SYNTACTICAL ERRORS OF RECOUNT TEXT WRITING OF THE NINTH GRADE STUDENTS OF SMP NEGERI 5 HUTARAJA TINGGI

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SRIWIJAYA UNIVERSITY

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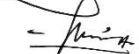
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DECLARATION

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Certify that thesis entitled "Syntactical Errors of Recount Text Writing of The Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi" is my own work and I did not do any plagiarism or inappropriate quotation against the ethic and rules commended by Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

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The Undersigned,

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THESIS DEDICATIONS

First of all, thanks to the Almighty God who always given health, blessing, and salvation for me, I dedicated this thesis to :

1. My beloved parents, Sutiman and Tukiyem who give me motivation, supported, and everything for my life.

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MOTTOS

"And they planned and Allah also planned. And Allah is the best of
planners"
(Q.S. Ali Imran: 54)

"Indeed, Allah will not change the condition of people until they change what
is in themselves"
(Q.S. Ar-Ra'd : 11)

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Indralaya,   December 2021
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Syntactical Errors of Recount Text Writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi

ABSTRACT

Errors in the rules of writing made by the students often occur due to a lack of knowledge of syntax. Syntactical errors occur because there are errors that affect every word i.e. phrases, clauses, and sentences. The aim of the research was to investigate the syntactical errors that occur in students' recount text writing, to describe the most and least of syntactical errors occurrence in students' recount text writing, and to figure out the students' perception of syntactic errors in their writing. The subject of this research was recount text writing made by Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi. The researcher used the qualitative method in conducting this study and applied analysis of syntactical in Writing Recount Text using Surface Structure Taxonomy and Politzer and Romirez's theory. The researcher found that there were three types of syntactical errors based on Politzer and Romirez's theory namely, noun phrase, verb construction, and word order. Each of them has the following percentage: noun phrase 9%, verb construction 49%, and word order 42%. While according to surface structure taxonomy, there were 4 types of syntactical errors found in the data, namely: Omission 9%,Addition 3%, Misformation 46%, and Misordering 42%. The level of understanding of ninth-grade students of SMP Negeri 5 Hutaraja Tinggi is still relatively low.

Keywords: Syntactical errors, Recount Text, Ninth-grade students, Surface Structure Taxonomy

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIX

CHAPTER I
INTRODUCTION

This chapter presents: (1) Background of the Research, (2) The Problem of the Research, (3) The Objective of the Research, (4) Significance of the Research.

1.1 Background of the Research

In today's era of globalization, language mastery, especially English, has become essential for almost all of the world's population. English has become an important part in many aspects such as political, social, cultural, and others. English is very important so English can be referred to as the window of the world. However, mastering a foreign language, especially English, is not easy as imagined but also not too difficult. In Indonesia, English has been taught from the basic level until up level. In addition, English has also become a compulsory lesson in junior high school and senior high school.

Currently, the authorities have declared a new curriculum for students, as we know it is the 2013 curriculum. The motive of the authorities to develop and enforce the 2013 curriculum is to be a correction to the previous curriculum and the desire to realize that this curriculum is extra appropriate for students. Based on the curriculum, getting to know English in junior high school makes this very important. There are four skills in learning English: listening, speaking reading, and writing. The four English competencies that must be seen and mastered by students, here the researcher focuses on writing. Writing is an activity of thinking about creative ideas in a word to be written and developed and done at the best time (Sutanto, 2007).

Writing is one of the skills in learning English. Writing is using the students active skills where the students thinks and will produce a written work. Writing skills are also useful to assist students in improving students' English skills. Harmer (2004) said that important things are different in teaching situations. In some studies, when

students write they also think of other skills such as grammar and English vocabulary. Thus, writing activities are carried out by students to develop their English.

Hutchinson (2005) defines writing as an expression of writing on paper and by thinking of ideas that will be the work of the student's writing. In addition, he also said that, as one of the four English skills that students must master, writing can be developed through some exercises that must be done regularly. Writing is different from other skills. Most students say writing is more difficult because they have to think about the topic and content that should be appropriate. Mistakes in writing have become a natural thing to be found in language learning. Writing skills are difficult to master because students must master aspects of language in English. However, in process of developing writing skills, students and teachers need to work together because students also need guidance in developing an idea into writing.

Some problems that occur in learning English, teaching writing in both formal and non-formal education focuses on its grammar structure. Teachers think that if students can master the use of grammar well, they can write well. Writing is not as easy as the theory said because when doing writing activities, students face many problems. Believing in this statement, Murcia (2001) mentions that writing is the hardest ability to learn because it calls for greater competence, including listening, speaking, and reading. In getting the idea of writing, students will surely listen and read a source and finally come up with an idea. It means that when students want to master writing skills, they need to understand aspects of writing and be able to apply them to text.

Learning writing skills, especially in English, should be considered from a young age, at least at the junior high school level. Because in higher education, such as high school or university, they are encouraged to write articles and essays in English. Before writing a good scientific article at a higher level, junior high school students should be able to write a variety of text genres, including to tell a story. In

the recount text, students must retell events or sequences of experiences that happened in the past that were memorable in their lives (Nia & Kurniawan, 2007).

Retelling the past intends to comfort or tell others about what happened to one's past and when it happened (Gerot & Wignell, 1994). This means that students should be able to write down their past experiences by learning to recall the events. So, it could be their diaries, letters, biographies, and speeches (Anderson & Anderson, 2003). Therefore, the researcher investigated the writing of the student. Students should pay attention to the Recount text's schematic structure, which includes orientation, events, and reorientation, when writing in recount text (Anderson & Anderson, 2003). Students must also incorporate the recalculation's linguistic qualities into their prose, such as specific participants, time and location, first-person, process, conjunctions, and the past (Nia & Kurniawan, 2007).

Making an error is something that most students can't avoid. In students' writing skills, there will always be mistakes that occur in writing made especially in sentence errors. The students form of error when creating a sentence should be reduced until the error in writing the text is reduced. Regardless of the number of students who make mistakes, teachers need to analyze and examine students' mistakes in writing. According to Corder stated by Ishida (1982), errors are a process of concrete evidence of the way students learn languages where there are obstacles from their habits.

Vahdatinejad stated by Darus & Subramaniam (2009) believed that errors in analysis can be used to determine how learners are capable of learning a foreign language. Then this will be a refinement for the teacher what to be taught back to the students. So that students can see how teachers teach about how to write. Crystal (1987) says that error analysis is to identify, examine, and describe mistakes made by a person in writing, which is useful to know about his difficulty in writing sentences or text in English. Abbott et al. (1981) believed that analyzing errors also include

collecting errors, then studying them, grouping them in various ways and finding the cause of them. An error is sought or learned so that the strategy or way of learning from students can be known when learning other languages, especially English.

Three sections are very useful and often used to identify errors (Daulay et al., 1982). The three sections are: 1) Categories of linguists that group errors according to errors found when analyzed. 2) Taxonomy strategies that must conform to the structure of omission, addition, misformation, and misordering. 3) Comparative analysis based on comparison of second language error structure and other views affecting students who hear and read it. It can then be seen that focusing on the differences experienced in students.

Syntax is the study of the way and process a sentence is formed in a particular language. Language syntax research aims to form a grammar that will be seen as a way to create analyzed language sentences. A syntax-related study is how a word is originally a combination of phrase and sentence in the language. A sentence has a structure because it merges from the phrase in certain ways. Syntax in a language is a collection of forms that determine the use of sentences in that language. A sentence will be well shaped or grammatical if it is formed with appropriate properties. If it is different or there are irregularities then it is not the structure of the language. Syntax is a linguistic part of a sentence. The importance of language knowledge will be able to form sentences in the mind into writing (Fromkin et al., 2003).

The error that occurs in syntactical error is a deviation from the part of speech. Part of speech are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. The error occurred due to a lack of target language skills in syntax. Daulay et al., (1982) said that when students learn a language, they cannot avoid a mistake that occurs in their writing because it is a process of learning. Grammatical errors and mechanical errors often occur during writing lessons. Analyzing errors in the type of recount text is very necessary because it gives an advantage to students, in order to know where the writing errors are located. In addition, it also gives teachers

4

the benefit of being able to find what mistakes are more clearly visible from a students writing. The researcher can help in providing information related to errors in recount text.

The researcher meets English Teacher at SMP Negeri 5 Hutaraja Tinggi. The teacher showed some of the students' writings. The teacher said that in the ninth grade there were some problems experienced by students for the recount text writing material. The teacher explained that these problems included students having writing errors in grammatical rules and still not understanding the use of verbs when writing, students also still not understanding the use of prepositions, pronouns, nouns and so on. Students still do not understand the rules of language, such as spelling, arrangement, systematics, and writing techniques. This means that there are still frequent syntactic errors in writing recount text in ninth grade students.

From the explanation above, it can be concluded that grammatical errors are commonly found when writing. Grammatical errors are related to syntactical errors and morphological errors. However, the research that will be done more observes syntactical errors because students write more on syntactical errors related to words formed into phrases, clauses, and sentences.

Based on the background of the research, the researcher focused on research entitled "Syntactical Errors of Recount Text Writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi".

1.2 The Problems of the Research
1. What types of syntactical errors occur in students' recount text writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi?
2. How do the syntactical errors occur in students' recount text writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi?

3. What do the students' perceptions of the difficulties and syntactic errors in English writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi?

1.3 The Objectives of the Research

1. To investigate the syntactical error that occurs in students' recount text writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi.

2. To describe the most and least of syntactical errors occurrence in students' recount text writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi.

3. To figure out the students' perception of the difficulties and syntactic errors in English writing of the Ninth Grade Students of SMP Negeri 5 Hutaraja Tinggi?

1.4 Significance of the Research

Theoretically, the findings of this study can be used as a reference to further Syntactical research. In practice, the outcomes of this study were supposed to provide students and readers with some awareness about Syntactical Errors in Recount Text Writing. Most importantly, this study was supposed to aid readers and students in comprehending recount text writing. It can also drive English teachers, particularly those who teach writing, to pay more attention to their students' writing in terms of linguistic features.

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