ANALYZING THE EIGHTHGRADE STUDENTS’ ERRORS
IN CONSTRUCTING RECOUNT PARAGRAPH IN SMPN 1
GONDANGWETAN, PASURUAN

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Abstract: Writing is important for learners, not only for academic activity but also for social activity but to write well is difficult. The purpose of this study was to know the types of errors and the most frequent errors made by eight grade students of SMPN 1 Gondangwetan Pasuruan in academic year of 2015/2016. The research design of this study was qualitative design which was focused on content analysis. The researcher took sample from class B was the excellent class. There were totally 40 texts that were analyzed by the researcher. The researchers collect the students writing in recount text on March, 15\textsuperscript{th} 2016 to English teacher. The researcher only analyzed the students writing based on surface strategy taxonomy by Dulay, Krashen, and Burt. The result of the study showed that there were totally 245 errors occurred in the students’ text. It consisted of 189 omission errors (77.14%), 36 addition errors (14.70%), 4 misformation errors (1.63%), and 16 misordering errors (6.53%). It meant that omission was the most frequent type error made by the students, followed by addition, misordering and misformation. The conclusion is eight grade students of SMPN 1 Gondangwetan in making writing recount text, especially on grammar. The researcher expects the teachers who teach English in writing give more attention in the students’ grammar, especially in the part which the students make frequent error.

Keywords: students’ error, writing recount text, surface strategy taxonomy

In language teaching and learning process, learners must be able to master the four skills, they are: speaking, reading, listening and writing. Writing skills are important for learners, not only for academic activity but also for social activity such as to inform others, carry out transactions, for a job and many others. Putri (2008:2) states that whenever the learner writes must be able to know how to express written message to the readers. The learner has to think before writing the sentences, has ideas and arrange them into a good paragraph. Everyone need use grammar all the time when they use language for speaking, listening, reading and writing. Allen as quoted by Putri (2008:2) states that among those skills, writing usually need more time than the others and the students have to write the sentences with the correct grammar.

Writing recount text uses past tense, automatically the verbs of past tense and more temporal conjunction to construct series of events. Recount text uses past tense and need an understanding about the past form of the verb. Usually, student has a problem to use past tense and most of them are not capable to memorize lot of past form of verb. That is why they usually make lot of mistakes when they write a recount essay. Based on the explanation above, the researcher is very interested to do research on error in the use of tenses made by the eighth grade students of SMP NEGERI 1 GONDANGWETAN.

ERROR TYPES

Error types focused on errors taxonomies that classify errors according to some observable surface feature of that error itself, without references to its underlying cause or source. The most useful and commonly used base for the descriptive classification of errors according to Dulay, et al. (1982:146-197) there are four types.
Linguistic Category Taxonomy

These linguistic category taxonomies classify errors according to either or both the language components and the particular linguistics constituent the error effects (Dulay, 1982:152). Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexical (meaning and vocabulary) and discourse (style).

Surface Strategy Taxonomy

Surface strategy taxonomies used to show the surface elements of a language are altered in specific and systematic way. Dulay (1982:160) state that surface strategy taxonomy highlights the way surfaces structures are altered. It concerns with identifying cognitive process that underlies the learner’s reconstruction of the new language. The learner may omit necessary items or add unnecessary ones or they may misform items or misorder them. Based on this taxonomy, errors are classified into four types: omission, addition, misformation and misordering.

Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of referential meaning of the sentence: noun, adjective, verb and adverb. On the other hand, grammatical morphemes that include noun, verb inflections, article, verb auxiliaries and preposition play a minor role in conveying the meaning of sentence. (Dulay, 1982).

For example:
I study English last night. (wrong)
I studied English last night. (correct)

In this sentence the learners miss the verb I (simple past tense).

Addition

Addition errors are characterized by the present of an item which must not appear in a well-formed utterance. Addition errors are divided into type, they are double marking, regularization, and simple addition. The learners make error in addition of third person singular marker-s in the sentence containing auxiliary does. (Dulay, et al 1982). For example:
She didn’t goes there yesterday. (wrong)
She didn’t go there yesterday. (correct)

Double Marking

Double marking are many additions error made accurately described as the failure to delete certain items which are required in some linguistics construction, but not in others proposed by Dulay (1982:156). He didn’t came last night. (wrong)
He didn’t come last night. (correct)

Regularization

Regularization is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of given class that did not take a marker. (Dulay, et al 1981:157). For example:
You com to the school last week. (wrong)
You came to the school last week. (correct)

Simple Addition

Simple addition error is not double marking or regularization. No particular features characterize simple additions other than those characterize of all addition errors the use of an item, while should not appear in a well-formed utterance. Dulay (1982:158). For example:
I stay in over there. (wrong)
I stay over there. (correct)

Misformation

Misformation error is characterized by the use of the wrong form of the morpheme or the structure, Dulay, Burt, and Krashen (1982:158). Three types of misformations have been frequently reported in the literature. They are: regularization, archi-forms, alternating forms.

Regularization

Regularization error is a regular marker is used in place of an irregular one, Dulay, et al (1981:157). For example:
Reflexive Pronoun: Me self. (wrong)
Myself. (correct)
Regular Past: I falled. (wrong)
I fell. (correct)
Plural: Childs (wrong)
Children (correct)

Archi-Forms

A learner may temporarily select just one of English demonstrative adjectives this, that, these and those to do work for several of them, Dulay (1982:160).
That cat
That cats

For this learner, that is the archi-demonstrative adjective representative the entire class of demonstrative adjective. Learners may also select one number of the class of personal pronouns to function for several others in the class. For example:
Give me that.
Me hungry.

In the production of certain complex sentences, the use of the infinitive as an archi-form for the other complement types (gerunds and that-clauses). For example:
I finish to watch TV
She suggested him to go

Alternating
As the learner’s vocabulary and grammar grow, the use of members of one grammatical class for each other is called alternating form. (Dulay, 1982). Those cats
This cat
In this case of pronouns, we see:
Masculine for feminine: he for she
Plural for singular: they for it
Accusative for nominative case: her for she
I seen her yesterday ——— I saw her yesterday

Misordering
Misordering error is characterized by either incorrect placement of a morpheme or a group of morpheme in utterance, Dulay (1982:162). For example:
I didn’t know who is she. (wrong)
I didn’t know who she is. (correct)
It is wrong because the placement of is erroneously follows the rule for simple question rather than embedded questions.

Previous Studies
There are previous studies that relevant to this study. Firstly, by Putri (2008) who studied the Students Error in Recount Paragraph Made by the students of SMPN 2 Gondangwetan. The study concluded most of the students made errors because they tent to add the item which must not appear in a well formed utterance. It happened since the students translated word one by one. The result is the most commonly errors of students writing is addition 25,98%, interlingual errors 12, 49%, misformation errors 22,06%, misordering errors 8, 33%, omission errors 7,84%. Rahma (2011) conducted a research entitled “Error Analysis in Writing Recount Text Made by the Second Year Students of SMP N 3 Pasuruan”. It showed that the total numbers of errors are 550. The most frequency was omission especially alternating form errors are 267 items (48,54%), omission 145 items (26,36%), simple addition 97 items (17,63%), misordering 36 items (6,54%), archi form and regularization were 2 items (0,36%), and double marking 1 item (0,18%).

METHOD
The method of the study is the researcher took the composition make by eight grade students of SMPN 1 Gondangwetan. In this research, the researcher focuses on the use of simple past tense in writing recount text made by eighth grade students, especially in B class. The researchers choose B class because the excellent class and most of the students were clever. It is proven from the average score of class A is 70, class B is 78 and class C is 65. Class B also active and has good interaction with the teacher rather than other class. The instruments used were documentation and human instrument. The data was collected March, 15th 2016 to English teacher Mrs. Rahayuwati, S.Pd.

Data codification was used by the researcher to analyze the data. Each student’s recount text was coded in the initial of student’s name and their number in class. The researcher uses simple data codification,
for example data codification of student identity. The student’s name is *Elok Kuni Zakiyah* and her number in class is *10*, so the researcher can write as *EKZ/10*. And the type student’s errors use code *O* means omission, addition (D means doublemarking, R means regularization, S means simpleaddition), misformation (Ar means archiform, R means regularization, Al means alternating) and M means misordering.

The researcher believed that the most authentic and reliable data can be taken for those error analysis in constructing the sentences on their recount text. To collect the data, according to Creswell (2012:205) there are five steps, those are:

1. **Identifying The Participants And Sites**
   Identify the participants and sites, the researcher asks the students of the best class to make a recount text to help the researcher analyze which is students’ error in writing recount text.

2. **Gaining Access To The Individuals And Sites**
   The researcher borrowed the students’ writing test from English teacher in order to find the type of error made by the students.

3. **Gathering Information**
   The researcher gets some information of English teacher and the highest score that B class is the best class than other which consists of 40 students, 26 females and 14 males. And for their assignments, they have to make a recount text.

4. **Collecting The Data Using Instruments**
   On 15th March 2016 the students submitted their assignment, and then the researcher borrowed them after she got permission from the teacher. Therefore, the researcher copied them and got 40 pieces of paper writing in recount text of students, these are the researcher documentation.

5. **Administering The Data Collection**
   Before analyzing the data, the researcher administered them use data codification.
   The result of this study in order to know whether the students of class VIII B of SMPN 1 Gondangwetan have mastered the grammar or not.

### RESULTS AND DISCUSSION

#### The Frequency of Error Made by the Students

This table below, the researcher wants to determine the percentage of error made by the eighth grade students of SMPN 1 Gondangwetan. The result of the analysis of the error into following below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Error</th>
<th>Frequency</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Omission</td>
<td>189</td>
<td>77.14%</td>
</tr>
<tr>
<td>2.</td>
<td>Addition:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Double</td>
<td>6</td>
<td>2.45%</td>
</tr>
<tr>
<td></td>
<td>b. Marking</td>
<td>13</td>
<td>5.31%</td>
</tr>
<tr>
<td></td>
<td>c. Regularization</td>
<td>17</td>
<td>6.94%</td>
</tr>
<tr>
<td></td>
<td>d. Simple</td>
<td>36</td>
<td>14.70%</td>
</tr>
<tr>
<td></td>
<td>Total Addition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Misformation:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Archi-forms</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td>b. Regularization</td>
<td>4</td>
<td>1.63%</td>
</tr>
<tr>
<td></td>
<td>c. Alternating-forms</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td></td>
<td>Total Misform.</td>
<td>4</td>
<td>1.63%</td>
</tr>
<tr>
<td>4.</td>
<td>Misordering</td>
<td>16</td>
<td>6.53%</td>
</tr>
<tr>
<td></td>
<td>Total Errors</td>
<td>245</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table above showed about the students’ error in writing recount text. The researcher concluded that the total error on surface strategy taxonomy were 245 items. The omission errors were the highest number of errors that were found in the students writing recount text, the percentage shows % of omission errors, it means very poor. The second was addition errors, there were double marking 6 items with %, regularization13 items with 1% and simple addition1 with %. The third was misordering 16 items with %, and the last was misformation 4 items with the percentage %. Misformation errors consist of archi form were 0 item or 0.00%, regularization were 4 items with the percentage % and alternating were 0 item with the percentage 0.00%.

The discussion of the students’ error were started from the highest percentage errors to the lowest percentage errors with were found in the students’ recount writing by eight grade on SMPN 1 Gondangwetan kabupaten Pasuruan.

In omission error is characterized by the absence of an item that must be appeared in a well formed utterance. Learners in the early stage of learning tend to omit the function words than content word (Dulay, 1982:154). The occurrences were (%). The result of the researcher found that the most of the students’ errors in omission type were the omission of *to be*, the regular verb of simple past tense, *s/es* for the plural marker, and article *the*. The omission of preposition was also found in the students’ recount text, and the least errors in omission type were the absence of possessive pronoun in the sentence. The omission of *to be*, for example:
The sentence above, the students omitted to be because the sentences are nominal sentence. The example of the omission of s/es for the plural marker is False = *I saw some game*. True = *I saw some games*.

The sentence above, the students omitted s/es as the mark of plural form. From the above, the researcher found that omission is the first highest errors that the students made. There were items or % of errors.

Whereas addition errors are the opposite of omission errors. Dulay (1982:156) stated that addition error is characterized by the presence of an item which must not appear in a well-formed utterance. There were 36 items or 70% of errors that were found in the students’ recount text. There are three types of addition errors, double marking, simple addition and regularization are found in the students’ recount text. Among of them, simple addition errors were the second highest number.

Thirdly, double marking error is defined as the failure to delete certain item which are required in some linguistic constructions but not in others. Double marking error was found 6 items (%). For example: False = *We very satisfied shopped in Willis*. True = *We were very satisfied to shop in Willis*.

The sentence above, the error occurred in double marking is the use of verb.

The next error is regularization errors. Regularization is typically addition to a linguistic item is erroneously added to exceptional items that do not take a marker. There were 13 items or 1%. For example: False = *At there, we looked some animals*. True = *There, we looked some animals*.

The sentence above, the students make error on regulating the word by placing at and there, because in English structure there should not be any preposition before the word there.

Simple Addition Errors is neither a double marking nor regularization. No particular features characterize the simple addition errors than those characterize of all addition errors, the use of an item which should not appear in a well-formed utterance. Simple addition is a highest error that the students made. There are items or %. For example: False = *I arrived in the my grandma house*. True = *I arrived in my grandma house*. The sentence above, the student added article the that should not be used.

Next is misformation errors. According to Dulay (1982:158) misformation errors are characterized by the use of the wrong form of the morpheme or the structure. There are 4 items or % of misformation errors that were found in the students recount text. There are three subtypes of misformation have been frequently reported in the literature: regularization, archi form, and alternating forms. Misformation errors that were found in the students recount text and it was the third highest number. After that the regularization errors. Regularization error is a regular marker which is used in place of irregular one. It is related to the selection of reflexive pronoun, the use of some exceptional verb in irregular past, and the use of wrong form of exceptional of irregular noun. This type of error occurred in 4 items or % of errors.

CONCLUSION

The finding of this study showed that in constructing the sentences on their recount text, they still made some errors. The first highest errors are omission, there were (%), the second highest errors are addition errors are 36 items or 14.70%, the third highest errors are misordering errors are 16 items or 6.8% and the lowest errors are misformation, there were 4 items or % so, total of errors are 245 items or 100%.

After knowing the area of the student’s errors or their difficulties, the teacher should give more exercise or home work, for example the home work can be a task in a which the students are asked to write diary in English. It will be useful for them, because they can practice, get new vocabulary and learn English grammatical structure in directly.

At the last part of this article, the researcher would give some suggestions related with this study. Therefore, the researcher expected that this study will be usefull for the English teacher and future researcher. The researcher expects the teacher who teach English writing give more attention in the students’ grammar, especially in the part which the students make frequent error, because it does not guarantee that the students who have got knowledge on grammar will not make mistakes and errors in grammar. And he researcher also suggests for the next researchers who are also interested in this kind of study to use another theory for analyzing which can show more details of error. It is because there are some kinds of error which are not covered by surface strategy taxonomy, such as spelling, diction, and punctuation. The researcher also expected that this
study could give useful information about error analysis based on surface strategy taxonomy also expected the critic and suggestions from the readers to make this thesis better and useful for the researcher.

REFERENCES