

THESIS
AN ANALYSIS OF STUDENTS' ERRORS IN WRITING
RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS OF
SMPN 10 KUPANG



MARIA S. A DJONAE
12119013

ENGLISH EDUCATION STUDY PROGRAM
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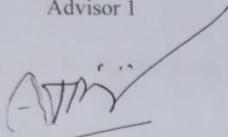
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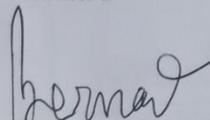
Approved by

Advisor 1



Dra. Floribertha Lake, S.S., MA
NIDN: 0802046401

Advisor 2



Dr. Bernardus K. Danibao, M.Ed
NIDN: 0820087301

Acknowledged by

Head of English Education Study Program
Teacher Training and Educational Sciences Faculty
Widya Mandira Catholic University

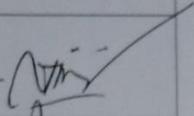
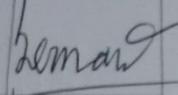
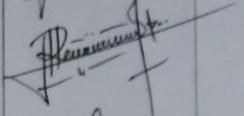
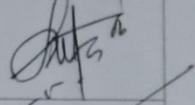
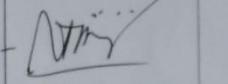


Dr. Elvis Albertus Bin Toni, S.Pd., MA
NIDN: 0823028101

EXAMINATION BOARD

This Thesis was defended on *3rd July*, 2023

Board of Examiners

No	Name	Position	Signatures
1	Dra. Floribertha Lake, S.S., MA NIDN: 0802046401	Chairwoman	
2	Dr. Bernardus K. Danibao, M.Ed NIDN: 0820087301	Secretary	
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5	Dra. Floribertha Lake, S.S., MA NIDN: 0802046401	Examiner III	

Acknowledged by

Dean of FKIP of UNWIRA Kupang


Dr. Madar Aleksius, M.Ed
NIDN: 0829076201

Head of English Education Study
Program of FKIP UNWIRA Kupang


Dr. Elvis Albertus Bin Toni, S.Pd., MA
NIDN: 0823028101

MOTTO

*Blessed is the man who trusts in the Lord, and whose hope is
the Lord”*

(Jeremiah 17:7)

DEDICATION

This thesis is particularly dedicated to:

1. My dearest father and mother (Mikael and Serafina)
2. My lovely brothers and sister (Alimpi, Cai, and Cifa)
3. My beloved Almamater, Widya Mandira Catholic University Kupang

ABSTRACT

Maria S. A Djonae (2023): An Analysis of Students' Errors in Writing Recount Text at the Eighth Grade Students of SMPN 10 Kupang

This research aims to find out the types and common reasons of errors that students made in writing recount text. The subjects of this research were 20 eighth grade C students of SMPN 10 Kupang in 2023. The design of this research was qualitative. The writer used recount writing tasks and paper-based surveys to collect the data. The results of students writing were analyzed using a modified Surface Strategy Taxonomy by Dulay (1982), which showed that students made errors in five types: Addition, Omission, Misordering, Misformation and Miscellaneous. The most common types of students' errors in writing recount text was omission with 37.50% or 69 errors. The second type was addition with 21.20% or 39 errors. The third type was misformation with 19.02% or 35 errors. The fourth type was misordering with 4.35% or 8 errors, and the last one was miscellaneous which refers to misspellings errors with 17.93% or 33 errors. Furthermore, using Brown' theory (2000) about sources of errors. This research found three categories of the reasons for students' errors in writing. They were: Context of Learning (mentioned 13 times), Interlingual Transfer (mentioned 5 times), and Intralingual Transfer (mentioned 4 times). Based on this research, the writer suggests: 1) The teacher must provide a clear explanation when explaining the material, especially regarding the use of articles (the, a) and also about the use of preposition (at, in), because the writer found that the most common errors made by the students were in omission of articles and prepositions. 2) The teacher should use engaging techniques to increase the students' motivation, especially for learning recount texts. 3) The teacher should provide feedback on the students' writing tasks to help them improve their knowledge.

Key words: Error, Error Analysis, Writing, Recount text.

ABSTRAK

Maria S. A Djonaë (2023): Analisis Kesalahan Siswa dalam Menulis Teks Recount pada Siswa Kelas Delapan SMPN 10 Kupang

Penelitian ini bertujuan untuk mengetahui jenis dan alasan umum kesalahan yang dilakukan siswa dalam menulis teks recount. Subyek penelitian ini adalah 20 siswa kelas VIII C SMPN 10 Kupang tahun 2023. Desain penelitian ini adalah kualitatif. Penulis menggunakan tugas menulis recount dan survey berbasis kertas untuk mengumpulkan data. Hasil tulisan siswa dianalisis menggunakan modifikasi Surface Strategy Taxonomy oleh Dulay (1982), yang menunjukkan bahwa siswa melakukan kesalahan dalam lima jenis: penambahan, penghilangan, kesalahan susunan, kesalahan bentuk dan kesalahan lain (kesalahan ejaan). Jenis kesalahan yang paling banyak dilakukan siswa dalam menulis teks recount adalah penghilangan dengan 37.50% atau 69 kesalahan. Jenis kesalahan yang kedua adalah penambahan dengan 21.20% atau 39 kesalahan. Jenis kesalahan yang ketiga adalah kesalahan bentuk dengan 19.02% atau 35 kesalahan. Jenis kesalahan yang keempat adalah kesalahan susunan dengan 4.35% atau 8 kesalahan, dan kesalahan yang terakhir adalah kesalahan lain yang mengacu pada kesalahan ejaan dengan 17.93% atau 33 kesalahan. Selanjutnya, menggunakan teori dari Brown (2000) tentang sumber-sumber kesalahan. Peneliti ini menunjukkan bahwa ada tiga kategori alasan siswa melakukan kesalahan dalam menulis, yaitu: Context of Learning (disebutkan 13 kali), Interlingual Transfer (disebutkan 5 kali), dan Intralingual Transfer (disebutkan 4 kali). Berdasarkan penelitian ini penulis menyarankan: 1) Guru harus memberikan penjelasan yang jelas ketika menjelaskan materi, terutama mengenai penggunaan artikel (the, a) dan juga tentang penggunaan preposisi (at, in), karena penulis menemukan bahwa eror yang paling banyak dilakukan oleh siswa adalah penghilangan artikel dan preposisi. 2) Guru harus menggunakan teknik mengajar yang menarik untuk meningkatkan motivasi siswa terutama dalam pembelajaran teks recount. 3) Guru harus memberikan umpan balik pada tugas menulis siswa untuk membantu siswa meningkatkan pengetahuan mereka.

Kata kunci: Kesalahan, Analisis Kesalahan, Menulis, Teks Recount.

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Finally, the researcher realizes that this thesis is still far from perfect, so any helpful criticism, comments, and suggestions are greatly appreciated.

Kupang, June 2023
The Writer

Maria S. A Djonae
12119013

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