

Chapter I

Introduction

1.1 Background of the study

In learning English, there are four basic skills that need to be developed in order to be proficient in English: *reading, writing, speaking, and listening*. These four skills are connected with each other. For instance, in order to write something, people need to listen or read; when people need to read something, they will read someones' writing; when you speak, someone will act as the interlocutor (listener) vice versa. From the example above, it can be summed that learning English means learning all those four basic skills altogether.

Cambridge Advanced Learner Dictionary (2008) defines writing as an activity of creating pieces of writing work, such as stories, poems, or articles. Taylor (2009) said in writing process, people expressed their knowledge into a being, a piece of work, and preserve it. Meanwhile Garrel and Laird (1962; 1) states,

“Writing requires thinking, and thinking is always complicated and hard. Writing is complicated also because the writer needs to do everything once, and the student of writing needs to study everything at once. A writer produces words, sentences, paragraphs, and extended compositions all at the same time; words must be spelled, sentences punctuated, and paragraphs unified.”

From the statement above, it can be inferred that writing is a difficult and complicated process. Moreover, in producing words, the writer needs to pay attention to every little thing in their writing; the spelling, diction, punctuation,

grammar, and so on. The writer have to put them in order so that they will form a coherent and organized content.

The learning of English basic skills in Indonesia has been introduced from elementary school level. Unfortunately, because writing is the most complex and difficult of the four language skills, it is common for students to face difficulties and make some errors in their writing (Al-Mahrooqi, et.al., 2015). Gasteiger (2008) explained four kinds of problems in writing; grammatical, stylistic, word use, and punctuation. From the explanation above, those four kinds of problems could lead to the errors in students' writing, therefore there is a need to conduct need analysis to know what kind of problem(s) students' face and fix it.

Writing activities in formal school in Indonesia are taught mostly in high school level, while elementary and secondary school are focused on speaking and reading activities, therefore, errors in high school students' writing are very common occurred. Richard and Renandya (2002) explained that writing is difficult for L2 learners to master because they do not know how to generate, organize, and translate the ideas into their writing. The problem of error in students' writing also occurred in SMAN 67 Jakarta. From the information of the English teacher there, many students have difficulties in writing activities, which indicates that conducting error analysis is needed to know the kind(s) of error students' faces and the causes(s) which made that errors.

The study of error analysis is not a new topic. There are many studies about error analysis which have been published, especially in students' writing.

The first one by Darus and Subramaniam (2009). The result shows that six most common errors that students made were in Singular/Plural form (13.3%), Verb Tense (11.2%), Word Choice (10.5%), Preposition (9.3%), Subject/Verb Agreement (7%), and Word Order (7%). The second one by Sarfraz (2011) whose study aims to examine the errors of 50 undergraduate students English essays of FAST National University in Pakistan. The results shows that 61 out of 76 errors which were identified from the essays resulted from learners' Interlanguage process (46.36%) and 15 errors were those which resulted from L1 interference (11.4%). The third one by Heydari and Bagheri (2012) whose study used Richards' (1974) distinction of learners' errors, interlingual and intralingual errors, as the basis for analysis to review several researches and categorize it into two types. The last one is a skripsi by Cahyaningrum (2013).

While previous studies uses many kinds of instruments and in various research targets in conducting their error analysis, the writer focused in doing an error analysis on grammatical aspect of students' text using Azar's (1989) guide in correcting writing errors, limited to recount text written by tenth grade students at SMAN 67 Jakarta.

The writer choose to conduct a study of error analysis on grammatical aspect using Azar's (1989) guide in correcting writing errors because this guidance is rarely used in conducting errors analysis in text in English Department of State University of Jakarta, as the writer found that previous researcher usually use James (1998) theory in conducting error analysis in text, such as the recent study by Cahyaningrum (2013) of error analysis in hortatory exposition text using

James' theory or the collective study by Supardi et al. (2015) who also use James' theory in conducting the error analysis of the text.

The writer choose recount text as the research study because of two reasons: the first, recount is one of several types of text learned in the tenth grade according to the syllabus given from the English teacher at SMAN 67 Jakarta. The other reason, recount is a kind of text which is considerably easy to write, as the writer only need to retell their past experience in sequence, using past tense, and could be done in several short paragraphs.

From the explanations above, the writer would like to conduct a study to find out the highest frequency of errors commonly make by students. Thus the title is **“An Error Analysis on Recount Text of the Tenth Grade Students’ at SMAN 67 Jakarta”**.

1.2 Research questions

Based on the statement mentioned above, the writer composes two problems:

1. What kind of errors commonly made by the tenth grade students of SMAN 67 Jakarta in their writing?
2. What are the potential of errors in those writing?

1.3 Objectives of the Study

The objectives of the study in this skripsi are to find out the errors commonly made by the tenth grade students of SMAN 67 Jakarta using recount text as the sample and to find out the sources of error in that writing. By knowing what kinds of error commonly made and what source the errors commonly occurred in the students' writing, hopefully it can help English teacher, not limited to SMAN 67 Jakarta, to improve their teaching strategies as well as lessened the error(s) found in students' writing.

1.4 Scope of the Study

To avoid misunderstanding and to clarify the problem, the writer limits the scope of the study only focuses on the errors in students' recount writing of the tenth grade students' of SMAN 67 Jakarta.

1.5 Significance of the study

By analyzing the students' errors, the writer hopes that this study useful for everyone who read this paper. The writer also hopes the result of this study can be used as the source of input for the teacher to design better teaching strategies. The writer also hopes this paper can help students improve their writing skill. The last, the writer hopes that this paper help him in developing his writing skills.

Chapter II

Literature Review

This chapter discusses related theories that underpin the study of error analysis. There are four major topics: Writing, Recount, Errors and Mistakes, and Error Analysis. In writing section, the writer will provide theories about the nature of writing, purposes in writing, kinds of writing, and techniques in teaching writing. In recount section, the writer will provide theories about definition of recount, purposes of recount, types of recount, and generic structure in recount. In error and mistake section, the writer will provide theories about the nature of error, the nature of mistake, the differences between error and mistake, sources of error, and the types of error. The last, error analysis section will provide information about understanding error analysis, the purposes of error analysis, and the procedure(s) of error analysis.

2.1 Writing

2.1.1 Understanding of Writing

Writing is an inseparable activity in human life. Everyday people write something; a reminder, a homework, a recipe, a letter, or a story. With writing, people keep track of anything they want to do and need to do. Although writing has similar purpose as speaking does, learning how to do it is not as easy as speaking. In order to produce a good writing, people need good writing skills, vast amount of knowledge, and so on. More often people write something, more better

their writing skills would be. To give better understanding of writing, the meaning of writing need to be defined first.

Writing is a process of sharing ideas. People can share their opinions, knowledge, information, or news in their writing. By writing, Brown (2000) said people can end up thinking something they couldn't think before. By writing people explore, develop, organize, and express their ideas then put it on paper. This statement is explained further by Meyers (2005) who said writing is a process of discovering and organizing ideas, putting them down on paper, reorganizing and revising them. Caswell and Mahler (2004) stated that "writing is the vehicle for communication and a skill mandated in all aspects of life". This means that writing is a means of communication between the writer who write to convey a message and the reader who read to get his/her message. To make sure the reader get the message in their writing, the writer composes his/her writing in a way that make his message understandable to the reader.

From several definitions above, the writer summarizes that writing is an activity of arranging words, clauses, and sentences and organized it to make a coherent writing with a purpose, which is to convey a message to a reader. It is a process of communication from the writer to the reader.

2.1.2 Purposes in Writing

Every writing has its own purpose. A writer composes a writing because s/he has something to share. Therefore, every writing has their own specific purpose, even the simple and short ones. It might be an opinion, an information, a news, or the writer's life story. There are three definitions from experts regarding the purposes of writing.

Ur (2006) defines the purpose of writing as the expression of ideas to convey a message to the reader and the idea itself should be regarded as the most important part of the writing. This means, the purpose of writing, according to Ur, is how the writer is going to express his/her ideas; how they are going to convey the message to the reader.

Meanwhile, Knapp and Watkins (2005) classifies the purpose of writing into five, consisting of to describe, to explain, to instruct, to argue, and to narrate. First, writing to describe means that the writer composes his/her writing because s/he wants to describe something (things, animals, places, etc). Second, writing to explain means the writer wants to explain or convey message(s) or information(s) of something. Third, writing to instruct means the writer wants to give an instruction about how to do something in textual form. Fourth, writing to argue means the writer wants to give solution on certain problem based on his/her own opinion the last, writing to narrate means the writer writes a text to tell the reader about a story, could be fact or fiction, in the form of narration.

On the other hand, Raimes (1983) categorizes the purpose of writing as follows:

1. To communicate with the reader
2. To express ideas without direct communication
3. To explore a subject
4. To record experience
5. To be familiar with English text

From the explanation above, the writer summaries that the general purpose of writing is how the writer are going to convey the ides in their writing to the reader. Because there are many kinds of writing, therefore each writing also have different purpose, such as to explain, to entertain, to persuade, to describe, to instruct, to narrate, to record experience, and so on. In this study, the.writer will focus mainly on the purpose of writing to narrate and to record experience.

2.1.3 Kinds of Writing

To get the message in writing, the reader need to know several forms in writing, as different kinds of writing have different purposes. This sub-chapter will discuss several kinds of writing and its definition by experts.

a. Narrative

David (2006) and Hyland (2009) explains that narrative is a text that retells the story that happened in the past. Wishon and Burks (1968) says that narrative text retells events in sequence or time order. Similar to Wishon, Kane (2000) also explains that narrative is a meaningful sequence of events told in words.

Derewianka (1990), explains that fairy tale, science fiction, fable, myths, short stories, and novels are part of narrative text.

b. Recount

Hyland (2009) and Agustien (2004) explains that recount is a text that retells someones' experiences or events which took place in the past. Derewianka (1990) adds that in recount, the author unfolds the series of events over time. Furthermore, Derewianka also explains that diary, personal letter, and biography are part of recount text.

c. Report

Hyland (2009) explains that report text is a text that consist of an organized factual record of events or a classification and description of one

or many things.

d. Procedure

Hyland (2009) explains that procedure text is a text that explains how to make or do something. Recipe and manuals are part of procedure text.

e. Exposition

Hyland (2009) explains that exposition is a text to present the writer's ideas in the form of logical argument, in order to encourage readers to agree with writer's idea on the issue or problem being discussed. In addition, Davis (2006) says that exposition objective is to provide information about something. Corbett (1983) adds exposition is a form of text that inform, explain, and instruct. Part of exposition text are essays, editorials, speeches text, journals, and government documents.

f. Explanation

Hyland (2009) defines explanation text as a text that tells the reader how or why things occur or how things operate.

g. Discussion

Hyland (2009) explains discussion text as a text that examines more than one stance of an issue.

Meanwhile, Wishon (1980), Corbett (1983) and Kalidjernih (2010) simplified it into four; Narration, the form of writing used to relate the story

of acts or events in sequence. Description, the form of writing that reproduce how things look, smell, taste, feel, or sound to create a visual image of the things being explained so the reader can see, smell, taste, fell, or hear the same as the writer. Exposition, the form of writing used to give information, explanations, interpreting meanings in order to explain a process. The last, Argumentation, the form of writing used to persuade and convince people to prove or disprove an argument, statement, or proposition, also often use to make a case.

For this study, the writer will focus on the recount text. The writer thinks it will be more easy for student to write recount text because in recount, the student retell any sort of past experiences or events they have experienced with anything, in time sequence using past tense and could be done in several short paragraphs.

2.1.4 Techniques in Teaching Writing

a. Guided Writing

Parson (2002) and Rog (2011) explains that guided writing used by teacher to develop and guide students' writing through discussion, joint text construction, and evaluation of their independent writing. In other words, the student make a writing with teacher's support.

b. Independent Writing

Parson (2002) explains that in this technique, students write independently with little to no teacher guidance.

c. Modeled Writing

Rog (2011) explains that in modeled writing, the teacher explains the thinking that goes on in his/her head while demonstrating what writers do.

d. Interactive Writing

Rog (2011) explains that interactive writing is used when the teacher and the student are situated in an interactive lesson, where both are doing the composing and writing.

From several techniques above, the writer chooses to employ "guided writing" as the technique used in this study.

2.2 Recount

2.2.1 Definition of Recount

Recount is one of many types in writing. This kind of text used to retells certain event or experience from writer's point of view. Aside from this general explanation, below are several explanations from experts about recount text:

According to Derewianka (1990) explains recount as the text where the author unfolds the series of events in sequence.

In addition, Barwick (1999) defines that recount is a type of text which describes an event that has occurred in the past, therefore always written in past tense. Barwick further explained that recount text reconstructs past events in the time order in which they occurred.

Similar with Barwick, Warner (2009) states recount tells a story that has happened. According to Warner, a recount text can be in the form of e-mail, journal, or diary.

Meanwhile, Orrel (2004) explains recount as a text written in past-word, therefore words such as 'yesterday' and 'then' are used to tell the order in which things happened.

From several explanations above, writer summarizes that recount is a text which retells past events and constructed using past-word to tell the order in which things happened, and always written in past-tense form. A recount text can be found in the fore-mail, journal, or diary.

2.2.2 Purposes of Recount

Similar with other kinds of text, recount also has its own purpose. Various experts with different views in recount has various kinds of explanations about the purpose of recount.

Barwick (1999) explains that the purpose of recount is to reconstruct past event in the time order which they occurred. Similar to Barwick, Agustien et. al (2004) explains the purpose of recount to retell the events took place in the past.

In other hand, Stubbs (2000) states two purposes in recount: purely to inform, and both to inform and entertain

Meanwhile, Plechowicz (2003) explains three purposes in recount: to retell events, to inform, and to entertain.

Based on the four explanations above, writer summarizes several purposes in recount: to inform, to retell, to entertain, and to reconstruct of how certain events happened in time order.

2.2.3 Types(s) of Recount

a. Personal Recount

Barwick (1999) and Agustien et al. (2004) explains that this type of recount retells an activity that the writer has experienced. It is written in the first person (I, we).

b. Factual Recount

Barwick (1999) and Agustien et al (2004) explains that this type of recount documents series of events sequentially and evaluates their significance. It is usually written in third person (he, she, they). This type of recount are consist of science experiments, traffic reports.

c. Story Recount

Barwick (1999) explains this is actually a non-factual text, placed in realistic context. The writer usually takes an imaginary role and give detailed events (e.g how I become a millionaire, My diary as a child in space).

Similar to Bawick, Agustien et al. (2004) who called this type of recount a Imaginative Recount explains that this is a non-factual text, usually written in the first person (I, we).

d. Procedural Recount

Barwick (1999) explains this type of recount record the sequential step needed to achieve a result. This recount usually written after the procedure completed or finished. This type of recount usually found in information books, or books that explain how to make things.

e. Critical Recount

This type of recount looks at an issue and comments and evaluates positive and negative aspects. This recount written in the first / third person (I, we).

2.2.4 Generic Structure in Recount

Despite of several types of recounts mentioned above, basically recount has the same structure. This view is supported by Stubbs (2000) who says that recount generally follow similar structure: *orientation*, *series of events*, and *re-orientation* or *conclusion*.

Similar to Stubbs, Barwick (1999) and Agustien (2004) defines three stages in recount, namely:

a. Orientation

The orientation supplies the background information needed to fully understand the retelling. It establishes the time, setting, who, and what i participating.

b. Sequence of events

This part is where the writer tells the story in time sequence using who, what, where, and when. This part retells when the events has started in the order they happened.

c. Re-orientation

This part rounds of the series of events. The writer usually tells us about his/her feelings or comments regarding the events happened in the sequence of events.

2.3 Errors and Mistakes

2.3.1 The Nature of Errors

In second language learning, errors are something which occurs naturally for learners in the process of language learning. Making errors can be seen as a part of learning because people learn the proper language from the mistakes they have done. Errors occurs both in spoken and written language. According to Coder in James' book (1998), "Errors are the result of of some failure of performance". Performance in this case can be in written language, spoken language, or both of them. Furthermore, Dulay (1982) states,

"Errors are the flawed side of learners speech or writing. They are those parts of conversation or composition that deviate from selected norm mature language performance".

This statement means any learner can make errors, either in spoken, written, or both. Errors are the deviation of learners in understanding the norm of mature language performance.

Although errors are something which occurs naturally in language learning, errors are not something that can be tolerated many times. Littlewood (1988) states "Errors are signs of learning failure and, as such, not to be willingly tolerated". This means, errors are something that can be tolerated once, and someone, in this case teacher, must do something to the prevent such errors occurs twice. Errors can be seen as a sign that learners have difficulties with the materials. By noticing this sign, teacher can help the learners to notice and help them to fix these errors so they will not do the same errors twice.

Meanwhile, James (1998) proposes different understanding of errors,

“Errors, one must say, are everything that mistakes are not; they are significance; they do reflect knowledge; they are not self-correctable; and only learners of an L2 make them”.

The statement means errors are something vital, reflecting learners' level of knowledge in language learning, not something that can be corrected by the learners' themselves, and only second language learners do the errors. This statement also supported by Edge in Harmer (2001) which said errors are mistakes that learners cannot corrected by themselves, there is a need for explanation and attempts. Explanation means there is a need to explain the errors to make the learners understand their errors and attempts means there is a need to try to fix the errors after understanding it.

From all the explanation above, it can be concluded that errors are something that occurs naturally in either spoken, written, or both. Errors are the signs of learning failure, therefore cannot be tolerated to occurs for the second time. Errors are something that only second language learners do and cannot be corrected by the learners themselves; there is a need for someone, such as teacher, to help them explain and correct the errors.

2.3.2 The Nature of Mistakes

Anyone can make a mistake at any time. This is especially true for the second language learners. Gass and Slinker (2001) argues that “Mistakes are nonsystematic errors that learners produce. These are “correctable” by the learner”. This means mistakes are something that done by the learners unintentionally and they can correct it by themselves. Furthermore, Ellis (1997) mentions that mistakes reflect occasional lapses in performance; they occurs because learners are unable to perform his/her knowledge. Lapses in performance means a slip because of something, like forget or cannot remember the proper forms. From Ellis statement, it can be inferred that mistakes happens when the learners make a slip, therefore unable to show his/her knowledge.

From the statement above, the write summarized that mistakes are something done by the learners on the spur of moment; they understand their mistakes and they can correct it by themselves, and mistakes happens because a slip in the learners’ memories; learners know the proper form but cannot said or write it down because of the slip.

2.3.3 The Differences between Errors and Mistakes

Many people, especially learners, think errors and mistakes are the same, or similar in meaning. They often do not know the difference of errors and mistakes. However, to applied linguistics, errors and mistakes are different in many ways. Gass and Selinker (2001) said “Mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistakes is able to recognize it as a mistakes and correct it if necessary. An error, on the other hand, is systematic. That is, it is likely to occur repeatedly and is not recognize by the leaner as an error.” Like the writer have mentioned before, mistakes can be seen as similar to a slip; it only occurs once, and when it occurs, the speaker can recognize the mistakes and correct it by themselves. While for errors, errors occurs more than once, and errors cannot be corrected by the speaker themselves since they do not recognize what is the errors in their speaking.

Furthermore, Brown (2007) explains the difference of mistakes and errors as follows:

“A mistake refers to to a performance error that is either a random guess or a “slip”, in that it is a failure to utilize a known system correctly. Mistakes can be self-corrected. On the other hand, an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the leaner. An error cannot be self-corrected”

The statement above means a mistake is a performance error; the error can come from a random guess or a slip of tongue, therefore a mistake can be self-corrected, since the leaner actually know the proper form. On the other hand, an error shows the lack of knowledge and competence of the leaner; they made an error because they think that is the proper form, therefore an error cannot be self-

corrected.

This statement supported by Sumarsono (2012) which states errors happens because of the learners' lack of knowledge of the second language, while mistakes happens because of psychological factors, such as stress, nervous, worried, or negligence. Similar to Brown's statement, Sumarsono also said that errors happened because of the learners' lack of knowledge, while mistakes happened because of psychological factors.

From all the statements above, the writer tries to sums it up into the form of table of differences:

Table 2.1 The Difference of Mistakes and Errors

Mistakes	Errors
Similar to slip of tongue, only occurs once	Occurs repeatedly
The speaker/writer can recognize their mistakes and correct it when necessary (self-corrected)	The speaker/writer cannot recognize the errors since they think it is the proper form, therefore they cannot correct it by themselves (not self-corrected)
Does not reflect the speaker/writer level of knowledge	Does reflect the speaker/writer level of knowledge
The result of psychological factors such as stress, nervous, worried or negligence	The result of incorrect rule learning; language has been stored in the brain incorrectly

2.3.4 The Potential of Errors

a. Interlingual Transfer

Brown (2014), James (1998) and Richards (1978) defines interlingual transfer as an error which is caused by the interference of mother tongue to a target language. For example, in Bahasa Indonesia, the proper rule to make a proper sentence is DM (Diterangkan-Menerangkan), therefore some students applied the same rule instead of MD (Menerangkan-Diterangkan) which is the proper rule in English. Example:

This is a **ball blue (incorrect)** instead of

This is a **blue ball (correct)**

My dad bought a **car red new yesterday (incorrect)** instead of

My dad bought a **new red car yesterday (correct)**

I **tomorrow go to Bandung (incorrect)** instead of

I **will go to Bandung tomorrow (correct)**

b. Intralingual Transfer

Brown (2014) and James (1998) explains that Intralingual transfer is caused by failure of understanding the rules of target language. In other words, the errors appear because of the students' lack of knowledge in target language. Meanwhile, Richards (1978) explains that intralingual transfer occurs during the learning process of the second language, specifically during a stage when the learners have not really acquired the

knowledge. Example:

He can sings well	instead of	He can sing well
She is walks everyday	instead of	She walks everyday
We are hope	instead of	We hope
He goed	instead of	He went
They are thinks	instead of	They think / They are thinking

c. Context of Learning / Induced Errors

Brown (2014) explains that in teaching and learning context, the teacher or the textbook explanation can mislead the learner, therefore become the source of the errors. That are the reasons why students often make errors; because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but not properly contextualized. Example:

1) The teacher explained the meaning of “have” and give several examp such as: *I have a book*, *She has several cats*, and some similar sentenc At this point, the students recognize the word “have” as only for showing possession of things. One day, when students are given this kind of sentences “I have a tailor made a dress for me”, they might misunderstand the meaning completely, since they word “have” in this context means to ask someone to do something for you, not owning someone which make something for you.

2) When the teacher explains about *modals* ‘should’ and ‘must’ and teach the student that the former words have “stronger” implication than the

latter. One day, when given a task to write a sentence using modals, one of the student writes “you *should* work harder in order to earn more money, but you *must* study harder in order to graduate from the university”. While the sentence might be grammatically correct, the meaning of the sentence is incomprehensible, as the sentence should be “you *should* study harder in order to graduate from the university, while you *must* work harder to earn more money”.

Similar to Brown’s, James (1998) and Stenson (1983) also proposes similar theory to context of learning, called induced errors. Similar to context of learning, this errors also the result of being misled by the teacher’s own definitions, examples, and explanations. In other words, an errors which resulted from the classroom situation.

d. Communication Strategies

Brown (2000) argues that Communication strategies are defined and related to learning style. Learners obviously use production strategies in order to enhance getting their message across, but sometimes these techniques can also be the sources of errors. Example:

Students usually correlate the suffix -ing with continuous form. While this is correct, the suffix -ing not only exclusive to a continuous form “Swimming is one of my hobbies” is one of the examples where the suffix -ing does not mean a continuous form, but a gerund form.

Students usually write a narrative text about their family “Me and my family”, while the correct form should be “My family and I”, which means the message of the text conveyed, but the form is incorrect.

In addition, Dulay and Burt (1974) classifies source of errors into three categories:

1. Developmental errors: errors that are similar to L1 acquisition
2. Interference errors: errors that reflect the structure of the L1
3. Unique errors: errors that are neither developmental nor interference

From the explanation above, the writer choose to employ Brown's theory, as the book where the theory is taken is the recent one, moreover Brown also give more explanations about sources of errors, as well as because of his name recognition in academic world.

2.3.5 The Area of Errors

Each learner has different areas of errors. Therefore, there is a need to classify it into several categories. Below are fourteenth areas of errors as well as the sample & explanations proposes by Azar's (1989) as a guidance in correcting writing errors:

a. Singular- Plural: He **have** been here for six **month**. (incorrect)

 He **has** been here for six **months**. (correct)

The subject (he, she, it) should be followed by **has**, while the subject (they we, I, you) should be followed by **have**.

All countable subject with exact numbers (more than one) should have **-s/-es** in the end of the subject.

b. Word Form: I saw a **beautify** picture. (incorrect)

 I saw a **beautiful** picture. (correct)

In front of the subject should be adjective form as its purpose is to add details or explains the related subject.

c. Word-Choice: She got **on** the taxi. (incorrect)

 She got **into** the taxi. (correct)

Preposition depends on the context of the text. In this case, instead of **on**, **into** is the correct preposition.

d. Verb Tense: He **is** here since June. (incorrect)

 He **has been** here since June. (correct)

This sentence should be in *present perfect tense*, as the preposition of time in the sentence is “since June” with no further details, therefore assumed that it is still ongoing.

e. Add a Word: I want **go to** the zoo. (incorrect)

I want **to go to** the zoo. (correct)

When expressing necessity, the sentence should be “Subject + want/need/have/ + to + V₁”

f. Omit a Word: She **entered to** the university. (incorrect)

She **entered** the university. (correct)

In a text, sometimes unnecessary words spotted. In this sentence, **to** is unnecessary and should be removed.

g. Word Order: I saw **five times** that movies. (incorrect)

I saw that movie **five times**. (correct)

The standard formula in making a sentence is “S + V + O + Prep”, therefore the sentence regarded as error in word order.

h. Incomplete Sentences: I went to the bed. Because I was tired. (incorrect)

I went to the bed **because** I was tired. (correct)

The two sentences above have one “message”, therefore can be combined into one. Moreover, the two sentences is too short and the word **because** is dependent word, (it cannot stand on its own), therefore the reason to combine the sentence into one.

i. Spelling: An accident **occured**. (incorrect)

An accident **occurred**. (correct)

This error occurs because of typo, carelessness or lack of vocabulary.

j. Capitalization: I am studying english. (incorrect)

I am studying English. (correct)

This error occurs because of typo, carelessness, or lack of knowledge.

k. Punctuation: What did he say (incorrect).

What did he say? (correct)

This error occurs because of typo, carelessness, or lack of knowledge.

l. Article: I had **a** accident. (incorrect)

I had **an** accident. (correct)

In this sentence the article should not **a** as the alphabet in the word **accident** is a vocal word.

m. Meaning Not Clear: He borrowed some smoke. (???)

In a text, sometimes sentence with unclear or ambiguous meaning spotted. This sentence regarded as error because the reader cannot infer the message of the text.

n. Run-on Sentence: My roommate was sleeping, we didn't want to wake him up.
(incorrect)

My roommate was sleeping. We didn't want to wake him up.
(correct)

In a text, sometimes a long sentence with more than one "message" spotted. In

this sentence, the long sentence could be divided into two short sentences.

Meanwhile, Harmer and Thornbury (1999) classifies errors into three:

a. lexical errors

Lexical errors also included incorrect word combination. Example:

The Sunday night **past** instead of The last Sunday night

b. grammar errors

Grammar errors covers incorrext verb form and tenses. Example:

We **speaked** instead of We spoke

c. discourse errors

Discourse errors related to the way sentences are organized and linked to make a complete text (similar to word-choice). Example:

In the end of a text, a student write “at last”, while other words, such as “eventually”, “finally”, “all in all” would be better according to the context of the writing.

For this study, the writer choose to classify the errors based on grammatical aspect using Azar’s (1989) guide for correcting writing errors because this guide is never been used before in English Department. Moreover, Azar’s book are widely known and her book also widely used in English department of UNJ.

2.4 Error Analysis

2.4.1 Understanding of Error Analysis

Error analysis is the study of learners' errors. In the learning process of second language, learners often make some errors. The sources of errors could be from misleading information from the teacher or textbook explanations. To stop the learners from making the same errors twice, the teacher have to identify and classify what kind of errors that their learners often make before giving proper treatment to fix those errors. One way to identify and classify the learners' errors is by conducting error analysis. In error analysis, those errors that learners' made are being analyzed to get the information of what kind of errors that the learners' mostly do and how to reduce those errors.

The statement above is supported by Huda (1999) which explains that error analysis is a way to determine errors and could be used as indicators of learners' problem in learning second language. This statement means that error analysis functions is not only as a way to identify learners' errors, but also as an indicator of learners' problem in second language learning.

Similar with Huda, Crystal (1992) argues that "Error analysis is a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics".

James (1998), in other hand, explain error analysis as the process of determining the incidence, nature, causes, and consequences of unsuccessful

language. This means error analysis is a process to find out why the errors are made.

From several explanations above, it can be summarized that error analysis is a technique which help researchers to determine learners' errors by identifying, classifying, and explaining the kind of errors made by the learners', while also trying to find out why the errors are made.

2.4.2 The Purposes of Error Analysis

Conducting error analysis have several purposes. By conducting error analysis, teacher can know what kind of difficulties learners' face in learning second language. Dulay (1982) explains two purposes in error analysis, as follows:

- a. It provides data from which interference about the nature of the language learning process can be made.
- b. It Indicates to teachers and to curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively.

Meanwhile, Richards et al. (1992) states three purposes in error analysis.

Error analysis may be conducted in order to:

- a. Identify strategies which learners use in language learning
- b. Try to identify the causes of learners' error
- c. Obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials

From the two statements above, it can be said that the purpose of error analysis is to know the kind of errors made by learners mostly as well as to know the cause of errors made by learners then try to correct those errors so learners will not make the same errors in the future.

2.4.3 Procedure in Conducting Error Analysis

In conducting error analysis, there are several steps that the writer must follow through. Those steps are commonly known as procedure. Cordel in Ellis (2005) introduces the following steps in conducting an error analysis:

- a. Collection of a sample of learner language
- b. Identification of errors
- c. Description of errors
- d. Explanation of errors
- e. Error evaluation

The steps shown above explains that in conducting error analysis, there is a set of procedure a researcher must follow in order to know the learners' errors and the source of learners' error.

Chapter III

Methodology

This chapter discusses the methodology employed in conducting this study. This chapter consist of time and place of the study, population and sample of the study, instruments, research design, pilot study, data collection technique, and data analysis procedure.

3.1 The Objectives of the Study.

The objectives of this study are to identify the kinds and source(s) of errors made by students in their writing.

3.2 Time and Place of the Study

The study was conducted to tenth grade students in first semester of the academic year 2016/2017. It was held on February 23th – March 27th 2017 at SMAN 67 Jakarta. The study was conducted at SMAN 67 Jakarta which is located on Jl.Squadron, Halim Perdana Kusuma, East Jakarta, Indonesia.

3.3 Population and Sample of the Study

The population of this study was the entire tenth grade students that attend SMAN 67 Jakarta. There are eight classes in the tenth grade, divided into two class: Science and Social. Science class consist of four class, form X-IPA 1 to X-

IPA 4, and Social class consist of five class, X-IIS 1- X-IIS 5. Each class consist of approximately 35 students. The writer get to study X-IIS 1 class as the sample of the population on this study. In summary, there are approximately 280 students in SMAN 67 Jakarta.

3.4 The Method of the Study

The method employed by the writer for this study is Qualitative method. Creswell (2009) explains that in Qualitative method, the process of research involves research questions and procedures, data collection, data analysis, and interpretation of the meaning of the data by the researcher.

Miles and Huberman (2014) explains several steps in conducting qualitative method: data condensation, data display, and conclusion drawing/verification. The data will be analyzed and “condensed” into several area of errors and further “reduced” into four category of potential of errors. After “condensing” the data, the writer organized into a table and chart to allow drawing conclusion. In the last step, conclusion drawing, the writer will interpreting data into sentences.

This study also uses content analysis as the method in conducting the study. Ary et al. (2010) defines content analysis as a research method which applies to written or graphics materials to identify specific material’s characteristics. Krippendorff (2004) adds that content analysis is a method used to draw conclusion from texts or other materials. The table analysis used as the instrument

to analyze recount text to get the data of area of errors and potential of errors in student's writing.

3.5 Data Analysis Procedure

After the data is collected, several steps are taken to analyze the data:

1. Analyze each sentence of the text, classified it into the fourteen area of errors and put it into the table analysis.

Table 3.1 Sample of Table Analysis of the text

Error sentence	Area of Error	Source of Error	Correction
Sentence 1			
Sentence 2			

2. Categorized the type of errors into four source of errors based on table 4.1.
3. Write the correct sentence to show the "correct" way of writing a sentence.
4. Done classifying, categorizing, and making the correction of the sentence, count the total sum of the errors made by students. The writer employs two counting method: manual count & application-based count, using word frequency counter software (Hermetic Word Frequency Counter Advanced version 24.15) to make sure the counting are accurate. Hermetic Word

Frequency Counter Advanced is a small word-counter application. There are two versions of it: the Standard version and the Advanced version. Both versions has the same purpose; to count word occurrences in a document. The application supports Microsoft Word document types (.doc, .docx, .dot) and plain text (.txt). The writer use the Advanced version because of the extra functionality; to count the occurrences of specific words, which is not available in Standard version.

5. Done counting the total area of errors & source of errors, put all the numbers into a table and convert it into percentage for each item, using Sudjono's (2009) data analysis technique. The formula is:

$$P = \frac{f}{N} \times 100\%$$

P : percentage, f : frequency of wrong answer, N : number of samples

6. Make a pie chart for each type of errors and source of errors to make interpretation and presentation easier.
7. Interpret data for each type of errors and source of errors in order to draw conclusion.

3.6 Research Procedure

The writer has constructed several procedures in conducting a study of analyzing students' errors in their writing on SMAN 67 Jakarta, they are:

1. Asking letter for conducting research on SMAN 67 Jakarta from the university.
2. Asking permission to the headmaster of SMAN 67 Jakarta to conduct the research and give the permission letter issued by the university and consulting the English teacher of time to conduct the research.
3. Administering a writing task to the students in the classroom and asking them to write a narrative text. The writer guides them in writing a recount text.
4. Collecting students' writing. The first writing will be used as the sample of the research.
5. Identifying the errors in students' writing.
6. Giving back the writing to the student and asking them to do the first remedial narrative writing.
7. Collecting students' remedial writing. This writing will be used as the first instrument to identify the errors in the writing.
8. Giving back the remedial writing to the student and asking them to do the second remedial.
9. Before submitting the writing, the student asked to check their writing for errors one last time.

10. Collecting students' second remedial writing and identify the errors which still occur which will be regarded as valid Errors.
11. Grading errors based on frequency of errors occurs in the students' writing, then categorized it using the writer's categorized type of errors.
12. Defining errors; categorized the errors to draw conclusion.

Chapter IV

Research Finding

The data being studied was composed by tenth grade students of SMAN 67 Jakarta. The type of the writing is recount text. The student composed the writing based on the introduction and the topic given, “My Unforgettable Moment”. The analysis of the text focused on the area of error (based on Azar’s (1989)) and the sources of error (based on Brown’s (2014)).

After classifying the data into 14 area of errors, those 14 items later categorized into four source of errors based on Brown’s (2014), as follows:

Table 4.1 Categorization of Area of Errors

Interlingual Transfer	Add a Word Omit a Word
Intralingual Transfer	Singular-Plural Word Form Verb Tense Incomplete Sentence Spelling Article
Context of Learning	Capitalization Punctuation
Communication Strategies	Word Order Word Choice Meaning not Clear Run-on Sentence

4.1 Data Identification of Area of Errors

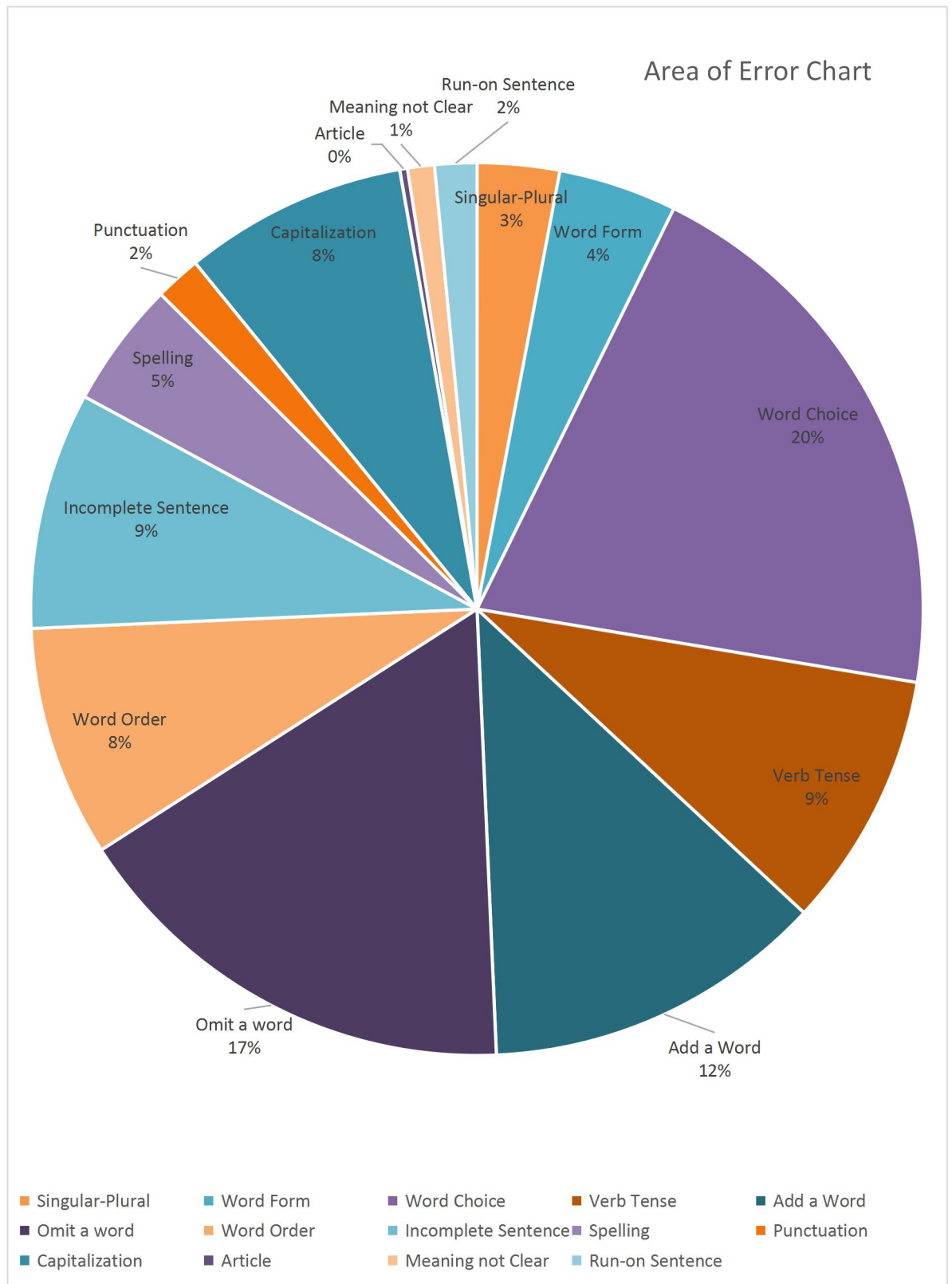
Identification of the data for area of error for every student's writing has been done and recorded in two ways: manual count and word frequency counter application (Hermes Word Frequency Counter Advanced).

After analyzing and calculating the data, they will be explained into the following table and chart:

Table 4.2 Table of Area of Errors with occurrence percentage

Type of error	Total	Percentage (%)
Singular-Plural	43	2.98
Word Form	62	4.3
Word Choice	294	20.36
Verb Tense	134	9.28
Add a Word	179	12.4
Omit a Word	240	16.62
Word Order	121	8.38
Incomplete Sentence	124	8.59
Spelling	66	4.57
Punctuation	24	1.66
Capitalization	117	8.1
Article	4	0.28
Meaning not Clear	14	0.97
Run-on Sentence	22	1.52
TOTAL	1444	100

Chart 4.1 Area of Errors chart



4.2 Data Interpretation of Area of Errors

From the calculation above, the error in *Word Choice* get the first place with 20.36% followed by the error in *Omit a Word* (16.6%), *Add a Word* (12.4%), and *Verb Tense* (9.3%). The detail explanations are as written below:

1. Error in Singular-Plural : The total number of error in singular-plural is 43 (3%). This means most of the student already understand with the form of singular and plural in English. The error that still occurred may be because the student still unfamiliar with the plural form. Example:

Along the road, we saw some tourist (tourists)

After we arrived, my father bought me and my brother some ticket (tickets)

2. Error in Word Form : The total number of error in word form is 62 (4.3%). This means most of the student already understand with the form of word in English. Because the writer asked the student to write Recount text, which mostly deals with simple past tense, the student only have to know to differentiate regular from irregular verbs. Example:

In the evening, we enjoyed the beauty of sunsets (beautiful sunset)

My team consist of 6 people (six) (in word)

3. Error in Word Choice : The total number of error in word choice is the highest, 294 (20.36%). This type of error is the most common error made by the student. Most of the time, the student choose the wrong word, even choose to use a word from their mother tongue language

because the student think the word was originally taken from English word. After analyzing student's writing, the writer concluded that student's lack of vocabulary is the main cause. Words. Thanks to the are lack of vocabulary, they write all the word they know into the writing. It can be seen from these example :

Along the road, we saw some tourist, that they want to watched match

instead of

Along the road, we saw some tourists who want to see a match

4. Error in Verb Tense : The total number of error in verb tense is the fourth highest, 134 (9.3%). After analyzing student's writing, the writer concluded that many students still confused of using the correct tenses. Most of the student that made this type of error mixed the present tense with past tense to write their recount text. Example:

I see a lot of Vendors (saw) (as the events happens in the past)

I went to Bandung to visited Farmhouse (to visit)

5. Error in Add a Word : The total number of error in add a word is the third highest, 179 (12.4%). After analyzing student's writing, the writer find that some students forget to put a word or do not think the words they omit are important that without that, a sentence may lose the original message. Moreover, many of the the student's writing clearly show that the student still largely influenced by mother tongue language. Example:

Along the road, we saw some tourist, that they want to watched match

instead of

Along the road, we saw some tourists who want to see a match

6. Error in Omit a Word : The total number of error in add a word is the second highest, 240 (16.6%). This type of error is the opposite of add of error, where this time, the student put more than necessary words in their writing. This type of error happens because students still think in their mother language language when making the text. That means, the cause of omit a word error is the same as add a error, mother tongue (L1) language interference. Example:

Along the road, we saw some tourist, that they want to watched match

instead of

Along the road, we saw some tourists who want to see a match

7. Error in Word Order : The total number of error in word order is 121 (8.4%). After analyzing student's writing, the writer concluded that the cause of this error is the same as the previous error, mother tongue interference. That is why many students still confused when arranging a proper sentence because they think the "DM" (Diterangkan-Menerangkan) rule is correct instead of the "MD" (Menerangkan-Diterangkan/Modifying-Modified). Example:

Last week, I and my family went to Gelora Bung Karno instead of

Last week, My family and I went to Gelora Bung Karno

8. Error in Incomplete Sentence : The total number of error in incomplete sentence is 124 (8.6%). After analyzing student's writing, the writer find many students did not finished some of their sentence yet made a new sentence, even new paragraph which still related to the previous sentence. The reason may be because the student do not know how to make a complete sentence which must consists of subject, verb, object, etc. Therefore, the writer combine the sentence(s) and arrange it to make a proper and logical sentence. Example :

In there we ate some seafood, such as shrimp, fish, crab, lobster, octopus.

This seafood so delicious instead of

In the restaurant, we ordered some delicious seafood, such as shrimp, fish, crab, lobster, and octopus

9. Error in Spelling : The total number of error in spelling is 66 (4.6%). This errors happens because of the mistake in writing or simply do not know how to write the English word(s) which may differ from its pronunciation. Example:

My father invated me and my brother to see GBK (invited)

In there, I wear a coboy costume (cowboy) (as the setting of place in the text is in the farmhouse)

10. Error in Punctuation : The total number of error in punctuation is 117 (8.1%). This error happens because the students are writing without thinking of using punctuation. Example:

I felt that I was 'nt doing my best instead of

I felt I wasn't doing my best

11. Error in Capitalization : The total number of error in capitalization is only 24 (1.7%). After analyzing student's writing, the writer finds that some of the students didn't realize they have used capital letter(s) in their writing inappropriately. Example:

I see a lot of Vendors selling a variety of attributes instead of

I saw a lot of vendors sold various merchandises

12. Error in Article : The total number of error in article is only 4 (0.3%). Very few students make error of this type, because most of them already understand when to add article and what type of article should be used. Example:

I'm so tired that day, but that's a unforgettable moment for me (an)

13. Error in Meaning not Clear : The total number of error in meaning not clear is only 14 (0.97%). The writer thinks some of the students want to write about something but do not have adequate vocabulary to convey the meaning in words. Consequently, the reader don't understand the message they are trying to convey from their sentence, as the sentence is not meaning-less and not logical. Example:

2 months ago, I was chatting with my old friend in multichat on Line

(the word on Line is ambiguous, as it could mean on an smartphone application called Line, or just online chatting using other application)

14. Error in Run-on sentence : The total number of error in run-on sentence is 22 (1.5%). This kind of error happens because some of the students combine two or more sentences into one sentence with different ideas or because they didn't know about parallelism in writing. Example:

My foot has healed. I was so excited and when it was d-day, I was so nervous just by watching those taekwondoin fighting

The sentence above can be divided into at least 2 sentences:

I was so happy my foot has healed.

On the tournament day, I lost self-confidence after watching other Taekwondoin performed.

From the explanation above, it can be concluded that the tenth grade students of SMAN 67 Jakarta make errors mostly in *word-choice, omit a word, add a word, and verb tense*. Therefore, there is a need for the teacher to give more exercise to minimize the errors so the student won't make the same errors again in their future writing, as well as to further develop their English proficiency in writing.

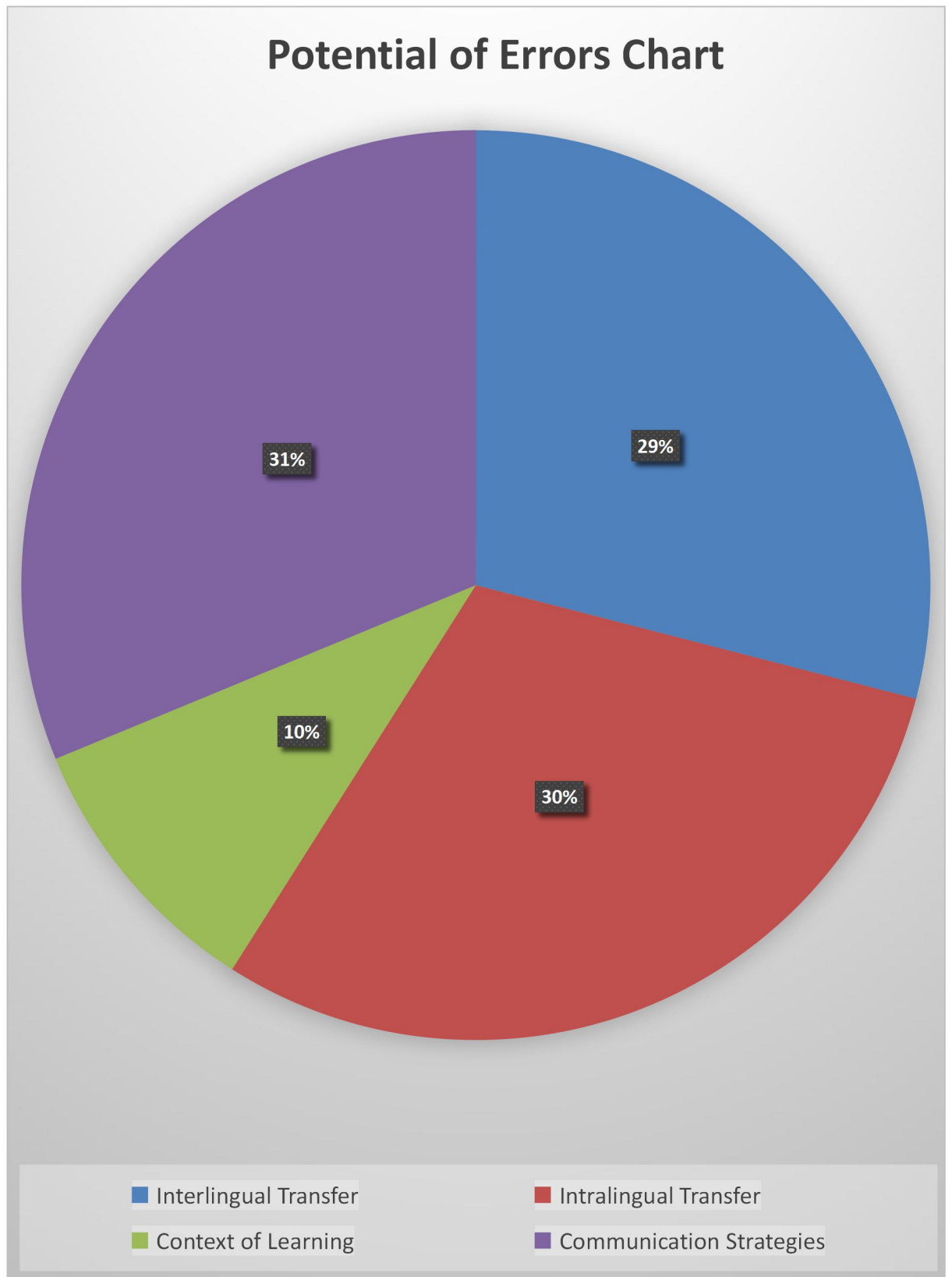
4.3 Data Identification of Potential of Errors

Data Identification of potential of errors done after finished identifying all area of errors in students' writing. Similar with the data identification of area of errors, it also has been done and recorded in two ways: manual count and word frequency counter application (Hermes Word Frequency Counter Advanced)

The data will be explained into the following table and chart, as follows:

Table 4.3 Table of Potential of Errors with occurrence percentage

Potential of error	Total	Percentage (%)
Interlingual Transfer	419	29
Intralingual Transfer	433	29.98
Context of Learning	141	9.76
Communication Strategies	451	31.2
TOTAL	1444	100

Chart 4.2 Chart of Potential of Errors

4.4 Data Interpretation of Potential of Errors

From the calculation above, it can be interpreted as follows:

1. In the 1st place, *Communication strategies* with 451 occurrences (31.2%).

It is caused by learning styles where students use production strategy to get the message conveyed, but sometimes this technique can become a potential of errors.

As *word choice*, which takes the 1st place of errors commonly made by students, and *word order*, which also has significant amount of occurrences, are part of production strategies to enhance getting the message across, therefore being the reason for *communication strategies* to be the most potential of errors in students' writing.

Example:

Let's work our best for the well done of our company. (incorrect)

Let's work our best for the welfare of our company. (correct)

At carnival the streets were undulating. (incorrect)

At carnival the people were undulating. (correct)

Part of *communication strategies* included word coinage, circumlocution, false cognates, and pre-fabricated patterns (Brown, 2014).

2. In the 2nd place, *Intralingual Transfer* with 433 occurrences (29.98%).

It is caused by students' lack of knowledge in the target language.

Sometimes, when the student did not know the rules of the target language, they apply their L1 language rules into the target language.

As *intralingual transfer* caused mostly by student's lack of knowledge of the target language, therefore *verb tense*, *incomplete sentence*, *spelling*, and *word form* becomes several potential errors showed in student's writing. Example:

He goed to class yesterday (incorrect)

He went to class yesterday (correct)

He was brave man. (incorrect)

He was a brave man. (correct)

She can writes English very well. (incorrect)

She can write English very well. (correct)

My father invated me to see GBK. (incorrect)

My father invited me to see GBK. (correct)

3. In the 3rd place, *Interlingual Transfer* with 419 occurrences (29%).

It is caused by mother tongue interference. Usually occurred in the early stage of second language learning.

As *interlingual transfer* caused by mother tongue interference, therefore *add a word* and *omit a word* are part of potential errors showed in student's writing. Moreover, in Bahasa Indonesia, the form of phrasal pattern is DM (Diterangkan - Menerangkan), while in English, the form of phrasal pattern is MD (Menerangkan - Diterangkan). Example:

Bahasa Indonesia: Saya kemarin membeli mobil berwarna biru

(I yesterday bought car blue) (incorrect)

English : I bought a blue car yesterday (correct)

We talked about many things, like how we missed each other, some stories, and some jokes during the time we part ways. (incorrect)

We talked about many things, like how we missed each other, stories and jokes during the time we part ways. (correct)

4. In the last place, *Context of Learning* with 141 occurrences (9.76%)

It is caused by misleading explanation from teacher or by improper contextualized of a pattern memorized from a drill.

Context of Learning caused by contextual issues stem from misleading explanation from the teacher or faulty presentation from the textbook which leads to faulty hypotheses about the target language made by students. Some teachers often neglect *punctuation* and *capitalization* in the sentence they produced when giving examples, therefore the student might assumes that *punctuation* and *capitalization* is not vital in English, therefore writing English text without *punctuation* and *capitalization* might become a habit.

Example:

I see a lot of Vendors selling a variety of attributes. (incorrect)

I saw a lot of stalls selling various merchandises. (correct)

Chapter V

Conclusion and Suggestion.

5.1 Conclusion

The writer finds that the tenth grade student of SMAN 67 Jakarta make error mostly in *Word Choice* with 20.36% followed by the error in *Omit a Word* (16.6%) *Add a Word* (12.4%) and *Verb Tense* (9.3%) as the second, third, and fourth place.

The writer finds that the student made errors in *word choice* because they have limited vocabulary in English and confused in choosing the proper word for their writing. Moreover, this also happens because of student's lack of knowledge in English language, as English is being taught as foreign language in Indonesia so the student's limited knowledge, especially in English vocabulary is still acceptable..

The second, third, and fourth errors made by the student are *add a word*, *omit a word*, and *verb tense*, which are mostly caused by first language interference. Moreover, some students made their writing first in Bahasa Indonesia, then translated it to English, thus the reason errors occurred. Additionally, because the verbs and tenses in English more complicated than in Bahasa Indonesia, many students get confused when choosing the proper verbs and tenses for their writing.

Moreover, as errors in writing should not be taken lightly, this research is important for both teacher and student, as the teacher need to give extra attention to the subject where student made error the most by giving test and remedial, then

give detailed explanation about the subject to avoid students making the same errors in the future.

5.2 Suggestion

After knowing the kind of errors commonly made by students, the writer want to offer some suggestions to solve the problem in eliminating and reducing errors in student's writing.

After learned the results of the error analysis, the teacher should give concise explanation of differences between English and their first language and have more practice in making a good and complete sentences. The teacher should also started giving concise and detailed explanations of subject being taught, such as tenses, modals, gerunds and infinitives, and so on until the student fully understand and give some drill after the explanation to make sure the student really understand the subject being taught. Additionally, The teacher should also remind the student about the punctuation, spelling, capitalization, and article in their writing from time to time to avoid making the same errors in the future.

For improving student's ability in word choice, the teacher should give more lesson on word choice by having more practice in building vocabulary and practice in making sentences. Moreover, the teacher should asked students to find and read various articles and stories related to the subject being taught in class in order to enrich their English vocabulary.

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APPENDICES