

# **ARTICLE**

## **An Error Analysis in Student's Writing Recount Text at The Eighth Grade of UPTD SMPN 1 Semen Kediri Academic Year 2016/2017**



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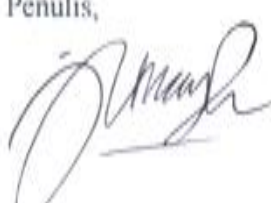
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## **An Error Analysis in Student's Writing Recount Text at The Eighth Grade of UPTD SMPN 1 Semen Kediri Academic Year 2016/2017**

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### **ABSTRACT**

Writing is one of the ways to communicate which means to express, ideas, feelings and thoughts of the writers in written symbol to communicate with other people as the readers. In fact, students still make errors in their writing. This research aimed to found out the kinds of errors that are made by the students in using simple past tense in writing recount text and the error that most frequently made by the students in writing recount text. Moreover, the design of this research was qualitative research with descriptive approach. The data source was the 36 students from VIII-I. The data were any errors found in the students' writing which were identified based on surface strategy taxonomy. Then, the data were analyzed by error analysis. Furthermore, the result of this research showed that: The results from the analysis stated that there are 356 errors. Divided into errors of omission 88 times, addition errors of double marking 18 times, addition errors of regularization 26 times, misformation errors of regularization 143 times, misformation errors of alternating 81 times. The most frequent errors were misformation errors of regularization that are 143 times or 40,17%. After knowing the result, it can be concluded that the students still confuse to use simple past tense in writing recount text.

**Keywords:** Error, Error Analysis, Writing, Recount text

### **I. INTRODUCTION**

Writing is one of the ways to communicate which means to express, ideas, feelings and thoughts of the writers in written symbol to communicate with other people as the readers. Purwanti (2013: 29) states that writing is an important skill in language learning. For a learner, writing is also an opportunity to convey something, to communicate ideas to people beyond their immediate vicinity, to learn something that they do not know yet, and to reach other purposes.

As one of the communication way, it refers to the student's activities in classroom. Students express their feelings, thinking, share opinion or ideas and state willingness by writing.

In fact, students still make errors in their writing. Therefore, they have to mastering grammar. It is supported by Brown (2001) that writing as a productive skill requires the writers to have the grammar knowledge when they would like to produce writing. Supported by the explanation above, error should be learn to

make the students be aware about it and to produce a good writing. Moreover, writing in different language is not always as easy as writing in our own language since there are some different rules in the writing systems and these differences sometimes cause errors.

Error is a part of foreign language learning process and no one can learn language without their first making error. It is also known as student's deficiency competence, which means that students do not know about the knowledge of the language at all because they have not mastered it yet or because of their lack of understanding of the second language rules. Brown (2000: 76) stated that error is noticeable deviation from the adult grammar of a native speaker.

Concerning this matter, the writer chooses recount text as a teaching material in teaching English because it mostly tells about past events.

Based on the reasons above, the writer decides to conduct a research, entitled "An Error Analysis in Student's Writing Recount Text at the Eighth Grade of UPTD SMPN 1 Semen Kediri Academic year 2016/2017"

## **II. METHOD**

This study employs descriptive qualitative as the research method. As cited in Ary (2010: 640) descriptive

research is a type of the research that asks questions about the nature, incidence, or distribution of variables; it involves describing but not manipulating variables. The purpose of descriptive research is to: observe, interpret, and describe. This involves the collection of data that will provide an account or description of individuals, groups or situations.

Moreover, this study conducted only in one meeting at UPTD SMPN 1 Semen Kediri. The participants of this study were VIII-I class consisting 36 students. To collect the data, the researcher asked the students to write recount text in which every students should choose one of the two topics that the researcher given and write it into one paragraph that consist of minimally 100 words with the time allocated 60 minutes.

After the data were got, then researcher analyzed by using stages taken from Gass and Selinker (2008: 103), the stages are:

### **1. Identifying the Data**

The researcher asked the students to write recount text that consist of minimally 100 words. Then the researcher checked the student's work. If students added unnecessary, omit necessary items, or misform items it should be considered as an error.

### **2. Classifying the Error**

Classifying the errors is necessary to classify the error based on the types of

errors. The researcher classifies the errors into four types of error based on surface taxonomy.

### 3. Counting the Frequency of Error

Counting frequency of errors is necessary as well as classifying the errors to know which is the most error that made by the students and to support the data result. To counting the frequency of errors, the researcher use formula as follows:

$$\frac{\text{Total number of each kind of errors}}{\text{Total number of four kinds of errors}} \times 100\%$$

### 4. Displaying the data of Error Analysis

Data display is the process in which the data from error analysis are described, so that it enables the researcher to make conclusion.

## III. RESULT AND CONCLUSION

### A. Results

#### 1. The Kinds of Error on The Use of Simple Past Tense in Writing Recount Text

The results from the analysis stated that there are 356 errors on the use of simple past tense found in 36 pieces of students' writing recount text. Divided into errors of omission 88 times, addition errors of double marking 18 times, addition errors of regularization 26 times. So that, the total error of addition were 44 errors. The next errors made by students is misinformation errors of regularization was 143 times, misinformation errors of alternating 81

times. So that, the total errors of misinformation were 224 errors. The short description can be seen in the following explanation.

#### a) Errors of Omission

1). Omission of "not" (n't) in negative sentence in simple past tense

The examples found in students answer sheets:

He did help his father in the yard.

This sentence should be: He did not help his father in the yard.

This error occurred because this sentence omitting "not" after auxiliary in the negative sentence form of simple past tense.

2). Omission of "ed" in simple past tense

She want to see her brother there.

This sentence should be: She wanted to see her brother there.

This error occurred because this sentence omitting "ed" in the regular verb form of simple past tense.

3). Omission of "to be" in simple past tense.

The omission of "to be" of the simple past tense, is indicated by the sentence of predicated in the simple past tense. The examples are:

I really happy.

This sentence should be: I was really happy.

This error occurred because this sentence omitting to be.

b) Errors of Addition

1). Addition of “to be” and “auxiliary” in simple past tense

The examples are:

I was did in the school.

This sentence should be: I was in the school.

This error including to double marking form because two items marked for the same feature.

2). Addition of “ed” of regular verb form in simple past tense

For example:

She putted her hat.

This sentence should be: She put her hat.

This type of error including to regularization because a regular verb form is used in place of an irregular verb form.

c) Misformation

1). Misformation of “V1 to become V2” in simple past tense

The example are:

My friend and I go to the zoo last year.

This sentence should be: My friend and I went to the zoo last year.

This type of error including to regularization because a regular verb form is used in place of an irregular verb form.

2. Misformation of auxiliary “did” in simple past tense

The examples are:

He does not play football last meeting.

This sentence should be: He did not play football last meeting.

This type of error including to regularization because a present auxiliary form is used in place of a past auxiliary.

3). Misformation of “to be” in simple past tense

The example are:

We was in the garden looked for flowers.

This sentence should be: we were in the garden looked for flowers.

This error including to alternating form because the singular form of to be is alternatively replacing the plural form of to be.

## 2. The Most Frequently Errors in Students Writing Recount Text

Based on the data, it was found that were 356 occurrences of all errors. After calculating the data into percentage, the researcher showed the data on the following table:

Table 4.1

The frequency of errors in each type of errors

No	Types of Errors	Form	Number of errors	percentage
1.	Omission	-	88	24,72%
2.	Addition	Double marking	18	5,06%
		Regularizations	26	7,3%
		Simple Addition	-	-
3.	Misformation	Regularizations	143	40,17%
		Archi form	-	-
		Alternating form	81	22,75%
4.	Misordering	-	-	-
Total			356	100%

From the calculation of table 4.1 above, it could be shown that the eighth grade students of UPTD SMPN 1 SEMEN Kediri made errors on simple past tense in writing Recount text. They made errors in omission errors 24,72%. Then, they also made errors in addition errors of double marking 5,06% and regularization 7,3% but, they did not make any errors in simple addition on the use of simple past tense. Moreover, in misformation errors, the students made errors in regularization 40,17% and in alternating form 22,75% but, they did not make any errors in archi form on the use of simple past tense. So that, the most frequent errors were misformation errors of regularization that are 143 times or 40,17%. While in misordering the students did not make any errors.

## B. Conclusion

The researcher found that the eighth grade students of UPTD SMPN 1 Semen Kediri still made errors in their writing recount text. From the analysis, it can be inferred that there are three types of error that made by the eighth grade students of UPTD SMPN 1 Semen Kediri in writing recount text, Divided into errors of omission 88 times, errors of addition in double marking 18 times and in regularization 26 times. So that, the total error of addition were 44 errors. The next errors made by students is misformation errors in regularization that occurred 143 times or 40,17 %.

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