ANALYSIS ON STUDENTS’ WRITING OF RECOUNT TEXT OF THE 2ND GRADESTUDENTS IN SMPN 7 PASURUAN

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Abstract: Writing text is the ability of the students to arrange the idea from one paragraph to another and make efforts to connect the idea cohesively and coherently so that is meaningful. Sometimes, many students are able to write text, but not many of them are able to write the text using the correct structures and features of the text. The writer decided to observe the students’ writing ability in the recount text. This includes errors on tenses in the students’ writing assignment. In analyzing the data, the researcher employs Dulay’s theory of errors. The errors are analyzed based on morphological and syntactical view; they are classified into: omission, addition, misformation and misordering. The research design applied in this research was qualitative content analysis. In order to collect it, the researcher needed to use assignment documentation as the instrument. The result showed the total number of errors based on surface strategy taxonomy made by the eighth grade students of SMPN 7 Pasuruan in writing recount text was 313 items. The misformation errors were the highest numbers of errors that were found in the students’ writing recount.

Keywords: error, error analysis, writing, recount text

As productive skill, writing is not like speaking skill nor other receptive skills. 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. As Harmer (2004:31) statement, writing is often not time-bound in the way of conversation. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them”. Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events, (Darial, 2013). Many students do not understand how to write this text correctly, especially to write the structures of the text. Therefore, the writer decided to observe the students’ writing ability in the recount text. Error is the flawed side of learner speech or writing. They are those parts of conversation or composition that dedicated from some selected norm of mature language performance. Meanwhile, Brown (2000:76) stated that error as noticeable deviation from the adult grammar of a native speaker. Language learners have different competences levels in learning English and automatically have various errors. Furthermore, Brown state that mistake is different from error. A mistake refers to a performance error that is either random or a slip of tongue, it is failure to utilize a known system correctly (Brown, 1980:165). Dulay et al. (1982) classified the types of errors based on surface strategy taxonomy, Surface strategy taxonomy emphasizes the way surface structure is changed. Based on the surface strategy taxonomy, errors are classified into four types; omission, addition, misformation, and misordering.

This research tries to describe and analyze the difficulties experienced by the eight grade students of SMPN 7 Pasuruan in writing English sentences. This includes errors on tenses in the students’ writing assignment. In analyzing the data, the researcher employs Dulay’s theory of errors. The errors are analyzed based on morphological and syntactical view, they are classified into; omission, addition, misformation and misordering. Their writing ability is so poor especially in writing recount text. The researcher chooses eight grade students because the students have been taught the recount text in the even semester. The researcher tries to measure how far they understand about the material given by the teacher; in terms of their ability in writing recount text. Based on the background mentioned the researcher conduct the present research focusing on
analyzing the students’ writing error in the recount text writing assignment.

METHOD

The research design applied in this research was qualitative content analysis. According to Ary (2010), content analysis is the research method applied to written or visual materials for the purpose of identifying specific characteristic of the materials. One of the purposes of content analysis in educational research is to analyze types of errors in student’s writing. Moreover, Krippendorff (2004;18) stated that content analysis is a research technique for making replicable and valid inferences from text (or other meaningful matter) to the context of their use.

In this research, the researcher focuses on the analysis of student’s error in writing recount text. Based on the research problems and purpose of the study, the researcher tried to analyze and describe the types and frequencies of errors based on surface strategy taxonomy (Dulay’s theory) that made by the eight grade students of SMPN 7 PASURUAN in writing recount text. The material in this research was the students’ writing recount assignment. This research is took the subject and the setting of the study from the eight grade students of 8 F of SMPN 7 Pasuruan. There were 14 females and 13 males, in this research, the researcher only analyzes 22 students, because when the teacher gave the assignment 5 students were absent. By conducting this study, the researcher tried to analyze the student error in writing recount text. The subject of this of research is the second grade student of SMPN 7 PASURUAN which located in JL. Simpang Slamet Riadi No. 2 Sebani. In doing this research, the researcher collected some data. In order to collect it, the researcher needed to use writing assignment documentation as the instrument. Writing assignment documentation is the document of student’s working which has been given to the students. The researcher used the document of student’s assignment in writing recount text which has taken from the teacher as the instrument of the research. By using the documentation, the researcher is able to analyze the student’s error based on surface strategy taxonomy.

Data Analysis

In this research, the researcher described how the data was collected and analyzed. The data of this research will be collected by writing assignment documentation on the eight grade student of SMPN 7 PASURUAN on April 14, 2015. The researcher collected the data by copying the student’s assignment that borrowing to the English teacher. After the data was collected, then the researcher started to analyze the student’s errors. The researcher collected the data from the student’s assignment in writing recount text given by the teacher in regular class on March 31, 2015. The researcher collected the data by taking the students’ assignment from the teacher. After collecting the data, the researcher identified each sentences of the students writing assignment on May 2015. Then the researcher underlined and classified the sentences into types of error. The identifying of errors focused on surface strategy taxonomy, they are: (1) omission, (2) addition, (3) misformation, and (4) misordering. After identifying the errors, the researcher classified the errors found into type of errors, the researcher than used checklist (“”) in column where the errors belong to. It was done by using table. After classifying type of error, the researcher calculates the frequency of error on First August 2015. The researcher calculates the frequency of student’s error to find the number of each the error type and the total number of the whole type of error and the result present by using the table. Based on the error classification above, the researcher calculated the errors in order to know how frequent of errors type occurred by using percentage.

FINDING

The researcher used the student’s recount text writing assignment from the data was collected by the teacher. In analyzing, the researcher read and identified the students’ recount text writing assignment one by one to find the errors. Then the researcher underlined the words which were considered errors. The identifying of errors focused on the surface strategy taxonomy. After identifying the data, the researcher found the total number of errors based on the surface strategy taxonomy, there were 313 items. The numbers of the errors were taken from the student’s recount text writing assignment, and the researcher calculated the errors in each sentences. Then, the errors were counted and the researcher found some errors occurred in the student’s recount text writing assignment. Based on the table above shows that the total errors on surface strategy taxonomy were 313 items. The misformation errors were the highest numbers of errors that were found in the students’ writing recount text they are archi form, regularization error and alternating form. In this part the students didn’t make regularization error but the students made errors in archi form which
were 25 items with the percentage 7.98% and the highest error in alternating form error, those were 94 items with the percentage 30.03%. The second was addition errors, they are double marking, regularization and simple addition. In this part the students made errors in double marking which were 23 items with the percentage 7.34%, the students also made errors in regularization which were 18 items with the percentage 5.75% and in simple addition error which were 34 items with the percentage 10.86%. The third type which has mostly made by the students were omission, those were 75 items, with the percentage 23.96%. The data also showed the number of error in misordering error which were 44 items, with the percentage 14.05%.

DISCUSSION
To make clear the description of errors made by the students, the discussion was also made in accordance with the finding of the study. In this part discussed the description related to the findings that have been described in the previous part. The discussion attempts to explain the findings with the theories. This study consist of surface strategy taxonomy: omission, addition, misformation, and misordering (Dulay,1982). The discussion of the students errors are started from the highest errors percentage to the least errors percentage which were found in the students’ in writing recount text made by the eighth grade students’ of SMPN 7 Pasuruan. Misformation errors are characterized by the use of wrong from of the morpheme or structure. The three type of misformation: archi form, regularization, and alternating form (Dulay, 1982:162). In misformation errors, the learners supplies something although incorrect. From the table 4.3 the researcher found that misformation errors were the highest number of error. It is occurred in 119 items with the percentage 38.01%. In this part the students didn’t make regularization error but the students made errors in archi form which were 25 items with the percentage 7.98% and the highest errors in alternating form error, those were 94 items with the percentage 30.03%.

The common errors which were included error in alternating form is the use of verb for example: I go dressed so quickly that I forget to wear sock*. The sentence should be: I dressed so quickly that I forgot to wear sock. Omission error are characterized by the absence of an item that must appear in a well-formed utterance (Dulay,1982). The occurrences errors were occurred in the students’ writing recount text were 75 items, with the percentage 23.96%. The most of error which had been made by the students in this category is the use of article. For example: “long time ago I waiting my father. The sentence should be: a long time ago I waiting my father. Misordering errors were characterized by the incorrect placement of a morpheme or group of morpheme in an utterance (Dulay, 1982). The researcher found misordering errors in the students’ writing of recount text. It was occurred in misordering errors that were word-for-word translation of native language surface structure. Based in table 4.3 the researcher found 44 items with the percentage 14.05%. For example: I and all four of my bestfriends cried*. The sentence should be: All four of my best friends and I cried.

CONCLUSION AND SUGGESTION
This study aims to describe the types of errors and to know the frequency of errors made by the eighth grade students of SMPN 7 Pasuruan in writing recount text, which is limited to the type of errors based on surface strategy taxonomy; they are omission, addition, misformation and misordering. After the researcher collected the students’ writing assignment given by teacher, the researcher continued to analyze the students’ errors based on surface strategy taxonomy.

The total number of errors based on surface strategy taxonomy made by the eighth grade students of SMPN 7 Pasuruan in writing recount text was 313 items. The misformation errors were the highest numbers of errors that were found in the students’ writing recount text there were 119 items, with the percentage 38.01%. The students didn’t make regularization error but the students made errors in archi form which were 25 items with the percentage 7.98% and the highest error in alternating form error, those were 94 items with the percentage 30.03%. The second was addition errors, they are
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