The Error Analysis of Writing Recount Text at Third Semester Students of English Education Department in Academic Year 2019/2020

Adib Ahmada

IAI Darussalam Banyuwangi, Indonesia

adibahmeida@gmail.com

Abstract

The researcher as the lecturer at the Third Semester Students in English Education Department, Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung Banyuwangi in academic year 2019/2020 found the problem in students' understanding in writing recount text. Although The students had got the material about writing recount text in the previous semester, they were still got difficulties on it. Here, the researcher interested to analyze students' error in writing recount text deeply. The purpose of this research was to find out the students' problem in writing recount text, so that the researcher can decide the appropriate method in teaching writing in the third Semester. The researcher used descriptive qualitative method. The data was taken from the students' writing test in third semester of English education department that consist of 30 students. To collect the data, first, asking the students to write a recount text with the topic given. Second, analyze the result of students' task. Third, Finding and marking the errors in students' writing task. Fourth, divide the errors based on the types of errors. The result of the test had been analyzed and then classified into four types of the errors, those were mis-formation, omission, addition and mis-ordering. Based on the finding in this research, there were 70 errors made by the students in writing recount text. The errors were 13 errors or 15.71% in mis-formation, 16 errors or 22.85% at omission, 37 errors or 52.85% at addition and 6 or 8.57% errors in mis-ordering. From the result of the data, it could be concluded that students still find difficulties in writing recount text. It could be seen from the errors they made. The errors cover mis-formation, omission, addition and mis-ordering.

Keywords: *Recount Text, Error, Writing*

Introduction

English as a language in international communication is clearly needed by many learners to deliver thought and interact in a variety of situation. It also becomes a second language that is used in many countries, but English is a foreign language for Indonesia people. It is taught and learnt in school, from primary school until college.

There are four skills in English language teaching, they are listening, speaking, reading, and writing. Fauziati (2014, p. 142) asserted that "text types are text prototypes defined according to their primary social purpose." There are six main text types are identified, as follows: a) narratives which tells story usually to entertain, b) recount (personal, factual) which tells what happened, c) information reports provide factual information, d) instructions tell the listener or

reader what to do, e) explanations explain how or why something happens, and f) expository texts present or argue viewpoints. Hence, the researcher focused on writing recount text.

Error analysis in recount text is very necessary. Because, there are advantages of error analysis in writing recount. First, the writer can help teachers to find the dominant error made by students based on linguistic errors. Second, the writer can help students to solve their problems in learning second language, especially in writing recount text. Error is different from mistakes, errors arise only when there was no intention to omit one, but mistake is a fault made by a learner where learner is able to be correct it and it is not intended, it is then called mistakes (James, 1998).

Writing is one of the important communications, people use writing to express ideas, feelings, opinions in form written. Writing is divided into several kinds, such as narrative, descriptive, procedure, and recount text. They are supposed to be able to write short passages of different kinds of text. (Jack C. Richards. 2002:303). Hence, the researcher focused on writing recount text. Based on the Curriculum of KKNI, the learning outcomes of the subject "Essay Writing" in the third semester of English Education Department, the students are required :1). to be able to use learning source and IT to support the teaching and learning process of Descriptive, Narrative and Recount Essay Writing which integrates the process of writing, essay structure and principles of unity and coherence, 2). Processing knowledge of the process of writing, essay structure and principles of unity and coherence required for Descriptive, Narrative and Recount Essay Writing, 3). Being able to make a right decision in applying the concept of the process of writing, essay structure, and principles of unity and coherence required for Descriptive, Narrative and Recount Essay Writing. The subject "Essay Writing" was designed to help its participants mastered the concept of Descriptive, Narrative, and Recount essay writing which integrated the process of writing, essay structure and principles of unity and coherence.

This research positions itself based on the comparison with previous research. First, the research from Hestuningtyas Maharani Perdana (2015) in her study entitled "Comparative Errors Analysis in Writing Recount Text Made by the First and the Third Semester Students of English Department UMS 2014/2015 Academic Year". She classified the errors into morphological error (bound morpheme [-s] s plural and wrong spelling) and syntactical error (article, omission of introductory, there as subject, the use of verb as past tense, be as full verb, be as modal auxiliary, conjunction, omission of phrasal verb, omission of preposition in the sentence, and wrong arrangement of phrase). The differentiation with the current study with previous study did not discuss discourse error.

Secondly, she compared with Cholipah's works (2014) in her study entitled "An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)". She classified the errors into grammatical error included capitalization, word choice, verb tense, add a word, spelling, run-on sentence, word order, punctuation, omit a word, word form, article, singular-plural, meaning not clear, incomplete sentence. That classification is different from the current study, she did not classify grammatical error. The similarities are focused on spelling, verb tense, and word order.

Based on the researcher's experience in teaching the subject "Essay Writing" at the Third Semester Students in English Education Department, Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung Banyuwangi in academic year 2019/2020, He found some problems in students' writing recount text, the student has different capability in understanding the material and the score in writing recount text were poor. So that the

researcher was interested to conduct a research to analyze the problem deeply. The researcher would analyze the error occurred in four aspects, there were mis-formation, omission, addition and mis-ordering.

Particularly, the purpose of this research was to find out the students' problem in writing recount text, so that the researcher can decide the appropriate method in teaching writing in the third Semester class. This research was expected to be beneficial in improving the researcher's perception in Error Analysis in writing essay and generally for anyone who is interested in understanding about Error Analysis in writing essay. As the lecture at English Education Department, Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung Banyuwangi, the researcher hoped that this research could be an additional reference for the other lecture to improve their teaching method in English Education Department.

Method

This research used descriptive qualitative method. Descriptive design was used because there was no treatment given to the students. It means that the use of cohesion and coherence in the students' writings were only described as what they were, without giving any treatments (Ary in Sutama, 1997:85). Qualitative method was used because the problems of this research needed to be investigated inductively. In relation to this point, Sugiyono (2009: 15) stated that the data analysis in qualitative method was inductive. This meant that the analysis was based on the facts that had been found, then a hypothesis or theory was based on the data. In other words, this study was qualitative since it relied on inductive reasoning processes to interpret and structure the meanings that could be derived from the data.

This research used descriptive qualitative, that would describe the errors that made by the Students in four aspects those were, mis-formation, omission, addition, and mis-ordering. The research had been held on September 2019. The total students of Third Semester Students in English Education Department, Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung Banyuwangi were 30 students.

In collecting data, the researcher gave the task to the students to make a recount text with the title that has been decided according to the researcher's advice. The students had to write a recount text in a piece of paper minimally three paragraphs and it has at least 100 words. That writing text as the instrument of this research and requires the students to compose their own idea and express in their own words. The error will be classified to four aspects those were, spelling or vocabulary, mechanic, and grammar. The researcher chose these aspects because these were the problem often made by the students in writing text.

Results & Discussion

After doing the task, the researcher analyzed the result and then classified the errors based on the four aspects. The percentage of student's errors in mis-formation, omission, addition, and mis-ordering were as follow:

a. Mis-formation

$$P = \frac{11}{70} \; x \; 100\% = 15.71\%$$

b. Omission

$P = \frac{16}{70} \; x \; 100\%$ = 22.85%

c. Addition

$P = \frac{37}{70} \; x \; 100\%$ = 52.85%

d. Mis-ordering

$P = \frac{6}{70} \; x \; 100\%$ = 8.57%

Based on the table of student's errors, it could be concluded that the total errors of mis-formation were 13 errors or percentage 15.71%, the total errors of omission were 16 errors or percentage 22.85%, the total errors of addition were 37 errors or percentage 52.85%, the total errors of mis-ordering are 4 errors or percentage 8.57%.

While the data analysis of the student's errors in writing recount text on the writing task at the Third Semester Students in English Education Department, Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung Banyuwangi could be seen in the table below:

Table 1. Student's errors in writing recount text

No	Types of Errors	Total of Students	Precentage of Errors
1	Mis-formation	9	15.71%
2	Omission	11	22.85%
3	Addition	20	52.85%
4	Mis-ordering	6	8.57%

Based on the table above, the researcher found 9 students (15.71%) made the errors in mis-formation, 11 students (22.85%) made the errors in omission, 20 students (52.85%) made the errors in addition, 6 students (8.57%) made the errors in mis-ordering.

From the result above, it could be concluded that the most of the students' errors were in addition aspect with the percentage 52.85%. It was very high percentage because the students often added or put an item that should be not added in the sentences. This kind of error occur when the student added more elements which should not exist in the correct sentences (Dulay, 1982: 156).

The second level was error in omission aspect with the percentage 22.85%. That was high percentage occurred by the absent of an item or morpheme that must appear in utterance. This error occurred when the students omitted some required components from their sentences. The students omitted components which was/were necessary for their sentences to be considered grammatically correct (Dulay et al., 1982).

The third level of errors was in mis-formation with the percentage 15.71%. That was because the students added some un-required elements. It was not because the students did not know about vocabularies, but it caused because each word had its spelling, and students wrote the vocabulary based on the spelling.

The fourth or the last level was error in mis-ordering with the percentage 8.57%. The students were often made errors in mis-ordering because they put some elements or word in the wrong place and the errors were based on logic. These were no the result of laziness or sloppy thinking, but the students used interim principal to produce a new language (Dulay,

1982: 150). There were also mis-understanding between modifier and determiner in learning phrase that faced by the students.

Conclusion

After analyzing the student's writing test one by one, the researcher found the most common errors made by the Third Semester Students in English Education Department, Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung Banyuwangi, which consist from types of errors committed by the students were: mis-formation, omission, addition and mis-ordering.

From the result of the data, it could be concluded that students still found difficulties in writing recount text. It could be seen from the errors that they had made. The errors were cover: mis-formation, omission, addition and mis-ordering. This finding reflected that students had not understood well about how to make correct sentences. So that the writer would like to propose the suggestion that hoped would be useful for other English lecturer and also further researcher.

The researcher hoped that the English lecturer could chose the appropriate method, technique and strategy in teaching, especially in teaching recount text in Third Semester Students in English Education Department, Faculty of Education and Teacher Training, Islamic Institute of Darussalam Blokagung Banyuwangi. In teaching English, lecturer had to give more explanations about the use of verb, noun, adjective, etc. So, the students could understand well about that all. The lecturer also must explain how to make a correct sentence in many times until the students understand well, ask the students to practice in writing recount text and translate every sentence that they find in class or everywhere. The lecturer also had to give motivation to the students in order to make them understand how important English is in life and also feel that English in interesting.

The Head of Undergraduate Program in English Education Department should increase or complete the media and facilities for English learning to make all students feel interest to learn English. Moreover, to increase the quality of the English Lecture, the English lecture should join seminars or workshop about teaching especially how to teach English as interesting as possible. It would be useful in teaching learning process.

Having obtained the result of this research, it was necessary to conduct the other further research to do the same research with the different design such as Classroom Action Research (CAR) or another design to help the students increase their abilities in writing recount text and minimalism the errors. The researcher also asks to the other researcher to confirm, revise and give comments to this research. The researcher also suggests the other researcher to do the same research about analysis in the different place with the different text.

Acknowledgment

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