

**AN ERROR ANALYSIS OF THE RECOUNT TEXT WRITING OF THE  
SECOND GRADE STUDENTS OF SMP YAKPI 1 DKI JAKARTA  
IN THE 2019/2020 ACADEMIC YEAR**

**A PAPER**

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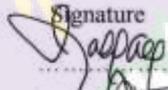
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## ABSTRACT

**Ari Viana Sugiyarti:** 1301065023 *An Error Analysis of the Recount Text Writing of the Second Grade Students of SMP YAKPI 1 DKI Jakarta in the 2019/2020 Academic Year.* A Paper, Jakarta: The Study Program of English Education, The School of Teacher Training and Education, The University of Muhammadiyah Prof. DR. HAMKA Jakarta, August 2020.

The objective of the study is to find the empirical evidence of the most common types and sources of errors in recount text writing that the second grade students of SMP YAKPI 1 DKI Jakarta made in the 2019/2020 academic year.

The data collection for this research was conducted from the recount text writing task of the second grade students at SMP YAKPI 1 DKI JAYA Jakarta. The method used in this research is error analysis that presents the types and sources of errors the students made in their recount text writing to respond-the writing task which the writer asked them to do. The writer focus on analyzing the student's recount text writing to find the types of errors based on Azar's classification and sources of errors based on Richards' explanation. The result of the analyses is presented descriptively.

The result showed that the common types of errors which the second grade students of SMP YAKPI 1 DKI Jakarta made in their recount text writing was Capitalization with the highest percentage 47.3%, and the common sources of errors that they made was Intralingual errors (over-generalization, ignorance of rule restrictions, incomplete application of rules, and false concepts hypothesized) with 73.5%. From this result, it can be concluded that the second grade students of SMP YAKPI 1 DKI Jakarta still made many errors with the sources come from intralingual causes errors.

**Keyword:** Error analysis, error, students' writing, recount text.

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

English has been taught formally in Indonesian education as the first foreign language. In learning English, there are four skills which students have to learn; they are listening, speaking, reading and writing. Harmer (2007 : 265) explains that reading and listening belong to receptive skills and the speaking and writing skills belong to productive skills. Moreover, reading and listening make students to receive information, and speaking and writing make students to produce sentences. Among those skills, the writer found that writing skill might be the difficult skill for students. Brown (1994 : 205) states “For most people, writing is extremely difficult task if they are trying to grapple in their language with new ideas and new ways of looking at them”. It is then understandable that writing ideas in a second foreign language is difficult for students because of their lack of writing competence.

In composing a piece of writing, students naturally make mistakes due to the insufficiency of the students’ knowledge and skills in writing. They have not yet had enough vocabulary repertoire to choose from in order to write sentences and they have not yet been able to apply the grammatical rules to compose sentences which they want to write. Therefore, the students need the teacher’s guide when they are composing their writing. However, in reality, students still make mistake in their writing, Tarigan and Tarigan (1990 : 75) in their book point out “...*kesalahan tidak hanya sebagai sesuatu*

*yang tidak dapat dielakkan tetapi juga sebagai bagian yang penting dari suatu proses belajar bahasa.”*. This means if students can learn from their error makings, they can stop making errors in their writing some time.

It is worth remembering that there is difference between error and mistake. Taylor states (2009 : 4),

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 temporary breakdown or imperfection in the process of producing speech. These hesitations, slips of tongue, random ugrammaticalities, and other performance lapses in native speaker production also occur in second language speech.

It can be summarized that native speakers can easily recognize the mistakes they make during productive activities, while foreign language students might recognize their own mistakes , but not like errors, they cannot recognize the errors they make themselves.

Dulay (1982:139) further points out that

In some of the second language literature, performance errors have been called “mistakes” while the term “errors” was reserved for the systematic deviations due to the learner’s still developing knowledge of the L2 rule system.

According to this idea, if we are reading students’ writing product containing incorrectness, basically we cannot distinguish whether the incorrectness belongs to mistakes or errors due the existence of the two different causes of the incorrectness. This means that in learning a foreign language, it is not easy to distinguish between mistakes and errors. That is the reason why it is necessary to do error analysis in the students’ foreign language learning activities.

When the writer was still studying in SMP YAKPI 1 Jakarta, the writer and her classmates frequently made a lot of mistakes when doing text writing tasks, and the teacher felt necessary to correct all the mistakes and re-explain the topics being discussed. However, due to the limited time and other factors what the teacher had done did not make a lot of improvement in the students' writing.

To find out whether or not the same phenomena are still happening nowadays, the writer visited the school and asked for information to the English teacher. According to the teacher who teaches English, the phenomena continue. This makes the writer interested in exploring this issue and asks permission to do a research. That is the reason why the writer chose *An Error Analysis of the Recount Text Writing of the Second Grade Students of SMP YAKPI 1 DKI Jakarta in the 2019/2020 Academic Year* as the title of this writing.

### **B. The Question of the Study**

Based on the background of the study, the writer would like to formulate the research questions, as follow:

1. What are the common types of errors which the second grade students of SMP YAKPI 1 DKI Jakarta made in their recount text writing in the 2019/2020 academic year?
2. What are the common sources of errors of the second grade students' recount text writing in the 2019/2020 academic year?

### **C. The Objective of the Study**

The objective of this study is to find the empirical evidence of the most common types and sources of error on recount writing made by second grade students of SMP YAKPI 1 DKI Jakarta 2019/2020 academic year.

### **D. The Significance of the Study**

The significance of the study is expected to give positive contribution to writer and readers. It is expected that this result of the study can engage the readers to know that analyzing student's error is one of importance tasks that teacher needs to do and give more knowledge about error analysis.

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