

SKRIPSI



**AN ERROR ANALYSIS IN THE 10th GRADE STUDENTS' RECOUNT
TEXT AT SMAN 1 BAE KUDUS IN ACADEMIC YEAR 2023/2024**

By:

HAYTSAM ABDILLAH MUWAHIDIN

NIM 201932091

ENGLISH EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

UNIVERSITAS MURIA KUDUS

2024

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SKRIPSI

Presented to Universitas Muria Kudus

**In Partial Fulfillment of the Requirements for Completing the Sarjana
Program in the English Education Department**

By

HAYTSAM ABDILLAH MUWAHIDIN

201932091

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MOTTO AND DEDICATION

Motto:

“If the world is cruel to you, at least be nice to yourself.”

Dedication:

This research is dedicated for:

- Allah SWT, who have been give a lot of pleasure.
- My beloved parents who always pray and support material and non material to my success.
- My beloved brothers who always support me in conducting this study.
- All beloved lecturers who always support, guide, and give me knowledge.
- My beloved Alfina who always accompanies and helps me in whatever situation.
- All people involved during this research.

ADVISORS' APPROVAL

This is to certify that the *Skripsi* of HAYTSAM ABDILLAH MUWAHIDIN (NIM 201932091) has been approved by the *skripsi* advisors for further approval by the Examining Committee.

Kudus, 25 July 2024

Advisor I



Dr. Achmad Hilal Madjidi, M.Pd.

NIDN 0603076101

Kudus, 25 July 2024

Advisor II

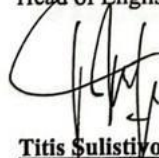


Dr. Muh Syafei, M.Pd.

NIDN 0013046201

Acknowledged by

Head of English Education Department



Titis Sulistiyowati, S.S., M.Pd.

NIDN 0002048101

EXAMINERS' APPROVAL

This is to certify that the *Skripsi* of Haytsam Abdillah Muwahidin (NIM: 201932091) has been reviewed by the Examining Committee as the requirement for the Sarjana Degree in English Education.

Kudus, 14th August 2024

Examining Committee:



Dr. Atik Rokhayani, S.Pd., M.Pd.

, Chairperson

NIDN. 0601058402



Dr. Rismiyanto, S.S., M.Pd.

, Member

NIDN. 0622067301



Aisyah Ririn Perwikasih Utari, S.S., M.Pd.

, Member

NIDN. 0628018502



Nuraeningsih, S.Pd., M.Pd.

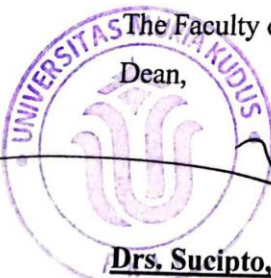
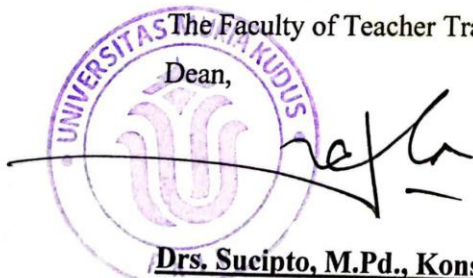
, Member

NIDN. 0612077901

Acknowledged by

The Faculty of Teacher Training and Education

Dean,



Drs. Sucipto, M.Pd., Kons.

NIDN. 0629086302

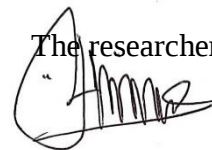
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First of all, the researcher would like to express the gratitude to Allah SWT who provided mercy and blessing, so that the researcher could successfully finished her *skripsi* entitle “AN ERROR ANALYSIS IN THE 10th GRADE STUDENTS’ RECOUNT TEXT AT SMAN 1 BAE KUDUS IN ACADEMIC YEAR 2023/2024.” However, this research never be achieved without any help, support, and advice from individuals and institutions. The researcher would like to specially thank:

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7. Myself, who have done lot of struggles in doing this research.

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The researcher



Haytsam Abdillah Muwahidin

201932091

ABSTRAK

Muwahidin, Haytsam Abdillah. “Analisis Kesalahan dalam Teks Recount yang Ditulis oleh Siswa Kelas 10 di SMAN 1 Bae Kudus Tahun Ajaran 2023/2024.” Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Dr. Achmad Hilal Madjdi, M.Pd. (2) Dr. Muh Syafei, M.Pd.

Kata Kunci: Analisis Kesalahan, Kesalahan Tata Bahasa, Teks Recount, Transfer Intrabahasa, Transfer Antarbahasa

Menulis adalah salah satu keterampilan bahasa yang harus ditingkatkan saat belajar bahasa Inggris. Menulis dengan baik menjadi keterampilan yang paling sulit untuk dikuasai, terutama bagi siswa yang perlu dapat mengekspresikan pikiran dan perasaan mereka dalam format tulisan yang baik. Di sekolah menengah atas, salah satu jenis teks yang biasanya ditulis oleh siswa adalah teks recount. Banyak siswa menulis teks ini, tetapi sedikit yang dapat menulisnya sesuai dengan struktur dan fitur yang benar atau teks yang tata bahasanya benar.

Penelitian ini bertujuan untuk menemukan kesalahan utama dalam teks recount yang ditulis oleh siswa X-E6 SMAN 1 Bae Kudus dan sumber utama kesalahan yang berkontribusi pada kesalahan teks recount siswa. Kategori kesalahan didasarkan pada Taksonomi Strategi Permukaan Dulay (Dulay et al., 1982), dan sumber kesalahan didasarkan pada teori Richard (1971).

Penelitian ini dilakukan dengan metode deskriptif kualitatif dengan desain analisis konten, menggunakan teknik dokumentasi pada 32 dokumen teks recount tulisan tangan yang diproduksi oleh siswa X-E6 SMAN 1 Bae Kudus pada tahun akademik 2023/2024. Penelitian ini menggunakan analisis deskriptif.

Penelitian ini menemukan bahwa jumlah total kesalahan tata bahasa adalah 281. Kesalahan tata bahasa tertinggi adalah misformasi, dengan 144 kesalahan (51,25%). Kedua adalah kesalahan penghilangan, 113 (40,21%). Ketiga adalah kesalahan penambahan, yaitu 17 (6,04%). Peringkat terakhir adalah penyusunan, hanya 7 (2,50%). Dari kesalahan siswa dalam menulis teks recount, peneliti menemukan bahwa transfer intrabahasa adalah sumber utama, menyumbang 238 kesalahan (84,70%), sementara transfer antarbahasa hanya menyumbang 43 kesalahan (15,30%).

Peneliti menemukan bahwa kesalahan paling umum dalam teks recount siswa adalah kesalahan pembentukan, yang terutama disebabkan oleh transfer intralingual. Disarankan agar siswa menggunakan Grammarly untuk memeriksa tulisan mereka, dan guru memberikan lebih banyak latihan serta penjelasan tentang teks recount untuk mencegah kesalahan berulang. Peneliti masa depan didorong untuk melanjutkan penelitian ini dengan memperbaiki kekurangan yang ada.

ABSTRACT

Muwahidin, Haytsam Abdillah. "AN ERROR ANALYSIS IN RECOUNT TEXT PRODUCED BY THE 10th GRADE STUDENTS OF SMAN 1 BAE KUDUS IN ACADEMIC YEAR 2023/2024." Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Dr. Achmad Hilal Madjdi, M.Pd. (2) Dr. Muh Syafei, M.Pd.

Keywords: *Error Analysis, Grammatical Error, Recount Text, Interlingual Transfer, Intralingual Transfer.*

Writing is one of the language skills that must be improved while studying English. Writing well becomes the most difficult skill for people to acquire, particularly for students who need to be able to express their thoughts and feelings in a well-written format. In senior high school, one of the types of text that students usually write is a recount text. Many students write this text, but few can write it according to the correct structures and features or a grammatically correct text.

This study aims to find the major error in the recount text written by X-E6 students of SMAN 1 Bae Kudus and the major source of error that contributed to the error of students' recount texts. The error categories were based on Dulay's Surface Strategy Taxonomy (Dulay et al., 1982), and the source of errors based on Richard's theory (1971).

This research was conducted by descriptive qualitative method with content analysis design, using documentation technique on 32 documents of handwritten recount text produced by X-E6 students of SMAN 1 Bae Kudus in the academic year 2023/2024. This research used descriptive analysis.

This study discovered that the total number of grammatical errors was 281. The highest grammatical error was misformation, with 144 errors (51,25%). The second was the omission error, 113 (40,21%). The third was the addition error, which was 17 (6,04%). The last rank was misordering, only 7 (2,50%). From students' errors in writing recount texts, the researcher found that the intralingual transfer was the primary source, contributing 238 errors (84,70%), while the interlingual transfer only contributed 43 errors (15,30%).

The researcher concluded that the significant grammatical error found in students' recount text was the misformation error, and the primary source of errors was the intralingual transfer. The researcher suggested that students write more accurately and check their writing using the Grammarly application. The teachers should also give more exercises and explanations about recount text material so they will not make the same errors. Future researchers interested in similar topics can fill this gap and weakness.

TABLE OF CONTENT

SKRIPSI	Page i
MOTTO AND DEDICATION	iii
ADVISORS' APPROVAL	iv
EXAMINERS' APPROVAL	v
ACKNOWLEDGEMENT	vi
ABSTRAK	vii
ABSTRACT	viii
LIST OF DIAGRAMS	xi
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
INTRODUCTION	1
1.1 Background of the Research	1
1.2 Statements of the Problem	3
1.3 The objective of the Research	3
1.4 Significance of the Research	3
1.5 Scope of the Research	4
1.6 Operational Definition	4
CHAPTER II	5
REVIEW OF RELATED LITERATURE	5
2.1 Recount Text	5
2.2 Error Analysis	5
2.3 Grammatical Error	6
2.4 The Difference between Error and Mistake	7
2.5 The Source of Error	8
2.6 Review of Previous Researches	8
2.7 Theoretical Framework	10
CHAPTER III	11
METHOD OF THE RESEARCH	11
3.1 Design of the Research	11
3.2 Data and Data Source	11

3.3	Data Collection	11
3.4	Data Analysis	12
3.5	Trustworthiness	12
CHAPTER IV		13
FINDINGS OF THE RESEARCH		13
4.1	Grammatical Errors Found in the Recount Text Written by X-E 6 SMA N 1 Bae Kudus Students	13
4.2	The Source of Grammatical Error in the Recount Text Done by X-E 6 students of SMAN 1 Bae Kudus in the Academic Year 2023/2024	17
CHAPTER V		21
DISCUSSION		21
5.1	Grammatical Errors Found in the Recount Text Written by X-E 6 SMA N 1 Bae Kudus Students	21
5.2	Source of Grammatical Error in the Recount Text Written by X-E 6 students of SMAN 1 Bae Kudus in the Academic Year 2023/2024	22
CHAPTER VI		24
CONCLUSION AND SUGGESTION		24
6.1	Conclusion	24
6.2	Suggestion	24
REFERENCES		25
APPENDICES		27

LIST OF DIAGRAMS

Diagram	Page
2.1 Theoretical Framework.....	10
4.1 The Grammatical Errors.....	16
4.2 The Source of Errors	20

LIST OF TABLES

Table	Page
4.1 Analysis Result in Grammatical Errors in Recount Text.....	13
4.2 Source of Grammatical Errors in Recount Text.....	17



LIST OF APPENDICES

Appendix	Page
1. Data Analysis Table...	27
2. Students' Handwritten Recount Text.....	84
3. Statement.....	86
4. Keterangan Selesai Bimbingan Skripsi.....	87
5. Permohonan Ujian Skripsi.....	88
6. Scan Kartu Bimbingan.....	89
7. Curriculum Vitae.....	92