ERROR ANALYSIS ON STUDENTS RECOUNT COMPOSITION

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Abstract

Errors are considered by many learners to be an integral part of the teaching – learning process. The writing errors of English are considered to be significant and beneficial since they can be used to identify the pedagogical problems so as to come up with some suggestions that can help both teacher and students. The purpose of the present study was to examine errors of recount composition. The study mainly focused on four types of error (James 1998: 94-112). The method used in this research is descriptive method. To achieve these objectives, frequencies, percentages and means of errors were calculated and tabulated. The data was taken from 50 students and it was taken by asking the learners to make the English recount composition. The results revealed that the most frequent error type was misformation (35.25%) and omission (28.96%).

Introduction

In the process of learning foreign language, the error seems to be inevitable. The influence of mother tongue and situation of the class may contribute error production both oral and written. Writing in foreign language makes the situation more complicated. It is caused the students have to compose and develop their ideas for a written text to be comprehensible (Sarfraz.2011 p.30). The ability to be free from error while using the language (Wolfe-Quintero et al. 1998:33) has been envisaged an interesting, relevant construction for research in second language acquisition, L2 writing assessment and L2 writing pedagogy (Polio 1997: 102), further EFL adolescent writer belong to 'the most fraught and the most complex" (Leki et al.2008 in Pastor: 2018).

The study of learner error has long concerned Second Language Acquisition (SLA) scholars, since it has contributed to explain learners' knowledge of the target language and has been central to the issue of corrective feedback (Ur 1996; Ellis 2001, 2015; Ortega 2009; Harmer 2015; Pastor 2015). The study of error analysis can give useful information about learner accuracy to produce target language. This information might help teacher to detect which error that frequently produce by student such as morphological error, syntactical and lexical error, and grammatical error. So those, the teacher can decide which materials that should be emphasized and equipped to the students. Knowledge of error numbers also supports students' awareness of their language learning difficulty. In line, the students can make improvement for their EFL performance. The present study explores the linguistics accuracy of Vocational High School student in recount composition in EFL.

1. Error Analysis

Learner' creative ability to construct language becomes first approach to the study of SLA (Saville-Troike 2006: 38 in Fauziati: 2009). The main focus of error analysis is on learner error and how it can provide evidence for the system of language which is using at any particular in the course of L2 improvement. James (1998) explained 'Error tell the teacher what need to be taught, tell the researcher how learning proceed, and are a means whereby learner test their hypothesis about the second language. The set of procedures of conducting error analysis (EA) was firstly proposed by Corder (1978). Three major stages were elaborated by Corder (1978): recognition, description, and

explanation of error. These stages were continued by Sridhar explanation (1980:103) into the following steps: (1) collection data, (2) identification of error, (3) classification into error types, (4) statement of relative frequency of error types, (5) identification of the areas difficulty in the target language, (6) therapy or remedial lessons, (7) analysis of the source of error, (8) determination of degree of disturbance caused by the error (Fauziati: 2009).

James (1998) also gave the procedure for analyzing error. There are ten steps for conducting an error analysis: (1) sample learner language, (2) register each utterances of sample its context, (3) detect whether utterances correct or not, (4) reconstruct intended form and note the mis-correspondence, (5) describe the error in the term of level and unit of TL system or learner modification of the TL, (6) the learner self-correction, (7) carry out a back-translation of deviant form into learner's L1, (8) is the translation good?, (9) determine gravity, (10) remedial work/ modify syllabus (James: 1998 in Fauziati: 2009).

In the concept of EA there are two different phenomena: error and mistake. James (1998: 78) explained that mistake is irregular fault and can be corrected by the learner them self. These mistakes can increase under the condition of stress, indecision and fatigue. On the other hand, an error arises 'only when there was no intention to commit one' (James 1998). Errors are produced by learners who do not yet fully understand about language system, they arise do to the imperfect competence in the target language (Fauziati: 2009). According Brown (2000) there are two main sources of errors: (1) interlingual errors and (2) intralingual errors. Interlingual error means the production of target language interfere by native language (L1). Intralingual error is an error because of misuse of a partial rule of the target language (Richard, et al : 2002).

According to James (1998: 65) grammatical is synonymous with well-formed. A piece of language is grammatical if it does not break any of the rules of the standard language. An ungrammatical utterance is one which deviates from the standard form. The notion of 'correct' in producing language is not only grammatical but also those utterances are acceptable. In short explanation 'grammatically and acceptably' become indicator to judge the utterances are correct or not (James : 1998). For the more explanation can be seen in the following table:

Table 1.
Error Identification

Grammatical	Acceptable	Free from Error
Grammatical	Unacceptable	Erroneous
Ungrammatical	Acceptable	Erroneous
Ungrammatical	Unacceptable	Erroneous

2. Error Description or Classification

Error can be described using different kind of taxonomy, namely linguistic category, surface strategy, comparative taxonomy and communicative effect. The present study use surface strategy taxonomy purpose by James (1998). The surface strategy taxonomy is a classification system based on the ways in which the learner's erroneous version is different from the presumed target version (James in Fauziati 20019). Under this category, error can be classified into four types: omission, addition, misformation, misordering (James: 1998). *Omission* is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance. *Addition* is a type of errors which are characterized by the presence of an item, which should otherwise not appear in a well formed utterance. *Misformation* errors are characterized by the wrong form of a structure or morpheme. James (1998) stated that there are three types of *Misformastion* which have been frequently reported in the literature: regularization (overlooking exception and spreading rules to domain where they do not apply such as *womans, drinked, etc),* archi-form (selection of one member of a class of form to represent other

in the class such as *this/that/those/those this/that/those/those* the learner might use *that*), and alternating form (the use of archi-form often gives way to the apparently fairly free alternation of various members of a class with each other such as the learner uses *she* for *he, him* for *he, their* for *them*. *Misordering errors* are characterized by the incorrect placement of a morpheme or group of morpheme in utterances such as *I don't know what is it* (James in Fauziati 145-146).

Methodology

This research used quantitative approach whereby student's formative assessments were selected randomly (n=50). The participants were Vocational High School students with intermediate English level. There were four steps of data collection procedures. The first was explaining the purpose of the study to participants. Second, asking for an agreement. Third, explaining recount topics (see appendix 01) that had to write by them. And the last steps were participants wrote the recount text on paper and should not be less than 300 words. The data of Error Analysis were analyzed based on target modification taxonomy purposed by James (1998).

Findings and Discussions

Our current study had aimed at answering the following questions: what are the most types and percentage of error made by students?. The results of the study are explained below under the heading of these questions.

1. Type and Percentage of Error

The research question was intended to reveal the most common types of errors committed by the student and present category of the error. As mentioned before, the present research adapts error analysis by James (1998). The result can be seen by the following chart:

Table 2.
Total errors by the students

Types of errors	Number of errors	Percentage of error
Misformation	129	35,25 %
Omission	106	28,96 %
Misordering	95	25,96%
Addition	36	9,84%
Total	**366**	**100%**

Figure1.
Percentage of students' error
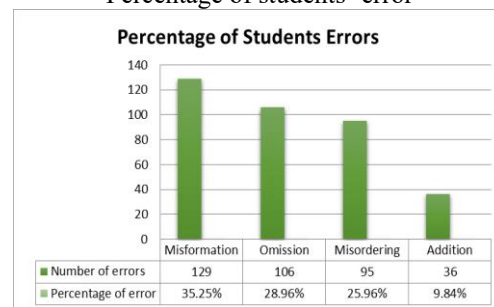
a. Misformation

In the current study misformation become the most error that produced by the students. It achieved 129 times or 35,25%. Misformation error produced by the students can be seen in the following examples:

(1) She *have many achievement* in academic
(2) I also see many people sell *drink and eat*
(3) *I am follow* first selected
(4) Since I small I love PKN
(5) She *have* a best friends her name is Naya

Comparing the erroneous sentences with the correct ones, the students have problem in regulation and alternating form. For the example of misformation errors can be analyzed like in the following explanation:

(1) *'She have many achievement in academic field'*.
The correct form: *She <u>has</u> many achievement<u>s</u> in academic field'*

(2) 'She have a best friends her name is Naya'
The correct form: She <u>has</u> a best friends her name is Naya'

(3) 'I am follow first election'
The correct form: I <u>was following</u> the first election'

The students used 'have' for 'she' and it happened many times. It is conscious that students lack in identifying subject and choose the correct verb. It can be concluded that the students were lack in grammatical knowledge. Some students also failed to put the correct pronoun such as:

(1) 'She is best teacher me'
The correct form: 'She is <u>my</u> best teacher'

(2) 'Lili introduced Soeb to Naya, and them became a best friend'
The correct form: 'Lili introduced Soeb to Naya, and <u>they</u> became a best friend'

(3) 'She teaches we class'
The correct form: 'She teaches <u>our</u> class'

The errors indicate that the students lack substantial knowledge about part of speech. They fail to use pronoun whether it is objective pronoun, subjective pronoun or possessive pronoun. The researcher found that some students bring their native language to the target language. Because of that, the students failed to pick the correct noun (N), such as:

(1) 'I also see many people sell drink and eat'
The correct form: 'I also see many people sell food and beverage'

(2) 'In the Baturaden I saw water jump down beautiful and amazing'
The correct form: 'In the Baturaden I saw beautiful and amazing'

Waterfall'

The first example shows that the student lack vocabulary so they pick the word that familiar to them such as 'eat' and 'drink' even though those words are verb. In the second examples, the students bring their mother tongue to the target language. The sentence 'water jump down' in their target language (Indonesian language) can be translated:

Water = air
Jump = lompat
Down = kebawah

It Means: the water which flow from high place to the earth or in the target language we can say 'waterfall'. Because of they are lack in the vocabulary so they pick their mother tongue to target language.

b. Omission

Omission error is characterized by the absence of an item that must appear in a well-formed utterance. Morphemes or words can be distinguished into two classes: content words and grammatical words. The examples of content words such as: noun, verb adjective, and adverb. Grammatical words such as noun and verb inflections (-s, -ed, -ing) , the article (a, the, an), auxiliaries (is, will, can, may) and preposition (in, on, at, ect). In the current study, the researcher found there are 106 times error or 28,96%.

(1) He teach Sejarah Indonesia
The correct form: He teach<u>es</u> Sejarah Indonesia

(2) She study in SMK N 2 Pekalongan
The correct form: She studies in SMK N 2 Pekalongan

(3) Mrs. Nur Hidayah my favorite teacher
The correct form: Mrs. Nur Hidayah is my favorite teacher

The errors indicate that the students lack appropriate knowledge about the usage of verb inflection (see in the example 1 and 2). Other students lack to put grammatical words (see the example 3). They missed auxiliaries word 'is' in their sentences.

c. Misordering

In the present study, misordering error achieve 95 times or 25,96%. Misordering errors are characterized by the incorrect placement.

(1) I stay in home brother
The correct form: I stay in brother's home

(2) My favorite teacher is a teacher English
The correct form: My favorite teacher is English teacher

(3) Naya finished teaching private at the home of child named Bella
The correct form: Naya finished her teaching course at Bella's home

The example number (1) showed that the students wrote 'home' with wrong placement. The word home should be written 'brother's home' not 'home brother'. It was also happened in the example number (2). The student wrote 'teacher English'. It can be explained in terms of Indonesian language as their mother tongue. In Indonesian language 'Noun' put before adjective (N+ Adj) while in the English, adjective should be put before Noun (Adj + N). The learner intended to translate it directly from their native language (Indonesia) to target language (English). It caused misordering the construction of target language. It was also happened in example number (3). The learners bring their L1 to target language.

d. Addition
Comparing with other errors (misformation, omission, misordering), addition error become the most infrequent error since it achieves 9.84% or 36 times. Addition errors are characterized by the presence of an item which should not appear in well-formed utterance.

In the following examples are addition error made by the students:

(1) I and my sister and my brother went to Baturraden.
The correct form: my sister, my brother and I went to Baturraden.

(2) I am can follow the contest.
The correct form: I can follow the contest.

(3) We can to enjoy with the scene.
The correct form: we can enjoy the scene.

Conclusion
The results revealed that the most frequent error type was misformation (35.25%), omission (28.96%), misordering (25.96%) and addition (9.84%). Based on the type errors that found in the students' English recount composition, most of them made the errors because of lack substantial knowledge about vocabulary, grammar and target language interference. Even though error can be existed in everyday life of language production especially in English as foreign language, the study can help both teacher and student in mastering English. The more teachers know their students competence in producing target language, the more they can arrange program to their students.

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