

# ***AN ANALYSIS OF ERRORS MADE BY THE FIRST GRADE STUDENTS OF SMAN 1 KANDIS***

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**Abstract :** *This research was conducted to find out and analyze errors made by students in writing recount text. The method is qualitative descriptive. To describe the errors, the writer classified the errors based on Betty S. Azar's classification (1989) they are singular plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence. The research was conducted at SMAN 1 Kandis, the population is the first grade students of SMAN 1 Kandis with the total 202 students and the sample was X IPA 2 with 30 students. The instrument in collecting the data were test and interview. The test was writing test in which the students were asked to make recount text based on their unforgettable experience. The texts written by students were analyzed by three raters and the result was triangulated with the result of interview with the English teacher. The interview is about what teacher gets when teaching the same or not. After that, the teacher was asked to make rank about errors from the highest to the lowest errors. The result of the research shows that the highest error is capitalization with the total 158 or 26%. And the lowest is run-on sentence with the total 7 or 1,1 %. Based on the study, students are recommended to improve their understanding about writing by strengthening their knowledge starting from pay attention to all aspects that affect writing and do more practice.*

**Key words:** *Error Analysis, Recount text, Writing*

# ANALISIS ERROR YANG DIBUAT SISWA KELAS SEPULUH SMAN 1 KANDIS DALAM MENULIS RECOUNT TEXT

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**Abstrak :** Penelitian ini dilakukan untuk menemukan dan menganalisis error yang dibuat siswa dalam menulis recount text. Metode yang digunakan yaitu deskriptif kualitatif. Untuk mendeskripsikan error, penulis menggolongkan error berdasarkan klasifikasi Betty S. Azar (1989) yaitu singular plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run on sentence. Penelitian ini dilakukan di SMAN 1 Kandis, populasinya adalah siswa kelas sepuluh yang berjumlah 202 siswa dan sampelnya adalah siswa kelas X IPA 2 yang berjumlah 30 siswa. Instrument yang digunakan dalam mengumpulkan data adalah tes menulis dan interview. Dalam tes menulis siswa diminta untuk menulis recount teks berdasarkan pengalaman mereka yang tak terlupakan. Recount teks yang dibuat siswa di analisis oleh 3 penilai dan hasil penilaian akan ditriangulasikan dengan hasil interview guru. Hasil penelitian menunjukkan bahwa error terbanyak adalah capitalization dengan total 158 atau 26% dan error paling sedikit adalah run-on sentence dengan total 7 atau 1,1 %. Berdasarkan penelitian ini, siswa disarankan untuk meningkatkan pemahaman tentang menulis dengan meningkatkan pengetahuan mereka dimulai dari memperhatikan semua aspek yang mempengaruhi menulis dan melakukan lebih banyak latihan.

**Kata Kunci :** Analisis Error, Teks Recount, Menulis

## INTRODUCTION

People communicate through a tool that is language. Communication is very important in our daily life in order to express ideas, give information, ask for help, etc. As an international language, English is used to communicate with people from other countries. Especially in this era, English become a compulsory subject, and even being one of the main subjects in Indonesia. Farooq, Hassan & Wahid (2012) stated that language is the best medium of communication and is therefore essential for human interaction. To be able to build interaction with people, we should master the language and understand each other's language to have a conversation or to communicate.

There are four language skills, namely speaking, listening, reading and writing. These four skills are very important to be mastered in order to be able to use English properly and correctly. Speaking is important because we need this skill to communicate with people. Listening is also important because we won't be able to make a conversation with other people if we can't listen properly. Reading must be mastered because through this skill we can develop our knowledge. The last one is writing which writing is part of communication and this skill is very important in the learning process.

Writing is a skill that we need in improving our knowledge. According to Daniel and Bright (1996), writing is a system of more or less permanent marks used to represent an utterance in such a way that it can be recovered exactly without intervention of the utterance. Writing has an important role and it is most difficult for students in the language learning process and this skill needs to be mastered (Husna & Multazim, 2019). In academia, writing is predominant which it is as written task in the process of learning. Writing is important because in this era we do writing in many activities, like sending a message to other people, making job application letters, making a formal letter, and even making money for some people such as a journalist, fiction writers or copywriters.

Recount text is different to other texts because this type of text is directly related to student life. Anderson & Anderson (in Husna & Multazim, 2019) define that a recount text is a text that retells past events and usually in order that happened. The purpose of this type of text is to retell an experience of the writer that already happened. By writing this kind of text, students can recall their unforgettable experiences. It means that to write this text, students do not need to struggle to create a story because they just tell what they have experienced. However, many students still make errors in writing recount texts.

In writing English text, many second language learners still make errors. Even learners who have studied English from early age. According to Richards & Schmidt (2002), error is the use of a word, speech act or grammatical items in such a way it seems imperfect and significant of an incomplete learning. They don't know that they make repeated mistake that hinder the development of the ability to use English. According to Jabeen, Kazemian & Mustafai (2015) errors are caused by the learner's deficient and linguistic inability. Corder (1974) stated that when make errors students can't do correction themselves. It means learners don't realize that they make errors. That's why errors need to be analyzed to know the errors and teacher can try to find ways to reduce the possibility of students making errors in writing English.

There are still many students who make errors when writing in English. Based on the writer's experience in teaching practice (Pengenalan Lapangan Persekolahan) at SMAN 1

Kandis, the first grade students often made mistakes and errors when making sentences. The number of the first grade students there is 202. Students choose the wrong verb, and cannot distinguish word classes such as which are nouns, adjectives, adverbs, etc. In the writer's opinion, this happens because students translate sentences from Indonesia to English word by word. This way probably creates sentences that are ambiguous and difficult to understand. In addition, students also often make errors in the placement of "to be". Students are still confused when to use "to be". More precisely, they are still confused about the difference between verbal and non-verbal sentences. It probably happens because of the difference in the rule of grammar between the first language and the second language.

Corder (1981), error analysis is one of the most important tasks of the teacher in the language classroom, and it is a part of the skilled techniques of the teacher to decide when correction is necessary and to do it in a way that helps the learner to acquire most expeditiously the correct forms of the target language. According to Endorgan (2005) Error analysis is a branch of applied linguistics that emerged in the sixties to demonstrate that learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contrastive analysis theory, which considered language transfer as the basic process of second language learning as what behavioristic theory suggested. While Ellis and Barkhuizen (2008) further explain that Error Analysis (EA) consists of a set of procedures used to identify, describe and explain learner errors.

Error analysis is a method of documenting errors that occur in a learner's language, determining whether these errors are systematic, and (if possible) explaining what caused them. Error analysis is the study and analysis of errors made by learners of a second or foreign language. Jabeen, Kazemina & Mustafai (2015) point out that error analysis plays an important role in second and foreign language teaching as well because it helps teacher to understand new ways of teaching by giving the feedback made by the learners. With error analysis the teacher will know how well students understand a language and can consider to find ways in teaching to make students be more understand about a topic and they don't make error or repeated mistake.

Errors occur because of some factors. According to Richard et al (2002), there are two sources of error; 1. Interlingual error, it is a condition where caused by loss of language, in other words because of student's native language. It means that interlingual error occur because the first language used by students has rules that different from second language, such as pattern, system or pattern of using the second language. 2. Intralingual and developmental errors it is caused by improper learning or position of the target language rather than language transfer. It is because of the language being learned, regardless of the native language. In other words it happened during the process of language learning, when the knowledge hasn't yet been acquired.

There are some types of errors, according to Betty S. Azars classification there are fourteen types of error. They are:

1. Singular plural, indicate the number of an object.
2. Word form, it is a form of a word in English that will change form to another form depending on the sentence made.
3. Word choice, it is the choosing the suitable word to the context of sentence.

4. Verb Tense, verb tense expressed the relationship of the verb to the time. in English, time affects the verb used, the verb used for the present will be different from the future and the past.
5. Add a word, it means the existence of morpheme in a sentence.
6. Omit a word, if in “add a word” we should put word that needed in a sentence. Omit a word means we omit the word which is not needed.
7. Word order, it means put the word in the correct position.
8. Incomplete sentence, it means missing the necessary word.
9. Spelling, in writing, incorrect spelling can make the reader confused about our writing.
10. Punctuation, the use of punctuation is very important in making sentence, because if we incorrect in using the punctuation, we may change the meaning of the sentence.
11. Capitalization, there are some rules in using capital letters in English. The first letter of a sentence should be capital letter.
12. Article, in English there are three articles, they are a, an, and the.
13. Meaning not clear, it often occurs when learners translate a sentence from Indonesia to English word by word.
14. Run-on sentence, are when two independent clauses are joined with no punctuation of no conjunction.

Dulay et al (1982) divide error based on surface strategy taxonomy into four categories, names; 1)Omission, omission is skipping an item that is required in a correct sentence. 2) Addition, addition is adding an item that must not appear in a correct utterance. 3) Misformation, misformation is using the form or construction in one context and extending its application to other context where it should not apply wrong form of a morpheme or structure. 4) Misorder, the incorrect position or placement of a morpheme in an utterance.

Corder in (Alberto, 2008) stated that there are some steps in doing Error Analysis, that are: 1) Collecting a sample of learner language. The first step in performing error analysis is to collect data to be analyzed. The researcher collects data from the students by providing clear directions so that the data are on the same topic. The direction should be specific so the learners don't be confused about the topic. 2) Identification of Errors. The second step is to identify sentences in the text and determine which sentences are errors. Then compare with how the sentence is correct. 3)Description of Errors. After an error is found, the next step is to describe the error. Determine the category and type of error made by the learner. 4) Explanation of Errors. Explanation of errors is the step where the researcher looks for the source of the error and the reason for the error. 5) Error Evaluation In this step the researcher or the teachers give evaluation to students about the errors. So, from the result the researcher and the teachers can try to find the strategy in teaching to reduce the possibility of errors.

This study was expected to give information about what types of errors that often made by students in writing recount text. In this study, the writer described the errors based on Betty S. Azar's classification (1989).

## METHOD

This research is qualitative descriptive method. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem (Cresswell, 2022). While descriptive method has goal to describe a phenomenon and its characteristics (Nassaji, 2015). Descriptive method describes frequency, percentage or average of a phenomenon, situation, or problem in a group based on a study. Descriptive method does not answer “why” or “how” but focus on answering question “what” or “is there”. In this research the writer described the error made the first grade students of SMAN 1 Kandis in writing recount text.

The population of this research was the first grade students of SMAN 1 Kandis that consists of six classes and the population is 202 students. X IPA 2 was selected as the sample based on random sampling technique . X IPA 2 consists 30 students. In conducting the research, the writer collected the data by asking the students to make recount text based on their own experiences. The data of this research analyzed by 3 raters. To make the percentage the writer used formula:

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

P= Percentage

F= Frequency of the errors occur

N= Number of cases (total individual)

After getting percentage of errors based on the result of the research the writer converted the result into a table and pie chart. The result of analysis was triangulated with the result of analysis interview.

## RESEARCH FINDINGS

The researcher calculated the number of each error based on Betty S. Azars Classification. The result of calculation drawn up into a table and the percentage into a pie chart.

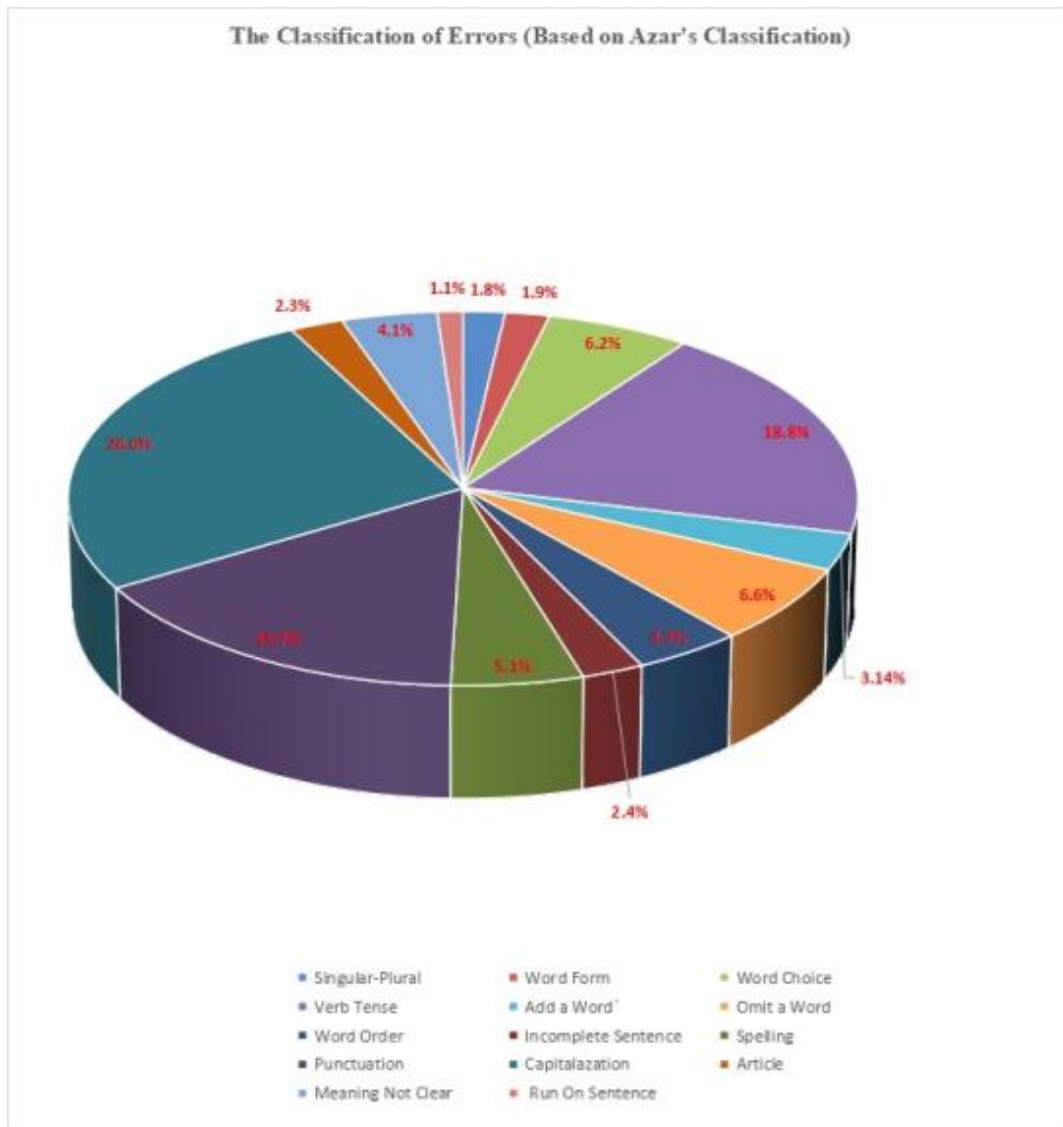
Table 1.The Rank Errors from the Highest to the Lowest

<b>Rank</b>	<b>Percentage</b>	<b>Types of error</b>	<b>Total Errors</b>
1	26%	Capitalization	158
2	18,8%	Verb Tense	114
3	15,7%	Punctuation	95
4	6,6%	Omit a word	40
5	6,2%	Word choice	38
6	5,1%	Spelling	31

7	4,2%	Word order	26
8	4,1%	Meaning not clear	25
9	3,14%	Add a word	19
10	2,4%	Incomplete sentence	15
11	2,3%	Article	14
12	1,9%	Word form	12
13	1,8%	Singular plural	11
14	1,1%	Run-on sentences	7

Based on the percentages of the research the writer made a recapitulation of the research in a pie chart. The pie chart gives information about the percentages from the highest until the lowest rank as follows:

Chart 1. The Classification of Errors Based on Azar's Classification



The table shows that students made 605 errors in writing recount text with the most frequent errors were capitalization (26%), verb tense (18,8%), punctuation (15,7%), omit a word (6,6%), word choice (6,2%), spelling (5,1%), word order (4,2%), meaning not clear (4,1%), add a word (3,14), incomplete sentence (2,4%), article (2,3 %), word form (1,9%), singular-plural (1,8%), and run-on sentence (1,1%).

## DISCUSSION

Once the type of errors are presented above, the next step is the interpretation the findings of the study. There is one question that need to be answered in this study. That concerned with errors made by the first grade students in writing recount text.

The result of the analysis shows three types of errors that are most often made by students in writing recount texts. The first type is *capitalization* which has 158 or 26% error. Capitalization error often occurs in writing. In all languages, including English, it has a role in speaking and writing. When students speak, they do not think about using capital letters. But in writing, they must pay attention to capital or non-capital letters. That's why this error often happens.

The second is verb tense that has 114 errors or 18,8%. In Indonesia, there is no change in the use of verbs based on time, such as present, past or future. It is very different in English, where verb exist in 3 forms Verb 1, 2, and 3. And each verb will explain when something done. Moreover the types of verb is divided into 2, namely regular and irregular verb. The third is punctuation. The total is 95 or 15,7%. Writing and speaking their own rules. In writing, the use of punctuation is very important. Many students did not use correct punctuation when writing. Sometimes they forget, don't know how to use punctuation, or even ignore using them.

Furthermore, the three lowest errors in writing recount text are run-on sentences with the total 7 or 1,1% . Many students did not realize the use of conjunction in writing. They do not know how to connect main clause with subordinate clause, or even they don't know the difference between main clause and subordinate clause. The second is singular-plural with the total 11 or 1,8% . In Indonesia, there is no singular-plural rule. It is different in English which has singular-plural usage rules depending on many nouns. Moreover there are terms countable and uncountable nouns which sometimes confuse students. And the last lowest is word form with the total 12 or 1,9%. It happened because students did not mastered the English rule yet. English has word form that are verb, noun, adjective, and adverb. Where the word will change its formation depending on what word students want to convey.

The highest number of errors made by the first grade students of this study shows that capitalization is the common errors. Related to previous study , this was similar to a study conducted by Cholipah (2014). She found the most frequent error made by students was capitalization with the total 200 or 23, 90 % . It is contrast to a study by Alfayed (2017). He found that the most frequent error was verb tense with the total 117 or 27%.

Based on what obtained from this research, it shows that there were still many students made errors in writing English text. According to Richard et al (2002), errors in learning process occur because of two things 1. Interlingual errors, it is where students made



errors because the first language and second language has different rules and pattern. And 2. Intralingual and developmental errors, it is where students make errors because misuse of particular rule of the target language and occur due to the faulty or partial learning of target language.

The difference between this research and related study is in how the writer collecting the data. How the writer differentiated errors and mistakes. After all students finishing their writing, the writer asked one rater to check their students shortly and underline the errors. After that give the texts back to students and asked them to correct their errors. When the students know to correct it, it was counted as mistake, and if they didn't know how correct it, it is error. It is important in this research to reduce the possibility of miscalculation errors and mistake.

From the explanation above, it shows that there were still many second language students make errors in writing. It could be summarized that the factors that caused the errors related to student's background knowledge and the rules which English different with Indonesia language. Experiences in learning English would influence the student's writing skill. Therefore, the more practice writing English, the more student's writing ability increases.

## **CONCLUSION**

English is very important subject in learning. Many students have learned English from early age, but there still many students often made errors when writing English. It shows that student's ability in writing is still unsatisfied. In this study, error analysis was done to find out what errors made by the first grade students in writing recount text. And the result shows that there are still many students don't understand how to write English properly and correctly.

The study focus on identifying, categorizing, and describing errors in writing recount text. The errors are analyzed according to classification by Betty S. Azar. Based on the result of calculation of the data, the research shows that the first grade students of SMAN 1 KANDIS still make many errors in writing recount text. The most errors are capitalization with the total 158 or 26%, verb tense with the total 114 or 18,8%, and the last punctuation with the total 95 or 15,7%. And the lowest errors is Run-on sentences with the total 7 or 1,1% and singular plural with the total errors 11 or 1,8%.

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