Error Analysis Towards Recount Text Written By The Eighth-Grade Students Of SMPIT Qurrata A'yun Batusangkar

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis-jenis kesalahan sintaksis dalam teks recount siswa kelas VIII SMPIT Qurrata A'yun Batusangkar. Selain itu, penting untuk mengetahui frekuensi setiap jenis kesalahan, jenis kesalahan yang dominan, dan sumber kesalahan. Jenis penelitian ini adalah penelitian kualitatif. Metode pengumpulan data adalah metode elisitasi yang terbagi menjadi empat langkah yaitu langkah pertama meminta peserta didik membuat teks recount dengan tema yang telah diberikan; langkah kedua membaca teks recount yang dibuat oleh siswa; langkah ketiga adalah menemukan dan menandai kesalahan dalam teks recount; dan langkah terakhir adalah membagi kesalahan menjadi beberapa tipe berdasarkan kategori linguistik dan taksonomi strategi permukaan. Jenis kesalahan yang dominan adalah salah ejaan dan penyalahgunaan kata kerja dalam bentuk lampau. Selain itu, temuan dan hasil menunjukkan bahwa keterampilan menulis bahasa Inggris siswa, khususnya dalam teks recount, menuntut lebih banyak perhatian, peningkatan, dan pengembangan. Rekomendasi dan implikasi pedagogis mengakui peran penting guru EFL, perancang kurikulum, pendidik, dan pembuat kebijakan dalam mencapai hasil yang diinginkan.

Kata kunci: *Kesalahan Berbahasa, Recount Text, Syntax Error, Simple Past Tense.*

Abstract

The research aims to identify the types of syntactic in recount texts by the eighth-grade students of SMPIT Qurrata A'yun Batusangkar. In addition, it is crucial to know the frequency of each type of error, the dominant type of error, and the sources of the errors. The type of research is qualitative research. The method of collecting data is the elicitation method, which is divided into four steps: the first step is requesting the learner to make a recount text with the theme that has been given; the second step is reading the recount text made by students; the third step is finding and marking errors in the recount text; and the last step is dividing the errors into types based on linguistic category and surface strategy taxonomy. The dominant type of error is wrong spelling and misuse of a verb in the past tense. Besides, the findings and results demonstrated that students' English writing skill, especially in recount text, demands more attention, improvement, and development. The recommendations and pedagogical implications recognize the critical role of EFL teachers, curriculum designers, educators, and policymakers in achieving the desired results.

Keywords : *: Error Analysis; Recount Text; Syntax Error; Simple Past Tense.*

INTRODUCTION

Language is a method of communication that is utilized by a significant number of individuals all around the world. English is essential for a nation's integration with other nations in the areas of politics and economy, and education. Language is the glue that holds many different cultures together. Many nations have begun to study English as a second language or as a foreign language in order to better communicate with the rest of the world or to maintain contact with it. The Indonesian government acknowledges English as a language spoken by people from other countries. The government recommends schools that include English as a subject taught in the classroom. Evans (2009) may emphasize the significance of English as a subject taught in schools. According to Evan, because the teaching of English is so essential to pupils' intellectual, cultural, and social development, it is frequently the target of intense political demands from the outside. The many approaches to teaching a language are like different styles of clothing. They are brought into existence, put to use, and ultimately rendered obsolete. This is a sketch of the changing currents and shifting sands that have characterized training in foreign languages over the years (Fauziati, 2014). As a direct result of this, the method of teaching a language might shift as a direct result of the influence of the era. Currently, Indonesia is utilizing KTSP; however, in 2013, the government transferred to the 2013 Curriculum.

Inquiry-based learning is still widely used in most Indonesian schools (the 2006 curriculum). The activity is carried out by employing the methods of exploration, elaboration, and confirmation. The four language skills students of English language development in a classroom are listening, speaking, reading, and writing. Fauziati (2014, page 142) states that "text sorts are text prototypes distinguished by their major social purpose." The following are the six primary types of texts that can be distinguished: a) narratives, which are stories told for entertainment; b) recounts (personal, factual); c) information reports; d) instructions; e) explanations; and f) explanatory texts.

One of the subfields that fall under the umbrella of learning a foreign language is called error analysis. Error and mistake are not the same things; errors arise when there is no wish to omit one, while a mistake is a flaw made by a pupil that is correctable and unintentional; such errors are dubbed mistakes. Errors occur when there is no desire to omit one (James, 1998). The learner and the evidence of how learner errors might give insight into the underlying mechanics of second language acquisition or second language learning are the primary foci of error analysis (Fauziati, 2009). In addition, according to Dulay (1982, page 138), error analysis has provided insights into the acquisition process, which has caused considerable alterations in the methods utilized in the classroom. Commonly, errors are categorized according to language components dependent on the objective of the analysis (for example, a mistake may be morphological, syntactic, or discursive) (Fauziati, 2014).

As a consequence, the author organizes the mistakes made by students according to the linguistic components they involve. In the course of writing recount texts, students in eighth grade at SMPIT Qurrata A'yun Batusangkar produced a variety of errors in morphology, syntax, and discourse, and the purpose of this study is to determine what those faults were. The following stage establishes the frequency of each error, the type of error that occurs the most frequently, and the reason for this.

METHOD

In doing this research, the writer used qualitative research. The research takes qualitative research because the writer wanted to identify the types of morphological, syntactic, discourse error, the frequency from writing recount text made by the eighth grade students. The aim of this research is to conduct error analysis in writing recount

text by the eighth grade students of SMPIT Qurrata A'yun Batusangkar academic year of 2022/2023.

The data of the research were all erroneous sentence and paragraph made by the students writing recount text by students of eighth grade of SMPIT Qurrata A'yun Batusangkar. The data source of the research was composition made by students of eighth grade of SMPIT Qurrata A'yun Batusangkar. They consisted of 20 students' sheet. The writer used recount text written by students of eighth grade of SMPIT Qurrata A'yun Batusangkar as the data source.

The steps of collecting the data in this research are as follows:

1) Requesting the learner to make recount text with the theme that has given.

2) Reading the recount text which made by students.

3) Finding and marking error in the recount text.

4) Dividing the error into the types of error based on linguistic category and surface strategy taxonomy.

The writer divided technique for analyzing data into six steps, namely: identification of errors, classifying into syntactical error, describing the frequency of error, and describing the error.

RESULT AND DISCUSSION

Berdasarkan penelitian yang telah dilakukan, kesalahan berbahasa tataran morfologi dalam tajuk rencana surat kabar Padang Ekspres dianalisis sesuai teori yang relevan seperti di bawah ini.

In this chapter the writer describes the learner's error that was the composition of erroneous in writing recount text made by the eighth grade students of SMPIT Qurrata A'yun Batusangkar academic year of 2022/2023.

The research finding consists of five steps. They include the type of lexical errors, the type of syntactical errors, the type of discourse errors, the frequency of each error, and the sources of error. But the writer only focuses on the type of syntactical errors in recount text made by the eighth grade students of SMPIT Qurrata A'yun Batusangkar academic year of 2022/2023.

The Types of Syntactical Errors

The writer divided the syntactical error into nine types, they are the use of verb, the use of noun, and be, pronoun, phrase, article, preposition, conjunction, sentence construction.

1) The Use of Verb

The learners made error in verb, which are three errors in verb. They are omission of verb, misuses of verb in the past tense, and addition of to in verb of present tense.

a) Omission of verb

Ommision (Ø) is ungrammatical or a word be lost. The writer finds 7 errors made by students. For example, "*We [ ] there by the train*". In this case, the students were not use verb in their sentence. The correct sentence is *We went there by the train*.

b) Missuses of verb in the past tense

The writer also finds misuses of verb in the past tense made by students. Most of them still use present tense in recount text which uses past tense. The writer find 17 errors in misuses of verb in the past tense. For example: *we rent a lamp and hire a guide for our safety*. In the case, the students still use present tense in their sentence (*rent*). In correct word is *rented*.

c) Addition of *to* in verb of present tense

Addition is a type of errors which are characterized by the presence of an item. The writer finds 8 errors in addition of *to* in verb of present tense. For example: *My family and I to eat seafood*. In this case, the students add to in present tense. The correct sentence is *My family and I eat seafood*.

d) Addition of verb

Addition is a type of errors which are characterized by the presence of an item. The writer finds 13 errors in addition of to in verb. For example: "*In the next morning we went go home*". In this case, the students add go which is verb in present tense. The correct sentence is "*In the next morning we went home*".

2) The Use of Noun

a) Omission of {-s} plural marker Ommision (Ø) is ungrammatical or a word be lost. The writer finds 8 errors made by students. For example, "*I saw many ship*". In this case, the students was not use {-s} in the word bird, because the previous word is many. The correct sentence is "*I saw many ships*".

3) BE

The writer finds 9 errors made by students. For example, "*We [ ] really happy*". In this case, the students did not use be (was, were) in the sentence. The correct sentence is "*We were really happy*".

CONCLUSION

The writer shows the summary of the research finding which discussed before. The result of the research found 150 sentences made by 20 students of eighth grade in SMPIT Qurrata A'yun Batusangkar. From the research finding, the number of syntactical errors are 62 which included verb (omission of verb 7 errors, misuses of verb in past tense 17 errors, addition of to in verb of present tense 13 errors, addition of verb 8 errors), noun (omission of {-s} plural marker, addition of {-s}8 errors), BE (omission of be, misuses of be 9 errors). Based on the result above, syntactical errors has dominant in misuses of verb in past tense, it amount 17 errors. So, the difficulties got from the syntactical error shows that many students still do not understand and are confused in using English.

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