AN ERROR ANALYSIS ON WRITING RECOUNT TEXT MADE BY THE EIGHTH GRADE STUDENTS OF SMPN 3 SAWIT BOYOLALI IN 2015/2016 ACADEMIC YEAR

RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements for Getting the Bachelor Degree of Education in English Department

by

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MAY, 2016
PRONOUNCEMENT

Herewith. I testify that in this research paper, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree in a certain university, there are not opinions or masterpieces which have been written or published by others, except those which the writings are referred in the manuscript and mentioned in literary review and bibliography. If it is proven that there are some untrue statements in this testimony, hence, I will be fully responsible.

Surakarta, May 02, 2016

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MOTTO

❖ For indeed, after hardship comes ease. After hardship comes ease.
   (Al-Insyrah: 5-6)

❖ Never give up and do not feel that you cannot do anything. Having
   high motivations and keep spirit is the keys. Surely that in the
   future, it will be easier to do everything.
   (The Researcher)
DEDICATION

This research paper is lovingly dedicated for:

- My beloved mom, Sumarni, S.Pd., and my beloved father, Imron Rosadi, S.Pd.I.,
- My irreplaceable dad, Alm. Sukardi,
- My sweetest younger sister, Alfiana Rahmawati, and
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In the name of Allah, the Beneficent and Merciful

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Peace be upon Prophet Muhammad SAW who has led people from the darkness to brightness.

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The research paper is still far from being perfect and satisfactory. However, the researcher hopes that this research will be useful in development of language learning. Therefore, the researcher welcomes any criticism and suggestion for improving this research paper. The researcher hopes, the simply research paper would be beneficial for everyone.

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Surakarta, May 02, 2016

The Researcher

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# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>TITLE</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRONOUNCEMENT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>ACCEPTANCE</td>
<td>iv</td>
</tr>
<tr>
<td>MOTTO</td>
<td>v</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGMENT</td>
<td>vii</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
<td>xii</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>xiv</td>
</tr>
</tbody>
</table>

## CHAPTER I: INTRODUCTION

A. Background of the Study
B. Limitation of the Study
C. Problem Statement
D. Objective of the Study
E. Significance of the Study
F. Research Paper Organization

## CHAPTER II: REVIEW OF RELATED LITERATURE

A. Previous Study
B. Error Analysis
   1. Notion of Error Analysis
   2. Significance of Error Analysis
   3. The Algorithm for Conducting Error Analysis
   4. Error and Mistake
   5. Classification of Error Analysis
      a. Linguistic Category
      b. Surface Strategy Taxonomy
      c. Comparative Taxonomy
   6. Source of Error
C. English Text
   1. Notion of English Text
   2. Type of English Text
   3. Recount Text

## CHAPTER III: RESEARCH METHOD

A. Type of the Study
B. Subject and Object of the Study ................................. 50
C. Data and the Data Source ......................................... 51
D. Method of Collecting Data ......................................... 51
E. Data Validity .......................................................... 52
F. Technique for Analyzing Data ..................................... 52

CHAPTER IV: RESEARCH FINDING AND DISCUSSION ........... 54
A. Research Finding ..................................................... 54
   1. Type of Morphological Error ................................. 54
      a. False Friend .................................................. 54
      b. Wrong Spelling .............................................. 56
      c. Code Switching .............................................. 57
   2. Type of Syntactical Error ....................................... 58
      a. Be as Predicate .............................................. 58
      b. –s/-es in Plural Marker ..................................... 61
      c. ’s in Possessive Pronoun ................................. 61
      d. Preposition .................................................... 62
      e. Article ........................................................ 65
      f. Subject Pronoun ............................................. 67
      g. Verb ............................................................ 68
      h. Noun ............................................................ 71
      i. Possessive Adjective .......................................... 72
      j. Conjunction ................................................... 73
   3. Type of Discourse Error ......................................... 73
      a. General Structure ........................................... 74
      b. Conjunction .................................................. 76
   4. Frequency Type of Error ....................................... 77
   5. Dominant Type of Error ....................................... 79
   6. Source of Error .................................................. 80
      a. Interlingual Transfer ......................................... 80
      b. Intralingual Transfer ........................................ 81
D. Discussion ............................................................ 83

CHAPTER V: CONCLUSION, PEDAGOGICAL IMPLICATION AND SUGGESTION ......................................................... 91
A. Conclusion ............................................................ 91
B. Pedagogical Implication ........................................... 92
C. Suggestion ............................................................ 95

BIBLIOGRAPHY ................................................................ 97

APPENDIX ........................................................................ 102
SUMMARY


The objectives of the study are to describe an error analysis on writing recount text made by eighth grade students of SMP N 3 Sawit Boyolali in their written recount text, identify the types of morphological errors, syntactical errors and discourse errors, describe the frequency type of errors; explain the dominant type of error, identify the source of error and explaining the pedagogical implication to teaching learning English as foreign language. The type of this research is descriptive qualitative research. The researcher uses elicitation technique to collect the data. There are three steps to collect the data, (1) the researcher enter the room class and asks students to write a recount text, the researcher waits the students until finish their works; (2) the researcher collects the data of students writing then reads and marks the types of error that occur in students writing; (3) the researcher documented the erroneous then classifies the type of errors based on linguistic category and surface strategies category. The researcher uses James’s theory to classification of error, the researcher uses Slamet’s theory to count the frequency of types of error, and the researcher uses the theory from Brown to find the sources of error. The result of the analysis shows that from seventy student’s compositional work, there are two hundred and seventy five errors which are grouped into three main categories, namely: morphological error, syntactical error, and discourse error. The highest frequency of errors is wrong spelling of morphological level (33 errors or 12% of errors). The researcher also finds 2 sources of error, namely: interlingual transfer and intralingual transfer.

Keywords: error analysis, linguistic category, surface strategy taxonomy, recounts text, source of error.
RINGKASAN


Tujuan penelitian ini adalah untuk menjelaskan analisis kesalahan pada penulisan teks recount yang dibuat oleh siswa kelas VIII SMPN 3 Sawit Boyolali dalam teks recount tertulis mereka, mengidentifikasi jenis kesalahan morfologi, kesalahan sintaksis dan kesalahan wacana, menjelaskan frekuensi jenis kesalahan; menjelaskan jenis dominan kesalahan, mengidentifikasi sumber kesalahan dan menjelaskan implikasi pedagogis untuk mengajar belajar bahasa Inggris sebagai bahasa asing. Jenis penelitian ini adalah penelitian deskriptif kualitatif. Peneliti menggunakan teknik elicitation untuk mengumpulkan data. Ada tiga langkah untuk mengumpulkan data, (1) peneliti masuk ke ruang kelas dan meminta siswa untuk menulis teks recount, peneliti menunggu siswa sampai menyelesaikan tugas mereka; (2) peneliti mengumpulkan data dari siswa menulis kemudian membaca dan menandai jenis-jenis kesalahan yang terjadi pada menulis siswa; (3) peneliti mendokumentasikan kesalahan kemudian mengklasifikasikan jenis kesalahan berdasarkan linguistik kategori dan strategi permukaan kategori. Peneliti menggunakan teori dari James untuk mengklasifikasikan kesalahan, peneliti menggunakan teori dari Slamet untuk menghitung frekuensi tiap kesalahan dan peneliti menggunakan teori dari Brown untuk menemukan sumber kesalahan. Hasil analisis menunjukkan bahwa dari pekerjaan komposisi tujuh puluh siswa, ada dua ratus tujuh puluh lima kesalahan yang dikelompokkan ke dalam tiga kategori utama, yaitu: kesalahan morfologi, kesalahan sintaksis, dan kesalahan wacana. Frekuensi tertinggi dari kesalahan adalah ejaan yang salah tingkat morfologi (33 kesalahan atau 12% dari kesalahan). Peneliti juga menemukan 2 sumber kesalahan, yaitu: intralingual transfer dan interlingual transfer.

Kata Kunci: analisis kesalahan berbahasa, kategori linguistik, teks recount, sumber kesalahan berbahasa.