

AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kesalahan tata bahasa dan kesalahan dominan yang ditulis oleh siswa kelas X SMA Karuna Dipa Palu pada tahun ajaran 2021/2022 dalam menulis teks recount. Peneliti menggunakan desain deskriptif kualitatif. Subjek penelitian ini adalah seluruh siswa kelas X SMA Karuna Dipa Palu yang berjumlah 32 siswa. Dalam pengumpulan data, peneliti menggunakan tes sebagai instrumen. Peneliti menganalisis data dengan menggunakan analisis kesalahan. Hasil penelitian menunjukkan bahwa siswa membuat 412 kesalahan dalam teks recount mereka yang diklasifikasikan menjadi: simple past tense (34.7%), kata depan (6.1%), kata ganti (3.9%), ejaan (10.7%), dan tanda baca (44.7%). Kesalahan yang dominan adalah kesalahan penggunaan tanda baca. Kesalahan dominan terjadi karena siswa kurang memperhatikan penggunaan tanda baca yang baik dan benar. Siswa apatis terhadap penggunaan tanda baca.

Kata Kunci: Analisis Kesalahan; Teks Recount; Menulis

ABSTRACT

This research aims to find out the grammatical errors and the dominant error written by the tenth-grade students of SMA Karuna Dipa Palu in the academic year 2021/2022 in writing recount text. The researchers used the descriptive qualitative design. The subject of this research was all the tenth-grade students of SMA Karuna Dipa Palu which consisted of 32 students. In collecting the data, the researchers used test as the instrument. The researchers analyzed the data by using error analysis. The result of the research showed that the students made 412 errors in their recount texts which are classified into: simple past tense (34.7%), preposition (6.1%), pronoun (3.9%), spelling (10.7%), and punctuation (44.7%). The dominant error is punctuation. The dominant errors occurred because the students pay less attention to the use of good and correct punctuation. They are apathetic to the use of punctuation.

Keywords: Error Analysis, Recount Text, Writing

INTRODUCTION

Writing is the process of conveying ideas and thoughts using symbols such as letters, punctuation, and others into a written form that can be read and understood. According to Liu and Braine (2005), writing is more challenging because it measures a person's ability to use a language and communicate ideas. Related to the meaning of writing, writing skill is related to vocabulary and grammar mastery. The use of proper grammar in writing avoids misunderstanding of the reader and what is read. Therefore, it is important to write with attention and use correct and appropriate grammar. It supported by Cowan (2008), grammar is a set of rules that specifies how words and groupings of words in a given language can be combined to produce sentences. It means that the combinations of words that produce sentences can be understood.

According to the curriculum in Senior High School (K13), writing in the tenth-grade students is taught into 3 kinds of text, they are descriptive, recount, and narrative. In this research, the researchers took recount text to be analyzed. Recount text is a text that retells an event that happened in the past. With the K13 curriculum, the students are expected to write recount text by paying attention to social functions, text structure, and linguistic elements, correctly and in context.

However, the result of an interview with an English teacher of the tenth-grade students indicated that the students have some problems in writing recount text. The students' problems in writing recount text were varied, such as they did not master in constructing a grammatical sentence, wrong in using punctuation, they felt difficulty in choosing and using appropriate words when writing, and they did not know how to organize their ideas in written form.

Considering the problems faced by the students, the researchers are interested in conducting research related to the analysis of students' errors in writing recount text at the tenth-grade of SMA Karuna Dipa Palu. According to Ellis (2008), errors are gaps in a student's knowledge; they happen when the learner does not understand what is correct. The researchers took the tenth-grade students as the subject of the research so that the teacher can detect the students' difficulties in learning English of the lowest level of Senior High School students and also can determine the effectiveness of certain methods or techniques in teaching the language. So, hopefully, in the future, the errors can be anticipated.

Error analysis is an activity that identifies the errors produced by an English learner as a foreign language in speaking or writing, and it is carried out to acquire information about the learner's common difficulties in speaking or writing English sentences. In this research, error analysis is used to find out the grammatical errors and the dominant errors written by the tenth-grade of SMA Karuna Dipa Palu in writing recount text.

METHOD

The design of the research was descriptive qualitative that intended to describe the students' errors in writing recount text. In determining the subject, the researchers used the purposive sampling technique, total population sampling. The subject was all the tenth-grade students of SMA Karuna Dipa Palu. The total subject was 32 students. This research was carried out starting from January 20th until March 9th, 2022. The researchers used test as the instrument in collecting data then analyzed them by using error analysis. The researchers divided the technique for analyzing data into four steps, namely: identification of errors, classification of errors, calculating the errors, and drawing the conclusion.

FINDINGS AND DISCUSSION

FINDINGS

This research concerned explaining errors written by the tenth-grade student of SMA Karuna Dipa Palu in Academic Year 2021-2022 in writing recount text. After collecting and analyzing the data based on the result of the test as the main instrument, the researchers found that there are a lot of errors. The errors were classified based on the specification items. The percentage of the errors written by the tenth-grade students of SMA Karuna Dipa in writing recount text is seen in the following table.

Table 1 Students' Errors Percentage

No.	Types of Errors	Frequency	Percentage
1.	Use of simple past tense	143	34.7%

2.	Use of preposition	25	6.1%
3.	Use of pronoun	16	3.9%
4.	Spelling	44	10.7%
5.	Punctuation	184	44.7%
Total		412	100%

DISCUSSION

In this research, the researchers identified and analyzed the kinds of grammatical errors that the students made in their writing, especially in recount text. The process of error analysis was begun by asking the students to write their recount text based on one of two topics that were provided by the researchers. The students were asked to collect their writing 70 minutes after the test was given. Then, the researchers analyzed the students' writing and calculated the errors by using the formula as proposed by Sudijono (2008).

After analyzing the data, the researchers found out that the highest error written by the students is punctuation (44.7%). The example which was found in the research; *We live in Heritage Hotel, and Misiliana Hotel*. The revision is; *We lived in Heritage Hotel and Misiliana Hotel*. In this case, the student uses inappropriate punctuation since coordinating conjunction *and* is used to connect words, phrases, and clauses that are of equal importance in the sentence. Besides, the student failed to figure out the past form of the verb *live*. The other example is; *It was a sad and happy story* (missing full stop). The revision is; *It was a sad and happy story.* (with a full stop). In this case, the student misses the full stop to mark the end of the sentence. The results of this research are supported by Andansari, Sari & Munwartono (2019) who found that punctuation is the highest error.

The second type of error which was written by the students is simple past tense (34.7%). The example which was found in the research; *They sing some songs*. The revision is; *They sang some songs*. The other example; *In the afternoon, I have lunch with my parents then help them clean the house*. The revision is; *In the afternoon, I had lunch with my parents then helped them to clean the house*. From the examples above, students fail to recognize the past form (**S+Verb2+O**). They do not understand well about simple past tense. As the result, they do not use the correct form of the verb in past tense based on the rule of a regular or irregular verb.

For example, *sing-sang*, *have-had*, *help-helped*, and so on. Besides, the student missed *to-infinitive* after a verb in a sentence. These results are supported by Agustina (2016) and Hamid (2016) who found that the error in using the verb was the highest. This shows that there are similarities in the findings that verb errors are high errors.

The third type of error which was written by the students is spelling (10.7%). The first example; *When we arrived in Donggala (missing comma) we went **staight** to Tanjung Karang*. The revision; *When we arrived in Donggala, we went **straight** to Tanjung Karang*. The second example; *I was **terrivied** because we had no more money left in our pocket at all*. The revision; *I was **terrified** because we had no more money left in our pocket at all*. In those sentences above, the students do not write the correct spelling in those bold words. The errors occurred because some students are not aware of how the spelling, and also differences in word pronunciation and writing affect the students. Besides, in the first sentence, the student misses putting a *comma*. These results also found by Agustina (2016) that spelling error is the middle error, not the highest and not the lowest error also.

The fourth type of error is preposition (6.1%). The first example which was found in the research; ***And** the next day, I went to Bahagia Kopi*. The revision; ***On** the next day, I went to Bahagia Kopi*. Based on the data of the research, some students tend to connect sentences by putting coordinating conjunction *and* after a period to begin a new sentence in writing recount text. Though *and* as conjunction used to connect sentences or words that are not contradictory. So, the correct sentence is to put a preposition *on* to replace the word *and*. The second example; *I was picked up **with** my friend at 11 AM*. The revision; *I was picked up **by** my friend at 11 AM*. In this case, the student translates word by word, and also the mother tongue affects the student's writing structure. Therefore, the student fails to form a passive sentence which the preposition should be *by*. This kind of error is also found by Hamid (2016) that categorized into middle error.

The last type of error is pronoun (3.9%). The examples; (1) *So, **me** and my family just **go** to Palopo City*. The revision; *So, my family and **I** just **went** to Palopo City*. (2) *In afternoon (missing comma) **me** and my friends **play** football*. The revision; *In the afternoon, **I** **played** football with my friends*. (3) *At 8 PM (missing comma) **me** and Stefani stayed at Chandrika's house*. The revision; *At 8 PM, Stefani and **I** stayed at Chandrika's house*. The sentences show that the students fail to recognize the personal

pronoun in a sentence, especially the subjective pronoun. They put the objective pronoun *me* as a subjective pronoun. Furthermore, in the sentence (1) and (2), the students fail in figuring out the past form of the verb *go* and *play*. Besides, they also miss punctuation *comma* after adverb of time in sentence (2) and (3). This last type of error is supported also by Hamid (2016) who found pronoun error was the lowest error.

Related to previous research, the findings of this research are the same as Andansari, Sari & Munwartono (2019), where the dominant error is punctuation error. However, they group omission of punctuation and article into omission. While this research focuses on punctuation errors whether the omission of punctuation or the addition of punctuation. Moreover, the findings of this research are different from Agustina (2016) and Hamid (2016), where the results of those researches are errors in spelling and producing verbs as the dominant.

Based on the types of errors found by the researchers, the results of this research are the same as those of the three previous researchers, which show that the error in using verbs is high error. In terms of the lowest error found by those researchers, pronoun error is also the lowest error. So, instead of having differentiation, the findings of this research have also similarities.

An error in foreign language learning is an unavoidable and natural process. For the students, the conditions for learning a foreign language differ from those for learning their first language. Students occasionally made errors as a result of their little experience. Therefore, error analysis is carried out in order to identify gaps between existing abilities and desired capabilities. In terms of the highest or the dominant errors of this research, it is important to find out errors in students' use of punctuation because punctuation is intonation in writing so that the writing is clear to the reader without any misunderstanding.

CONCLUSION

After collecting and analyzing the data, the researchers concluded that the tenth-grade students of SMA Karuna Dipa make some errors in writing recount text. The total numbers of error committed by the students are 412 from 32 students. There are errors in simple past tense (34.7%), errors in preposition (6.1%), errors in pronoun (3.9%), errors in spelling (10.7%), and errors in punctuation (44.7%). The dominant error is

punctuation which is 184 errors from 412 total errors with a percentage of 44.7%. The dominant errors occurred because the students pay less attention to the use of good and correct punctuation, they are apathetic to the use of punctuation.

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