

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT A CASE
STUDY IN THE SECOND GRADE OF SMP NEGERI 1 ABUNG SELATAN
ACADEMIC YEAR 2022/2023**

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Abstract: A sentence may be structurally correct in terms of word order but may leave the reader with more than one interpretation. When a word or sentence has more than one interpretation it is called an error. Error is a phenomenon that deserves careful observation. Errors bring non-specific communication effects. So, errors can cause different interpretations for each reader. Therefore, error sentences need to be considered by teachers when controlling student assignment results, especially in text writing assignments. This research was proposed as a qualitative descriptive research that aims to find students' sentence errors in writing. In this study, data will be collected from an English teacher in class VIII B with documents taken from 10 students in class VIII B, where students in class VIII B are the object of research because students in that class make sentence errors more often in writing recount texts than other classes. In this study, researcher used documentation techniques to collect data. The results of the analysis of this study showed that 45 error sentences were found in the students' recount text writing. In detail, the researcher found 21 Omission, 11 Addition, 6 Selection and 7 Ordering. By looking at the results of the study, it can be seen that the most frequent sentence errors in students' writing recount texts were Omission.

Key words : *Errors analysis, Writing, Recount text*

Abstrak: Sebuah kalimat mungkin benar secara structural dalam hal urutan kata tetapi dapat menyebabkan pembaca memiliki lebih dari satu interpretasi. Ketika sebuah kata atau kalimat memiliki lebih dari satu interpretasi disebut error. Error adalah fenomena yang patut mendapatkan pengamatan yang cermat. Error membawa efek komunikasi yang tidak spesifik. Jadi, error dapat menyebabkan perbedaan interpretasi pada tiap pembaca. Oleh karena itu, kalimat error perlu diperhatikan oleh para guru ketika mengoreksi hasil tugas siswa, terutama dalam tugas menulis teks. Penelitian ini dikategorikan sebagai penelitian deskriptif kualitatif yang bertujuan untuk menemukan kalimat error siswa dalam menulis. Dalam penelitian ini, data akan dikumpulkan dari guru bahasa Inggris kelas VIII B dengan dokumen yang diambil dari 10 siswa kelas VIII B, dimana siswa kelas VIII B menjadi objek penelitian karena siswa kelas itu lebih sering membuat kalimat error di dalam menulis teks recount dibandingkan kelas lain. Dalam penelitian ini, peneliti menggunakan teknik dokumentasi untuk mengumpulkan data. Hasil analisis penelitian ini menunjukkan bahwa ditemukan 45 kalimat error d dalam tulisan teks recount siswa. Secara detail, peneliti menemukan 21 Omission, 11 Addition, 6 Selection dan 7 Ordering. Dengan melihat hasil penelitian, terlihat

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bahwa kalimat error yang paling banyak dalam menulis teks recount siswa adalah Omission.

Kata Kunci : Analisis kesalahan, Menulis, Teks recount

I. INTRODUCTION

English is one of the foreign languages that has many important roles in the world of education and English is taught to children from elementary school to college. In addition, English also has many skills including speaking, writing, listening, and reading skills, and one of the skills that have an important role in English is writing skill. Abidin (2016, p.3) states that writing is an activity to express feelings and thoughts in written form that can be understood by the reader which functions as a communication tool.

Writing is a form of two-way communication that is effective for communicating ideas or ideas even though they do not meet directly with the other person. At the time of writing someone needs a lot of time to think to put his ideas on paper by developing a topic, and choosing words, reading his writing and correcting mistakes in his writing.

A person's writing skills are used to convey ideas, thoughts, and life experiences. What is written in written language that is clear, cohesive, expressive, easy to read, and easy to understand by others. So it can

be concluded that writing is a skill possessed by humans to express all messages in their lives in language that is easily accessible to the reader.

In addition, writing is an activity that expresses ideas or opinions that will be conveyed to other people or readers through written language media to be understood in accordance with the author's goals. So, with that writing is a process of delivering messages, thoughts, ideas, and feelings in written form that has meaning and can be mastered by students after the ability to listen, read, and speak (Wicaksono, 2014, p. 86)

The use of good and correct language in writing according to the rules of Enhanced Spelling is one of the important factors in writing. such as the choice of words that are closely related to syntactic rules, rules of meaning, rules of social relations, and rules of composing these rules really support writing so that writing becomes more structured and valuable and easy to understand and understand by others. In writing linguistic skills that must be possessed by all students in learning English as a foreign language (EFL) Students must understand the substance of their writing to improve their writing skills

and be able to find deficiencies in their work. Siswita and Hafizh (2013, p.20) argue that students' lack of writing ideas, which makes it difficult for them to arrange words, as well as their lack of awareness of how to use syntax (grammar) and punctuation in writing.

In the practice of writing English, there are still many students who experience difficulties in solving it due to their lack of ability about grammar and rules in English. Writing activities basically require the ability to transfer complete information with knowledge of English grammatical concepts of the language verbal to written language. Errors in writing are errors that occur repeatedly because someone does not fully understand the language system.

Based on the results of the researcher's interview with the English teacher in second grade of SMP Negeri 1 Abung Selatan on Tuesday 8 November 2022 about students' ability in writing recount text, teacher stated that in every activity of writing recount text students often made mistakes in writing, such as the lack of students' writing ideas, difficulty in recount text. Composing words, and students are still limited in compiling sentences or topics, as well as the use of grammar and punctuation in writing seeing the many mistakes made by students, it is very important for teacher to control students' mistakes in writing, especially in writing recount text.

Beside that the researcher also interview with some second-grade students of SMP Negeri 1 Abung Selatan on English subjects about writing recount text, they stated that writing errors were caused by a lack of ideas when writing, making it difficult for them to develop writing and not knowing what to do. They wrote, they also said that they have limitations in mastery of vocabulary so that it causes many mistakes, both errors in word selection, errors in grammar, and errors in punctuation.

So, there are many mistakes made by students, it is very important for researchers to analyze students' errors in writing, especially in writing recount text. Error analysis is an activity to identify, clarify, and interpret or describe errors by someone in writing and is made to obtain data about the overall difficulties that students face in writing sentences in English. Therefore, researcher is interested in conducting research on students' errors in writing recount texts. In connection with the statement above, the researcher found some the researcher chose this topic to find out the most common mistakes made by students in writing recount text and to find out the source of the error. Therefore, the researcher wants to conduct a study entitled "Analysis of students errors in writing recount text a case study in the second grade of SMP

N 1 Abung Selatan academic year 2022/2023".

II. METHOD

The research was categorized as qualitative descriptive research. Creswell (2012, p.32) said that qualitative descriptive research is handled for explore and understand the meaning individual or group for social humans' problems. It can be written or spoken data that is got from observation a person or behavior categories and patterns of research. Also, Sugiyono (2016, p.13) defines that qualitative descriptive research method is a method of the research that is more emphasis in meaning, inductive, conducted on natural object condition and used word and sentences to present the source of data.

In addition, Moleong (2017, p.6) states that qualitative research that intends to understand phenomena about what is experienced by research subject such has behavior, perception, motivation, action, and also holistically, and by means of description in the form words and language, on a special natural context and by utilizing various natural methods.

From theory above, the researcher assumed that this research was suitable with the characteristic of qualitative descriptive research. Therefore, the researcher would

apply this approach in this research. Data Source In this research the data would be taken from the students.

The data sources in this study would be taken from the class VIII of the SMPN 1 Abung Selatan. Consist of seven classes the total number of students were 224 students in SMPN 1 Abung Selatan but the researcher would take the student of class VIIIB consist of 32 students because after the researcher conducted interviews with several grade VIII students the researcher focused on conducting research in grade VIII B because from the results of the data the researcher saw that errors in writing recount text most often occurred in grade VIII B. Meanwhile, the researcher used a purposive sampling technique to obtain the information and data needed by the researcher.

Purposive sampling is a sampling technique with certain considerations. To start the research, researcher took 10 students of class VIIIB consisting of 32 students as a source of data to be studied. The researcher chose 10 students based on the scores of the writing task they had implemented. The researcher took samples by grouping them into recount text with low students' scores, the detail can be seen below.

No.	Gender	Table of Students
1.	Male	10
2.	Female	22
TOTAL		32

According to Sugiyono (2016, p. 248), purposive sampling is a sampling technique with certain considerations. To start the research, researcher took 10 students of class VIII B consisting of 32 students as a source of data to be studied. The researcher chose 10 students based on the scores of the writing task they had implemented.

Research instrument was a tool used by the researcher to measure the variable. Arikunto (2010, p.203) said that research instrument is a tool to collect data to make work easier and get good results. The instrument is the generic term that researchers use for a means of measurement device (survey, test, questionnaire, document, etc).

The instrument that will be applied in this research is test writing recount text documentation : Data in qualitative research are mostly obtained from sources human resources or human resources, through observation and interviews.

Other sources that are not from humans (non-human resources), including documents, photographs and statistical materials. Documents can be composed

in the form of diaries, meeting minutes, periodic reports, activity schedules, government regulations, statutes, student report cards, official letters and so on. In addition to the forms of documents mentioned above, other forms are photographs and statistical materials. Using

photos will be able to reveal a situation at a certain second so that it can provide descriptive information that was in effect at that time. Photos are made with a specific purpose, for example to depict joy or sadness, joy, enthusiasm and other psychological situations. This data is very helpful for researchers in analyzing data, with these qualitative documents data analysis will be more in-depth according to research needs. In this study, researchers used documents of students' work in writing recount texts.

To collect data, the writer uses field research and to get the results from the field research the researcher deals directly with the students of class VIII-B. where the author gives a written test to students to find out how far students can make recount texts with good grammar. And also asked English teacher to find out their background knowledge, curriculum and methods used in teaching and learning English.

Analysis of the research data was carried out through five stages, namely introduction, description, explanation, evaluation, and correction. These stages can be explained as follows:

- 1.The recognition stage includes the activity of identifying writing, errors made by students.
- 2.The description stage includes description activities or

characterization of previously identified students error data.

3.The explanation stage (explanation) includes the activity of explaining the data on students writing errors that have been described.

4.The evaluation stage includes evaluation activities on errors in students' writing.

5.The correction phase includes the activity of correcting errors in students writing.

III. RESULT AND DISCUSSION

Result

In the research, the data collecting was conducted in Sunday Januari 28th, 2023. The documentation has been done in SMP Negeri 1 Abung Selatan. The total research subject which had been investigated were 10 students of VIII B (eight B class). The researcher collected the data taken from the students' document of writing recount text from the result of the students' daily task. The document was collected from the English teacher of VIII B.

The research subjects had errors in writing texts based on students' document. In addition, the data that has been collected in this study was about the analysis of students' errors in writing recount texts in the eighth grade of SMP Negeri 1 Abung

Selatan. In data analysis techniques, the research performs a process related to errors based on the four categories of error namely omission, addition, selection and ordering.

The first stage of recognition includes activities to identify writing, mistakes made by students. Second, the description stage includes description activities or characteristics of student error data that were previously identified. Third, the explanation stage includes the activity of explaining the data on student writing errors that have been explained.

Next, the evaluation stage includes activities for errors in student writing. Lastly, the correction phase includes the activity of correcting errors in student writing. After all the data has been collected and analyzed using strong data analysis techniques in the form of tables.

After all the data has been collected and analyzed using the data analysis techniques described in the previous chapter, the data was described and discussed in this chapter to answer the problem formula questions. In this case, the formulation of this research can be represented by the question what are these students errors are writing recount text a case study these the second grade of SMP Negeri 1 Abung Selatan academic year 2022/2023.

Furthermore, in carrying out the analysis, research makes coding activities to

help researchers more easily carry out the analysis. After documenting this data collection technique, the researcher classifies the data into several types of research subject problems in writing recount texts, including; Omission, Addition, Selection, and Ordering. Table the percentage of each type of error was:

No.	Students' Initial	Om	Add	Sel	Ord	Number of Error
1	SGAA	1	0	2	3	6
2	DAA	3	1	0	1	6
3	F	1	1	1	1	4
4	SAAP	2	2	1	2	8
5	IWHK	2	0	0	0	2
6	DFF	0	1	2	0	4
7	R	4	2	0	0	8
8	SKN	3	1	0	0	7
9	MRPR	2	2	0	0	7
10	MIO	3	1	0	0	5
Total		21	11	6	7	45
Percentages		46,7%	24,4%	13,3%	15,5%	100%

After conducting the documentation as the data collecting technique of this research, the researcher classified the data into some kinds of research subject's problem in writing recount text, include: omission, addition, selection and ordering.

Discussion

In this research, researcher used the students' recount text document as the data to be analyzed by the researcher. In the end the researcher decided the conclusions about what types of errors in writing that has been described, almost all students VIII B make the errors sentences writing recount text. Students errors is divided into 4 types, namely omission, addition, selection and ordering. Based on the research finding above, researcher finds some errors

sentences with different types of students writing recount text.

In detail, the researcher found 21 omission, 11 addition, 6 selection and 7 ordering. Having analyzed the data, it was found that the students of the second grade SMP Negeri 1 Abung Selatan made all types errors stated by Dulay (1982:45). There are those parts of conversation of composition that deviate from some selected norms of mature language performance. It is natural because making an error is a part of learning process.

IV. CONCLUSION

The result of this research, the reseatcher make some conclusions : The types of errors made by the students of SMP Negeri 1 Abung Selatan in using simple past tense in recount text base on surface Strategy omission, addition, selection and ordering. The totals of the tenses errors made by the students of SMP Negeri 1 Abung Selatan in using simple past tense in recount text based on surface strategy omission 21, addition 11, selection 6 and ordering 7.

The highest error made by the students of SMP Negeri 1 Abung Selatan in their sentences is omission and addition error and the lowest error is selection error. The modus of the total errors made by the

students of SMP Negeri 1 Abung Selatan is
omission and addition.

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