

ERROR ANALYSIS OF USING ACTION VERB IN WRITING RECOUNT TEXT

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Abstract

Considering the importance of grammatical knowledge for the writing process, this research aims at finding out the grammatical errors based on surface strategy taxonomy that focused on the omission error, addition error, misformation error, and misordering error that appear in student written task of tenth grade students at SMK Walisongo 2 Gempol. The method of this research was a descriptive qualitative. The subject and data source were collected from the students of X TKJ (Tekhnik Komputer dan Jaringan) class of SMK Walisongo 2 Gempol academic year 2018/2019. The key instrument used in this research was the researcher and students written task. Dulay's, Burt, and Krashen theory becomes the main key in data analysis. Based on the analysis, three types of errors were found. These three errors were omission that was found 18,19%, addition that was comitted 9,09%, and misformation that is the highest error was found 72,72%. Based on the result, it is figured out that the students still made errors while conducting the text. For suggestion, the teachers should be aware on writing. The students were expected to increase their knowledge on action verb, at least reduce those errors on writing action verb.

Key Words: *Error Analysis, Surface Strategy Taxonomy, Student Written Task*

Abstrak

Mengingat pentingnya pengetahuan peraturan tata bahasa pada proses menulis, penelitian ini bertujuan untuk menemukan kesalahan tata bahasa berdasarkan Surface Strategy Txonomi yang berfokus pada empat kesalahan yaitu; Omission Addition, Misformation, dan misordering pada teks esai dari siswa kelas X di SMK Walisongo 2 Gempol. Skripsi ini menggunakan metode deskriptif kualitatif. Subjek dan sumber data didapat dari siswa kelas X jurusan TKJ (TeknikKomputerdanJaringan) di SMK Walisongo 2 Gempol tahun ajaran 2018/2019. Instrument utama dalam penelitian ini adalah peneliti sendiri dan teks-teksesai dari siswa. Teori Dulay, Burt, dan Krashen menjadi kunci utama untuk menganalisis data. Berdasarkan hasil dar analisis kesalahan tata bahasa, ada tiga kesalahan yang muncul, yaitu Omission dengan hasil 18,19%, Additional dengan hasil 9,09%, dan Misformation merupakan yang tertinggi dengan hasil 72,72%. Berdasarkan hasil, Siswa masih membuat kesalahan dalam menulis teks. Dalam hal ini diharapkan nkepada guru pengajar agar lebih berhati-hati dalam mengajar. Kepada siswa juga lebih giat dan meningkatkan belajar bahasa inggris setidaknya dapat menguarangi kesalahan.

Kata Kunci: *Analisis Kesalahan, Surface Strategy Taxonomy, Teks Esai*

INTRODUCTION

In this era of globalization and industrialization, writing is very important. Writing is a principal of human communication, need in everytime, in business, job, creativity, and scholarly pursuits. In short, it is not only device of living, but also it is device of survival (Monaghan, 2007. p. 1). Priority in education, the talent of writing skill is very necessary for the students. In line, Students who are ability in writing can got better grades than who are unskilled in writing (Muslim, 2014. p. 105). Moreover, in education writing is tool to communication. Studying to write well is not easy because students face difficulty in some cases.

Cited in Indhsari (2010), Recount text is a text that retell about our experiences in the past, it purposes are to inform, retell, and entertain the audiences or the readers. In process of learning recount text, some of the students make errors in grammatical. It's like learning pronoun, verbs, tenses, and preposition. This statement supported by Umiytun(2010), it is not easy for the students who are make error in grammatcal such as in spelling, punctuation, grammar, and vocabulary.

According to Warriar (1982) action verb is the step or act expressed by using verb that can be used mental or physic action. Physical action such as, run, walk, play, cooking, and mental action such as imagine, think, doubt, and so on. Action verbs also one kind of language features in recount text that students have to understand in writing. According to Boardman(2008) particularly on writing recount text language features found in the used of action verb to show to the events. Base on the statement, it is concluded that using action verbs enable teachers to evidence the skill of students are expect as the consequence of complementing the course. So, action verb is very important point in writing recount text.

In process of learning writing recount text usually the students made errors especially in the used of action verb. The students get confused how to use action verb in writing recount text. For example in sentence, "I was hope". it is false sentences, the true is "I hoped" or "I was hoping" . It is occurred because the student doesn't understand the sentence that have to use verb "be". Meanwhile, students sometimes difficulties for change in writing especially in vocab, grammatical, and form of tenses. Therefore, the researcher interest to analyzing errors of using action verb in writing recount text. The researcher appoint out the research entitled "Error Analysis of using action verb in Writing Recount Text to the tenth Grade Students of SMK Walisongo 2 Gempol"

Research Method

In this research, the researcher uses a descriptive qualitative method which is used to analyze the error of action verbs in writing recount text. The purpose of this method is to analyze some errors on the use action verb in writing recount text. According to Lambert (2012, P. 255), there are number of researchers who believe and support the fact that qualitative descriptive is a viable and acceptable label for a qualitative research design. Thus, qualitative research is concerned with the description. This research will be described by using words that tell the Surface Strategy Taxonomy proposed by Dullay, Burt, and Krahen in 1982. The description in this research is about the students' error on the use of action verbs in recount writing and students factor doing the errors. The analysis is based on the data taken from the tenth grade students of SMK Walisongo 2 Gempol test in writing recount text as a paragraph.

The researcher uses some instruments to obtain the data. According to Arikunto (2002, P. 160) the research instrument is a facility that is used by the researcher to collect the data for good result, accurately, completely, systematically, and easily to analyze. These instruments are the researcher, students' written tasks, and observation notes.

Research Finding and Discussion

The findings of this study were (1) the types of errors on the use of action verbs on recount text, and (2) the dominant errors on the use of action verbs in writing recount text. As stated in chapter 1, this study aimed to describe the types of errors and the dominant errors on the use of action verbs in writing recount text made by the tenth grade students of SMK Walisongo 2 Gempol. After collecting and analyzing the data to know the errors on the use action verb in writing recount text that students produced, the researcher found that there were errors on the use action verbs on recount writing text.

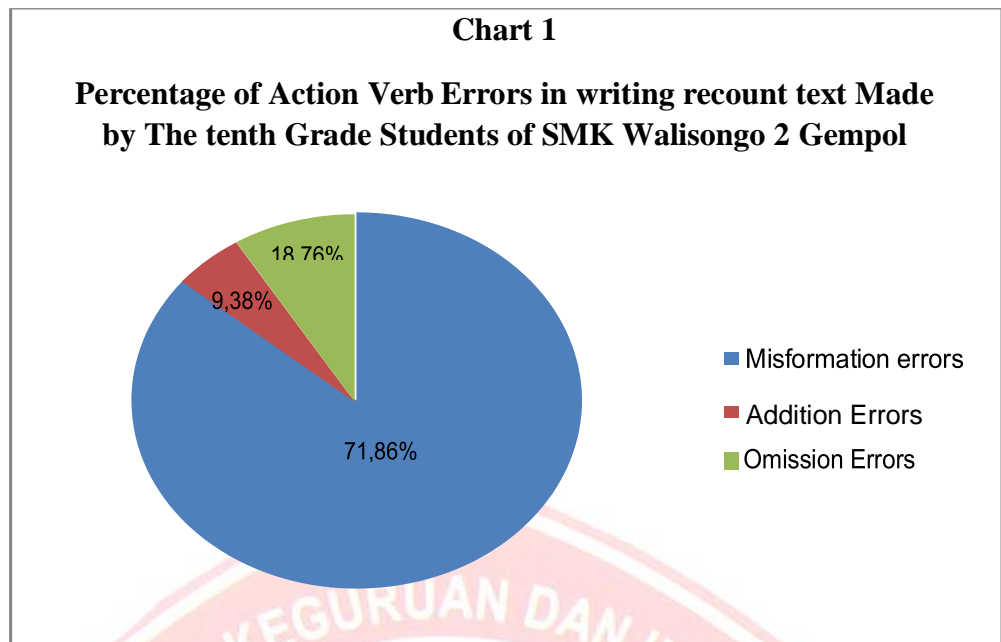
There were 32 items of error found in Students written task on the use of action verb in writing recount text. The researcher provided all of those errors in the table completed with the types of each errors. The errors were classified based on surfaced strategy taxonomy which includes four types of errors according to Dulay, Burt, and Krashen in 1982. The types of error were omission, addition, misformation and misordering. The errors fell into three types. They are omission,

addition, misformation. The researcher didn't find error in misordering of the students' written task.

The student 1 produced 2 errors that were categorized as misformation error. The student 2 produced 2 errors that were categorized as misformation error. The student 3 produced 1 error that was categorized as misformation. The student 4 produced 2 misformation error. The student 5 produced 2 errors that were categorized as omission and misformation. The student 6 produced 3 errors that were categorized two errors in additions, and the one was misformation. The student 7 produced 3 errors that were categorized as misformation. The student 8 produced 1 error that was categorized as misformation. The student 9 produced 1 error that was categorized as misformation. The student 10 produced 1 error that was as omission. The student 11 produced 1 omission error. The student 12 produced 2 errors that were categorized as misformation. The student 13 produced 1 misformation error, the student 14 produced 2 errors that were categorized as 1 addition and 1 of misformation. The student 15 produced 2 errors that were categorized as 1 omission and 1 misformation. The student 16 produced 2 errors that were categorized 1 omission and 1 misformation. The student 17 produced 1 misformation. The student 18 produced 2 errors that were categorized 1 omission and 1 misformation, and the last student produced 1 misformation error.

Finding

Based on the finding of study, it could be interpreted that the types of errors that students produced on the action verb in writing recount text were (1) omission 18,76%, (2) addition 9,38%, and (3) 71,86%.



Conclusion

After conducting the research, the researcher came to the conclusion that there were important information that had been collected from the tenth grade students of SMK Walisongo 2 Gempol in their writing recount text errors using classification of Surface Strategy Taxonomi that proposed by Burth. Krashen, and Dulay published in 1982. Based on findings, the researcher concluded that the tenth students of SMK Walisongo 2 Gempol as the participants contributed found three types of errors they were produced. They were addition, misformation, and omission. The omission errors were showed that the students omitted word which must exist in the “wen”, “identity”, “dcided”, “loked”.The addition errors were occurred because the students not add several elements which are not important in the target word. Misformation errors were happened cause a lot of students failed in formulating regular and irregular verb. The students also executed errors by adding some element which was not reasonable in the target word.

This research revealed about the most of dominant errors on the used action verb in writing recount text produced by the tenth students were in misformation. Misformation errors was showed cause a lot of students failed in formulating regular and irregular verb. The students also carry out errors by adding element which was not reasonable in target word. The percentages of omission error was 18,19%, the addition error was 9,09%, and the misformation errors was 72,72%.

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