

**AN ANALYSIS OF ERRORS MADE BY THE FIRST YEAR
STUDENTS OF SMA NEGERI 8 PEKANBARU IN WRITING
RECOUNT TEXT**

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Abstract: *The objective of this research is to find out types of errors made by the first year students of SMAN 8 Pekanbaru in writing recount text. This is a descriptive research. The participants of this research were 60 students of class X Science 10 and X Social 2 of SMAN 8 Pekanbaru. The students were selected to be the sample using cluster sampling technique. The writer collected the data by using writing test which the topic given is "Unforgettable Experience". The result of this research showed that the students committed error into four types: error of omission, error of addition, error of formation, and error of ordering. From the frequency of each error types, error of formation was the error which most frequently produced by the students. It took 71.90% of the total errors. Moreover, 19.53% errors fell into error of omission and 5.10% errors fell into error of ordering; whereas, for error of addition, it only took 3.47%*

Key Words: *Error, Writing, Recount text.*

ANALISIS EROR OLEH SISWA KELAS SATU SMA NEGERI 8 PEKANBARU DALAM MENULIS TEKS *RECOUNT*

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Abstrak: Penelitian ini bertujuan untuk mengetahui tipe eror yang telah dilakukan siswa kelas satu SMA Negeri 8 Pekanbaru dalam menulis teks recount. Ini adalah penelitian deskriptif. Peserta penelitian ini adalah 60 siswa kelas X IPA 10 dan X IPS 1. Siswa dipilih sebagai sample dengan menggunakan teknik cluster sampling. Penulis mengumpulkan data dengan menggunakan tes tulis dengan topik “Pengalaman Tidak Terlupakan”. Hasil penelitian ini menunjukkan bahwa siswa melakukan 4 tipe eror: error of omission, error of addition, error of formation, dan error of ordering. Dari frekuensi tiap eror, error of formation adalah eror yang paling banyak dilakukan siswa, sebanyak 71,90%. Error of omission sebanyak 19,53% dan error of ordering 5,10%. Untuk error of addition sebanyak 3,47%.

Kata Kunci: Error, Menulis, Teks Recount

INTRODUCTION

Writing is one of the language skills that is used to communicate and transmit the knowledge in written form. Mansoor (2011) states that writing is an important experience through which the students are able to share ideas, to arise feelings, and to persuade and convince the readers. Most people agree to say that writing is a difficult task to do because of its complexity. Such assumption appears to be true because it really requires many efforts, spend much time, and great attention of the writer himself towards the process of writing. Langan (2001) said that “writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey.”

Writing skill is also taught in learning a foreign language, especially English. The students are expected to be able to express their thought in written form systematically, so that the readers can understand the messages. Moreover, writing is one of the language skills that is also being taught in Indonesian schools. The students are expected to be able to write simple essay text. But, unfortunately many teachers complain their problem in teaching writing; such as the students are lack of understanding English grammar, and the techniques in writing paragraph.

As it is mentioned above, it is especially difficult for EFL students to write because they are expected to create written products which indicate their ability to organize the content, address the correct audience as well as to demonstrate their linguistic ability such as vocabulary, spelling, grammar, etc. In composing a good writing, we should consider grammar. In linguistic, grammar is the set of logical and structural rules that govern the composition of words, phrases and sentences in any given natural language. Batstone (1994) states that language without grammar would be chaotic and cause some communication problems, such as grammatical errors in writing or speaking.

Writing is a challenge for some students. Therefore, the students should have an extensive knowledge if they want to write anything because it will support their writing. Writing English also meet to be exercised, practiced, and learned through experiences. To get experiences in writing, sometimes the students were asked to accomplish some assignments given by teachers. It purposed to make students get used to write English writing. The students will get a good writing by the number of frequency in writing exercises. If the frequencies of writing exercises are frequently carried out, certainly the students' writing skill will be excellent. But if the writing exercises are rarely, writing skill will not be developed yet. In senior high school, students are taught to write several kinds of texts with recount texts being one of them.

According to Derewianka (1990) recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem.

After being taught how to write recount texts, students are expected to be able to write good recount texts by themselves. However, learning how to make good recount

texts can be a serious problem for most of the senior high school students. They may face the difficulties in grammar and vocabulary. Structure or grammar is one of the basic components of language which must be learned by students. There is no language without grammar. Having knowledge of grammar will help people comprehend what other people say or write. On the other hand, it is difficult for Indonesian students to use correct structure in English because English and Indonesian have different structure in sentences.

METHODOLOGY

According to Gay (1987) population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized. The population of the present study is the first year students of SMA Negeri 8 Pekanbaru. The total population of this study is 444 students. There were 60 students from X Science 10 and X Social 1 selected as the samples by using cluster sampling technique.

A writing test used as the instrument for collecting the data. The text that used is recount text with the topic given “Unforgettable Experience”.

To collect the data related to error of omission, error of addition, error of formation, and error of ordering by giving writing test. The writer asked the students to write a recount text which has a topic “Unforgettable Experiences”. The writing test that students make indicates their understanding in using simple past tense in recount text. Before the students did the test, the writer gave explanation and direction about what students should do with the test.

In analyzing the data, the writer used error analysis method by Corder which is suggested by Ellis and Barkhuizen (2008). The data were analyzed as follows:

1. Identification of errors

In this step, the writer acquired data and make a list of students’ errors, and then the writer checked the sentences that the students made whether they used the simple past tense correctly or not.

2. Description of errors

The writer identified and classified their errors individually into 4 types of errors based on Surface Strategy Taxonomy by Dulay *et al* (1982). They are error of omission, error of addition, error of formation and error of ordering.

3. Explanation of errors

In this step, the writer calculated their percentages of errors individually according to Sudijono (2010) in order to know how frequent errors have been made by the third year students of SMA Negeri 8 Pekanbaru:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency of a type of error

N: Number of cases (total of frequency)

4. Evaluation of the errors

The last step is drawing a conclusion based on the analysis. In this step, the writer made a conclusion in the form of a brief description of the errors.

RESEARCH FINDINGS

The Data Description

The result of the errors made by the students can be seen as the following tables.

Table 1 The Recapitulation of Error Types, Frequency, and Percentage of Errors

No.	Types of Errors	Frequency of Errors	Percentage of Errors
1.	Error of Omission	107	19,53%
3.	Error of Addition	19	3,47%
2.	Error of Formation	394	71,90%
4.	Error of Ordering	28	5,10%

It can be seen that the total errors of omission are 107 errors or 19,53%, errors of addition are 19 errors or 3,47 %, errors of formation are 394 errors or 71,90%, and errors of ordering are 28 errors or 5,10%. From the calculation of the data, error of formation is the most frequent errors made by the first year students of SMA Negeri 8 Pekanbaru with the percentage 71,90%, and the lowest is error of addition with 3,47%.

The Interpretation of the Data

The result of the error showed that students committed error into four types: error of omission, error of addition, error of formation, and error of ordering. From the frequency of each error types, error of formation was the error which most frequently produced by the students. It took 71.90% of the total errors. Moreover, 19.53% errors fell into error of omission and 5.10% errors fell into error of ordering; whereas, for error of addition, it only took 3.47%. These errors were conducted because most of the students did not understand about the rules of target language as well, so that the students generalized the rule and applied it incompletely. Besides, errors occurred because their mother tongue and their Indonesian logical thinking. To sum it up, it showed that the usage of the grammar in writing recount text is difficult for students. Therefore, they still lack of understanding the English grammar in term of tenses because in the Indonesian does not have the tense system that show the time of the event unlike English. Therefore, they tend to make errors in writing. The most frequent errors that done by the first year students of SMA Negeri 8 Pekanbaru is in *error of formation*.

CONCLUSION AND SUGGESTIONS

Conclusion

The result of this research showed that the students committed error into four types: error of omission, error of addition, error of formation, and error of ordering. From the frequency of each error types, error of formation was the error which most frequently produced by the students. It took 71.90% of the total errors. Moreover, 19.53% errors fell into error of omission and 5.10% errors fell into error of ordering; whereas, for error of addition, it only took 3.47%

Suggestions

Error is something unavoidable in teaching and learning process of foreign language. The writer would like to offer some suggestions

For Students

Since the result of this research shows that students still have difficulties in writing recount text, the writer would like to recommend them to find ways to learn writing recount text in the most pleasant way. Students need to be more active in learning activities. They can challenge themselves by writing diary to get used in writing something. So that they can flow their ideas better.

For Teachers

Based on the interpretation of the result, it shows that the usage of the grammar in writing recount text is difficult for students. So the writer would like to give some suggestions for the teachers. First, the teachers have to give interesting topics which are familiar for the students for they can enjoy and motivate them to keep writing. After that, the topic can be expanded to the difficult ones to give challenges in order to enhance the students' vocabularies. Then the teachers should give more practice to students regularly. It is started from the simple topic to the hard one. Because it can improve the students' vocabularies and their skill in writing. Lastly, the teacher should give feedback to the students' assignment in order to the students know about the errors and mistake they have made and teachers have to pay attention to the students' errors and make them aware about their errors so they can make a correction by themselves and will not do the same error.

For Future Researchers

Finally, the writer would also like to suggest that future researchers to do further studies on this topic. They can do research focusing more on the sources of errors or the strategies to reduce errors in writing recount text or other texts.

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