

**AN ERROR ANALYSIS IN RECOUNT TEXT WRITING MADE
BY THE SECOND GRADE STUDENTS OF SMP
MUHAMMADIYAH BANDAR LAMPUNG**

(A Script)

**By
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**ENGLISH EDUCATION STUDY PROGRAM
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ABSTRACT

AN ERROR ANALYSIS IN RECOUNT TEXT WRITING MADE BY THE SECOND GRADE STUDENTS OF SMP MUHAMMADIYAH BANDAR LAMPUNG

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This research was aimed at finding out types of errors and identifying the frequencies of the occurrences based on Surface Strategy Taxonomy and Communicative Effect Taxonomy that are found in students' recount text writing as well as finding out types of errors which are most frequently made by the students. The subjects of this research were the second grade students of SMP Muhammadiyah Bandar Lampung in academic year 2016/2017.

This research was conducted through descriptive qualitative approach by using a writing task as the research instrument. There are five types of errors made in students' recount text writing based on Surface Strategy Taxonomy: 1) Addition, 2) Misordering, 3) Omission, 4) Misformation and 5) Special error. Based on Communicative Effect Taxonomy, there are two types of errors made by the students, namely 1) Global Error and 2) Local Error. Special error (40.45%) is the type of error which was most frequently made by the students in recount text writing based on Surface Strategy Taxonomy. Based on Communicative Effect Taxonomy, Local error (53.84%) is the type of error which was most frequently made by the students.

The errors made by the students were caused of their limitation of vocabulary and difficulties in choosing words appropriately when arranging and organizing the sentences. Therefore, English teacher should not ignore the errors made by the students and it is suggested to find out the way to overcome the errors.

Key Words: Error, Error Analysis, Recount Text Writing

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**Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree**

in

**The Language and Arts Department of
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**FACULTY OF TEACHER TRAINING AND EDUCATION
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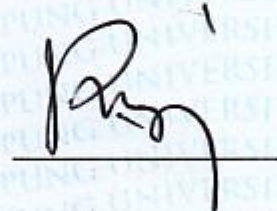
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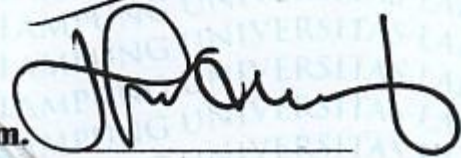
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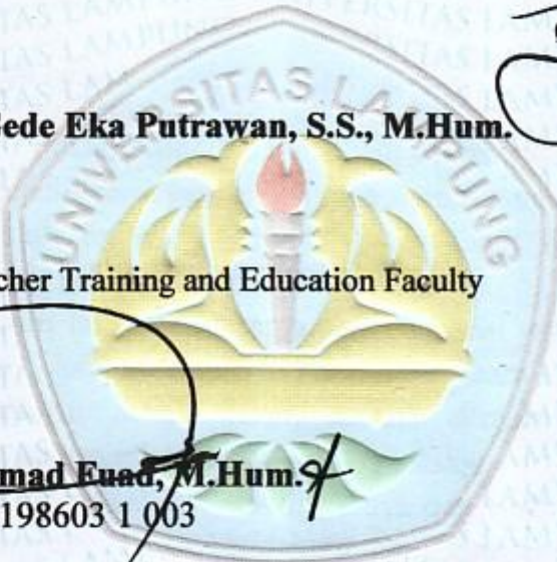
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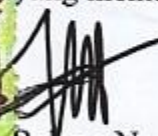
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CURRICULUM VITAE

Rahma Nazalia was born on November 10th, 1993 in Kotabumi. She is the sixth child of seven brothers and sisters from the parents Djauhari Amin S.H. and Sukmawati. She has two brothers and four sisters. She started her education from kindergarten at TK Al-Khairiyah in 1999. After that, she continued her study at SDN 1 Teladan Kotabumi in 2000. Then, in 2006 she started her study at SMP Assalaam Sukoharjo Central Java and in 2009 she continued her study at the same institution, SMA Assalaam Sukoharjo Central Java. In 2012, she was registered as a student of English Education Study Program of Teacher Training and Education Faculty, University of Lampung. on July to September 2015, she carried out a Teaching Practice Program (PPL) at SMAN 1 Bulok, Tanggamus, Lampung.

DEDICATION

This paper is proudly dedicated to:

My Beloved Parents

Mr. Djauhari Amin S.H. and Mrs. Sukmawati

My Beloved Lecturers in English Education

My Brothers and Sisters

My Friends

English Education '12

My Almamater

University of Lampung

MOTTO

فَيَكُونُ

Be and it is
(QS. Yasseen, 36:82)

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Alhamdulillah *robbil'alamin*, praise is merely for Allah SWT, the Almighty God for blessing me to finish this script. The script which is entitled *An Error Analysis In Recount Text Writing Made by The Second Grade Students of SMP Muhammadiyah Bandar Lampung* is submitted as a partial fulfillment of the requirements for S1 degree.

Gratitude and honor are addressed to all persons who have supported the writer in completing this script. Therefore, the writer would like to express her respect and best gratitude to:

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The writer hopes that this script can give positive contribution to the educational development and also for those who want to conduct further research. The writer realizes that this script is far from perfection. There may be weaknesses and mistakes. Therefore, the writer would be grateful to accept any comments and suggestions

Bandar Lampung, February 2018

The Writer,

Rahma Nazalia

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I. INTRODUCTION

This chapter discusses several points: introduction that deals with background of the research, research question, objectives, uses, scope and definitions of terms.

1.1 Background

For many years, English has been the most important foreign language in Indonesia. English language is the first foreign language, which is learned at schools. It is the language that is mostly used by every person in this world. Learning English has become a great necessity to everyone who realizes the importance of the language. Because of its importance many people are willing to spend their time to learn English at school and also at English course.

Being aware of the importance of English, the government of Indonesia has decided to take English as a compulsory subject in formal education. English, then, are taught from elementary to university level. Since a long time ago, English has been a means of communication and also as one of important languages all over the world.

Along with the importance of learning English as a second language in Indonesia, there are four skills that should be mastered by the students such as listening, speaking, reading and writing. Writing is one of the skills which is

considered difficult by students. For instance, when the students are asked to make a short sentence based on words given or are asked to rearrange sentences, they make mistakes because they are lack of vocabulary and they do not understand English grammatically. The teaching of grammar and vocabulary has always been as the central aspect of foreign language teaching development of structure. The relation between structure and grammar is very strong as, we need grammar especially in written language. Grammar must consistently be introduced to the students, particularly the beginners.

Because grammar has been always as the central aspect of English, so in learning process, we cannot write something if we do not master the grammar or English well. Writing is the most difficult one because it requires demonstrating the control of a number of variables simultaneously; they are controls of content, format, sentence structure, vocabulary, punctuation, spelling, etc. Nunan (1989:35) points out, "It has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is first, second, or foreign language." Another opinion comes from Heaton (1975) who explains that the writing skills are complex skill and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition.

In writing, usually, the students are hoped to be able to express many written meanings. They can develop their writing in the forms of genre (or kinds of text) such as narrative text, descriptive text, recount text, news items, etc. The purpose of writing itself is as the expression of the ideas so the ideas should be seen as the most important aspects of the writing. On the other hand, the writer should pay attention to some aspects such as correct spelling, punctuation, grammar, and correct vocabulary. In expressing the ideas, people share their own abilities. In addition, there is a person who can clearly express his way of thinking in spoken language confidently. Meanwhile, there is also a person who is weak in speaking but good enough at writing. Lado (1964) says that “language is a partial representation unit of a language. Learning to write foreign language is learning to put down the graphic symbol that represents a language one understands”.

Related to the purpose of writing, especially in expressing the ideas, sometimes we find a difficulty in translating our thought into a written form because we expect our brain to create a good written text. Besides its difficulty, we also have to concern in aspects that make most of students unable to express it in written form both formally and informally. From the definition above, we might conclude that in writing, we need at least a piece of paper and a pen in order to make notes comes from our mind. However, to improve the quality of writing, things learners should have are broader knowledge, linguistic understanding, wider vocabulary, and also the precious time. Even in Indonesia itself many students especially in junior high school

often find some difficulties in learning English but as a teacher we should make them understand to learn English.

In accordance to the case, in the school, the students have learnt many texts. One of the texts is recount text. Recount is a piece of writing that retells past events usually in order in which they happened, so the past event cannot be separated from recount text. Recount is a piece of writing that retells past events usually in order in which they happened. like: history, journey, autobiography, biography, diary, personal letter, etc. As it tells some events, it usually uses sequence words such as: when, while, after, before, until, etc. Then, tense used in recount text is simple past tense, because it tells past events, so the past event cannot be separated from recount text. On the other hand, if the students want to write the recount text, they have to be able to understand or master the recount text grammatically in order to tell the recount text well.

Related to the cases which were discussed in the previous paragraphs, the researcher have been interviewing the English teacher in SMP Muhammadiyah Bandar Lampung, the students in the second grade have learnt about recount text. Some of the students in this school had difficulties in transforming past tense and also they were lack of vocabulary. So in this research, the researcher tried to analyze students' error in recount text writing. Therefore, the statements above are the reasons why this research intended to find out types of errors and frequently occurrence of error that were made by the second grade students of SMP Muhammadiyah Bandar Lampung in making a recount text.

1.2 Research Questions

Based on the background above, the writer tries to formulate the research questions as follows:

1. What types of error are made by the second grade students of SMP Muhammadiyah Bandar Lampung in recount text writing?
2. What type of error is the most frequently made by the second grade students of SMP Muhammadiyah Bandar Lampung in recount text writing?

1.3 Objectives

Based on the research questions above, the writer tries to formulate the objectives as follows:

1. To find out types of error made by the second grade students of SMP Muhammadiyah Bandar Lampung in recount text writing.
2. To investigate the types of error that is most frequently made by the second grade students of SMP Muhammadiyah Bandar Lampung in recount text writing.

1.4 Uses

The findings of the research are expected to be beneficial theoretically and practically.

1. Theoretically, this research may verify the previous research findings and theories and can be used as a reference for the next research.
2. Practically, the result of this research can be used by English teachers as information in analyzing errors.

1.5 Scope

Before doing the research, the researcher selected and prepared the material. The material was based on the guideline of the school based curriculum (KTSP) 2006. The text used in this research was recount text. The type of recount text used was personal recount and the theme of the recount text was about the last holiday experiences of the students. Additionally, the analysis of the errors in recount text made by the students are based on Surface Strategy Taxonomy which includes error of omission, error of addition, error of selection, error of misordering, and blend or/ special errors, and on Communicative Effect Taxonomy which includes global errors and local errors. In this case, the researcher did not differentiate between the errors and mistakes made by the students in recount texts.

1.6 Definitions of terms

In order to specify the topic of the research, the writer provides some definitions of terms related to the research. These are some terms which are related to the research:

1.6.1 Error

As Brown stated (2007:258) an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.

1.6.2 Error Analysis

According to Gass and Selinker (2008), error analysis is a type of linguistic analysis that focuses on the errors learners make.

1.6.3 Recount Text

According to Anderson (1997:24) “recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred.”

1.6.4 Writing

Boardman and Frydenberg (2002:11) stated that writing is a continuous process of thinking and organizing, rethinking and reorganizing of our ideas.

Those are the explanations about background, research questions, objectives, uses, scope, and definition of terms. In the next chapter, the writer will try to describe more about errors analysis.

II. LITERATURE REVIEW

In relation to this study, there are several points of review of previous research, error and error analysis, types of error, sources of error, the simple past tense, writing and recount text.

2.1. Review of Previous Research

Concerning the topic discussed in this research, there have been several studies dealing with an analysis of errors. The first previous research was done by Tririzki (2017) she analyzed of students' grammatical errors in writing report text. The aims of this study are intended to find out the types of grammatical errors made by students in writing report texts. The design was a descriptive method. Documentation of students' report texts were used collect the data. Subjects of this study were the eleventh grade students of senior high school. According to Surface Strategy Taxonomy, the higher or the first was misformation that was 55.50%. The omission placed second place that was 21.00%, while addition and misordering placed the third and fourth that were 12.00% and 11.50%. In the other case of Communicative Effect Taxonomy, global errors were counted for 14% and local errors were 86%. The students made mostly local error. It means that their writing could still be understood by the readers, because local error is the error which does not hinder communication significantly.

Sari (2014) did a research about students' errors in the writing of recount text. The subjects of this research were 31 students of class X4 at SMAN 1 Pesisir Tengah of 2013/2014 academic year. The method used in this research was descriptive qualitative. The instruments of this research were a writing task and interview. The result showed that based on linguistics category taxonomy, most of students made syntactic errors. Based on surface strategy taxonomy, most of students made omission error. Based on communicative effect taxonomy, most of students made local errors. The errors made by the students happened because of the students' lack of knowledge of English grammar and also the influence of their first language.

The last previous research study was done by Daryanto (2013) he did a research dealing with an error analysis in descriptive writing. The writer's students in SLA committed many errors in writing descriptive text. They deviated the English rules/conventions, grammar. The grammar governs the utterance to be meaningful. This current study described the writer's student's errors in SLA. The objectives of this research are; 1. To describe the errors, 2. To trace the source of errors, 3. To know what most dominant errors, and 4. To know how frequent the errors occur. The data are described based on the surface strategy taxonomy; omission, addition, misformation, misordering, and blend. The study showed that the errors are caused by the strategy of language transfer and overgeneralization. Unfortunately, their L1 does not help much because English has different characteristics. Most of the difference falls to the negative transfer.

In this case, students who are learning to write a recount text may produce many errors such as in structure they often make errors in forming simple past tense. Based on writer's experience when teaching English at SMA N 1 Bulok Tanggamus for two months, most of them got some difficulty when they had to make a correct form of simple past tense in recount text writing. They made errors because they did not master grammar well, especially in simple past tense. They also made errors because their way of thinking was still affected by their first language. So, the previous studies above can be good references for the writer in doing her research. The differences between this research and the previous research are in terms of research that is a writing test and types of errors that will be analyzed, in this research the theory is proposed based on Surface Strategy Taxonomy and Communicative Effect Taxonomy.

2.2. Error and Error Analysis

The different system of language could make language learners do some errors and mistakes. We often use the term "mistake and error" both in written and spoken forms. Lexically, error means something done wrong or mistake. This statement means that an error includes mistake, or in other words, they can be used interchangeably.

Error analysis has an important role in the study of language acquisition in general and in examining second and foreign language in particular. Most researchers are interested in errors because they are believed to contain valuable information on the strategies that people use to acquire a language (Richards,

1974; Dulay and Burt, 1974; Taylor, 1975). It means that by knowing students' errors in their subject, it will be easy by the teacher to control, and to increase the students' writing ability, and to minimize their errors made in recount text, because the teachers have gotten students' error information by this analyze.

2.2.1.Error

Error arises when the learner has a lack of knowledge in learning target language. According to Brown (2007:258), an error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. Furthermore, Erdogan (2005) said that an error is when the learners always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance. The learner errors can be known from their consistency in making error. The learner will make the error over and over again because they do not know what is correct or incorrect, and if the teacher asks the learner to self-correct his/her error, they will not be able to do it.

Corder (1981) as cited by Larsen-Freeman and Long (1991) explains more about *Error* and *Mistake*. Whereas a mistake is a random performance slip caused by fatigue, excitement, etc, and therefore can be readily self-corrected, an error is a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-correction an error because it is a product reflective of his or her current stage of development, or underlying competence. Rather than being seen as something to be prevented, then errors were signs that learners were actively engaged in hypothesis testing which would ultimately in the acquisition of TL rules.

On the other hand, some experts differentiate between error and mistakes, such as Brown who explains 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. All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner. It means that error reveals the learner's knowledge of the target language, while mistake is the learner's temporary impediment or imperfection in process of utilizing the language.

Based on the opinion above it can be concluded that error is caused by lack of knowledge, the students did not know what they wrote and they could not recognize it unless other people or their teacher corrected them and it cannot be self corrected. While mistake happened because temporary laps of memory and also slip of the tongue, actually the students have known about what they write but they just slip up and they can correct and reorganize their own mistakes.

2.2.2. Error Analysis

Error analysis can be used to analyze the errors that are made by the learners. Error analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners errors. In the middle of the twentieth

century, one of the most pursuits of applied linguistic branches was the study of two languages in contrast. Therefore errors were considered as being the result of the persistence of existing mother tongue habits in the new language.

Furthermore, according to Brown (2007:218) errors analysis can be used to analyze the errors that are made by the learners. Error Analysis is the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to surge of study of learners' errors. The errors can help the teacher in teaching and learning process because the teacher can observe the reason or background why the learners make the errors.

Erdogan (2005:263) states in his journal that Error Analysis (EA) appeared in the sixties to demonstrate that learner errors were not only because of the learners' native language but also they reflected some universal learning strategies. According to him, EA deals with the learners' performance in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of EA is on the evidence that learners' errors provided with an understanding of the underlying process of second language acquisition. EA achieved considerable popularity in the 1970s, replacing CA.

According to Gass and Selinker (2008:102) EA is a type of linguistic analysis that focuses on the errors learners make. EA compares between the errors a learner makes in producing the TL and the TL form itself. They explain that, Error analysis

provides a broader range of possible explanations than contrastive analysis for researchers/teachers to use to account for errors, as the latter only attributed errors to the NL –Native Language.

While Corder points out that error analysis (EA) is part of methodology of the psycholinguistic investigation of language learning. It aims at telling us something about the psycholinguistic process of language learning. The Corder's opinion is in line with other experts' opinion about EA such as Ellis (2008:62) who states that EA is used as a tool to investigate how learners acquire a second language (L2). Ellis et al. (2008:51) further explain that Error Analysis (EA) consists of a set of procedures for identifying, describing, and explaining learner errors. Gorbet (1979:24) also explains that the basic task of error analysis is to describe how learning occurs by examining the learner's output.

James (1998:1) furthermore argues that, Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. It seems that the use EA is such a tool that investigates student's learning process in acquiring second language by identifying, describing, analyzing, and explaining the learner's error. EA which regarded error was not only because of the learner's native language but also it reflected some universal learning strategies, is as a tool to investigate the learner's error in acquiring language which consists of identifying, describing, analyzing, and explaining the errors.

It can be inferred that error analysis is the method to identify, analyze, describe and clarify students' error in the target language learning. Then, the purpose

of an error analysis is to find out the feedback that used as a reference in language learning in order to prevent or minimize the errors committed by the students.

2.3. Classification of Error

Dulay et. al (1982: 145-146) propose error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to underlie cause or source. The taxonomies are linguistic category, surface strategy, comparative, and communicative effect. Then, they are called as descriptive taxonomies.

1. Linguistic Category Taxonomy

The linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error effect. Constituents include the elements that comprise each language component. For example, within syntax, one may ask whether the error is in the main or subordinate clause; and within the clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjectives, and so forth.

2. Surface Strategy Taxonomy

It highlights the way surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them, e.g. omission of major constituents (i.e. nouns, verbs, adjectives, adverbs)

and omission of grammatical morphemes (i.e. noun and verb inflection, articles, verb auxiliaries, and preposition), addition of morpheme- *ed* as in verbs *readed* and *cutted*, misformation of a regular marker is supplied in place of irregular verb *drink* becomes *drinked*, and misordering of sentence *What Aunty is doing?*

3. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. For example, if one were to use a comparative taxonomy to classify the errors of Indonesian student learning English, one might compare the structure of the students' errors to that of errors reported for children acquiring English as first language.

4. Communicative Effect Taxonomy

While the surface strategy taxonomy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with errors from the perspective of their effect on the listener or reader. For instance, a sentence: *English study the students*. This sentence is wrong order and may cause incomprehensible to the listener or reader. It concerns on distinguishing between errors that seem to cause miscommunication and those that do not. Then, this taxonomy classifies error into global error and local error as classified by Burt and Kiparsky.

From the perspective of descriptive taxonomies, error analysis is an analytical tool, the specification of transitional constructions, the computation of acquisitions orders and the delineation of special utterance types. It was inspired by the generative linguistics movement of the sixties which focused on the creative aspects of language learning. This focused has helped to raise the status of errors from unwanted forms to the relatively important status of indicators of learning and guides to teaching (Dullay et al., 1982:145, 197). The result of the analysis will aware to the teachers or syllabus designers on what should be improved.

Based on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching-learning process not only involve both, teacher and students but also the materials itself. If the students have many problems in learning process, it is the teachers' duty to help and guide them as someone who has the most role in teaching-learning process.

In this research, the researcher used *surface strategy taxonomy* and *communicative effect taxonomy* to analyze the students' errors in a recount text writing, regarding that the errors in using grammar are closely related to the students' ability in composing a recount text. In addition, in order to see the stage on which the students commonly produced errors in the process of language learning, the researcher also classified the errors based on the *communicative*

effect taxonomy. Therefore, *surface strategy taxonomy* and *communicative effect taxonomy* are described further in the next sub chapter below.

2.4. Concept of Surface Strategy Taxonomy

Dulay et.al (1982:150) states that surface strategy taxonomy highlights the ways surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones; they may *misform* items or *misorder* them. Analyzing errors from a surface strategy taxonomy perspective holds much promise for researchers concerning identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language. In addition, Krashen (1982:138-139) identifies that most errors that are committed by language learners are omitting grammatical morphemes, double marking, using archiforms, misordering, and regularizing rules. These errors belong to the Surface Strategy Taxonomy, namely, omission, addition, misformation and misordering, defined as follow:

1. Omission

Dulay et.al (1982:154) states that omission is characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

For example:

Error :I not angry with you.

Correct :I ***was*** not angry with you.

The bold italic word is omitted in which it should appear in well-formed utterance. It is the verb *am* or *was* that should have come after the subject. Furthermore, Dullay et.al (1982:155) states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition. As the examples above, language learners omit grammatical morphemes much more frequently than content words.

2.Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language acquisition when the learner has already acquired some target language rules. There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature.

For example:

(In Past Tense)

Error : Angel did not *went* there yesterday.

Correct : Angel did not *go* there yesterday.

There were double marking of form 2. In recount text, most errors are found in the formation of simple past tense sentences.

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, Errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors. The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For example:

Error : Laura *came*d to her mother house 2 months ago.

Correct : *Laura came to her mother`s house 2 months ago.*

There was regularization of regular past, the verb **come** does not become **came**d, because **come** is an irregular verb .

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization.

For example:

Error : I *can played* the game.

Correct : *I can play the game.*

There was simple addition in the sentence, the verb used must be *verbs I* after *a modal*.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Dullay et.al (1982:158) mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hisself* for *himself* or *goed* for *go/goes*.

For example:

Error : He *rided* his motorcycle.

Correct : He *rode* his motorcycle.

There was wrong change of verb *ride*, it should be *rode*.

b. Archi forms

Archi forms are the errors in which the learners select the member of class form to represent others in that class of certain function.

For example:

Error : **This** pencils are mine.

Correct : **These** pencils are mine.

The word *this* is not appropriate for plural, the appropriate one is *these*.

c. Alternating Form

Alternating forms are caused by the use of archi-forms that often gives way to the apparently fairly free alternation of various members of class with each other.

For example:

Error : I *written* a letter yesterday.

Correct : I *wrote* a letter yesterday.

The form of the verb *written* is wrong, the correct one is *wrote*, because the example is past sentence.

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.

For example:

Error: I did not know why *was she sad*.

Correct : I did not know why *she was sad*.

The placement 'tobe' *was* is wrong.

5. Blend or/ Special Error

Blend error is sometimes called the contamination or cross-association or hybridization error (James, 1998:111). There are three types of blend or/ special error as follows:

(a) False Friend

False friends are the words that are similar in spelling, meaning and/or pronunciations in two languages but have different meanings in different contexts. As in “My cat has soft and shine *feather*.” The sentence should be *my cat has soft and shine fur*.

(b) The Use Indonesian Word/ Code Switching

The students have used Indonesian word to switch cultural bound words which untranslatable. For example: In school, I am studying many *pengetahuan*. The sentence clearly shows that the students used Indonesian word in their sentences. It is student’s error because the target language that they produce still uses Indonesian word. The correct word is *knowledge*.

(c) Misspelling

Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the misselection of a graphemeto represent a syllable or morpheme in forming part of a word.

For example:

The students are very *beatifuel* and *hendsome*.

The sentence should be *the students are very beautiful and handsome*.

2.5. Concept of Communicative Effect Taxonomy

Communicative effect taxonomy is one of descriptive taxonomies used to

analyze errors of verbal performance. It deals with errors from the perspectives of their effect on the listener or reader. Communicative effect taxonomy focuses on distinguishing between errors that seem to cause miscommunication and those that do not (Dullay, 1982:189). It classifies error into two categories: 1) Global Error and 2) Local Error.

1. Global Error

Global error is the error that affect overall sentence organization that significantly hinder communication. The most systematic global errors include:

a. Wrong order of major constituent, e.g.

Marry drove very well car.

The correct sentence is '*Marry drove the car very well*'.

b. Missing, Wrong, or misplaced sentence connectors, e.g.

1. **I go to her party, she invites me.**(Sentence connector because is missing).

The correct sentence is '*I go to her party because she invites me*'.

2. **He looks for another work because he loves hiswork.** (Sentenceconnector because is wrong).

The correct sentence is '*He looks for another work even though he loves his work*'.

3. **Because I have to finish my job soon, my time is limited.** (Sentence connector because is misplaced).

The correct sentence is '*I have to finish my job soon, because my time is limited*'.

c. Missing cues to signal obligatory exceptions to pervasive syntactic rules, e.g.

The schedule of the test has changed the lecturer. (been and by are missing in the passive sentence)

The correct sentence should be *'The schedule of the test has been changed by the lecturer.'*

2. Local Error

Local error is error that affect single elements, (constituents) in a sentence. Usually they do not disturb communication significantly. These errors include errors in noun and verb inflections, articles, auxiliaries and the formation of quantifiers.

a. Error in noun and verb inflection, e.g.

The boy play foot ball every Sunday morning, (inflection s of verb 'plays' is omitted).

The correct sentence is *'The boy plays foot ball every Sunday morning'.*

b. Error in article, e.g.

Angel is given a apple by her granny,(article an should be used instead of a because the word apple begins with vowel letter so the article should be an not a).

The correct sentence is *'Angel is given an apple by her granny'.*

c. Error in auxiliary, e.g.

My brother were happy in my party last night, (the auxiliary was should be used instead of were).

The correct sentence is *'My brother was happy in my party last night'*.

d. Error in formation quantifier, e.g.

Every girl and boy student have the same position in school organization. (Every indicates singular nouns, although there are two or more nouns, the verb is singular).

The correct sentence is *'Every girl and boy student has the same position in school organization'*.

2.6. Text

Texts are anything produced with the intent of conveying a meaning to an audience, incorporating both spoken and written acts of communication, and the associated use of images and visual and aural stimuli. Texts under this definition can be literary or non-literary. They include any communicative device used to convey a message or idea.

2.6.1. Recount Text

Recount text is used to retell the story that had happened in the past time. According to Anderson (1997) "recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred". In other source tells that "the purpose of a recount is to tell the readers what happened in the past through a sequence of events ". In other words, recount text is writing text type which retells the past event chronologically. The purpose of recount text is to describe what

happened in the past time through sequence of the events to the reader. The following are the further information about recount text.

1. The Types of Recount Text

Derewianka (1990:14) explains that there are five types of recount text, namely:

- a. Personal recount is retelling an event that the writer was personally involved in for 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.
- b. 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.
- c. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- d. A procedural recount records the steps taken in completing a task or procedures. For example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- e. 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 this research, I choose the topic for the recount text is about last holiday experience, so the type that will be used is personal recount because the students can express their ideas easily.

2. The Schematic Structure of Recount

Every text has a schematic structure. According to Anderson (1997), recount has three schematic structures. They are, “orientation, events, and reorientation”. The orientation is the opening of the recount text. It consists of background information about recount text. Events tell about what happened in a chronological order. Reorientation is the conclusion of the recount text.

a. Orientation

In this part, the writer tries to introduce the recount writing to the readers, so the readers know about the details of setting or background information about the events. “The orientation consists of background information about who were involved in the story, what, when, and where the events took places. It is in the first paragraph.” This orientation is in the first paragraph as an opening of the recount text.

b. Events

The orientation is followed by the events of the recount text. The function of the event is to “tell what happened in a chronological order”. Event is the main important part of recount text because those events are the core of the story. This is followed by a series of paragraph that tell about all of the past events that happened in the story.

c. Re-orientation (optional)

In this part, the writer can choose to give the conclusion for the readers or not. Re-orientation is about the conclusion of the experience. It is optional because some recounts are only consists of orientation, and the series of events. The conclusion and comment of the story can be given in this last part.

Here the example of recount text.

A Beautiful Day in Jogja

Last week, my friends and I went to Jogja. We visited many places.

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo, and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

For me, that was a beautiful day. we really enjoyed it, and I hope I could visit Jogja again.

Source: http://englishgrammerandtext.blogspot.co.id/2012/01/recount-text-penjelasan-contoh_27.html

Here is the organization of recount text

A Beautiful Day in Jogja

1. Orientation

Last week, my friend and I went to Jogja. We visited many places.

2. Events

First, we visited Parangtritis beach. The sun shone brightly and the scenery was very beautiful there. We felt the wind blew across to us. We also saw a lot of people in that beach. There were many birds flew in the sky. Also, there were many sellers who sold many kinds of souvenirs. Second, we visited Gembira Loka zoo. We saw many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We looked around in that zoo and also took pictures of those animals. Then, we felt hungry, so we went to a restaurant. As soon as we finished our lunch, we decided to go home.

3. Re-orientation

For me, that was a beautiful day. We really enjoyed it and I hope I could visit Jogja again.

3. The Language Features of Recount Text

Anderson (1997:24) divides the language features of recount text into four, they are:

1. Proper nouns are a name used for an individual person, place, or organization, spelled with initial capital letters, e.g., *My friend, Jogja, and Parangtritis*.
Proper nouns also to identify those involves in the text.
2. Descriptive words, a descriptive word describes or gives us more information about things. A descriptive word can be a color, size, shape, texture, or number, to name a few. The goal of descriptive words is to provide

information about the way someone or something looks or sounds, e.g., *The sun shone brightly and the scenery was very beautiful there.*

3. The use of the past tense to retell the past events, e.g., *Last week, my friend and I went to Jogja.*
4. Words that show the order of events, e.g., *First, next, then.*

The language features has significant role to help in getting the point of the story. The audience can identify those who involved in the story by finding the proper nouns. The descriptive words will give more details about the person, time, place, setting and the plot of the story. The kind of text easily can be identified by looking for the tense used, the use of past tense directly showed that the text is recount which retell past events always used past tense. The words that show the sequence of events will make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive and systematic to read.

Those are the explanations of whole chapter II. In the next chapter, there researcher tries to describe more about method, design and more about the data analysis of this research.

III. METHODS

This chapter discusses several points of research methods that used in order to find out the result of research question of this research.

3.1. Design

This research used a descriptive qualitative approach. Descriptive qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural condition, uses inductive thinking, and emphasizes understanding the subjects' point of view (Robert and Knopp, 2006:274). Natural means that qualitative research is done in the real setting as a direct source of data. In descriptive qualitative research, the researcher did not build any hypothesis to be proved or disproved.

3.2. Subject

The subject of this research was the second grade students of junior high school of SMP Muhammadiyah Bandar Lampung in academic year of 2016/2017. The researcher only chose one class as the subject. The subject was 23 students. In this research, the class was chosen based on lottery. It meant that the researcher wrote classes' initials of the second grade students in SMP Muhammadiyah Bandar Lampung and the researcher chose one of the piece of papers then the classes' initials

that appeared in the paper was as the subject of this research. After choosing the class, the students were given the topic about their last holiday and should make a recount text based on the topic given.

3.3. Instruments

The researcher collected the data by giving a writing task to the students. The test instrument was recount text writing task. The researcher gave a writing task for the students in form of recount text telling their unforgettable moment or about their holiday. The students were given a chance to write their story in 90 minutes on a piece of paper. The students were allowed to open dictionary to find out the difficult word. Then the students made a recount text writing in past form sentences. They should arrange the recount text into three paragraphs; each paragraph consisted of 5-6 sentences. After the students submitted the task, the researcher analyzed the errors made by the students on the writing task based on Surface Strategy Taxonomy and Communicative Effect Taxonomy.

3.4. Data Collecting Technique

To analyze the errors in students' recount text writing, the writer took a writing task in a piece of paper that was given as the task to the second grade student of junior high school. The students' writing tasks were made in order to use as indicator of their understanding in using the simple past tense in recount text. Before the students did the task, the researcher gave explanation and direction about what the students should do with the task. The task was used to get information about the

simple past tense in writing recount text and the errors made by the students in using simple past tense.

3.5. Data Analysis Technique

The researcher analyzed the data. The steps of the data analysis were:

3.5.1. Sorting the Data

The steps of the data analysis are as follows:

1. Collecting the data from the students' work.
2. Identifying students' errors.

Identifying the errors by underlining the errors item, and classifying the errors based on surface strategy taxonomy and communicative effect taxonomy. The writer identified the students' errors by underlining and giving initial code:

a) Surface Strategy Taxonomy

- | | |
|------------------|----------------------|
| 1. Omission(OM) | 3. Misformation (MF) |
| 2. Addition (AD) | 4. Misordering (MO) |

b) Communicative Effect Taxonomy

1. Global Error(GE)
2. Local Error (LE)

In this step the writer worked in pair with English teacher, who was graduated from University of Lampung, in checking the errors of students' recount texts.

3. Classifying errors to find out frequency of errors, each error was classified by using Surface Strategy Taxonomy and Communicative Effect Taxonomy.

4. Calculating the percentage of students' errors in every type of errors both of Taxonomy. There are five types of errors calculated based on Surface Strategy Taxonomy namely: the percentage of omission, percentage of addition, percentage of misformation, percentage of misordering and percentage of blend or/ special error.

The writer calculated the percentage of students' errors based on Surface Strategy Taxonomy by using the following formulae:

1. POM = $\frac{\text{Total Omission}}{\text{Total Errors}} \times 100\%$
2. PAM = $\frac{\text{Total Addition}}{\text{Total Errors}} \times 100\%$
3. PMF = $\frac{\text{Total Misformation}}{\text{Total Errors}} \times 100\%$
4. PMO = $\frac{\text{Total Omission}}{\text{Total Errors}} \times 100\%$
5. PBE = $\frac{\text{Total blend or/ special error}}{\text{Total Errors}} \times 100\%$

In which:

- a. POM is Percentage of Omission
- b. PAD means Percentage of Addition
- c. PMF refers to Percentage of Misformation
- d. PMO is Percentage of Misordering

e. PBE is Percentage of Blend or/ special error

The calculating of errors based on Communicative Effect Taxonomy, namely: PGE (Percentage of Global Errors) and PLE (Percentage of Local Errors) through the following formulae:

$$1. \text{ PGE} = \frac{\text{Total Global Errors}}{\text{Total Errors}} \times 100\%$$

$$2. \text{ PLE} = \frac{\text{Total Local Errors}}{\text{Total Errors}} \times 100\%$$

3.6.The Procedure of Research

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

1. The researcher collected the data. Therefore before conducting there search, the researcher already prepared an instrument or a test for the students. The instrument/task consists of instruction to compose a recount text.
2. The researcher came to school to ask the principle's permission who has the authority to allow the writer in conducting the research.
3. The researcher did her research in the class, and the researcher got the class as subject of her research. Before giving the writing task the English teacher explained the students about the material and the topic is recount text. After explaining the material, the researcher gave instruction and guidelines how to do the writing task.

4. Next, the researcher collected the students' writing test and checked the errors of students' recount texts.
5. Next, the researcher analyzed the writing tasks to find which the most common errors made by the students in the recount texts.
6. The researcher calculated the total errors by drawing it up in tables based on the classification of errors then she made the result of total errors into percentages.
7. The researcher analyzed and classified the sources of errors based on Surface Strategy Taxonomy and Communicative Effect Taxonomy. Then, the researcher interpreted all of the data descriptively.
8. The last step is making conclusions of the research.

Those are the explanations about method, design, and data analysis of the research.

The next chapter describes the results and discussion of the research findings.

V. CONCLUSIONS AND SUGGESTIONS

This chapter provides the conclusions and suggestions drawn from the description and discussions of the results presented in the previous chapter.

5.1. Conclusions

Having analyzed the students' errors in recount text writing, the conclusions of this research are further explained as follows:

1. There are five types of errors made in students' recount text writing based on Surface Strategy Taxonomy: 1) Error in addition (4.6%), 2) Error in misordering (8.6%), 3) Error in omission (35.6%), 4) Error in misinformation (10.5%), and 5) Blend/special error (40.7%), while based on Communicative Effect Taxonomy there are two types of errors reveal, namely 1) Global Error (38.23%), and 2) Local Error (61.77%).
2. Blend/special error is found in the students' writing task. Blend/special error (40.7%) is the type of errors which is most frequently made by the students in recount texts. In this term, misspelling is the highest error that mostly appeared in students recount text. Error in Addition (4.6%) is the least based on Surface Strategy Taxonomy. Based on Communicative Effect Taxonomy,

Local Error (61.77%) is the type of error which is most frequently made by the students while Global Error (38.23%) is the least.

5.2. Suggestions

Referring to the research findings, there are suggestions given in order to make the next research better. The suggestions are as follow:

a. For English teachers:

1. English teachers might provide regular practices about the words spelling; the regular and irregular verbs (Verb I Verb II Verb III) in form of sentences in recount text writing.
2. English teachers might use the findings of this research as a reference to evaluate the weakness and the progress of the students' recount text writing especially and also in English skills commonly.
3. It is suggested to improve the students' knowledge of English grammar by guiding the students to recognize their own errors by inviting them to do self-correction because the students are still unable to identify their errors and by teaching them how to construct good sentences grammatically and appropriately and meaningfully, and by telling the functions of the language area themselves.
4. Besides that, the teacher has to set the first priority to the errors occur the most (blend/special error and local error).

b. For future researches:

For the next research, it is suggested to find out the types of errors focusing on one text based on different taxonomy, and the way to overcome the errors made by the students.

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