ERROR ANALYSIS IN WRITING COMPOSITION RECOUNT TEXT MADE
BY FRESHMEN OF ENGLISH DEPARTMENT UMS IN 2015/2016 ACADEMIC
YEAR

PUBLICATION ARTICLE
Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
In English Department

By

ANIS NUR PRATIWI
A 320 120022

ENGLISH DEPARTMENT
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2016
APPROVAL

ERROR ANALYSIS IN WRITING COMPOSITION RECOUNT TEXT
MADE BY FRESHMEN OF ENGLISH DEPARTMENT UMS IN 2015/2016
ACADEMIC YEAR

By

ANIS NUR PRATIWI
A 320 120 022

Approved to be Examined by

Consultant I
Prof.-Dr. Endang Fauziati, M.Hum.
NIK. 274
ACCEPTANCE

ERROR ANALYSIS IN WRITING COMPOSITION RECOUNT TEXT
MADE BY FRESHMEN OF ENGLISH DEPARTMENT UMS IN 2015/2016
ACADEMIC YEAR

By Anis Nur Pratiwi
A 320 120 022

Accepted and Approved by Board of Examiner
School of Training and Education
Muhammadiyah University of Surakarta
On July 16th 2016

Team of Examiners:
1. Prof. Dr. Endang Fauziati, M.Hum.
   Chair Person
2. Dr. Dwi Harjanti, M.Hum.
   Examiner I
   Examiner II

Dean,

Prof. Dr. Harim Joko Pravitno, M.Hum.
NIK. 196504281993031001
TESTIMONY

Herewith, the researcher testifies that in this research paper, there is no plagiarism of previous literary work which has been raised to obtain bachelor degree of a university, nor there are opinions and masterpiece which have been written or publication and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, hence, the researcher will be fully responsible.

Surakarta, July 16th 2016

Anis Nur Pratiwi
A 320120022
ERROR ANALYSIS IN WRITING COMPOSITION RECOUNT TEXT MADE BY FRESHMEN OF ENGLISH DEPARTMENT UMS IN 2015/2016 ACADEMIC YEAR

Abstrak
Penelitian ini bertujuan untuk mendiskripsikan tipe kesalahan, frekuensi kesalahan, kesalahan yang dominan, dan sumber kesalahan yang dibuat oleh mahasiswa baru jurusan pendidikan Bahasa Inggris UMS tahun ajaran 2015/2016. Penelitian ini merupakan penelitian kualitatif. Data penelitian ini adalah kesalahan dalam karangan teks recount yang dibuat oleh mahasiswa baru. Langkah-langkah untuk menganalisis data yaitu mengidentifikasi, mengklasifikasi, mendiskripsikan frekuensi, frekuensi yang paling tinggi, dan mendeskripsikan sumber kesalahan yang terjadi. Hasil dari penelitian ini menemukan kesalahan dalam tipe morfologi, syntax, dan wacana yang dikombinasikan dengan surface strategi. Frekuensi disetiap tipe yaitu morfologi 17,34%, syntax 79,83%, dan wacana 12,5%. Frekuensi yang paling dominan adalah tipe syntax, hal ini berarti mahasiswa baru lemah dalam pola dasar kalimat. Sumber kesalahan disebabkan karena interlingual atau bahasa ibu dan intralingual yang menyamakan aturan kaidah dalam bahasa target.

Kata kunci: analisis kesalahan, mahasiswa baru, linguistic category, yang sering terjadi

Abstract
The objectives of the study are to describe the types of error, the frequency type of error, dominant type of error and the sources of error made by freshmen of English Department UMS in 2015/2016 academic year. This study is qualitative research. The data are taken from all interlanguage errors which are made by the freshmen’s writing composition recount text document. The technique for analyzing data are identification error, classifying of error, the describing of frequency, dominant of error, and the describing of sources of error. The results of this study has found the types of error in morphological, syntactical, and discourse combine in surface strategy. The frequency of each' types are morphological 17,34%, syntactical 79,83%, and discourse 12,5%. The most dominant types of error is syntactical type, its mean the freshmen lack knowledge in basic sentence pattern. These sources found interlingual transfer caused by interference of the learner’s mother tongue and Intra lingual transfer is the negative transfer of item within the target language.

Keyword: error analysis, freshmen, linguistic category, dominant

1. Introduction
The problems of foreign language learners are often experienced and proliferated in every level of learning foreign language. Foreign language in this study is English language as the considered excellent of the international language. Typically, English language learners often have difficulty of grammar in writing or speaking skill, but when we left that problem the future will have an impact primarily on the quality of foreign language learners.

The problems are often experienced by learners should get more attention from lecturer, especially in foreign language learning. A lecturer is not only teaching a foreign language materials, but also constructing paradigmatic student’s way of thinking. The students should have creative ability in learning language. The meaning of creative ability is the capacity of student brain (cognitive mechanism) to explore in learning language both in speaking and writing skill. The students’ creative ability is called identifying process. Then, creative ability needs correction type of error. It can be classified and described by lecturer. The lecturer explains the results of students' creative ability and decide the error type is occur by students. Besides that, the lecturer formulates foreign language learning strategies that are more relevant, so the errors are not repeated.

To classify error and formulate learning strategies of foreign language learning, the lecturer needs the relevant tools and approaches. To analyze foreign language the lecturer used to use error
Error analysis is one of a tool to analyze their learners’ error, which is made in the process of foreign language learning. There are many varieties of learner errors, the errors to be classified and give the solution. Based on James “It is as a classification system based on the ways in which the learner’s erroneous version is different from the presumed target version” (James 1998:106). So, Error can be describe by using different kinds of taxonomy. First, Linguistic categories is the classification linguistic carries out the in overall system of the linguistic items. Covered on language components such as phonology, morphology, syntax, and discourse. Second, Surface strategy taxonomy is a part of item error. Covered types of error such as omission, addition, misformation, and misordering. The last, comparative taxonomy is compare between the structure of second language errors and first language or mother tongue.

They are three classifies taxonomy given obvious description about cognitive processes the learner’s reconstruction of the new language. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. The error can not avoided by foreign language learner both in writing and speaking skill. The specifically in writing skill, they appear error in grammatical structure. It is cause the student’s knowledge lack and confuse. It is very important become attention by lecturer in every level.

In this research, there are some problems question namely : (1) What are the types of morphological error? (2) What are the types of syntactical error? (3) What are the types of discourse error? (4) What is the frequency and dominant type of error? (5) What are the sources of error?. This study have theoretical significant and practical significant. In theoretical significant can be used as the reference for those who conduct a research in error analysis, especially errors which are found in writing recount text. Whereas, practical significant give information for the teacher or lecturer dominant error to evaluate and slove the relevance teaching strategy.

There are some previous researches on error analysis. The first is Sawalmeh (University of Jordania 2007) entitled “Error Analysis of Written English Essays: The case of Students of the Preparatory Year Program in Saudi Arabia” the result concluded that highest percentages of error is verb tense in syntactical types.

Second, Zawahreh (Education of Ajloun 2012) entitled “Applied Error Analysis of Written Production of English Essays of Tenth Grade Students in Ajloun Schools Jordan in 2012”. The result showed that misencodings as type of error and intralinguals as source of errors have a high frequency.

Third, Fadhilah (Universitas Muhammadiyah Surakarta, 2013) entitled “Error in Speaking English Made by Students of English Department of Muhammadiyah University of Surakarta in 2013/2014 Academic Year”. The result showed the highest percentage is in repetition error.

Fourth, Widiastutik (Universitas Muhammadiyah Surakarta, 2015) entitled “Error Analysis on Descriptive Text Made by The Eight Grade Students at SMP N 2 Cologomadu in 2014/2015 Academic Year” the result showed the students lack the use of V1 without (-s) for 3rd person singular

The last, Perdana (Universitas Muhammadiyah Surakarta, 2015) entitled ) “Comparative Error Analysis In Writing Recount Text Made by The First And The Third Semester Students of English Department UMS 2014/2015 Academic Year” the dominant’s error is wrong spelling in morphological type.

Derived from the background the researcher attract to conduct research in error analysis, mainly in writing composition recount text. The several reasons first, error which made by the learner in foreign language learning can not avoided process. It will be important to know the types of the error, frequency, dominant and sources of error in order to find the most appropriate of foreign language learning strategies. Second, to analyze the understanding university students of basic grammar structure knowledge reflected in writing composition so easier to collect the data.
The objective of the research are to describe the types of error made by freshmen of English Department UMS. It also describe the dominant of error and sources as reference to slove the problems.

2. Research Method
This study is a qualitative research. The researcher describes the types of error made by freshmen of English Department UMS in 2015/2016 academic year. It also finds the dominant of error and sources as reference evaluate of error. The subject of the study is freshmen of English Department UMS in 2015/2016 academic year. The object of the study is error in writing composition recount text made by freshmen. The freshmen's error will be categorized into combination of linguistic category and surface strategy taxonomy. The researcher takes the data like information from lecturer and document composition errors made by the freshmen writing composition recount text. The data source of the study is components of composition recount text made by freshmen of English Department UMS. They are consists 50 data. The researcher collecting data takes from writing composition made by freshmen of English Department UMS, given by the lecturer writing I. The document from final exam odd semester. After that, the researcher reads and marks types of error in the freshmen's work. Then, the researcher writes the erroneous sentences, and finally classifies all types of error based on combination between linguistic category and surface strategy taxonomy. The validity of data is expert judgment can be done by English teacher of MAM Surakarta and lecturer of English Department.

3. Research Finding and Discussion
In this research finding and discussion, the researcher has found error after analyzing the data. The research finding divided into three parts. There are classification of error used to combination of linguistic category and surface strategy taxonomy, dominant of error and sources of error. In linguistic category consists of morphological, syntactical, and discourse language component, whereas surface strategy taxonomy consists of omission, addition, misformation, and misordering. The research finding will described below :

a. Morphological Errors
In morphological the researcher has found bound morpheme (-s/-es) as plural marker and wrong spelling, the researcher has found 44 data error of bound morpheme as plural marker both (-s/-es) for example In there, we take a pictures and meet some tourist() from many country(). Whereas in wrong spelling the researcher has found 42 data error for example The last location was Sukowati market, we can bought so many Bali’s clothes and beautiful accessories (accessories) and many more.

```
<table>
<thead>
<tr>
<th>No</th>
<th>Types of Error</th>
<th>Number of Error</th>
<th>Frequency of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Types of Morphological Error</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bound Morpheme (-s/-es) as Plural Marker</td>
<td>44</td>
<td>8,87%</td>
</tr>
<tr>
<td></td>
<td>Wrong spelling</td>
<td>42</td>
<td>8,47%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>86</td>
<td>17,34%</td>
</tr>
</tbody>
</table>
```
b. Syntactical Errors

In syntactical errors, a lot of freshmen made error in the term. The researcher describe the syntactical error below:

1) Omission of Article
   Omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterence. In this part, the researcher has found 11 data that are omission of articles for example I'm very happy because it the first time for me to shopping at( ) traditional market.

2) Addition of Article
   Addition is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well-fermed utterance. In side the freshmen omission of article, some of them also addition of article. They add of article in their sentence and it makes the sentence incorrect. In addition of article, the researcher has found 6 data of error. For example 2 years ago, my family and I went to the Klaten by car.

3) Misformation of pronoun
   The researcher has found 11 data, misformation of pronoun. The notion of the misformation cause they are confuse to use of pronoun. The freshmen didn’t observe the concord of pronoun in their sentence or paraghraph. For example Last week I and my Friend go to Jogjakarta, at 07.00 a.m our on the way, our go with motorcycle.

4) Omission Pronoun
   The term of omission pronoun happened in several fresmen. They are not yet understand, the usefulness of pronoun. The researcher has found 10 data of omission of pronoun. For example (We) Arrived in his sister's home, we had breakfast together before we went holiday.

5) Omission (-ed) in Regular Past Tense
   In recount text is one of the language feature used to simple past tense. Simple past tense usually retell last time or past event. The term of verb devided into 2 kinds, they are regular verb and irregular verb. The term of omission, a lot of freshmen don't know the important and useful of verb. They also know the difference of regular verb and irregular verb. In the research there are freshmen omission the regular verb in their sentence and it makes incomplete n incorrect sentence. For example After that we continue (continued) the trip.

6) Misselection of Verb I for Past Event
   Misselection errors are those characterized by the use of the wrong form of a structure or morpheme. Misselection occured by freshmen. The term recount text used to past tense but several freshmen used to V1 in their writing composition. The researcher has found 91 data of error in misselection of Verb I for Past Event. The example Last month, my friends and I go(went) to Jogia.

7) Misselection of Verb-ing for Past Event
   Misselection errors are those characterized by using the wrong tense. Other hand, misselection of verb-ing for past events happened too. The term recount text used to past tense but several freshmen used to V-ing in their writing composition. The researcher has found 8 data of error in misselection of Verb I for Past Event. The example In kuta beach we playing (played) water and we saw beautiful sunset in there.

8) Omission of BE as full Verb
   The verb “To be” is said to be the most protean of the English language, constantly changing form, sometimes without much of a discernible pattern. Considering that we use it so often, it is really too bad that the verb “To be” has to be the most irregular, slippery verb in the language. The verb be can also be a full verb. The term of omission, a lot of freshmen don’t know the important and useful of be as full verb. In this part, the researcher has found 50 data that are omission of be as full verb. For example We (were) so happy because in that time, we could enjoyed the sunrise from tanah lot beach.
9) Addition of Be as full verb
   In side the freshmen omission of Be as full verb, some of them also addition of Be as full verb. They add of Be as full verb in their sentence and it makes double verbs. In addition of Be as full verb the researcher has found 44 data of error. For example Finally we were arrived in Sidomukti.(were must be omission)

10) Misformation Be for past event
   Be as verb in past event consists are (was,were). Misformation often occured by freshmen. Based on the already discussion above the freshmen misformation in Verb I for Past Event, misformation in Verb-ing for Past Event, and also misformation in Be for past event. It is crucial term, the researcher has found 87 data of error in misformation of Be for past event. The example I'm (was) very happy because it the first time for me to shopping at traditional market.

11) Misselection of Verb for Past Event
   The verb signals an action, an occurrence, or a state of being. Whether mental, physical, or mechanical, verbs always express activity. The researcher has found 39 data, misselection of Verb for Past Event. The notion of the misselection cause they are confuse or don't know the differences of each verb. So, they made misselection in their sentence or paragraph. For example Then, I was go to Bedugul. The verb used to went as incorrect verb.

12) Misplace of Conjuction
   A conjunction is the glue that holds or connects words, phrases and clauses (both dependent and independent) together. There are three different kinds of conjunctions; coordinating, subordinating, and correlative each serving its own, distinct purpose, but all working to bring words together. A lot of kinds conjuctions, such as and, but, or,because, etc. A lot of freshmen mis the position and function of conjuction. They often use to conjuction in beinning sentence. The researcher has found 76 data of misplace of conjuction. The example Because Arkan was coming to join.

13) Omission of Preposition
   Prepositions are words that introduce information to the reader and connecting word showing the relation of a noun substitute to some other word in sentence. The term of omission, a lot of freshmen don't know the function of preposition. They omit of preposition already not influence the meaning, but also false in structure. In this part, the researcher has found 28 data of omission of preposition. the example Finally ... (at) 03.00 a.m I and him go home.

14) Misformation of Preposition
   The researcher has found 16 data, misformation of preposition. The notion of the misuse cause they are confuse or don't know the function of preposition. So, they made misformation of preposition. For example I was back to my hometown from Semarang. The correct preposition is “in”.

15) Misformation to- as Infinitive
   The infinitive is the base form of a verb. In English, when we talk about the infinitive we are usually referring to the present infinitive, which is the most common. To- as infinitive always follow verb I. The researcher has found 29 data, misformation to- as Infinitive. The notion of the misformation cause they are confuse or don't know the using of to- as infinitive. So, they made misformation in using to- as infinitive . For example Many people visit there, they bring their family to seen how Dieng looks like. The correct to-infinitive is to see.

16) Misformation of Modal for Past tense
   As modal verb or auxiliary verb is type of verb that used to indicate modality. Modal or auxiliary are used in conjunction with main verbs to express shades of time and mood. That are likelihood, ability, permission, and obligation. The kinds of modals such as can,could, will, would, shall,should, etc. The auxiliary verb always follow VI. The researcher has found 20 data of error in misformation of modal for past tense. The example We could drove the ship by pay Rp. 20,000. The correct modal for past tense is could drive.
<table>
<thead>
<tr>
<th>No</th>
<th>Types of Syntactical Error</th>
<th>Number of Error</th>
<th>Frequency of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Types of Syntactical Error</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Article</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Omission article</td>
<td>11</td>
<td>2,22%</td>
</tr>
<tr>
<td></td>
<td>2) Addition article</td>
<td>6</td>
<td>1,21%</td>
</tr>
<tr>
<td></td>
<td>b. Misformation of verb I for past event</td>
<td>91</td>
<td>18,35%</td>
</tr>
<tr>
<td></td>
<td>c. Misselection of verb-ing for past</td>
<td>8</td>
<td>1,61%</td>
</tr>
<tr>
<td></td>
<td>d. Pronoun</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Misformation of pronoun</td>
<td>11</td>
<td>2,22%</td>
</tr>
<tr>
<td></td>
<td>2) Omission of pronoun</td>
<td>10</td>
<td>2,01%</td>
</tr>
<tr>
<td></td>
<td>e. Omission of suffix (-ed) in regular past tense</td>
<td>19</td>
<td>3,83%</td>
</tr>
<tr>
<td></td>
<td>f. Be as ful verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Addition Be as ful verb</td>
<td>44</td>
<td>8,87%</td>
</tr>
<tr>
<td></td>
<td>2) Misformation Be as ful verb</td>
<td>87</td>
<td>17,54%</td>
</tr>
<tr>
<td></td>
<td>g. Misformation of verb for past event</td>
<td>39</td>
<td>7,86 %</td>
</tr>
<tr>
<td></td>
<td>h. Misplace conjunction</td>
<td>76</td>
<td>15,32%</td>
</tr>
<tr>
<td></td>
<td>i. Preposition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1) Omission of preposition</td>
<td>28</td>
<td>5,64%</td>
</tr>
<tr>
<td></td>
<td>2) Misformation of preposition</td>
<td>16</td>
<td>3,23%</td>
</tr>
<tr>
<td></td>
<td>j. Misformation of to-as infinitive</td>
<td>29</td>
<td>5,85 %</td>
</tr>
<tr>
<td></td>
<td>k. Misformation of modality</td>
<td>20</td>
<td>4,03%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>396</td>
<td>79,83%</td>
</tr>
</tbody>
</table>
Discourse Error

Discourse is the study of language. It is not only language itself but also how it relates with society, culture, and through. According to Nunan (1993:5) “discourse can be defined as stretch of language consisting of several sentences which are perceived as being related in some way”. The scope of discourse are generally structure, reference, and conjunction. Moreover, discourse can be describe as written and spoken communication. The classifies of discourse error are substitution of verb, substitution of clause, reference, conjunction. The researcher describe below:

1) Substitution of Verb

Substitution is the replacement of a word(group) or sentence segment. The substitution is covering verb, noun, and clause. In substitution verb, some of freshmen replacement of verb group. The researcher has found 7 data of error in substitution verb. The example We felt the rabbit sate. The taste was like a chicken sate. In the first sentence use felt as verb, whereas in second sentence explain taste as taste food, so understandable meaning in replacement verb phrase, the correct verb phrase is eat the rabbit sate.

2) Substitution of Clause

Substitution is the replacement of a word(group) or sentence segment. The substitution is covering verb, noun, and clause. In substitution clause, some of freshmen replacement of lack of clause. The researcher has found 8 data of error in substitution clause. The example Finally, we come Borobudur temple, we see artist her name Indra Bekti We Live Join to photos we happiness, after photos we see Indra Bekti shooting, and finally shooting break and my friends join to photos again with Indra Bekti.

3) Reference

The act of referring to preceding or following element, deals with a semantics relationship. In reference, some of freshmen chosen lack of reference. The researcher has found 22 data of error in reference. The example Last week I and my Friend go to Jogjakarta, at 07.00 a.m our on the way, our go with motorcycle. And our stop in the market for rest, after we rest , at the 08.00 a.m we on the way. Finally, we come Borobudur temple, we see artist her name Indra Bekti We Live Join to photos we happiness, after photos we see Indra Bekti shooting, and finally shooting break and my friends join to photos again with Indra Bekti. In possessive pronoun is lack so called reference in discourse.

4) Conjunction

The signals relationship part of the sentence or text. There are four types of conjunction: additive (and), temporal (first, then…) clausal conjuction such as (because…), adversative (However, on the other hand…). In this research the researcher has found 24 data of error of conjunction. The data devided into two classifies, those are additive and clausal.

For example additive conjuction I’m crying and my friend and his sister take me to the post information. But the solutions is not take me to meet with my mother. For example clause conjuction We got the first place in this competition. I was very happy, Because when we has prepared to this competition. We just have 2 months to prepared.

<table>
<thead>
<tr>
<th>Linguistic Category</th>
<th>Types of Error</th>
<th>Number of Error</th>
<th>Frequency of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Type of Discourse</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. The Frequency of Each Error
In this part, the researcher calculates the frequency of each error in order to know the percentages types of errors. The researcher finds 496 which are consist of 3 types of errors namely morphological errors, syntactical errors and discourse error.

Firstly, the researcher found morphological errors in freshmen’s writing composition are 86 data or 17.34% devided into 2 types of error, namely bound morpheme (-s/ -es) as plural marker (44 data or 8.87%) and wrong spelling (42 data or 8.47%).

Secondly, syntactical errors have been found in the freshmen’ writing namely article (17 data or 3.43%) devide into 2 types, those are omission article (11 data or 2.22%) and addition of article (6 data or 1.21%), pronoun (21 data or 4.23%) devide into 2 types, those are misformation of pronoun (11 data or 2.22%) and omission of pronoun (10 data or 2.01%), omission of suffix (-ed) in regular past tense (19 data or 3.83%), misselection of verb I for past event (91 data or 18.35%), misselection of verb-ing for past event (8 data or 1.61%), BE as full verb (181 data or 36.49%) devide into 3 types, those are omission Be as ful verb (50 data or 10.08%), addition Be as ful verb (44 data or 8.87%), misformation Be as ful verb (87 data or 17.54%), misselection of verb for past event (39 data or 7.86%), misplace conjuction (76 data or 15.32%), preposition (44 data or 8.87%) devide into 2 types, those are omission of preposition (28 data or 5.64%) and misformation of preposition (16 data or 3.23%), misformation of to- as infinitive (29 data or 5.85%), misformation of modality (20 data 4.03%).

Third, discourse found substitution of verb (7 data or 1.41%), substitution of clause (8 data or 1.61%), reference (22 data or 4.43%), conjuction (25 data or 5.05%) devide into 2 types, those are additive (21 data or 4.24%) and clausal (4 data or 0.81%).

5. The Dominant of Error
The dominant error in morphological type is bound morpheme (-s/ -es) as plural marker (44 data or 8.87%). In syntactical type the dominant error is misselection of verb I for past event (91 data or 18.35%). Whereas, in discourse type the dominant error is reference (22 data or 4.43%). The researcher concludes that the most highest dominant in three type of linguistic category combining surface strategy is misselection of verb I for past event (91 data or 18.35%).

6. The Sources of Error

<table>
<thead>
<tr>
<th>a. Substitution of Verb</th>
<th>7</th>
<th>1,41%</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Substitution of Clause</td>
<td>8</td>
<td>1,61%</td>
</tr>
<tr>
<td>c. Reference</td>
<td>22</td>
<td>4,43%</td>
</tr>
<tr>
<td>d. Conjunction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Additive Conjunction</td>
<td>21</td>
<td>4,24%</td>
</tr>
<tr>
<td>2) Clausal Conjunction</td>
<td>4</td>
<td>0,81%</td>
</tr>
<tr>
<td></td>
<td>52</td>
<td>12,5%</td>
</tr>
</tbody>
</table>
In this case, source of error a lot of occurred in freshmen. As Brown theory (2000:22-227) “There are four source of error, they are inter lingual transfer, intra lingual transfer, context of learning, and communicative strategies”. In this research source of error occurred in Inter Lingual Transfer and Intra Lingual Transfer. The freshmen are interference the target language into mother tongue and error used to use rule of tenses of past tense. Detail of source of error are:

a. Intre Lingual Transfer

Inter lingual transfer are caused by interference of the learner’s mother tongue. The English learners usually transfer the system of their mother tongue into foreign language. For example: After I and my family () dinner. That sentence omission be as full verb, it doesn’t appropriate the rule of english grammar or interference of mother tongue (Indonesian language).

b. Intra Lingual Transfer

Intra lingual transfer is the negative transfer of item within the target language or put mother way, the incorrect generalization of rules within the target language”. For example: We are holiday in Purwokerto just two days (incorrect sentence), We were holiday in Purwokerto just two days (correct sentence). That sentence misformation of Be as full verb. It means the freshmen lack and generalization of rules tenses within the target language.

7. Conclusion

The result of this research shows that the freshmen have made many errors in their writing composition recount text. The researcher found 496 errors originated from 50 compositional works. The researcher applies surface strategy taxonomy and linguistic category taxonomy in analyzing the data. The analyzing data are grouped into three main categories, namely: morphological error, syntactical error, and discourse error. Then the three categories elaborate with surface taxonomy which have their own type those are omission, addition, misformation, and misordering. The elaboration can be sited as follow morphological error devided into 2 types of error, those are bound morpheme (-s/-es) as plural marker and wrong spelling. In syntactical errors in the freshmen’ writing namely article devide into 2 types, those are omission article and addition of article, pronoun devide into 2 types, those are misformation of pronoun and omission of pronoun, omission of suffix (-ed) in regular past tense, misselection of verb I for past event, misselection of verb-ing for past event, BE as full verb devide into 3 types, those are omission Be as ful verb, addition Be as ful verb, misformation Be as ful verb, misselection of verb for past event, misplace conjunction, preposition devide into 2 types, those are omission of preposition and misformation of preposition, misformation of to- as infinitive, misformation of modality. Discourse level are substitution of verb, substitution of clause, reference, conjunction devide into 2 types, those are additive and clausal.

Based on the three main categories the most dominant errors made by freshmen is syntactical type. There are 396 or 79,83% of errors. While the most type made by the freshmen is misselection of verb I for past event or 18,35%. It means that the freshmen have lack knowledge of grammar and structure and do not mastery the differences of tenses. The freshmen didn’t know and confused to use past tense in their writing, a lot of them choosed verb I in writing composition recount text. In Sources of error, the researcher found Interlingual transfer and Intralingual transfer. Interlingual and Intralingual are primarily influential the freshmen’s writing. It can be concluded that the most error frequently made by freshmen occurred on the basic syntactical and discourse of writing English
BIBLIOGRAPHY


VIRTUAL REFERENCE

ESL Basic, 2016
http://www.eslbasics.com/blog/teacher-posts/significance-of-error-analysis/
(Accessed on Thursday, January 28 2016 at 10.04 a.m)

Englishindo, 2016 www.englishindo.com recount  (Accessed on Tuesday, February 2 2016 at 9.43 a.m)

English Language Learner, 2016
http://ell.stackexchange.com/questions/34983/whatdoes-social-function-mean-in-that-sentence
(Accessed on Tuesday, February 2 2016 at 9.43 a.m)


Grammar Rule, 2016 http://www.gingersoftware.com/content/grammar-rules/verbs/
(Accessed on Sunday, March 20 2016 at 19.55 p.m)

Helping and Modal Auxiliary Verb, 2016

Dewa Putu Eka Adi Putra, 2016

Taman bahasaku, 2016
https://sites.google.com/site/tamanbahasaku/Home/genre/pengertian-genre (Accessed on Tuesday, February 2 2016 at 9.43 a.m)