

The Use of English on Recount Text Made by the Ninth Grade Students of SMPK 1 Harapan

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Abstract

This research was intended to analyze grammatical errors in recount text made by the ninth grade students and analyze the factors that cause these errors. This research was conducted at one of junior high school in Indonesia named SMPK 1 Harapan. The data was taken from the ninth grade students' recount texts with the theme unforgettable experience. It was collected through the linguistics field technique. Next, it was analyzed by the surface strategy taxonomic theory that proposed by Dulay et al. This theory classified errors into omissions, additions, misformations, and misorderings. The sources of errors were analyzed by the interlanguage and intralingual errors proposed by Richard. Based on the result of the data analysis, it was found that there are 248 errors. The errors consist of 18 omissions, 34 misformations, 155 additions, and 1 misorderings. The sources of errors are interlanguage and intralingual factors.

Keywords

errors; interlanguage;
intralingual; surface strategy
taxonomy



I. Introduction

Language is a tool for communication that plays an important role in our life to express our ideas or opinions to others (Dan et al., 2021). Language is one of the most important things in the life of every human being (Purba, N. et al. (2020). Learning language is not easy, especially English. There are four language skills that should be mastered in order to be able to use English properly. From the four language skills, mastering writing skill is considered to be difficult for some learners because they have to master so many aspects in writing itself. Alsamadani (cited in Ginting 2019) states that writing does not simply put words into a paper but it has many requirements to be called as proper writing. Most of learners have problems in producing sentences which are put in a particular order and linked together in certain ways. But still, writing an essay or a text is the most difficult and tiring task.

Making errors is totally fine as long as you learn from your errors to not redoing the same mistakes ever again. Committing errors is helpful for learners because it reinforces the grammatical structures, idioms and vocabulary that have been taught. The learners also have a chance to be adventurous with the language and they necessarily become very involved with the new language. Therefore, making errors is considered as a device for the learners in the process of learning.

It is hard to avoid error during learning. Not only second language learners, but also native speakers often make errors. In mastering writing skill, learners often do some errors such as grammatical errors, word spelling, sentence formation, and others. Errors can be caused by a lack of knowledge about the use of English or due to the influence of the first language (Dulay et al., 1982). These errors cannot be ignored and teachers should be able to analyze the errors because error analysis is the first approach to study second language

acquisition (Saville-Troike, 2012). By knowing errors, teachers can correct those errors so that students can improve their competence.

In the view of the stated value of errors and error analysis, the researcher uses it to find out the written English errors of the ninth grade students of SMPK 1 Harapan. The ninth grade students were asked to write a recount text about their unforgettable experience. The researcher then analyses the errors and analyses the factors that cause the errors. Hoping to offer solutions to avoid those errors because it is very important for teachers to show their students how to deal with writing and how to master it by analyzing the errors they commit in their writing.

II. Review of Literature

It is important to distinguish between error and mistake because those two terms are technically different (Brown, 1980). According to James (1998), an error will arise when no one is willing to do it but if there is a desire to do so it is called a language deviance. Moreover, Corder (1973) said that errors can be corrected by learning while mistakes cannot be corrected alone. Meanwhile, the errors referred to in this study are errors which mostly appear in students' writing such as omission, addition, misformation, and misordering. This type of error is following the surface strategy taxonomy presented by Dulay et al. (1982).

Through surface strategy taxonomy, the researcher identify the students' errors on their recount texts. The students may omit words or morphemes that are actually needed in the sentence or even add morphemes that are not needed in the sentence. They may also use the wrong form of a morpheme or misuse it in the intended context and there is also the possibility of being wrong in stringing words or ordering morphemes so that the sentence is wrong or cannot be understood (James, 1998). Those possible errors may appear on the recount texts written by the students in this study.

The errors found are analyzed using the error analysis theory of Richards (1974) to find the factors causing errors in recount texts written by the students. Richards (1974) states that errors can occur due to two factors. The first factor is the interference of the first language to the second language (interlanguage errors) and the second factor is the students' competence in the second language is still low (intralingual errors).

III. Research Method

The linguistics field method by Garvin (2019) was used to obtain the data in this research. The main data is the recount texts written by the ninth grade students of SMPK 1 Harapan. There were 38 students' writings were analyzed in this research. The second data is the results of the interviews to obtain information about the factors that cause errors in the students' writing. The data collected was analyzed using the method proposed by Sugiyono (2015), and using the surface strategy taxonomy theory from Dulay et al. (1982) to analyze the errors found. The errors that was analyzed in this research include errors in omission, addition, misformation and misordering. Factors causing errors were analyzed using the theory of interlanguage and intralingual errors by Richards (1974) and combined with the interviews.

IV. Results and Discussion

The errors found in students' recount texts were analyzed based on the surface strategy taxonomy, which classifies errors into four types; omission, addition, misformation, and misordering (Dulay et al., 1982). The factors causing the errors were analyzed using the theory from Richards (1974). Based on the causes, errors are categorized into two; interlanguage and intralingual errors.

4.1 Grammatical Errors

Based on the results of the analysis, 208 errors were found. The errors consist of 18 omissions, 34 additions, 155 misformations, and 1 misordering. The errors are discussed descriptively with grammatical references from Quirk et al. (1985) and Swan (2016).

a. Omission Errors

An omission is a form of error which removes the lexical item that should be present in a sentence. In this study, several omissions were found in sentences and phrases written by students in their recount texts. The omission errors are the omission of article a/an/the, omission of the subject, omission of the copula be, and omission of -s/es for plural markers. The following are examples of sentences containing omission errors.

Table 1. Omission Errors

No	Omission Errors	Incorrect Sentences	Correct Sentences
1	Article	It was __ sunny day.	It was <u>a</u> sunny day.
2	Subject	___ arrived at the hotel.	<u>We</u> arrived at the hotel.
3	Copula be	Because the place ___ far from my school.	Because the place <u>was</u> far from my school.
4	-s/es for plural markers	In the airport, we saw many chocolate_ and souvenirs.	In the airport, we saw many chocolates <u>s</u> and souvenirs.

b. Addition Errors

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a sentence. The addition errors found are the addition of articles, the addition of copula be, and the addition of to infinitive. The following are examples of sentences that contain addition errors.

Table 2. Addition Errors

No	Addition Errors	Incorrect Sentences	Correct Sentences
1	Article	I ate <u>a</u> noodle soup.	I ate noodle soup.
2	Copula be	I <u>was</u> drank a glass of milk.	I drank a glass of milk.
3	To infinitive	I saw a woman and asked her help <u>to</u> find my parents.	I saw a woman and asked her help <u>me</u> find my parents.

c. Misformation Errors

Misformation is characterized by the use of the wrong form of the morphemes or structure. Misformation errors found in students' recount texts are the misformation of tense, the misformation of copula be, and the misformation of word choice. The following are examples of sentences that contain misformation errors.

Table 3. Misformation Errors

No	Misformation Errors	Incorrect Sentences	Correct Sentences
1	Tense	We <u>go</u> there after Idul Fitri.	We <u>went</u> there after Idul Fitri.
2	Copula be	I arrived and saw my friends <u>was</u> playing basketball.	I arrived and saw my friends <u>were</u> playing basketball.
3	Word choice	We were looking at what clothes to buy, but one thing <u>affected</u> me.	We were looking at what clothes to buy, but one thing <u>caught</u> me.

d. Misordering Errors

The last type of error is misordering. This error is the error of putting the wrong order of words in a sentence. The following is the example of a sentence containing misordering error found in students' recount text.

Table 4. Misordering Error

No	Incorrect Sentences	Correct Sentences
1	I woke up at 7 pm and <u>than absent</u> school lesson.	I woke up at 7 pm and <u>then completed</u> my attendance.

4.2 Sources of Errors

There are two factors which cause errors in learning English (Richards, 1974). First, errors caused by the influence of the first language which is known as interlingual errors. Second, errors caused by students' lack of competence in the use of English and it is called intralingual errors. Intralingual errors are divided into three categories; overgeneralization, ignorance of rule restrictions and incomplete application of rules. The following is a detailed explanation of the factors that cause errors found in the ninth grade recount texts of SMPK 1 Harapan.

a. Interlanguage Errors

Interlanguage errors occur due to the differences between the mother tongue and the target language, in this case Indonesian to the target language, English. Selinker (2013) explains that learners identify the same meaning for different linguistic units across the three systems that he proposes: the native language, the interlanguage, and the target language. Therefore, they would use the native language unit in the other systems when writing in the foreign language. For example: "My mother buyed me this lovely book yesterday". Learners may have assumed that the Past Tense sentence pattern requires adding -ed to the verb. In this case the teacher must be aware of this process and then give feedback to the learners that there are some irregular verbs in English whose past tense is not present + ed, but varies such as: buy-bought, catch-caught, drink-drank, find-found, lead-led, say-said, etc.

b. Intralingual Errors

Intralingual errors are caused by the students' lack of English competence. There are three categories of intralingual errors; overgeneralization, ignorance of rule restrictions, and incomplete application of rules.

- 1 Overgeneralization: Application of an incorrect structure in contexts where the learner does not distinguish the linguistic difference and a different structure is used. For example: "I'm always read novels".
- 2 Ignorance of rule restrictions: A subtype of overgeneralization in which rules are extended to contexts where they do not apply. For example: "He made me to rest".
- 3 Incomplete application of rules: A rule is partially applied unconsciously by the learner who expects that the idea is communicated effectively. This error represents the degree of the learners' development of the rules. For example: "You like to sing?".

V. Conclusion

From the results of the data analysis, it could be concluded that the four kinds of errors were found in the students' recount texts composed by the ninth grade students of SMPK 1 Harapan. Those were omission, addition, misformation and misordering. The total number of errors found were 208 errors. Most errors are the misformation errors with 155 errors found. Next, it is addition error with a total of 34 errors. The other kind of error is the omission which occur 18 times. The least error found is misordering with only 1 error found. Omission errors consist of omission of article a/an/the, omission of the subject, omission of the copula be, and omission of -s/es for plural markers. Addition errors consist of adding articles, adding article a/an/the, adding copula be, and adding to infinitive. Misformation errors consist of tense, copula be, and word choice.

The factors causing the errors consist of two; interlanguage and intralingual factors. The interlanguage factor is the influence of the first language, which is Indonesian. Here, the learners bring the rules in Indonesian into English. They also get influenced of Indonesian systems while writing recount texts in English. The second factor is the intralingual factor which is the influence of lack of competence on the language being learned, which is English. Learners applying the wrong new structure resulting from their experience in learning English. They also apply English structures in inappropriate contexts which cause errors. In addition, the application of the wrong form leads to the misformation which is found a lot in the students' recount texts.

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