount text is developmental errors. The number of students’ errors in writing recount is 152 out of 499 or 30%.

Compared to the result of previous studies conducted by Nurwahid findings, particularly of this study found similar outcome of interlingual errors. Most of the errors were detected to have been caused by interlingual errors with the total causes of errors was 180 causes or 67.66%.
CONCLUSION AND SUGGESTION

Conclusion

Based on the findings and discussion of data in the previous chapter, two major conclusions can be drawn to answer the research question in the first chapter. The first conclusion is about what types of errors in writing recount text produced by the tenth grade students of SMA NW Narmada. The second conclusion is about which type of errors in writing recount text is the most dominantly produced by the tenth grade students of SMA NW Narmada. The conclusions of two research question based on the finding and discussion are as follows:

1. Two types of errors produced by the tenth grade students were errors of interlingual errors and developmental errors. An interlingual error is the great number of error produced by students, and the small number is developmental errors.

2. Based on percentage of each error, the second conclusion can be drawn that errors of interlingual errors is the most dominant type of errors produced by the tenth grade students at SMA NW Narmada in writing recount text, while the lowest type of errors produced is developmental errors.

Suggestion

Even though error is an inevitable part of learning process, it still needs much effort to seek the proper way in teaching learning processing order to reduce students’ errors occurring in writing. It is expected that the suggestion will hopefully give a new idea for a better teaching and learning process especially in writing skill for the
teachers and students at senior high school. The suggestions are mentioned as follows:

1. For the students

   The students who still make errors in their writing have to learn and practice English more diligently in order to improve their English grammatical ability and writing skill. The students also should be cooperative in developing their writing. They should actively participate in writing activities and should pay more attention to the teacher’s explanation to make sure that they understand the materials.

2. For the teachers

   The teachers have to explain clearly about recount text including its grammatical features. Beside, the teachers should give exercise regularly in order to improve the student’s grammatical ability and writing skill. So, it is suggested that the teachers improve and use various techniques and methods of teaching English writing especially English grammar.


