

Students Error In Writing Recount Text Of Twelve Grade Of Sma Negeri 2 Padangpanjang

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Abstract

The issues which were explained were the student's errors in writing recount text focused on past tense and the most significant errors found in their writing recount text focused on the past tense. This research aimed to find out the student errors in writing made by the students in a text focused on past tense and the most significant errors found in writing made by the students recount text focused on the past tense. The data and source of this research were the students' errors in writing recount text and collected on August 19, 2022.

The design of the research was qualitative descriptive. This type of qualitative descriptive research is a research method that utilizes qualitative data and is described descriptively. This type of qualitative descriptive research is often used to analyze social events, phenomena or circumstances.

The participants of this research were 25 students in class XII MIPA 5. The research showed that there were 179 errors found in the writing students, consisting of nine errors on omission, 18 errors on addition, 150 errors on misinformation and two errors on misordering. The research results found a dominant error in misinformation with a frequency of 83,79 %. It can be concluded that the students are still confused and have a problem with writing.

Keyword: *Error, Writing, Recount Text*

Introduction

As an international language, English has become a connection language between one country and another as a communication medium. Learning English is very important, especially in terms of education. For students, English is needed in order to be able to study knowledge around the world and provide great opportunities to be able to compete in the international world. In English education, there are four language skills in learning English. They are listening, speaking, reading and writing. Writing is a crucial skill that can provide information and communicate to others. Communication uses not only verbal interactions but

also written forms. According to Fulwiler (2002), writing is the thinker's way of exploring the world. Writing is one of four skills that students must master.

Based on pre-research observation on 14 October- 16 December 2021 in SMA Negeri 2 Padangpanjang, that students had difficulties writing. They confused about using the correct grammar. They tend to ignore grammatical errors, so when they write a text in English, they commit many errors, especially in recount text. Richards (1974) stated that errors analysis is the study and analysis of errors made by second or foreign language learners (in Fitria, 2018). Based on the definition, it is known that error analysis is necessary only for the errors made by learners in learning a second or foreign language. Based on this observation, many students have not entirely written well to find out the types of errors students write in English. Therefore, this research is designed to determine the errors that often appear in students' writing.

This research is limited to looking at error analysis in the writings of tenth-grade students of SMA Negeri 2 Padangpanjang on the subject of recount text. Recount text is one of the text genres that the students learn in class X IPA and IPS. This text is written to inform the readers or people about something that happened in the past. It can be experiences and events. The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the writer chooses recount text as a teaching material in teaching English because it mostly talks about past events and subjects when the researcher interns at school. Recount text also represents variables, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text to increase their mastery of simple past tense.

This study talks about error analysis among high school students. According to Richards (1974) stated that errors analysis the study and analysis of errors made by the second or foreign language learners. Based on the definition, it is known that errors analysis is necessary to conduct only for the errors made by the learners in learning second or foreign language (in Fitria, 2018). Corder (1981) explains that error analysis examines the actual errors produced by the learners in learning the target language. In short, error analysis is a devise for finding and overcoming the errors made by language learners which reflect not the structure of the first language of the learners but that of the target language.

In addition, Brown (2000) states that error analysis is the study on learner' errors that can be observed, analyzed, and classified to tell something that happen within the learners. Then James (2013) also supported that error analysis is the process of determining or deciding the incidence, nature, causes, and consequences of unsuccessful language. Therefore, error

analysis is a way to investigate errors made by the learners in the second or foreign language acquisition.

Error in writing has several types. According James (2013) errors can be classified into four kinds, there are:

- 1) Error of Omission: It is a sentence where an element is omitted, it should be presented. Example: I do not go to school by bus yesterday. It should be: I did not go to school by bus yesterday.
- 2) Error of Addition, in order words some elements are presented which should not be presented. Example: We do study English three times in a week. It should be: We study English three times in a week.
- 3) Error of Misformation: Misformation is the error of using one grammatical form in the place of another grammatical form. Example: I don't know him. It should be: I don't know him.
- 4) Error of Misordering: It is a sentence which its order is incorrect. Example: She does not come early to school. It should be: She doesn't come early to school.

Methodology

This research design is qualitative descriptive. According to Creswell (2009), qualitative research allows the researcher to interpret what the researcher sees, hears, and understands. Meanwhile, a textual analysis was used in this study to gather the data. It refers to a methodology that is used to gather data. According to Berg (2001), the general purpose of textual analysis is to determine how the texts are structured (Ratnaningsih and Azizah, 2019).

This research was done on twelve-grade students of SMA N 2 Padangpanjang. This school is located on Jl. Bundo kandung No.2 Padangpanjang. The school has three levels (X grade, XI grade, and XII grade). The participants of this research were the twelve-grade students.

The data and source of this research are the students' errors in writing recount text. Because of that data obtained from the results of writing made by students that focused on the past tense.

Results

From students writing by the twelve-grade student of SMA N 2 Padangpanjang, the four types of writing errors mentioned earlier were found. The errors is explained below.

a. Omission

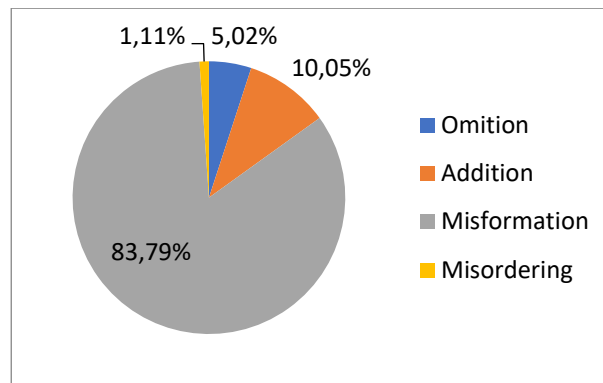


Chart 4.1. Percentage of Error in Each Kind

Omission is the missing of certain word in a sentence where it should be presented. For example: I a student five years ago. It should be: I *was* a student five years ago.

Based on the data, there were 9 errors with frequency (5,02 %) of 179 total number of errors. Here are some examples of the students' error of omission:

- 2.) The beach so beautiful
- 5.) Yesterday is a beautiful day
- 6.) We happy until night
- 17.) Iam so happy my family happy
- 25.) The view so adorable

From the example above, the student missed a particular grammatical element. It can be seen from the first example "The beach so beautiful". This sentence is missing *was*. So, the correct sentence is "The beach **was** so beautiful". For the second example "Yesterday is a beautiful day" should be "Yesterday, it **was** a beautiful day". The next sentence " We happy until night" the correct sentence is "We **were** happy until night". Then, "Iam so happy my family happy" should be " I was so happy and my family **were** happy. The last example is "The view so adorable" The correct sentence is "The view **was** so adorable".

b. Addition

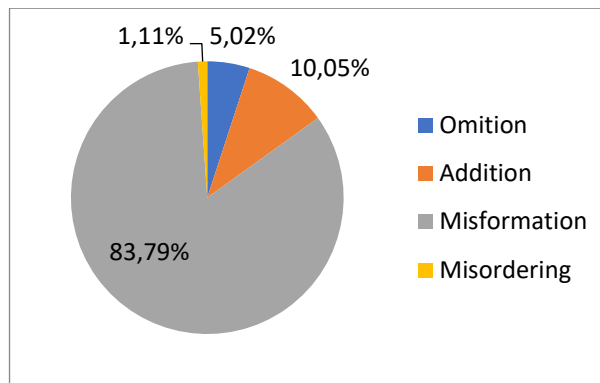


Chart 4.2. Percentage of Error in Each Kind

Addition is when a word is added to a sentence, where the addition is not needed. For example : We *were* didn't go to Korea last week. It should be : We didn't go to Korea last week.

Based on the data, there were 18 errors with frequency (10,05 %) of 179 the total number of errors. Some examples of the students' errors of addition are:

- 1.) We **do are** find something to eat
- 6.) We order **to** room
- 12.) When I **was** finish to ate
- 15.) **Im** watched the ceremony
- 17.) We finis **are** trip

From the example above, the student added element which should not be presented. It can be seen from the first example "We **do are** find something to eat". In this sentence, the addition of *do* and *are* are not necessarily. So, the correct sentence is "We found something to eat". For the second example, " We order **to** room" should be " We ordered room. The next sentence "When I **was** finish to ate" the correct is "When I finished to eat". Then, **Im** watched the ceremony", *Im* should become (I) because it is past tense sentence. So, the correct sentence is "I watched the ceremony". The last example is "We finis **are** trip" the correct is "We finished trip".

c. Misformation

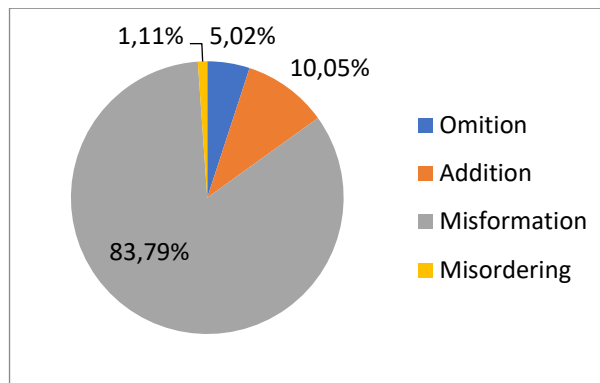


Chart 4.3. Percentage of Error in Each Kind

Misinformation is the error of using grammatical forms. For example: *Iam* very happy yesterday. It should be: *I was* very happy yesterday.

Based on the data there were 150 errors with frequency (83,79 %) of 179 the total number of errors. Here are some examples of the students' errors of misformation:

- 1.) We were **enjoying** sunset together
- 2.) We **finish** our trip
- 3.) I **buy** water
- 4.) We **going** to home
- 5.) That **make** me so happy

From the example above, the student confused about verb 2 that was indicated by the presence of verb 1. It can be seen from the first example "We were **enjoying** sunset together". In this sentence, the student should change verb 1 to verb 2, so the correct sentence is "We **enjoyed** sunset together". For the second example "We **finish** our trip", this sentence has the same error with the first example. So, the correct sentence is "We **finished** our trip". Then, "I **buy** water" should be "I **bought** water". The next sentence "We **going** to home" the correct sentence is "We **went** back home". The last example sentence is "That **make** me so happy" the correct is "That **made** me so happy".

d. Misordering

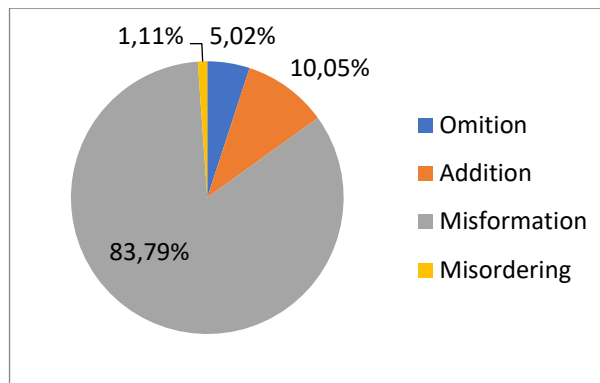


Chart 4.4. Percentage of Error in Each Kind

Misordering is incorrect placement of morpheme or element in a sentence. For example: They *not did* arrive in Padang this morning. It should be: They *didn't* arrive in padang this morning.

Based on the data there were 2 error with frequency (1,11 %) of 179 the total number of errors. The examples of the students' error of misordering:

6.) We go to **home** grandma and grandpa to Bogor

16.) I have **to** went carnival

From the example above, the student incorrectly arranged the word. It can be seen from the first example "We go to **home** grandma and grandpa to Bogor". The correct sentence is "We went to grandma and grandpa's **home** in Bogor". For the second example "I have **to** went carnival". So, the correct sentence is "I went **to** a carnival"

Discussion

a. The Students Error in Writing Recount Text Focused on Past Tense

Based on the research, the recount texts were written by students of class XII MIPA 5 the students wrote recount texts on different topics. The written text found that the students were wrong in writing the recount text about past tense. There were four indicators for identifying errors to obtain the data based on the errors. The indicators were omission, addition, misformation and misordering. According to Brown (2000), the fact that the learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' error, called error analysis. It is aimed to give feedback about types and sources

of students' errors in order that the students and the teacher will gain improvement of English in teaching and learning process. Harmer (2007) defines that errors or mistakes which they cannot correct themselves and which, therefore, need the explanations and corrections.

First, the error that students made in writing was an omission. The number of student errors of omission was 9 (5.02%) of 179. Students forgot added elements that should be in the sentence to match the grammar. Therefore, students made many errors in writing recount text. Students have difficulties in arranging sentences accordance with grammar. So, students were still confused about the use of to be or verb 2 in past tense sentences; Students forgot to add the use of to be and verb 2 in sentences.

Second, the error that students made in writing was the addition. The number of student errors of addition was 18 (10,05 %) of 179. Students added elements that should not be present in the sentence. So, students were still confused about the use of to be or verb 2 in the past tense sentence, so students even added elements that should not exist.

Third, the error that students made in writing were misformation errors. The number of student errors of misformation was 150 (83,79%) out of 179 errors. Students did not know the grammatical structure of past tense sentences so that students made many errors in the sentence. The error of misformation is the most dominant error made by students in writing recount text. Students forgot to change Verb 1 to Verb 2 so that their sentences still use Verb 1 in the present tense or did not use the Simple past tense. Based on the research findings above. The dominant error made by students is error misformation when using simple past tense in writing recount text. So, students must understand grammar in a past tense sentence.

Finally, error of misordering was errors made by students, incorrect placement of morpheme or element in a sentence or error in the preparation of the writing. The number of students' errors of misordering is 2 (1,11%) out of 179. In writing, some writing errors were reversed, or the placement of elements was incorrect. Based on the discussion above, it can be said that students in class XII SMA N 2 Padangpanjang had errors in writing recount text.

Conclusion

Students' errors were identified and classified into four kinds: omission, addition, misformation, and misordering, focused on the past tense. The error of omission was the student forgot to add a element to complete some sentence, the error of addition was the student

added some element which should not be presented, the error of misinformation was the student confused with verb two and wrong grammatical, and error of misordering was the student made sentence which it was incorrect placement of element in the sentence.

From the result of research, in students' writing recount text found errors. There was omission with frequency (5,02 %), addition with frequency (10,05 %), misinformation with frequency (83,79 %) misordering with frequency (1,11%). Moreover, the most significant error in students writing was the misinformation because the students still used the present tense.

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