

RESEARCH ARTICLE

**AN ERROR ANALYSIS IN THE USE OF VOCABULARY FOUND IN
RECOUNT TEXT WRITTEN BY THE TENTH GRADE STUDENTS OF
SMA 4 KEDIRI IN ACADEMIC YEAR 2016/2017**



By:

**RIRIN PURWATININGSIH
12.1.01.08.0206**

Advisors :

- 1. Yunik Susanti, M.Pd**
- 2. Lina Mariana, S.S., M.Pd**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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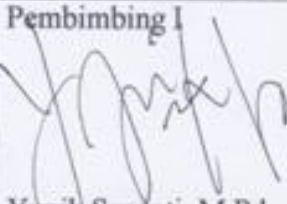
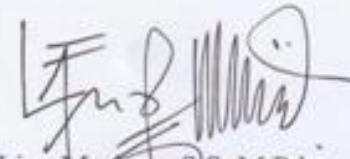
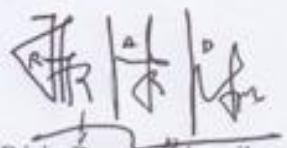
Yang bertanda tangan di bawah ini:

Nama Lengkap : Ririn Purwatiningsih
NPM : 12.1.01.08.0206
Telepon/HP : 081553153665
Alamat Surel (Email) : Ririeanne04@gmail.com
Judul Artikel : An Error Analysis in the Use of Vocabulary Found in Recount Text Written by the Tenth Grade Students of SMA 4 Kediri in academic year 2016/2017
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Alamat Perguruan Tinggi : Jl. KH. Ahmad Dahlan No. 76 Mojoroto, Kediri, Jawa Timur 64112, Indonesia

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AN ERROR ANALYSIS IN THE USE OF VOCABULARY FOUND IN RECOUNT TEXT WRITTEN BY THE TENTH GRADE STUDENTS OF SMA 4KEDIRI IN ACADEMIC YEAR 2016/2017

Ririn Purwatiningsih

12.1.01.08.0206

Faculty of Teacher Training and Education – English Education Department

Ririeanne04@gmail.com

Yunik Susanti, M.Pd and Lina Mariana, S.S., M.Pd

UNIVERSITY OF NUSANTARA PGRI KEDIRI

ABSTRACT

Recount text is one of the text type that should be mastered by the tenth grade students in Senior High School. However, the students are still lack of ability in conducting recount text. The students' ability in vocabulary is still poor that is why they made error in their writing, and it influences their competence in writing recount text. In this study, the research purposes are: 1) to know the kinds of vocabulary error made by the students in writing recount text and 2) to find out the frequent of vocabulary error made by the students in writing recount text. This research used qualitative research as the research approach with content analysis design. The data source was the 30 students from X-Mia2 class of SMA 4 Kediri. The data were error in verb, error in spelling and error in diction in students' writing recount text. To know the kinds of vocabulary error the steps were familiarizing and organizing, coding and reducing, and interpreting and representing. To know the most frequent error, the researcher calculated the error. The findings of this research showed that 1) there were 214 errors in three types of vocabulary errors. The total error in verb is 125 error and the percentage is 58,41%, 59 errors in diction with the percentage 27,57% and 30 errors found in spelling with the percentage 14,01%. 2) the most frequent vocabulary error found in verb with the percentage 58, 41%. After knowing the result, it can be concluded that the students still lack of vocabulary that impact in their writing, especially in writing recount text. The researcher suggest that the teacher should give more knowledge about vocabulary and make strategies in teaching and the students need to practice more in writing recount text and learn more about vocabulary usage in order to prevent the same error occurs again.

Keywords: writing, recount text, error, vocabulary error, error analysis

I. BACKGROUND

Writing is a personal activity in shaping the idea about many things. Byrne (1988: 1) defines that writing involves the encoding of a message of some kind that is translated our thoughts into a shape of a sequence of sentences and putting together in a systematic way. Furthermore, Harmer (2004: 31) states that writing is away to produce language and express idea, feeling

and opinion. It means that writing is a process in generating the ideas, feeling and opinion from our thoughts and put it in systematic way.

Writing has four aspects on it and each aspects has different role. It is to measure against a list of criteria which includes content, organization, grammatical and vocabulary use, and mechanical considerations such as spelling and

punctuation(Fauziati, 2008: 143). It means that writing needs a lot of thoughts and emotional feeling for many learners. Beside the criterias that needed to understand, when we write,we have to compose a good written form on it. According to Harmer (2004: 4-6) the processes of writing includes planning, drafting, editing and final draft. The difficulties in applying rules of writing causes students often make errors.

Error is a cause why the students face difficulties in conducting a text. Error and mistake are two different things. According toBrown (2007: 257) states that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. Brown (2007: 258) also states that error is noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. At the word level, learners make mistakes either because they have chosen the wrong word for the meaning they want to express or they have chosen the wrong form of the word. It means that error is faulty in learning both in oral or written because there is an entity between them in learning language. The learners can not avoid errors because errors mostly occur in learning process. It is important to know what kind of errors do we face. The learners do make error and theseerror can be observed,

analyzed, and classified to reveal something of system operating within the learner, lead to a surge of study of learner's error, called error analysis.

Error analysis become a preferred tool to identify the English foreign language learners' problem in composing sentences. Ellis (2003: 68) statethat error analysis is the first methods use to investigate learner language. Error analysis may be carried out in order to find out how well someone knows a language, obtain information on common difficulties in language learning. By using error analysis we can know what kind of error the learners make in their work.

In this research, error analysis can be used to analyze error in vocabulary. Hiebert and Kamil (2005: 3) state that vocabulary is the set of words that an individuals can use when writing or speaking. We cannot understand written materials if we do not master it. Stahl (1999) in Mart (2012: 177) states that vocabulary is a knowledge of a word that not only implies a definition but also implies how word fits into the world. It means that vocabulary is one of the important language elements that should be mastered by students and it is a study in learning and understanding word and word meaning.

Moreover, Schmitt (1997:11) states that vocabulary helps the learners to

develop strategies to comprehend and learn low frequency word of the language. Nagy (2005) in Hiebert and Kamil (2005:28) also states intensive or rich vocabulary instruction requires giving students both definitional and contextual information about what a word means and about how it is used. From the statements above it can be concluded that by having good vocabulary, the students can understand information of the text and also create a text based on their own experience.

In Senior High School, the students should be able to create a text or story based on their experience. That is a recount text. Anderson (1997: 24) states that a recount is a text that retells past events, usually in the order in which they occurred. Knap and Watkins (2005: 223) also state that recount text is sequential texts that do little more than sequence a series of events. It means that recount text is a text which is created by using our experience by using past tense.

Concerning this matter, the writer chooses recount text as the teaching materials. Recount text makes the students write about their unforgettable experience in the past.

This explanation above supported by the previous research of Sugeng and Bahri (2009) entitled “Difficulties in Writing in Vocabulary and Grammar of the Second Year Students of SMPN 1 Selong East

Lombok”. He found that most errors were found relating in basic grammar and vocabulary. This condition happened caused by the students were not serious in the fill each statements of the questionnaire and lack of understanding in both grammar and vocabulary. Bahri and Sugeng (2009) suggest for the future research to take wider study, more accurate and complete result to the English Foreign Language students by investigating the higher levels. After considering the previous research, the researcher decide to study more about the previous study by focusing on vocabulary error made by the students in higher level which is in senior high school students.

Based on the explanation above, the writer feel challenged to conduct a research entitled “An Error Analysis in the Use of Vocabulary Found in Recount Text Written by the Students of the Tenth Grade at SMA 4 Kediri in Academic Year 2016/2017”.

II. RESEARCH METHOD

In this research the writer wants to know the kind of vocabulary errors and to find out the frequent of vocabulary errors made by the students in writing recount text by using qualitative research. According to Bryman (2004: 96) qualitative research is an exploratory approach emphasizing words rather than quantification in gathering and analyzing

the data. Based on the explanation above, qualitative research is a research that emphasizing words in gathering and analyzing the data rather than use numbers. This research use qualitative to analyzed and find out to the vocabulary error and most frequent error in students' writing recount text.

In this research the writer used content analysis research because the writer wants to describe the students' vocabulary error in writing recount text and to know the most frequent error made by the students in writing recount text. According to Ary (2010: 457) content analysis "is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the materials. The materials in this research is the vocabulary error in writing recount text made by the students of SMA 4 Kediri.

The research was conducted in SMA Negeri 4 Kediri. The participants of this study were X-MIA4 class consisting 30 students. To collect the data, the researcher asked the students to write recount text in with the theme "The History of SMA 4 Kediri".

To know the kinds of vocabulary error in students' writing recount text the researcher used Ary's theory. According to Ary (2010: 481-490) the qualitative data analysis consists of some steps, the steps are as follow:

1. Familiarizing and organizing

In this steps, the writer should be familiar with the data through reading and rereading the students writing. All the data must be put into form ready for analysis to avoid potential bias in selection or interpretation that may occur with summarizing. After familiarizing the data the writer organized them, started with creating a complete list of data sources. Files can be organized in variety ways, in this case the writer organize the data based on the amount of the words from the students writing.

2. Coding and reducing

The writer coded the data which showed the error from the vocabulary aspect including the error in spelling, verb, and spelling. Then the writer reduced the data by classifying them into categories, it means that the writer put the same error by the type of vocabulary. After the data sorted into categories the writer put them into themes that are the kinds of error. The kinds of vocabulary error coded as follow, error in spelling coded as "S", error in diction coded as "D", error in verb coded as "V".

Table Kinds of Error

No.	Types of Error	Code
1.	Error in Spelling	S
2.	Error in Verb	V
3.	Error in Diction	D

3. Interpreting and representing

After coding and reducing the writer interpret and represent the data. The analysis of kinds of errors shows that the first analysis is divided into four aspects based on vocabulary error, they are verb, diction, and spelling. The data showed that the students made the error from three vocabulary error although not all of the students have the error in each kind of error.

4. Tabulation/Calculation

After find out the kinds of vocabulary errors, the writer calculated each errors. The frequency of errors that occurs in the students' writing is indicated by percentage:

$$\% = \frac{\text{the number uses of each type}}{\text{the total number of all types of error}} \times 100 \%$$

III. RESULTS AND DISCUSSIONS

A. Result

1. Types of Error

The types of error that found in students' writing recount text at the tenth grade students of SMA 4 Kediri academic year 2016/2017 are:

a.) Error in Spelling, there were found 30 errors in spelling made by the tenth grade students in writing recount text. The spelling error consist of misspelled words (words that written incorrectly). The example of error in spelling:

"SMA 4 is one of State High Schools in Kediri." The students made an error by omitting the letter "h" that should be

appear in the word "schools" that makes the sentence inappropriate. Thus, the sentence should be "SMA 4 is one of State High Schools in Kediri."

b.) Error in verb, there were 125 errors that found in students' writing recount text. Error in verb in students' writing here refers when students made error in verb-tense shift. The example error in verb is:

"Most of his students come from SMP Ngadiluwih." The students made error by wrote the verb "come" that should be written in the past tense which is "came". So, the sentence should be, "Most of his students came from SMP Ngadiluwih."

c.) Error in Diction, there were 59 errors found in students' writing recount text. the error in diction that found in students' writing is words insufficiently precise to describe events clearly. The example of error in diction is:

"At the village Manisrenggo." The word "village" should be written in mother language which is "Desa" since the name of the place is in Indonesia. It should be, "At the Desa Manisrenggo."

2. The Most Frequent Error

Based on the data, it was found that there were 214 occurrences of all error. After calculating data into percentage, the researcher showed the data on the following table:

Table Percentage of Error

No.	Types of error	Frequency of error	Percentage
1.	Spelling	30	14,01%
2.	Diction	59	27,57%
3.	Verb	125	58,41%
Total		214	100%

The table above shows that the percentage error in spelling is 14,01%, percentage error in diction is 27,57% and percentage error in verb is 58,41%. From the data the writer found that the most frequent error made by the tenth grade students of SMA 4 Kediri is error in verb which is 58,41%.

B. Conclusion

The researcher found that the tenth grade students of SMA 4 Kediri still made errors in their writing recount text. From the analysis, it can be concluded that there were three types of error that made by the tenth grade students of SMA 4 Kediri in recount text. The error in spelling, error in verb and error in diction. The most frequent vocabulary error is error in verb with the total error 125 and the percentage is 58,41%.

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