

# **APPLYING RULE-BASED APPLICATION TO DEVELOP STUDENTS' ABILITY IN ANALYZING ERRORS THROUGH WRITING TEXT AT THE FIFTH SEMESTER OF STKIP YPUP MAKASSAR**

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## **Abstract**

The aims of this research are: (1) to develop students' ability in writing recount text by using Rule-Based application for the fifth semester at STKIP YPUP Makassar, and (2) to find out students' ability in analyzing error in recount text before and after using the Rule-Based application. This research used a pre-experimental method with one group pre-test and post-test design. The population of this research was the fifth semester of STKIP YPUP Makassar. The total sample was 20 students. The result of the data showed that the percentage of post-test after using Rule-Based application was fewer errors than the pre-test. In omission, the post-test was fewer errors than pre-test (19.5% < 26.3%); In addition, the post-test was fewer errors than the pre-test (9.1% < 12.1%); In misordering, the post-test was more errors than the pre-test (22.1% > 9%); In misinformation, the post-test was fewer errors than the pre-test (49.4% < 52.6%). So it can be concluded that Rule-Based application significantly help students with minimum errors in writing recount text.

## **Introduction**

When learning about English, there are four skills that we need to complete communication; listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. In order to achieve that goal, writing is the important one. The reason why people need to write because writing can help to sort out and organize random, clarify what they think and develop their idea to make other people understand easily. According to Elizabeth and Doug (2014:2) writing is relevant to all of us. Most of us do it every day, and all of us live in a world which writing and reading, and other related uses of language are primary means of communication. What you learn about writing now will be directly useful to you long after the class end. In college, at work, and in everyday life, writing well can have a measurable impact on your current and future success.

Regarding to the basic competence in Fifth Semester Students' curriculum, in learning writing, students were expecting to write some texts for example letters, short messages greeting cards, paragraph such as descriptive, recount, narrative, procedure and report text. To produce those writing products, especially recount paragraph, students had to make a story based on their own experience. In fact, most students hardly ever followed the writing stages

in their writing. Sometimes they just wrote only two paragraphs about their story and these kinds of cases happened in English Department at STKIP YPUP Makassar. There are many factors that can influence the low of students' ability such as internally and externally. Internally consist of motivation, interest, personality, element language, etc. So in this study, the researcher focused on develop student's ability in writing recount text through analyzing error with using rule-based application as a translator.

Therefore to solve the problem above, the researcher purpose to apply rule-based application to develop students' ability in writing recount text through analyzing error. By this analysis, English lecturer can identify the nature of errors mostly happen in students writing. It is hope that there is improvement of students' ability in writing recount text.

## **Research Method**

In this research, the method that used is pre-experimental using one group pre-test and post-test. The pre-test administered before the treatment to find out the students' prior knowledge and post-test administered after the treatment to measure the effect of the treatment. The population that used in this research was the fifth semester of English Department class in STKIP YPUP Makassar. There were three classes of fifth semester of English Department. The researcher took one class from the fifth semester of English Department Class and the BI 5.1 class was chosen. The researcher chose only 20 students of BI 5.1.

The procedures of data collection of this research were described as follows:

### **1. Pre-test**

To collect the data, the researcher did a pre-test to the class. It was tested to the students. The test was focused on writing recount text and then the researcher ask the students to analyzed the error to know their ability in writing recount text.

### **2. Treatment**

In this part, the researcher used rule-based application to translate the recount text that students had made by their experience story. There were several things that researcher would explain are listed below:

- a) The researcher explained about applying rule-based method.
- b) The researcher explained about simple past tense that will be used in recount text.

- c) The researcher asked the students to make their recount text by their own experience in English. Students allowed to used the Rule-Based application.
- d) The researcher gave the material about types of error and how to analyze the errors sentence in the text by using table identification of errors.

### 3. Post-test

After the treatment, the post-test was given after giving treatment to the students. The researcher gave the recount text in Bahasa Indonesia. Then, the researcher asked the students to translate into english by using Rule-Based application. The students analyzed the error by using table identification of error.

The technique of data analysis, to the students' score per person using the formula:

The formula:

$$P = Fx \frac{100\%}{N}$$

Notes:

P = Percentages

F = Frequency

N = Number of cases (total of frequency)

Students	Types of Errors			
	Omission	Addition	Misordering	Misinformation
Students 1				
Students 2				
Total				

**Table 1: recapitulation table**

(Susanti Mega Putri, 2017).

## Result Finding

### 1. The Students' recapitulation data

#### a) Pre-test

In this test, the score of students pre-test was presented as follows:

Students	Types of Errors			
	Omission	Addition	Misordering	Misinformation
Students AF	2	0	1	2
Students DK	1	1	1	2
Students FJ	3	4	4	9
Students HN	4	0	1	3
Students IPD	5	2	2	16
Students ISW	8	1	0	10
Students K	1	2	3	6
Students M	6	2	1	6
Students NAS	4	1	0	7
Students R	1	4	1	7
Students RS	3	0	0	7
Students S	1	2	0	3
Students WY	2	0	0	4
Total	41	19	14	82
156				

**Table 2. The Students' Recapitulation Data in Pre-Test**

The formula :

$$P = Fx \frac{100\%}{N}$$

Notes :

P = Percentages

F = Frequency

N = Number of cases (total of frequency)

Percentage of Student's Errors :

a. Omission

$$P = \frac{41}{156} \times 100\% = 26,3\%$$

b. Addition

$$P = \frac{19}{156} \times 100\% = 12,1\%$$

c. Missordering

$$P = \frac{14}{156} \times 100\% = 9\%$$

d. Misinformation

$$P = \frac{82}{156} \times 100\% = 52,6\%$$

After the researcher analyzed the data based on the Pre-test data, the researcher found from the pre-test that the most common errors made by students is misinformation with total percentages 52.6%. From observation checklist data, the researcher concluded that the students did not focus on verb in past tense. This case happened because the students did not know or sometimes forgot about changing of verb 1 to verb 2. Moreover, the students did not notice regular and irregular verb in their writing. The common errors also occurs in omission with total percentages 26.3%. This case happened because the students tend to omit function words rather than content words. Next, part of errors that made by students is addition with total percentages 12.1%. it happened due to the occurrence of element that does not need to exist or sometimes the students put the words twice in one sentence. And the last, students made errors in missordering part with 9% percentage. This case happened because the students made incorrect placement in their writing.

b) Post-test

In post-test, the researcher gave the students a recount text in Indonesian text, and then asked them to translate it into English by using the application of Rule-Based.

Students	Types of Errors			
	Omission	Addition	Misordering	Misinformation
Students AF	7	0	1	6

Students DK	1	1	1	9
Students FJ	2	0	1	5
Students HN	1	0	4	1
Students ISW	0	1	1	3
Students K	0	0	2	2
Students NA	1	1	2	4
Students R	1	1	2	0
Students RS	1	0	1	4
Students S	0	1	1	3
Students WY	1	2	1	1
Total	15	7	17	38
77				

**Table 3 : The Students' Recapitulation of Data in Post-test**

The formula :

$$P = F \times \frac{100\%}{N}$$

Notes :

P = Percentages

F = Frequency

N = Number of cases (total of frequency)

Percentage of Student's Errors :

a. Omission

$$P = \frac{15}{77} \times 100\% = 19.5\%$$

b. Addition

$$P = \frac{7}{77} \times 100\% = 9,1\%$$

c. Missordering

$$P = \frac{17}{77} \times 100\% = 22,1\%$$

d. Misinformation

$$P = \frac{38}{77} \times 100\% = 49.4\%$$

The result of students in post-test, researcher found that the student got minim errors. But still had a most common errors is misinformation with 49.4% percentage. This cased happened because they were claimed that some of them have forgotten the tenses that used in Recount Text sometimes. But misinformation in pre-test got less mistakes compared to in post-test. And the second is misordering with 22.1% percentage. The third is omission with 19.5% percentage. And the last is addition with 9.1% percentage.

## 2. The Comparison of Rate Percentage of the Students' Pre-test and Post-test

No.	Classification	Rate percentage	
		Pre-test	Post-test
1	Omission	26.3%	19.5%
2	Addition	12.1%	9.1%
3	Missordering	9%	22.1%
4	Misinformation	52.6%	49.4%

**Table 4: The Comparison of Rate Percentage between pre-test and post-test**

From the table 4.5 above, it can be known that the students' developed their ability in analyzing error through writing recount text using rule-based application. The researcher found that there was significance different between the writing recount text and analyzing error of the students before and after having the treatment.

## Discussion

This research was different from some other reserchers, such as: Komala (2014), stated that the errors came from many factors. First, the student felt confused in choosing appropriate tenses because when the teacher was explaining the lesson some of the students focused on their teacher's explanation, but the other talked each other and exactly they did not focused on it. Second, they might get difficulties in differing between singular and plural subject. Then, they are difficult to decide the change of the verb related to the tenses in the sentence. So, the reasearcher found the data with 136 error occurences. The percentage of errors takes up 24.29% possibility of students to make errors on the use of tenses. The reseracher conducted this research by teaching in the class. Furthermore, Komala (2014) also

classified the types of errors as follow: misinfomartion, errors are where the characterized by the use of the wrong form of the morpheme or structure; omission, errors are where the absence of an item that must appear; addition, errors are where the presence of an item which must not appear. It is clearly shows from the types of errors explained above that the most common errors committed by students are misinformation errors. Imlakiyah (2016), the researcher found that to know the common errors based on the surface structure, the researcher classify the former refers to omission, addition, misinformation, and misordering. And the researcher found that are 182 errors made by students. The most frequent error made by students in their writing recount text was selection which consists of 114 errors or 62.64% in misinformation. Then are omission that consists of 47 errors or 25.82%. Next in addition consist of 20 errors or 10.99%. and the last, misordering error consists of 1 error or 0.55%. This researcher investigated the common English errors based on surface strategy taxonomy and the cause of error. The correlation between result of researcher's finding in post-test and previous study in pre-test, there were discussed the importance of rule-based application in analyzing error was good enough to help students made the recount text and analyzing error easily different with they only used their prior knowledge an dictionary as a translating tool. Therefore, if they wanted to make a recount text and analyze the error, they did not make same mistake anymore. Thus, it indicates that the fifth semester of STKIP YPUP Makassar developed their ability in analyzing errors through writing recount text by using Rule-Based application.

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## **Conclusion**

The researcher deduces in pre-test that all of the students at Fifth Semester at STKIP YPUP Makassar made errors in their writing. From the collecting data and the result of students' analysis in Recount text was made by students, most of them made error in simple past tense and past continuous structure. They did not focus on changing of verb in past tense and past continuous. This statement was supported by the data which show in pre-test there were 26.3% the omission errors while in post-test there were 19.5% the omission errors. In pre-test there were 12.1% in addition error while in post-test there were 9.1% in addition error. There were 9% misordering error in pre-test while 2.1% misordering error in post-test. In misinformation error, there were 52.6% in pre-test while 49.4% in post-test. It means the treatment has increased to the develop students' ability post-test because the students' errors were minimum than the pre-test. It can be known that the students' developed their ability in analyzing error through writing recount text using rule-based application.

## **Suggestion**

After the researcher conducted research and also count the data, the researcher gave suggestion for English teacher, students and others researcher that English writing activities should able to make students comfortable and enjoying. First of all, the using of Rule-Based application provide convenience in translating the language and analyzing the error if exist. This purpose of the research that students find solutions together if they have difficulty in writing text, especially about using tenses. Moreover, this research was expected this application could help the students to minimize the occurrence of errors by the students in writing paragraph especially using tenses. Rule-based application is tool to help the students translating and analyzing the errors of themselves. And table identification of errors also as a tool to check the grammatical error that made by students especially using tenses in recount text.

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