

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT
TEXT (*A Case Study at the Second Grade of SMP Negeri 2 Sumberrejo
Bojonegoro*)**

SKRIPSI

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LEGITIMATION

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CHAPTER I

INTRODUCTION

This chapter discussed the background of the study, statement of the research problem, objective of the study, significance of the study, and definition of key terms.

A. Background of the Study

English as an international language have important role in the world, include in education. We realize that English learning is important for students. Therefore, Indonesian education includes English as a compulsory subject to learn by students of Junior High School until Senior High School. There are four skills which learn in English as follow speaking, reading, listening and writing. Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills (Harmer, 1989).

As productive skill, writing is not like speaking skill nor other receptive skills. Writing is one of the most useful skills a person can process. Writing is a communication way that not directly. Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time.

James (1980) states that in writing; however, it needs other ways to signal the meaning; punctuation, attention to word order, evens the use of blank space. These devices do not come naturally. Therefore, the students need to improve their writing skill and to practice a lot to make a meaningful writing. From the statement above, it could be comprehended that the mastery of structure and material is the key for students in writing. One of the components which are also very important in writing is grammar.

English as a foreign language has different sentence structures with Indonesian and causes difficulties in learning the language. Grammatical is one of the key in make writing form clearly to understand by the reader. Often the student confuse in using tense in the sentences. It can be seen from the “errors” when they produce sentences in English, for example, in telling about past experience, students tend to make errors in choosing participle verbs. For example, in the sentence *‘My father run in the park yesterday’* become *‘My father runed in the park yesterday’*. It is because there is no rule of present and past tense in Indonesian grammar. A small survey showed that the problems of students in writing are as follow: limited vocabulary 8%, difficulty in organizing ideas 16%, no ideas to write 20%, no motivation to write 20%, and lack of confident in grammar 36% (Leo, 2007)

Error analysis is one of the problem studies of foreign language. Error is different from mistakes, errors arise only when there was no intention to omit one, but mistake is a fault made by a learner where learner is able to be correct it and it is not intended, it is then called mistakes (James, 1998). Nevertheless, making error in writing is natural and actually necessary for

language learners so that they achieve certain language competence (Krashen, 1982). Therefore, errors are not regarded as a failure anymore, but it is considered as an important learning process that the students should experience for developing their competences.

There are several genres in English which learned in Indonesian education. They are descriptive, narrative, procedure, recount, exposition, argumentation, short notice, etc. The researcher selects recount text from those genres based on the reasons. The students need a skill to retell events that they have experienced and to share what happened to others. The students can explore their interesting or unforgettable experiences. This skill will be achieved when the students learn recount text.

Based on the statements above, it is interesting to conduct this research in order to analyze the students' errors in recount text writing. The writer choose this topic to know the most common errors made by students in recount text writing, especially in students' errors and also to know source of errors. Therefore, the researcher would like to conduct the research under the title "An Analysis of Students' Errors in Writing Recount Text"

B. Statement of the Research Problems

Based on the background of the research above, the researcher states the problems in this study on the following questions:

1. What are most common errors which made by students in writing recount text?
2. What are the sources of error in students' recount text writing?

C. Objectives of the Study

Regarding to the statement of the research problem above, the objectives of this study are formed as the following:

1. To find out the most common errors which made by students in writing recount text.
2. To know the sources of error in students' recount text writing.

D. Significances of the Study

This study is expected to give contribution in teaching and learning process in English, especially for students and English teachers as follow:

1. For Teachers

It is expected to help teachers in learning activities and it is also gives solution for teachers how to resolve or analyze students' errors in writing recount text in order to give feedback for the students. And then, teachers can decide the good method in learning English especially in writing recount text.

2. For Future Researchers

It can be as reference for additional information and to find the solution, strategy or method for the students in order to decrease the errors.

E. Definition of Key Terms

Definition of key terms was made to clarify the difficult meaning and avoid misunderstanding to the reader. The researcher classifies some terms as follows:

1. Students' Error

This research discusses about students' errors in writing recount text, in term of singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear and run-on sentence.

2. Writing Recount Text

Writing recount text is writing about an event that happened in the past or personal recount.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed some theoretical review related to the concept of writing, error analysis, recount text, previous study related to the topic of the study, and framework of analysis.

A. Theoretical Review

1. Writing

a. Definition of Writing

Writing is one of important skills that language learners need to learn. Writing is an activity in arranging words, sentences, and phrases that to make a good writing. Writing has a significant function as a medium of communication to express our ideas, to share knowledge and to exchange information. Brown (1993) states that, writing is important in our lives and as a communicative act that transmit information and link people together.

Related to the opinion, James (1980) points out that, writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library. It can be summed up that writing develops human's lives by informing the knowledge

and the idea. People can forget spoken information in second but writing makes it permanent.

According to Nunan (2003) writing is both physical and mental activities. At the most basic level it is physical activities of committing words or an email message typed into a computer. On the other hand, writing is the mental work of inventing ideas. Thinking about how to express them and organizing them into statements and paragraph that will be clear to a reader. He defines writing as both a process and a product. Another definition of writing is proposed by Keir (2009) who state that writing is a process involving the steps of gathering ideas and/or information, organizing those ideas, then making a draft which will later be edited and revised.

Meyers (2005) explains that writing is an action or a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. It means that writing has many processes; first thinking about what one is going to say, write the idea down, then, after finished writing, the researcher needs to re-read to the written text and make changes and corrections when necessary.

From the definition above, it can be concluded that writing is process of generating ideas, person's ability to communicate information to someone or others. Writing is not only an activity of arranging words into forms and sentences, but also thinking about

how to express and organize them into statements and paragraphs. It means that writing is a hard skill for foreign learners because the learners not only concentrate in communicating and composing the idea into comprehended writing but also must pay attention to the writing's rule.

b. Type of Writing

Students of Secondary School need to learn five kinds of writing texts. They are Narrative, Recount, Procedure, Descriptive and Report Text. Moreover, the fifth types of writing would be explained in below (Mark and Anderson, 1997).

1) Narrative Text

Narrative text is text type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.

2) Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred.

3) Procedure Text

Procedure text is a piece of text that gives instruction for doing something. The purpose is to explain how something can be done.

4) Descriptive Text

Descriptive text is a piece of text that describes living things or non-living things. Its purpose is to describe to audience the characteristics of people, things, animals, or places.

5) Report Text

An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, a description and information on its parts, behavior and qualities. Its purpose is to classify, describe or to present information about a subject.

c. Process of Writing

According to Oshima and Hogue (2007) there are roughly four steps in writing process, namely:

1) Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

There are several techniques you can use to get ideas. In this chapter, you will practice the technique called listing. Listing is a prewriting technique in which you write the topic at the top of a piece of paper and then quickly make a list of the words or phrases that come into your mind. Don't stop to

wonder if an idea is good or not. Write it down! Keep on writing until the flow of ideas stops.

In prewriting step, the student start to write by gaining the ideas, there are several tips to get ideas, one of them suggested by Oshima and Hogue is listing technique.

2) Organizing

The next step in writing process is to organize the ideas into a simple outline.

In this step the idea is organized into a simple outline to choose the specific angle or part to develop into paragraph.

3) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable-after all, this is just a rough draft. You will fix the error later. Notice that the researcher added some ideas that were not in his outline. Notice also that he added a concluding sentence at the end.

After getting the specific idea and then the student can start writing. This step of writing can be called as rough draft because the student probably makes many errors.

4) Polishing

In this step, you polish what you have written. This step also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

This is the last step of writing process. The student edits and fixes the rough draft in the aspect of grammatical rules, punctuation, etc. The student has finished the writing process after revising, editing stage.

2. Error Analysis

a. Definition of Error

Errors happen when the learners have lack of knowledge in process of language learning in target language. According to Corder (1981) error is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition. Moreover, Dulay, Burt and Krashen (1982) define errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.

On the other hand, Brown (2007) states an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner. It means that

an error is something that can be seen; it shows the learner's ability. In addition, the description of learners' error is caused by the process of reconstruction from the first language into the target language (Ellis, 2008)

Norrish (1983) has a broader definition than Brown. He states, to call systematic deviation, when a learner has not learnt something and consistently 'gets it wrong' it is an error. Norrish considers an error as a something which comes up because the learners do not comprehend something and always use the wrong one.

Concluding about the definitions above, it could be said error is something happen when the students unsuccessful in determining a new language or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it. They cannot correct that error by themselves.

b. Definition of Error Analysis

There are some definitions that is suggested by some experts. According to James (1998), error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Moreover, Corder (1981) states error analysis is part of methodology of investigating the language learning process in order to find out the nature of these psychological processes.

Another concept of error analysis is given By Brown (2007). He defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. Thus, errors play a part as a positive element in language learning because the teachers can reflect the learners' systematic attempts to master the new language (Mourssi, 2003).

According to Hourani (2008), error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching.

From all the statements above, the researcher summarizes that error analysis is the process of analyzing and investigating students' deviations of the language learning process in the second language.

c. Differences between Error and Mistake

Some people have overlapping perception between *Error* and *Mistake*, so do some teachers. Then further dealing with *Error* and *Mistake* becomes inappropriate treated and then it gives negative impact to the students to know and to measure their competence in language learning process. Therefore, a systematic elaboration of the distinction between *Error* and *Mistake* is necessary in order to have sound explanation.

It is necessary to make distinction between an error and a mistake. Brown (2007) explains that a mistake refers to performance error that is either a random guess or a 'slip' in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. While error is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner and an error that reveals of a portion of the learner's competence in the target language.

Meanwhile, Corder (1981) made a distinction between a mistake and error. Whereas a mistake is a random performance slip caused by fatigue, excitement, etc., and therefore can be readily self-corrected, an error is systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self correct an error because it is a product reflective of his or her current stage of L2 development, or underlying competence.

In the other hand, Hubbard et.al (1983) say, error is caused by the lack of knowledge about the target language (English) or by incorrect hypotheses about it; and mistakes are caused by temporary lapses of memory, confusion, slip of the tongue and so on. Based on the statements above, error can appear due to the insufficient knowledge or the inappropriate rule about the language being learned; while mistake happens because of the learner forget about the rule or their carelessness when do the work.

According to understanding above, it can be distinguished between mistakes and errors. Mistakes happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called, whereas, error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

There are two ways to distinguish between an error and a mistake. The first one is to check the consistency of learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

d. Type of Error

Based on Dulay and Krashen theories (1982), error analysis spare became four types. They are omission, addition, misinformation, misordering. Besides, this theory was taken based surface structure taxonomy.

1) Omission

Omission is a part of errors that usually the researcher omitted or changes the words. For example, my aunt is very beautiful if the researcher omitted become my aunts very beautiful. According to Dulay (1982), omission are characterized by the absence of an item that must appear in a well-formed utterance. It means that students omit one of the structural of language. Moreover, the students felt confused about the structural of sentences.

2) Addition

According to Dulay (1982), addition is a opposite of omission. Their characterized by the presence of item, which must not appear in a well- formed utterances. It means that addition is a part of errors that should not be required to be used in making a sentence. In this section, students make a paragraph with abbreviate the utterances in writing paragraph. Moreover, addition has some categories. They are regularization, double marking, simple addition.

a) Regularization

Regularization is a part of addition that makes a exception in writing paragraph. Moreover, the researcher should be obeying the rules that have been created by international law about using English language. For example “Bring as a verb 1 and Brought as a verb 2 and Buy as a verb

1 and Bought as a verb 2.” According to Dulay (1982), regularization a rule typically applies to a class of linguistic item. It means that regularization is a part of types errors that explained about using linguistic item like verb. For example eat become eated.

b) Double Marking

According to Sompong (2014) defined as ‘failure to delete certain items which are required in some linguistic constructions but not in others. It means that the part of addition which change or make a abbreviate the utterances. For example: she doesn’t read a book.

c) Simple Addition

Simple addition is part of addition that has a different definition between regularization and double marking. In this part, simple addition is a part when the researcher should be care the context of the sentences in writing paragraph. According Dulay (1982), simple addition is a part of errors type that if an addition error is not a double marking nor a regularization, it is called a simple addition. It means that simple addition is a element did not appear utterances.

3) Misformation

According to Dulay (1982), misformation errors are characterized by use of the wrong of the morphemes or structure. It means that misformation a part of errors that teacher

found in writing paragraph of the students that using wrong structure in arrangement sentences. It means that misformation is a element that focused on the structural sentences in students writing.

4) Misordering

Based on Dulay (1982) states that this category is relatively uncontroversial. The learners can select the right forms to use in the right context, but they arrange them in the wrong order, for instance, adverbials, interrogatives and adjectives, yielding errors as in:

*He every time come late home.

Meanwhile, Azar (1989) explains the type of errors into fourteen kinds. The explanation is elaborated as follows:

1) Singular-Plural

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object e.g. I have one *pen*. Plural number is a noun denotes more than one object e.g. I have two *pens*. In addition, singular can be identified by putting *a* or *an* before noun e.g. I has a bird. Generally, plural nouns can be added by *-s* (as in friends) or *-es* (as in classes) after noun. Moreover, in irregular noun form, plural has various types e.g. *child-children*, *ox-oxen*, *foot-feet*, *man-men*, *wife-wives*, etc. (Nesfield: 1957)

2) Word Form

Word form is the change form of word based on the grammatical rules, for example, *beautiful* (adjective), *beautifully* (adverb). The error word form in a sentence e.g. I saw a *beauty* picture.

3) Word choice (Diction)

Word choice is to use the word that suits to the context of utterance, the error in word choice for example in the sentence; *I am looking at you.*

4) Verb tense

Verb tense indicates the relationship between an action or state of being and the passage of time. The present tense indicates that something is taking place now. The past indicates that something was completed in the past. The future indicates that something will take in the future. (Stanley: 1988)

5) Add a word

Add a word has slight similar example with the term of *Omission* in Dulay *et al.* According to Dulay *et al.*, *Omission* is the absence of an item of morphemes that must appear in a sentence or utterance, e.g. *They want ^ go to the museum.* The absence preposition is *to*, the sentence called Omission Error of preposition *to* according to Dulay *et al.*, while according to Betty S. Azzar e.g. *They want ^ go to the museum* is categorized as

error *Add a word*, because the preposition *to* must be added in the sentence.

6) Omit a word

Omit a word is same as *Addition* in Dulay *et al* theory in the term of example. Betty S. Azzar gives example the error of Omit a word e.g. *She entered to the university*. The preposition *to* is not a necessary morpheme in the sentence therefore the morpheme must be omitted and it called as Error of Omit a Word. While according to Dulay *et al* e.g. *She entered to the university* is categorized as Addition Error which the preposition *to* considered as a morpheme that mustn't be added in the sentence.

7) Word Order

Word order is to place the word correctly based on the rules, the error in word order e.g. I saw *five times that movie*.

8) Incomplete Sentence

According Stanley (1988) incomplete sentences are missing necessary words or phrases. The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance.

There are causes and examples of incomplete sentences:

- a) In a compound construction, a word that functions *as* but differs grammatically from a preceding word should not be

omitted. For example, *The car was given an oil change, and its wheels (?) aligned.*

- b) An incomplete sentence also results when a comparison is made completely or illogically. For example, *My car is faster (?)*

9) Spelling

Spelling rules apply to a relatively small number of words, and unfortunately almost all rules have exceptions. Nevertheless, some of the rules may help you to spell common words especially those words form with suffixes.

a) Final Silent –e

Drop a final silent –e before suffixes beginning with a vowel (*ing, age, able*). Keep a final silent –e before suffixes beginning with a consonant (*ful, ly, ness*).

Hope + ing = Hoping

Hope + ful = Hopeful

Dot + age = Dotage

Late + ly = Lately

Love + able = Loveable

Pale + ness = Paleness

Learn the following exceptions: *dyeing, hoeing, gluey, awful, ninth, truly, duly, wholly.*

The -e is retained in such words as the following in order to keep them soft sound of *c* and *g*: *noticeable, peaceable, courageous, and outrageous.*

b) Doubling Final Consonant

When adding a suffix beginning with a vowel to words ending in one consonant preceded by one vowel (*Red*, *Redder*), notice where the word is accented. If it is accented on the last syllable or if it is a monosyllable, *double* the final consonant.

Prefer + ed = Preferred *Benefit + ed = Benefited*

Omit + ing = Omitting *Profit + ing = Profiting*

Occur + ance = Occurrence *Differ + ence = Difference*

Red + er = Redder *Travel + er = Traveler*

Note that in some words the accent shifts when the suffix is added.

Referred *Reference*

Preferring *Preference*

There are a few exceptions to this rule, like *transferable* and *excellent*; and many words that should follow the rule have alternate spellings: either *worshipped* or *worshipped*; *traveling* or *travelling*; *traveler* or *traveler*.

c) Words Ending in -y

If the -y is preceded by a consonant, change the -y to -i before any suffix except -ing.

Lady + es = Ladies *Lonely + ness = Loneliness*

Try + ed = Tried *Accompany + es = Accompanies*

Another example, *He won the game successfully*.

10) Punctuation

Punctuation can help a reader to follow the separations or links that you wish to make between sentences and parts of sentences are the same. According to Stanley *et al.*, there are 12 types of punctuations. They are period (.), the question mark (?), the exclamation point (!), the comma (,), the semicolon (;), the colon (:), the dash (- or –), the parenthesis (()), the brackets ([]), the ellipsis (...), the quotation mark (“”), and the apostrophe (‘).

11) Capitalization

Capitalization is to capitalize the first letter of a word. In English there are many rules for using capital letters. Notice the following table:

Table 2.1 Capitalization Rules

No	Rule	Example
1.	The first word in sentence	M y best friend is my dog.
2.	The pronoun <i>I</i>	He and I never argue.
3.	Abbreviations and acronyms formed from the first letters of words	USA, IBM, AIDS , etc.
4.	All proper nouns	God, New York City, Asian , etc.

(Oshima and Hogue: 2007)

12) Article

The articles are *a*, *an* and *the*. They modify noun. *A* and *a* are indefinite; a car could mean any car. *The* is indefinite: the car indicates a specific car. The article *a* precedes nouns that start with a consonant sound (*a rocket*). The article *an* precedes noun that start with a vowel sound (*an astronaut*). (Stanley: 1988)

13) Meaning Not Clear

Meaning not clear happens when a sentence or utterance is not interpretable, for example: *He borrowed some smoke.*

14) Run-On Sentence

According to Langan (2001) a *run-on* is two complete thoughts that are run together with no adequate sign given to mark the break between them. Some run-ons have no punctuation at all to mark the break between the thoughts. Such run-ons are known as *fused sentences*: they are fused, or joined together, as if they were only one thought.

It means that run-on sentence is two simple sentence joined together without a comma and without a connecting word.

The example of error sentences based on the type of errors above as follows:

Table 2.2 The Type of Error based on Betty Schampfer Azar

No	Type of Error	Example
1.	Singular-plural	<ul style="list-style-type: none"> • Incorrect: He <i>have</i> been here for six <i>month</i> • Correct: He has been here for six months.
2.	Word form	<ul style="list-style-type: none"> • Incorrect: I saw a <i>beauty</i> picture. • Correct: I saw a beautiful picture.
3.	Word choice	<ul style="list-style-type: none"> • Incorrect: She got <i>on</i> the taxi. • Correct: She got into the taxi.
4.	Verb tense	<ul style="list-style-type: none"> • Incorrect: He <i>is here</i> since June. • Correct: He has been here since June.
5.	+ Add a word	<ul style="list-style-type: none"> • Incorrect: I want ^ go to the zoo. • Correct: I want to go to the zoo.
6.	- Omit a word	<ul style="list-style-type: none"> • Incorrect: She entered <i>to</i> the university. • Correct: She entered the university.
7.	Word Order	<ul style="list-style-type: none"> • Incorrect: I saw <i>five times that movie</i>. • Correct: I saw that movie five times.
8.	Incomplete Sentence	<ul style="list-style-type: none"> • Incorrect: <i>I went to bed. Because I was tired.</i> • Correct: I went to bed because I was tired.
9.	Spelling	<ul style="list-style-type: none"> • Incorrect: An accident <i>occured</i>. • Correct: An accident occurred.

10.	Punctuation	<ul style="list-style-type: none"> • Incorrect: What did he <u>say</u>. • Correct: What did he say?
11.	Capitalization	<ul style="list-style-type: none"> • Incorrect: I am studying <u>english</u>. • Correct: I am studying English.
12.	Article	<ul style="list-style-type: none"> • Incorrect: I had <u>a</u> accident. • Correct: I had an accident.
13.	Meaning Not Clear	<ul style="list-style-type: none"> • Incorrect: He <u>borrowed</u> some smoke ???
14.	Run-on Sentence	<ul style="list-style-type: none"> • Incorrect: <u>My roommate was sleeping, we didn't want to wake her up.</u> • Correct: My roommate was sleeping. We didn't want to wake her up.

There are several types of errors according to some experts as elaborated above. The researcher decides to use the types of error based on Azar's classification of errors to measure the error of students' writing in grammatical aspect.

e. Source of Error

Richards (1974) says that the sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. He also distinguishes three sources of errors:

- 1) *Interference errors* occur as a result of the use of element from one language while speaking another.
- 2) *Intralingua errors* reflect the general characteristics of rule learning such as generalization, incomplete application of rules, and failure to learn conditions under which rules apply.
- 3) *Developmental errors* occur when the learners attempt to build hypothesis about the target language on the basis of limited experience.

Those sources of errors indicate that the first language or the mother tongue language became an important aspects in learning second language, and it really influence the process of learning.

On the other hand, Brown (1980) mentions four sources of error, they are:

1) Interlingual Transfer

Interlingual transfer (from the native language), in this early stages, before the system of the second language is familiar, the native language is the only linguistic system in previous experience upon which the learner can draw.

For example: We heard English learners say “sheep” for “ship”

2) Intralingual Transfer

Intralingual transfer or intralingual interference-the negative transfer of items within the target language or put another way, the incorrect generalization of rules within the target language-is a major factor in second language learning. The early stage of language learning is characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire part of the new system, more intralingual transfer generalization within the target language is manifested. Negative intralingual transfer, or overgeneralization has already been illustrated in such utterances as “he goed”.

3) Context of Learning

Context refers to the classroom with its teacher and its material in the case of school learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. Students often make errors because of a misleading from the teacher, faulty presentation of a structure or word in textbook.

4) Communication of Strategies

Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across but at times, these techniques can themselves become a source of error. They can involve both verbal and non-verbal communication mechanism.

Brown (1980) distinguish among the following communication strategies:

- a) Avoidance arises when a learner consciously avoid certain language item because he/she feels uncertain about it and prefers wording to committing and error. There are several kinds of avoidance: syntatic, lexical, phonologycal, etc.
- b) Prefabricated patterns are memorixed phrases or sentences, as in “tourist survival” language or a pocket bilingual phrasebook and the learner who memorized them usually doesn’t understand the components of phrase or sentence.

3. Recount Text

a. Definition of Recount Text

Recount as one of the factual texts can be said as the simple text type because it even can be about familiar and every day things or events. It, however, can be more demanding if it is used on formal contexts such as report of a science experiment, police report, news report, historical account, etc.

According to Anderson (1997) recount is a piece of text that retells past events, in which the purpose of recount text is to entertain the readers. Getting along with Anderson's idea, Derewianka (1990) states that a recount is the unfolding of a sequence of events over time and the purpose is to tell what happened. It sets the scene who, what, where, and when (orientation) it recounts events as they occurred (events) and has closing statement (reorientation). It uses past tense and showing chronological order.

According to Davies (2007) a recount recalls and reconstructs events, experiences, and achievements from the past in a logical sequence. Some recounts will be purely informative, while others will aim to both inform and entertain. In addition, Keir (2009) states this text type tells the reader what happened in an informative or entertaining way. It is important that students understand that recounts describe past events in the order in which they occurred. Recounts are usually structured into three parts: the orientation, the record of event, and a reorientation.

Based on the statements of the experts above, it can be concluded that recount is a text that tells an event or story in the past. The aim is to give the information to the readers. Recount text has three elements: orientation or setting, events, and re-orientation or concluding statement of the story.

b. The types of Recount Text

Derewianka (1990) explains that there are five types of recount text, namely:

- 1) *Personal recount* is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.
- 2) *Factual recount* is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.
- 3) *Imaginative or literary recounts* entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

- 4) *A procedural recount* records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- 5) *A biographical recount* tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

In the other hand, Keir (2009) states there are three main types of recount texts:

- 1) *The personal recount* that tells the reader about an event in which the researcher was personally involved;
- 2) *The factual recount* that records an incident such as an accident or a science experiment, and;
- 3) *The imaginative recount* used in narrative writing.

c. Structure of Recount Text

Recounts generally follow a similar structure, but students should be guided by the purpose for and audience of their text in their use of the following structure:

1) Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that orientation is detailed and thorough, use the 5W formula (who, what, when, where, why).

2) Series of events

Events should be selected carefully to add to the audiences' understanding of the topic. Student should be prepared to discard events and details that are unimportant or uninteresting. Events are usually sequenced chronologically, but student should be encouraged to experiment with flashbacks or arranging events in order of importance.

3) Re-orientation or conclusion

This final section concludes the recount by summarizing outcomes and results, evaluating the topic's importance or offering personal comment or opinion. (Davies, 2000)

d. Language Features of Recount Text

The language features has significant role to help the readers in getting the point of the story. Derewianka (2004) explains that recount text usually includes the following language features;

- 1) *Proper noun* to identify those who get involved in the story, such as I, Anna, Jakarta, Baiturrahman Mosque, The President and etc.
- 2) *Descriptive word* to give more details about the person, time, place, setting and the plot of story, such as hairy man, run quickly, large place, etc.
- 3) *Past tense* it is used to tell past event, such as walked, went, came, etc.

- 4) *The word of order* to show the order of event, such as first, second, then, firstly, finally, etc.

B. Previous Study Related to the Topic

There are lots of studies about students' errors. In this study, the researcher takes several previous studies or journals related to the topic of the study to support this final project. The detail explanation is below.

The first from journal or research was written by Mezia Kemala Sari, MA entitled "*An Analysis of Students' Problem in writing Recount Text.*" This research purposes to find out the problems in writing recount text. After doing some steps of research from collecting, classifying and analyzing the data, the research concludes that Capitalization error is the biggest problem for the students. It occurs about 32%. After that, Punctuation problems occur about 24%. While Inexplicitness/ fuziness occur about 20%. Then, Poor organization/ Illogical sequence occur about 12% and Spelling and grammatical errors occur in less percentage about 8% and 4%.

The second pervious study was conducted by Evayani which the title is "*An Analysis on Grammatical Errors in Students' Recount Text Writing a Case Study at The Second Grade Students of MAN 10 Jakarta.*" In her research find that the second grade students of MAN 10 Jakarta still confused about the changing of verb or verb conjugation because in Indonesia there is no verb conjugation in the sentence. The most common errors made by the second grade students of MAN 10 Jakarta in the level of grammar were verb tense, capitalization and word form. First, the frequency of verb tense is 75

errors under the percentage of 22.2% of total errors. Second, the total error of capitalization is 74 errors under the percentage of 22%. And the least common error is word form with the total errors 34 or under the percentage of 10%.

The third journal or research was conducted by Hardiani Ardin which the title is "*Analyzing Errors in Recount text Written by Third Year Students of SMAN 1 Pinrang.*" Based on the findings and discussions of the previous chapter in this study, the researcher concluded that the most frequent errors made by the third year students of SMAN 1 Pinrang in writing recount text was 92.5 % in using verb forms, 85 % errors in using punctuation and preposition, 75 % in spelling, 67,5 % errors in using noun, 57.5 % in using article, 52.5 % errors in using pronoun, 37.5 % errors in using conjunction and 22.5 % in subject-verb agreement.

Those studies have some similarities and also differences with the study which researcher does. The similarity is in the theory used, and the differences are on the object of the study.

C. Framework of Analysis

This study focuses on the discussion about errors made by the students and the process happens. Error analysis is the process to analyze and investigate students learning process to know the errors that students made. In the learning process students often made the errors. The students made the errors because they interfered by their mother tongue so they used the rules in their target language.

Most of students made some errors such as verb tense, singular-plural, article, etc. The students over generalize the rules from their first language to the target language such as in changing the verb. In addition, the language system between Indonesia and English in using past tense is different. These differences make some students apply Indonesian grammar rule in writing.

From several kinds of recount text, it is one of the texts which have more possibilities on creating errors. It is because in recount text the tense used is past tense which is there are some verbs changing. Mostly it becomes an obstacle in writing recount text. Verb tense, singular-plural, capitalization, spelling, word order are some commonest errors that students made in writing recount text.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses the method used in this research. The discussion of this chapter include approach of the study, design of the study, subject of the study, source of the data, procedure of collecting the data and technique of analyzing the data.

A. Approach of the Study

This study used descriptive research as Surakhmad (1990) states that descriptive research is a kind of research which tries to describe and interpret a factual phenomenon. The characteristics of descriptive research are explained by Arikunto (1990) it is centered in actual problem solving and the data are collected, explained and then analyzed.

Moreover, there are many kinds of descriptive research such as survey research, quantitative research, comparative research, and qualitative research. This study is a descriptive-qualitative research which is based on the problem in the study that its function is to know the status and describe the phenomenon (Arikunto, 2002). Meanwhile, if it is seen from the variable, this study was non-experimental research because in this study there was no a treatment.

In addition, Creswell (1994) explains that qualitative research is interpretative research. As such, the biases, values, and judgement of the researcher become stated explicitly in the researcher report.

B. Design of the Study

In this study, the researcher used a case study to do the research and employed descriptive analysis to deliver the result of research. The writer analyzed students' test through classifying the errors based on Betty Schramper Azar. Cause of errors to find the sources of students' errors and using Brown's theory to reveal them. After the researcher calculated the data to get the result of total errors and then interpreted the data descriptively. Finally, the researcher could have a conclusion based on the result of students' total errors.

C. Subject of the Study

The subject in this research is the second grade students of SMP Negeri 2 Sumberrejo in academic year of 2018/2019 as Sugiyono (2010) states that population is generalization area which consist of subject that has quality and specific characteristic stated by the researcher to be studied and then to find out of the conclusion of it.

Whereas, sample is a part of total and characteristic that has by the population (Sugiyono, 2010). In this research, the researcher took a class to conduct the research using purposive sampling to generate a more efficient probability sample in term of monetary and/or time resources. The researcher takes the sample of one class, VIII C to be observed which selection based on schedule and took part in this research.

D. Sources of the Data

Arikunto (2002) states that research instrument is a tool or facility used by the researcher when collecting the data in order to be easier in doing her or his work to get a good result. The instruments used are follows:

1. Test is a series of question or the other tolls which is used to measures of ability, intelligence of knowledge, skill owned by individual or group (Arikunto, 2002). Writing test was used as the instrument to elicitate data on errors. In conducting the research, the researcher used writing test which was completed by the direction to guide them in expanding their writing. The students arranged their paragraphs based on the guidance given. The data mentioned was the data of the students' errors made by the second grade of SMP Negeri 2 Sumberrejo in writing recount text in the form of descriptive-qualitative.
2. Validity refers to the extent to which the test measure what is intended to measure. This means that it relates directly to the purpose of the test (Shohamy, 1985: 74). To measure whether the test has a good validity, the researcher used content validity and construct validity.

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the test given is suitable with the curriculum. In this research, the measuring instrument has represented all the ideas that connected with the points that will be measured; it means that measuring instrument has fulfilled the aspect of content validity. To

know whether the test has a good validity, the test discussed with advisors.

Construct validity examines whether the test is actually in line with the theory, meaning whether the test is in line with the school curriculum. In this research, the researcher used the recount text that is supposed to be comprehended by second grade students of junior high school. The material was under topic of unforgettable moments which was representative of recount text material based on the curriculum used.

E. Procedure of Collecting the Data

Conducting research needs a process or some stapes. The writer do some procedures to conduct the research as a process. The procedures are elaborated below:

1. The writer needed to collect the data. Therefore before conducting the research the writer already prepared an instrument or a test for the students. The instrument/ test consist of instruction to compose a recount text.
2. The writer came to school to ask the principle's permission who has the authority to allow the writer conduct the research. After getting the permission, the writer is allowed to meet the English teacher to arrange time for doing the research.
3. The writer did her research in the class VIII C, and the writer got the class as sample of her research based on purposive cluster sampling.

Before giving the writing test the writer watched the teaching learning process. The English teacher gave explanation to the students which the topic is recount text. After explaining the material, the writer gave instruction and guidelines how to do the writing test.

4. Next, the writer collected the students' writings test and checking it by circling the wrong words or sentences and returning it to the students to correct their writing by themselves.
5. Then, the students' writings are collected again and the writer check it once more to find whether the students could correct the words or not, if students could correct it that means he/ she do a mistake and vice versa means he/ she do an error and then the writer identify the errors.
6. Next, the writer analyzed the writing test to find the most common errors made by students based on Betty S. Azar's classification of errors.
7. The writer calculated the total errors by drawing it up in a table based on the classification of errors then the writer made the result of total errors into percentages and charts.
8. The writer analyzed and classifying the sources of errors based on Brown's theory and then the writer explain the sources of errors made by the students. The total number of the sources of errors is drawn up in a table and converted into percentages and chart.
9. Then the writer interpreted all of the data descriptively.
10. The last step was the writer made conclusion of her research.

F. Technique of Analyzing the Data

According to Creswell (2012), analyzing qualitative data requires understanding how to make sense of text and image so that the researcher can draw answers to their research question. There are six steps in analyzing and interpreting qualitative data. They are preparing and organizing the data, exploring and coding the database, describing findings and forming themes, representing and reporting findings, interpreting the meaning of the findings, and validating the accuracy of the findings. Those steps are not always taken in sequence, but they represent preparing and organizing the data for analysis. In analyzing data, the researcher applies descriptive methods.

In doing the analysis, the researcher goes through the following steps:

1. Coding the data
2. Identifying the data
3. Classifying the errors based on the types of error used
4. Drawing the conclusion and suggestion based on the data analysis.

In analyzing the data, the researcher collects the student's errors in writing recount text. The researcher also computes the percentage of the students' errors that students make in writing recount text. In order to compute the percentage of each error type, the researcher uses this formula as follows:

$$P = \frac{F}{N} \times 100\%$$

Which is:

P= Percentages

F= Frequency of errors

N= Number of cases (total frequent, total individual)

To check the validity, the technique used by the researcher is triangulation. According to Moleong (2000) the triangulation technique is a technique of the validity inspection of data that is the other thing. The triangulation technique is: *data*, *methodological*, *investigator*, and *theory* triangulations. Data triangulation compares and rechecks the credibility of information through different times and with different subjects. Methodology triangulation tries to check credibility with variety of data collecting techniques or methods (Patton, 1987). Investigator triangulation refers to rechecking of data credibility by involving a coresearchers. Theory triangulation, on the other hand, describes a type of triangulation in which the researcher approaches the data analysis with more than one perspective on possible interpretation. Among these triangulations, theory triangulation was brought in the identification of students' errors.