



Jurnal Review Pendidikan dan Pengajaran
<http://journal.universitaspahlawan.ac.id/index.php/jrpp>
 Volume 7 Nomor 3, 2024
 P-2655-710X e-ISSN 2655-6022

Submitted : 29/05/2024
 Reviewed : 02/06/2024
 Accepted : 16/06/2024
 Published : 29/06/2024

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AN ANALYSIS OF STUDENTS' ERROR IN WRITING RECOUNT TEXT

Abstract

This research aims at 1) Analysing the errors of generic structure made by the students in Recount Text. 2) Analysing the types of error made by the students in writing sentences. 3) Knowing the factors caused the students in making the errors in writing sentences. This research uses qualitative method. The subject of this research is the tenth grade students of MAN 2 Lamongan. The technique of collecting data in this research is documentation of the students' writing Recount Text. The data analysis in this research includes identifying, classifying, coding, tabling, and analysing. The result findings in this research show that the students made errors in term of generic structure. One student's work does not meet the criteria. The types of error in the students' writing sentences are Omission, Addition, Misformation, and Misordering. The factors of error in the students' writing sentences found in this research are Overgeneralization, Interlingual Transfer, and Intralingual Transfer.

Keywords: Writing, Error Analysis, Recount Text.

Abstrak

Penelitian ini bertujuan untuk 1) Menganalisis kesalahan struktur generik yang dibuat oleh siswa dalam Teks Recount. 2) Menganalisis jenis-jenis kesalahan yang dilakukan siswa dalam menulis kalimat. 3) Mengetahui faktor-faktor penyebab siswa melakukan kesalahan dalam menulis kalimat. Penelitian ini menggunakan metode kualitatif. Subjek penelitian ini adalah siswa kelas X MAN 2 Lamongan. Teknik pengumpulan data dalam penelitian ini adalah dokumentasi siswa yang menulis Recount Text. Analisis data dalam penelitian ini meliputi identifikasi, klasifikasi, pengkodean, tabel, dan analisis. Hasil temuan dalam penelitian ini menunjukkan bahwa siswa membuat kesalahan dalam hal struktur generik. Hasil karya salah satu siswa tidak memenuhi kriteria. Jenis kesalahan dalam penulisan kalimat siswa adalah Omission, Addition, Misformation, dan Misordering. Faktor-faktor kesalahan penulisan kalimat siswa yang ditemukan dalam penelitian ini adalah Overgeneralization, Interlingual Transfer, dan Intralingual Transfer.

Kata Kunci: Menulis, Analisis Kesalahan, Teks Recount.

INTRODUCTION

In writing, there are so many components that should be mastered by the students in order they are able to write well. The difficulty in writing starts when the students have to establish the subject, predications, tense, etc. In the process of writing, the students should learn spelling and grammar (Indah Sari et al., 2020; Lascano Pérez & Altamirano Carvajal, 2023). They cannot put the words together in any way they want and expect they will automatically produce an English sentence. Putting the word into the right order is very important in making sentences. So that, those sentences are meaningful (Obloberdiyevna D S, 2022).

Writing is not as easy as people think. According to Mustafa, (2022) writing is a thinking process which demands intellectual effort, and it involves generating ideas, planning, goal setting, monitoring, evaluating what is going to be written as well as what has been written, and using language for expressing exact meanings. It means that writing consists of some stages that should be done by the writer in conveying the message of writing and writing is not easy

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because it requires some effort in writing (Ma & Li, 2022). Different kinds of writing require different kinds of organization, for example, descriptive text and procedure text. Descriptive text tells description about something, while procedure text tells the steps in doing something (Oxford, 2015). Moreover, it is different from recount text.

Recount Text is a type of text that has the main function or communicative purpose to tell the readers or listeners or viewers about past event or past experience (Sanchez & Gavilanez, 2015). Whereas, Derewianka states that recount text is unfolding of sequence of events over time. When one writes in recount, he constructs past experiences.

From the definition above, the researcher concludes that Recount Text is a text that tells about the writer experiences itself or tells other people experiences in the past. Before write Recount Text, they must read the requirements or procedures in making good Recount Text so that the text will be understandable (Fatimah, 2019). To avoid making mistakes he has to pay attention on several rules such as: generic structure and language features.

The components of Recount Text according to are the followings (Putri & Putri, 2020):

- a. The Generic Structure
 - 1) Orientation: It is the introduction paragraph and it provides the setting and introduces participants.
 - 2) Events: A sequence of events telling the readers what happened.
 - 3) Re-orientation: This is optional and it is a closure of events.
- b. The Language Feature
 - 1) Focus on specific participants.
 - 2) Use of material process.
 - 3) Circumstances of time and place.
 - 4) Use of past tense.
 - 5) Focus on temporal sequence.

In the process of learning, students surely make errors, especially Indonesian students, because English is not their mother tongue. It is understandable since the rule of Indonesian and English is different. English is different from Indonesian in its structure, phonology, and lexical meaning. That is why the students who study English are possible to make many errors in their writing.

The classification of types of error. They are:

- a. Omission is error that is characterized by absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morpheme are omitted more than others.
- b. Addition is opposite of omission. It is characterized by the presence of an item which must not appear in a well-formed utterance.
- c. Misformation is error that is characterized by the use of the wrong form of the morphemes or stucture.
- d. Misordering is wrong placement of morpheme or a group of morphemes in an utterance.

Some students may confuse of the grammatical rule in their writing, for example in using the right form, "Nurul have hair is long and straight". The subject is third person singular, so the verb must be added by suffix *-s/es*, so it should be "Nurul has long and straight hair". Another example in word formation is "Him nose is sharp". The subject shows possessive pronoun, so it should be "His nose is sharp". In fact, they made some errors because they do not understand the rules well and it is probably influenced by some factors.

According Vujović et al. (2021) classified the factors of error into two: Interlingual transfer and Intralingual transfer. Interlingual transfer means interference from learners' mother tongue. The clearest proof of mother tongue interference is when first language (L1) nonstandard features get transferred to second language (L2). Intralingual transfer means the transfer which occurs within the target language itself.

Ibna (2018) writes three major causes of error. They are:

- a. Mother tongue interference: the sound system (phonology) and the grammar of the first language impose themselves on the new language and this leads to a "foreign"

pronunciation, faulty grammatical patterns and occasionally to the wrong voice of vocabulary.

- b. Overgeneralization: the mentalist theory claims that errors are inevitable because they reflect various stages in the language development of the learner. It claims that learner processes new language data in his mind and produces rules for its production, based on the evidence.
- c. Errors encourage by teaching material or method: errors in second language may appear to be induced by the teaching process itself. Error is evidence of failure, of ineffective teaching or lack of control. If material is well chosen, graded and presented with meticulous care, there should never be any error. However, it might be salutary for one to bear in mind the possibility of some of the students' error being due to the teaching.

Although some students have learned the rule of English, they still find the difficulty to distinguish the rule in writing. And the students' writing is also generally speech-like or may be transferred-like. As a result, it will lead them to produce many errors. Therefore, for revealing the kind types of error that students made or knowing the cause of the errors, error analysis has an important role in that case.

Error Analysis is the process in observing, analysing, and classifying a deviation the rule of the sentence. While according to (Febriani et al., 2023), Error Analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Aisyiyah & Hakim, 2020; Artipah et al., 2024).

From the definitions above, the researcher concludes that Error Analysis is an activity to identify and classify the errors made by second and foreign language learner by using the principles and procedures provided by linguistics.

Based on the explanations above, the researcher focused on: 1) Analysing the students' errors of the generic structure made by the students in writing Recount Text; 2) Analysing the types of error in writing sentences made by the students; 3) Analysing the factors caused the students in making the errors in writing sentences.

METHOD

In this research, the researcher uses qualitative method. The subject of this research is the tenth grade students of MAN 2 Lamongan. The technique of collecting data in this research is documentation of the students' writing Recount Text.

To find out the effectiveness of analysis on the students' errors in writing Recount Text, according to (Akinwamide & Oguntade, 2023) the ideal error analysis methodology includes 6 stages. They are:

- 1) Collecting error data
- 2) Identifying and classifying the errors
- 3) Ranking the errors
- 4) Explaining the errors
- 5) Predicting the error-prone areas
- 6) Correcting the errors

However, in this study the researcher only used 4 stages. The researcher did not use the 3rd and 5th stages because this study did not aim at counting how many errors appeared or predicting the error-prone areas.

So, here are the following stages of the research in analyzing the data:

- 1) Identifying and Classifying

Identifying the errors based on the error of the generic structure and the errors in writing sentences, then classifying it into the error of the generic structure and the types of error in writing sentences.

- 2) Coding and Tabling

Coding the errors based on the students and the types of error. Example: Student 1 as S1, Omission error as O, and 1 as the sequence of the error in the writing sheet. So, it would be as S1.O1, etc. After that, the researcher table it based on the students and the types of error.

3) Explaining

Explaining the errors that appeared in the students writing.

4) Correcting

Correcting the error sentences that made by the students in their writing into correct sentences.

In this case, the researcher used Gerot & Wignell (in Nurhidayat, 2011) for reference in identifying and classifying the generic structure. Then, the researcher used Surface Strategy Taxonomy by (Dulay, 1982, p.150) for identifying and classifying the types of error that appears in the students' writing. And the researcher classified the factors of the error refers to Hubbard (in Rahmah, 2018) and (Ellis & Barkhuizen, 2005, p.65).

RESULT AND DISCUSSION

Research Result

The aims of this research are to find out the errors of generic structure are made by the students in writing Recount Text, the types of error in students' writing sentences and the factors of error that caused students made errors in writing sentences.

The Errors of Generic Structure are made by The Students in Writing Recount Text

After identifying and analyzing the data, the researcher found that among twelve students' writing almost all of them cover the criteria of generic structure of recount text. Only one student does not meet the criteria. Here is the datum:

-Orientation

Last year ago I was visiting Borobudur temple. It was a great temple and one of the biggest the biggest Buddhist temples in the world.

-Events

I had been there for several times and I still love to go there again and again. I know a little bit about the history of the restoration of the Borobudur temple. Borobudur temple was built in 9th-century in (now) Magelang City, Central Java, Indonesia. The temple was design in Javanese Buddhist architecture as the acculturation of Indian and Javanese culture. Some evidences and theories suggest that Borobudur temple was disappeared during the reign of Hindu.

-Re-orientation

Since that, we can enjoy and learn about the temple of the Borobudur temple.

As seen in the datum above, it is known that the student does not meet the criteria of the event in recount text. The event in her writing is more like the content of descriptive text, because it told about the description of a temple in that place than the activity what she did there. While it is known that the events of recount text tell about a sequence of events telling the readers what happened, not the description of something, whereas, the other works have met the tree points of recount text's generic structure.

The Types of Error in Writing Sentences are made by The Students

After identifying and classifying the types of error that revealed in the students' writing, the researcher describes the errors according to the types of error.

Omission

In this case, the researcher found several errors that were considered as omission errors. Omission errors are characteristic by absence of an item that must appear in a well-formed utterance, although any morpheme or word in a sentence is a potential candidate for omission, some types or morpheme are omitted more than others. For example: We very happy. It should be "We were very happy". (Surface Strategy Taxonomy by Dulay (1982:150)).

The researcher explains the errors and the factors that caused the errors contained in the students' writing. The findings of omission errors are described below.

- 1) We happy having holiday in Malang.
- 2) Water in beach very cool.
- 3) We very happy.

- 4) Friday for the exam.
- 5) Saturday and Sunday for the holidays there.
- 6) I and my friend very happy to spend time in there.

The sentences above were considered as omission error because the students did not put auxiliary verb (was, were) which is needed in the sentence after the subject. The factor of this error is Interlingual transfer. The students are interfered by their native language, in which their native language doesn't need to use any auxiliary verb. Hence, they produce such error.

Meanwhile, in the errors;

- 7) We story until we forgot the time.
- 8) We around and found beautiful shoes.

The sentences are incorrect because the student did not put any verb in the sentences which need verb. The factor of this error is Intralingual Transfer, the student still do not know well the structure in writing sentence, they just translated their native language to the target language without knowing the rule. Therefore, they produced the errors.

Then in the errors;

- 9) It look like Jatim Park II.
- 10) We exchange stories about our loved ones at school.
- 11) I still love to go there again and again.

The sentences were considered as omission errors because the students did not put suffix -ed on the verb that should be past verb which is used in the past tense form. The factor of this error is Interlingual Transfer. The students are interfered by their native language, in which in their native language there is no difference between present or past verb. That is why they produced such errors.

Addition

In the students' writing, it is revealed several addition errors. Addition error are opposite of omission error. They are characterized by the presence of an item which must not appear in a well-formed utterance. For example: We were enjoyed holiday. It should be "We enjoyed holiday". (Surface Strategy Taxonomy by Dulay, 1982:150).

The researcher explains the errors and the factors of error below. The findings of addition errors are described below:

- 1) We was came from East Java Park I at 03.00 p.m.
- 2) We were came back after saw the sunset.
- 3) We were enjoyed holiday.

The sentences are considered as addition error because the students put auxiliary verb "was/were" which is not necessary, because there had been ordinary verb "came" as a main verb in the sentence. The factor of the errors is overgeneralization. The students processed new language data in their mind and produced rules for its production.

Then, as in error:

- 4) Last year ago.

This is considered as addition error because the student put double adverb of time which is not necessary and it would be un-meaningful. The student should use only one of them. The factor of this error is Intralingual Transfer. The student had not known that it has the same meaning, so she simply put it double and made error.

Misformation

There are several sentences found by the researcher in the students' writing that are considered as misformation error. Misformation error is characterized by the use of the wrong form of the morphemes or structure. While in omission errors happen unconsciously. On the other hand, misformation errors happen consciously. The students supply something, although it is incorrect. (Surface Strategy Taxonomy by Dulay (1982:150)).

The researcher explains about the errors and the factors that are considered as misformation errors, the descriptions are below.

In the errors;

- 1) I will never forget.
- 2) We want to buy something.

- 3) View is beautiful.
- 4) First, we buy foods and snacks to eat together.
- 5) I am very happy and will not forget the goodness of my two best friends.
- 6) The weather is cloudy.
- 7) My school holds an annual program...
- 8) Pare is the place where the activity takes place.
- 9) We learn grammar, pronunciation, vocabulary and speaking.
- 10) After the ices runs out, we immediately walk to the beach bridge.
- 11) ... beach water are also very clean and we don't forget to take a photo together.
- 12) The weather is cloudy.
- 13) I know a little bit about the history of the restoration of the Borobudur Temple.
- 14) We make name on the sand.
- 15) We wait the sunset came, because the time is a beautiful moment for taking selfie.

Discussion

The sentences above are considered as misformation error because the students put the wrong verb in the sentences. The students put present ordinary verb / present auxiliary verb in the simple past sentence. Because it was simple past tense form, so the students should put past verb or past auxiliary in the sentences. The factor of these errors is Interlingual Transfer. The students are interfered by their native language, in which there is not different in using verb between present and past sentences (Rahmatullah & Ghufon, 2021). Therefore, the students produced such errors.

While in the other several sentences are considered as misformation error because the students put the wrong part of speech in the sentence. As in the error;

- 16) We were story about our last experience.

The student put an auxiliary verb "were" than ordinary verb as the main verb. It was incorrect because it was verbal sentence. So, the student should put ordinary verb in the sentence in order to make it meaningful and understandable. The factor of this error is Intralingual Transfer, the student just translated their native language to the target language without knowing the rule. Therefore, she produced the errors.

Then, in the error;

- 17) We swimming in beach.
- 18) Both of my friend permission to go out...

The sentences are considered as misformation error because there is not verb in the sentence. The students did not put ordinary verb but noun. So, it is incorrect. The factor of the errors is Intralingual Transfer. The students have not known the different among word class, whether it is noun or verb. So, they produced such errors.

The other error sentence;

- 19) We didn't bought because we don't have enough money.

It is considered as misformation error because the student put the wrong verb in the sentence. It was negative sentence in simple past tense form, so the verb after primary "did" should be bare infinitive verb. While in the sentence, the student put past verb after the primary "did" which was incorrect because it showed double past verb in the sentence (Aguilos et al., 2022; Waham et al., 2023). The factor of this error is Interlingual Transfer. The student is interfered by his native language, in which there is not different in using verb between positive and negative sentence. Therefore, the student produced such errors.

While in the error;

- 20) We went to there and want to bought it.

It is considered as misformation error because the student put wrong verb in the sentence. It was simple past tense form, but the student put present verb while it should be past verb. The factor of this error is Interlingual Transfer. The student was interfered by his native language, in which there is not different in using verb in present and past sentence. And in the sentence the student put past verb after to infinitive which was incorrect, because after to infinitive should be bare infinitive verb (Ardiyanti et al., 2021; Asfahani et al., 2023). The factor of this error is Intralingual Transfer. The student has not known the rule in using to infinitive, so

he produced the error.

Misordering

The researcher found some sentences that are considered as misordering error. Misordering is wrong placement of morpheme or a group of morphemes in an utterance (Karami, 2019). For example: Spent time holiday with my friends. Here, the researcher classified the misordering errors that appeared in the students' writing.

The researcher explains the errors and the factors below.

In the error;

- 1) Spent time holiday with my friends.
- 2) Sharing-sharing about experience.
- 3) We took selfie view in there was very beautiful, there to be found many places for to be the selfie places.

The sentences are considered as misordering error. Those sentences are error because the students are still confused in using morpheme and do not know the rules of it. The factor of this error is Intralingual Transfer. The students still do not know the rules of using morphemes, therefore the students still cannot arrange good phrases or sentences.

Factors of Error in The Students' Writing Sentences

After identifying and classifying the errors, the researcher found that there are three factors of error that caused students in making error in writing sentences. They are:

1. Overgeneralization

In this case, the students processed new language data in his mind and produced rules for its production. The students here did not follow the rule of English writing. So, they produced such errors.

2. Interlingual Transfer

The students are interfered by their native language which is Indonesian (bahasa). The students also lived in Java with Java language used as their daily life. Since the rule among English, Indonesian (bahasa) and Java are different, so it is possible to the students in making errors in their target language.

3. Intralingual Transfer

The students do not know the rule of English well, especially in the grammatical. They do not know well in using the right tenses in the right time. Then, they also lack of arranging good phrases or sentences. They just translated their native language without knowing the rule of target language well. So, they produced the error.

CONCLUSION

In term of the generic structure, one of the student's task did not reach the criteria. The students made several errors in the writing sentences. In term of Surface Strategy Taxonomy, there were four types of error that appeared in the students' writing, they were; Omission, Addition, Misformation, and Misordering. There are only three factors of error that caused students in writing sentences, they are; Overgeneralization, Interlingual Transfer, and Intralingual Transfer. While the factors of error that are not found in the findings are Mother-Tongue Interference and Errors Encourage by Teaching Material or Method.

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