AN ANALYSIS ON STUDENTS' ERRORS IN WRITING RECOUNT TEXT

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AN ANALYSIS ON THE STUDENTS' ERROR IN WRITING RECOUNT TEXT

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Abstract: An analysis on the students' error in writing recount text. The purpose of the study is to know the errors in writing recount text of the tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013. The method used in this research is a Descriptive where the researcher explained the result of research by describing the data gained. The techniques used for collecting data are measurement technique and direct observation technique. The tool of collecting data are written test. Based on the finding in this research, there are 275 errors made by the students in writing recount text. The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.

Keywords: recount text**,** errors, writing.

Abstrak: Sebuah analisis kesalahan siswa dalam menulis teks recount. Tujuan dari studi ini adalah untuk mengetahui kesalahan dalam menulis teks recount siswa-siswa kelas sepuluh SMAN I Siantan Tahun Ajaran 2012/2013. Metode yang digunakan dalam penelitian ini adalah Deskriptif dimana penelitit menjelaskan hasil penelitian dengan menggambarkan data yang diperoleh. Teknik yang digunakan untuk pengumpulan data adalah teknik pengukuran dan teknik observasi langsung. Alat pengumpulan data adalah uji tertulis. Berdasarkan pada hasil penelitian ini, ada 275 kesalahan dalam isi tulisan teks, 21 atau 7.63% kesalahan pada kosakata, 123 atau 44.74% kesalahan tata bahasa dan 36 atau 13.9% kesalahan teknis.

Kata Kunci: teks recount, kesalahan, tulisan.

Writing is one of language skills. It has taught from Primary school to senior high schools. Moreover, it has also been taught at play group students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences and the last making paragraphs. Surely, writing is not easy as the students think, because they should use correct dictions, chronologies, and spelling of word. Students express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing refers to the students activities in classroom.

Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and

cohesively and coherently so that is meaningful. Sometimes, many students write text, but not many of them are able to write the text base on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write.

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Many students do not understand how to write this text correctly, especially to write the structures of contents in the text such as orientation is: *On Friday we went to the Mega Mall. Suddenly, we saw a child ran up the escalator without anyone accompanied him.*

It should be discussed in events or the problems in a report text. Sometimes the students begin to write a report text with the problem. Likewise, they should start at the introduction of a case that they want to tell. To start writing recount is not easy. The student should express the beginning of the story as interested as possible so that the story is interesting to read. In other case, the students often make error at grammar such as in event: "Suddenly, the child <u>fall</u> down because the floor was slippery. He <u>keep in</u> cry ". The students tended to ignore the grammatical rules in writing recount text. As the example above, "Suddenly, the child fall down because the floor was *slippery*.He *keep in crying* "is erroneous. The all sentences must be in past form.

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 tells about past events. Recount text also represents variable, 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 in order to increase their mastery in using simple past tense.

Considering the phenomena above, the writer conducted research on Tenth Grade Student of SMAN I Siantan. The writer wanted to know the students ability in writing recount text by asking the students to write their past experiences. Writing recount text is one of writing skills that should be acquired by the students. The generic structures of this are orientation, record of event and reorientation. Orientation refers the student ideas or statement about a topic or information that want to be shared with the readers. Records of event consist of core points of problem that are told in order sequences. The reorientation is a summary of the events. In this writing, the students wrote the events that they used to experience. The students wrote recount text by following the sequence of generic structures in the form of the past tense.

This research focuses on the qualification of items analysis such as content, vocabulary, grammar and mechanics. Based on the research background above and in order to make this research consistent with the topic the writer intended to restrict the problem and purpose of this research in finding out the errors made by Tenth Grade Students of SMAN I Siantan in writing Recount text.

Writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. This language skill is used to communicate from one to another by writing. According to Pope, 'writing can be

briefly defined as the activity of making verbal marks on paper or some other substance (stone, wood, plastic, computer screen, etc.); also what results (i.e. a piece of writing)' (1998:255).

There are the structures of writing which characteristically (but not always) are *self-sufficient and free-standing*, because the written or printed word alone has to do much of the work of contextualising; *dependent on full and explicit references*, with an inbuilt tendency towards the past tense (e.g., 'Claire, David and Bill were in Adelaide in June 1996') rather than their context-sensitive equivalents in the present tense (e.g., 'They're here now'); *heavily reliant on *punctuation, visual presentation and additional words*, where stress and intonation would serve to point the sense in speech (e.g., 'He greeted the baby with a strangely cooing and sickeningly patronising "Hell-O-oo!" '); *ostensibly 'fully-formed' and with an emphasis on the 'finished' product*: there is usually little surviving evidence of the redrafting process (including back-tracking, hesitation and changes of direction); *uninterrupted and with a tendency towards monologue and a single-voiced discourse*; even though writers can and do invoke other voices and discourses – as do critical and creative readers. This last point brings us back to the dynamic interrelation of the activities of writing and reading, particularly the fact that reading is always a form of *re*writing. (Pope, 1998:258).

Chakravarty explains 'once writers learn the parts of sentences and how they work together to determine the meaning and effect of a sentence, they can begin to understand what good writing is all about' (2004:1). Besides the process of writing that the students should follow, also they are required to learn spelling and grammar because they are relating to the correct use of words in a sentence. In order to write well, students then are intended to be capable to write based on the rules or convention of writing.

According to Djuharie (2008), Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order. The generic structure of a recount consists of three parts; they are the setting or orientation, events, and conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where the students write about the things that happened and are identified and described in chronological order. And the conclusion expresses a personal opinion regarding the events described. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words), and of adverb (describe or add more detail to verb). It describe the events word which link event such as next, later, when, then, after, before first. The lexicogrammatical features of recount focuses on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence.

Error is the flawed side of learner speech or writing. They are those parts of conversation or composition that dedicated from some selected norm of mature

language performance. Meanwhile, Brown (2000:76) stated that error as noticeable deviation from the adult grammar of a native speaker. Language learners have different competences levels in learning English and they are automatically involved different from error. Mistake is different from error. A mistake refers to a performance error that is either random or a slip of tongue, it is failure to utilize a known system correctly (Brown, 1980:165). A mistake refers to performance of error that is a random guessing or slip. Mistakes are caused by hesitation, slips of the tongue. The learner, who makes mistakes, will sometime use one form and sometime the others. This shows an inconsistency.
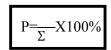
METHOD

Sigh (2006: 99) defines, "Method is a style of conducting a research work which is determined by the nature of the problem". This research uses descriptive method as suggested by Borg (1981:129) descriptive method is aimed at describing the characteristics of subjects of the science. The population of this research is the Tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013, which consist of 122 students, namely: Class A, Class B, Class C and Class D.

Technique used in this research is observation that is an indirect observation technique that means the observation is done to the students who have the problem as the samples. This technique is applied to collect the data by administering questionnaire which is constructed for the purpose of this research.

The tool of collecting data in this research is the questionnaire. This type of questionnaire is open form questionnaire. According to Hadi (2004:179) argues that an open form questionnaire gives the opportunity to the students to give the answers of the questions freely. The questionnaires will be given to the students individually. The questionnaires are about the students' preparations in facing English proficiency test. After collecting data from the questionnaires, the writer analyzes the findings in order to know the students of preparations. The kind of instrument is specially used in accordance with the purposes of this research that is to get the preparations of the students in facing the English proficiency test.

In analyzing data, the writer uses descriptive analysis technique (percentage). It will be described in the percentage and the formula is as follows:

$$P = \frac{}{\sum} \times 100\%$$

Where:
P= Percentage of errors   n1= the errors
$\sum$ = Total of error

The Table of Qualification of the Students Recount Text Writing Score

The item to be evaluated	Descriptions	Score
1. Organization • Orientation • Events • Reorientation	Excellent, the major point of the text are supported by relevant Orientation, events and Reorientation in detail	30 - 35
	Good; the major points of text are support by Orientation, Events and Reorientation but rather less relevant details of content	25 - 29
	Average; the major points of text are supported Orientation , events and Reorientation but less relevant detail of content	19 - 24
	Poor; the major points of text are supported by un related Orientation, Events and Reorientation	15 - 18
2. Vocabulary • Noun • Verb • Adjective	Excellent; the paragraph shows that the usage of words such as personal noun, linking verb, and adjectives are used appropriately	27 – 30
	Good; occasional errors of words form such as personal noun, verb, and adjectives shown in the paragraph but the meaning is not obscured	22 – 26
	Average; frequent errors of word form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	17 – 21
	Poor; the paragraph does not show that the writer understands the usage of words as personal noun, linking verb and adjectives.	13 – 16
3. Grammar • Simple Past Tense • Subject-Verb Agreement • Articles • Prepositions • Pluralizations	Excellent; the paragraph contains complete sentences and correct use of simple present tense, degree of comparison and adjective	22 – 25
	Good; there are mostly complete sentences. There are still several error in	

• Pronouns • Conjunction	simple present tense, degree of comparison and adjective	19 – 21
	Average; there are few complete sentences. There are frequent errors in of simple present tense, degree of comparison and adjective.	11 – 10
	Poor; the paragraph shows that the writer does not master the grammar or not enough to be evaluated in of comparison and adjective.	5 - 10
4. Mechanics • Punctuation • Capitalization	Excellent: Spelling, punctuation and capitalization are correct.	8 – 10
	Good; occasional errors of spelling, punctuation and capitalization in a paragraph.	5 - 7
	Average; Frequent errors of spelling, punctuation and capitalization in a paragraph.	3 – 4
	Poor; no mastery of convention, dominated by errors of spelling, punctuation and capitalization.	1 - 2

RESEARCH FINDINGS AND DISCUSSION

Findings

As previously stated, this study means to explain the errors in recount text writing made by the Tenth Grade Student of SMAN 1 Siantan in Academic Year 2012/2013. After collecting and analyzing the data, the writer found that there were a lot of errors. The errors are classified based on the items of specification. There were 4 classifications of the errors, content of recount text, vocabulary, grammar and mechanics. The result of the analysis can be put in tabularized as follows:

No	Type of error	Total	Percentage
1	Error at content: Orientation, Event and Reorientation	95	34,54%
2	Error at Vocabulary	21	7,63%
3	Error at Grammar	123	44,74%
4	Error at Mechanics	36	13,09%
5	Total	275	100%

Discussion

Two hundred and seventy five (275) errors of various kinds were found; they were classified as follows: (1) Error in Content which consists of (a) Orientation = 26 errors, (b) Events = 32 errors, (c) Reorientations = 37 errors, and the total errors are 95; (2) errors in Vocabulary = 21 errors, (3) errors in grammar = 123 errors, and, (4) errors in mechanics = 36 errors.

Errors in Content of Recount text in this area are 95, the total errors is 275. Therefore, frequency of this error is 34.54%. Errors in Vocabulary in this area are 21. Therefore, its frequency is 7.63%. The occurrence of errors in grammar is 123. Therefore, its frequency is 44.72%. Errors in Mechanics 13.09%.

Writing a recount text refers to the ability of the students to create their idea through of the text. However, many students still make an error in writing the texts. Based on the findings in the research, the writer found some error in writing Recount texts made by students of the Tenth Grade students SMAN I Siantan in academic year 2012/2013. The errors occurred at Orientation was 26, then Events 32 and the Reorientation was 37. Orientation is one of components of recount texts. Not all of students started their writing by introducing the participants, place and time that they are supposed to. Mostly, they came to the problems at the beginning of the story.

Error at vocabulary refers to error related to the use of word based on its functions. That means when the students write sentences, they are supposed to know whether the word should be as verb, noun, adjective or adverb. Based on the finding of this research, it is 7.63% error done by the students of the Tenth Grade Students of SMAN I Siantan.

Error at grammars was divided into some more categories. There are errors in using verb groups – which are the most frequent ones made by the student, errors at the agreement between subject and verb, errors in the use of articles, errors in the use of preposition, errors in pluralization, errors in the use of pronouns, and errors in the use of conjunction.

Errors in using verb groups are the most frequent ones made by the student. In using verb groups, there are some rules to be obeyed, such as: the form of the sentences whether it is the active or passive form, and the tense of the sentence. These rules are complex so that the students often make errors in this area.

Agreement between subject and verb is influenced by the subject form whether it is singular or plural. To construct a correct sentence structurally, the verb must agree with the subject. Fail to recognize this means we are failed to construct correct sentences structurally. Thus, the students must be able to identify the subject whether it is singular or plural. Having no competence in identifying the subject will make students fail to produce the correct form of the verb. It means that the students have made error in making the agreement between subject and verb.

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/an). We use definite articles (the) if the noun has been mentioned before or if the noun has been familiar.

The developed historically from a word meaning **this** and still retains some of the basic meanings of the pointing demonstrative. **The** serves to particularize a noun.

It helps to distinguish the known from the unknown. It many narrow down a class, or it may even limit the class to one. While, we use indefinite article (a/an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used. Thus, to be able to use an article properly, the students have to be sensitive in differentiate them.

Prepositions are always followed by nouns (or pronouns). They are connective word words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other part of the sentence.

Pluralization is a process of adding morpheme (s/es) to pluralize nouns. There are many exceptional nouns that do not use adding s/es to construct their plural forms. Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns. The student made error in this area.

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. The rules in using them are the same with their rules in Indonesian. Despite the same rules, the students still make errors in this area.

Errors also occurred on mechanics. Mechanics means the students error on spelling, capitalization and punctuation.

CONCLUSIONS AND SUGGESTION

Conclusions

After conducting the research, doing the analysis, and presenting the result, the conlusion and suggestion or pedgogocal implications of this study is also presented. (1) Based on the finding of the analysis, it shows that the students made a at writing total of 275 errors in writing Recount text which consist of 95 or 34.54% errors in writing content of the text, 21 or 7,63% errors at vocabulary, 123 or 44,74% errors at grammar and 36,9% errors at mechanics, (2) according to the findings, it can be concluded that the students have not mastered the the use recount text writing, that can be seen from the number of the errors made. The students made error at composing the orientation, events and reorientation, (3) The students still need to learn writing grammatically. Altough they had been taught about it before, they were still confused which one to use when making grammatical sentences. The students were still confused in making the agreement between subject and verb. It could be because in bahasa indonesia there is no agreement between subject and verb. The students were still confused in

differentiating whether to use the definite or indefinite articles. It could be because in indonesian language grammar there is no definite article used.

Suggestions

Based on the findings, the writer would like to offer some suggestions to be considered in teaching to improve the students writing ability. (1) In teaching English teaching English related to its grammar, the teacher should give more easily understood explanation in order to make the students more interested in learning English, especially teh recount text writing, (2) the teacher teaches recount text element explicitly with adequate exercises, (3) the teacher should give more exercises in applying recount text, (4) teacher should apply a method where he/she explains the correct uses of the verb (when to use past and present) forms, gives examples of the usage, and tests the students understanding which will assure the teacher that students really understand it. Otherwise, the students will face difficulties in differenting the uses of past an present forms of verb whenever they learn English and because this is the very basic step to learn English, (4) the teacher could also apply the communicative language teaching method especially when he/she teaches recount text, (5) in writing class, the teacher should give more writing exercises to the students. So that, they will be familiar with English writing forms.

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