

**AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT
TEXT AT X GRADE OF SMA NEGERI 1SEI BALAI IN 2020/2021
ACADEMIC YEAR**

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ABSTRACT

This research is about An Analysis of Students' Errors in Writing Recount Text at Tenth Grade of SMA Negeri 1 Sei Balai in 2020/2021 Academic Year. The objectives of this research were found the errors in student's writing of X-IPA 1 SMA Negeri 1 Sei Balai. The subject of this research were 30 students of SMA Negeri 1 Sei Balai. The instrument of the research was a test. The type of test that used is a written test. The research method was qualitative method. The technique of collecting data used in this research were observation, interview, and written test. The researcher used Dulay et al's Theory to classify the types of errors. In this research, the researcher found 4 types of errors. Those were omission, addition, misformation and misordering. The percentage of frequency the errors. It was omission type (20%), addition type (9,14%) misformation type (62,86%) and misordering type (8%). From all of the types, the highest frequent types of error was misformation with a total 62,86%. The errors misformation is related to the use of the wrong form of the morpheme or the structure.

Keywords: *Recount Text, Writing, Errors*

I. INTRODUCTION

A. Background of the Study

Language has an important role of communication among of the being human. It contains words and phrases that are used to communicate with each other. Language can not be separated from humans. In addition, by using language people can convey their ideas, thoughts, and feelings to others. Without language, humans can not communicate with other people around them. Language is

very important to learn, especially English.

English is a foreign language which is very important to learn because English is an international language. By using English we can communicate with many people who come from other countries. It can also make us get better jobs such as working in foreign companies. Besides that nowadays there are many books, journals, articles, newspapers, magazines, and television programs that are available use English. So, for that English is very important to learn. Almost all

countries in the world use English as a means of communication, as a native language, as a second language and some as a foreign language. In other countries such as India, Singapore and Malaysia, English is used as a second language but in Indonesia it is used as a foreign language. Even though as a foreign language, English must be studied by students and common people to help them interact with foreigners.

In language learning, especially learning English, there are four skills, namely: listening, speaking, reading and writing. Receptive and productive skills are the combination of listening, reading, speaking and writing skills (Morrow in Dermibas, 2013: 108). So for that, we can divide language skills into two types. The first is the skill of producing, Harmer (2007: 265) said that, the term for speaking and writing skills is productive skill where we or students actually have to produce language themselves. And the second receptive skills is the term for reading and listening, which means that when we listen and read something, we only accept language without producing anything.

From the four skills, one of the most difficult skills to learn is writing. Because writing is a language skill to express our ideas, thoughts and feelings or provide information to others in written form. As stated by Brown (2001) that writing is a process for thinking. Besides that we also have to produce words, sentences and paragraphs which are then arranged into an essay at the same time and for a long time. In Indonesia, Senior High School

students learn several types of texts, namely, descriptive, narrative, procedure, report, explanation, analytical exposition, hortatory exposition, news item, spoof, review, discussion, anecdote and recount. All types of text above are mentioned in the learning curriculum as objective in writing by the government.

The objective of the curriculum in writing was the ability of the students to understand and to create various short functional text and monologue including essay in the several form of text types above. It was hoped that by creating the objective of the curriculum as explained above, the teachers of the English subject in Indonesia would be able to lead their students to achieve the objective. But the objective of the curriculum above seems to be failed to achieve. It could be seen when students write a text. So, to find out or see the students' ability in writing, this study recommends recount text as a tool to see or know students' writing skill. This study expects that students are able to write or make recount text and they must know how to write recount text good with correct sentences.

Most of students at SMA Negeri 1 Sei Balai still have errors in writing recount text especially in using simple past tense. In fact, they still got difficulties in using grammar especially the simple past tense. Then the difficulties of using simple past tense can lead to some errors that in writing recount text. The errors that students often make when writing recount text are that students do not change the form of the first verb into the second verb, which in

the recount text they have to use the second form of verb because the tense used is the simple past tense. In addition, they are still confused about changing the second verb from both the regular or irregular forms. Not only that, students are also using the time signal incorrectly, sometimes they do not use the time signal to declare past event or have happened when they write recount text, even though when writing recount text they have to use a time signal which states that it has happened in the past. Like an example: yesterday, last night, last week, a month ago, a few minutes ago, etc. From the above errors so the students get the score below of standard. Event though the requirements to pass a subject, they must be able to get the score above standard, so that they can be declared to have passed the subject.

Based on the background above, especially on the students' errors in using simple past tense when writing recount text, it is what motivate the writer to write the study entitled "An Analysis of Students' Errors in Writing Recount Text at Tenth Grade of SMA Negeri 1 Sei Balai in 2020/2021 Academic Year."

B. Limitation of the Study

This study focuses on An Analysis of Students' Errors in Writing Recount Text in using simple past tense at tenth grade of SMA Negeri 1 Sei Balai in 2020/2021 Academic Year.

C. Formulation of the Study

The formulation of the study is as follows: what are the errors faced by students in writing recount text in tenth grade of SMA Negeri 1

Sei Balai in 2020/2021 Academic Year ?

II. RESEARCH METHOD

A. Research Design

The research design used a qualitative methods. This type of research is a type of research method without any statistical procedures. In addition, the qualitative objective is to help find descriptive results, in order to describe the data in the form of words that are poured into a writing from the object under study. Qualitative research is collecting data in the form of words or image, not number that are descriptive in nature. Data in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes or electronic communication used to present research findings (Bogdan & Biklen, 1982). As states by Creswell (2010:8) "Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher build a complex, holistic picture, analyzes word, report detailed views of information, and conducts the study in a natural setting".

The purpose of qualitative is to help finding the solution of the phenomena happened in society by doing observation to the object research. As states by Maleong in Herdiansyah Haris (2010) "Metode kualitatif adalah sebuah penelitian ilmiah yang bertujuan untuk memahami suatu fenomena dalam kontak social secara alami dengan mengedepankan atau mengutamakan

proses interaksi komunikasi yang mendalam antara peneliti dengan fenomena yang akan diteliti.”

The purpose of this study is to understand about the phenomenon that researched. It is analyzed about students' error in writing recount text at tenth grade of SMA Negeri 1 Sei Balai 2020/2021 Academic Year.

B. Instrument of Data Collecting

Instrument of data collecting is a tool used by researchers to collect data in the research process. Arikunto (2000:134) states that instrument in collecting data is a tool that researchers use to help them in collecting data in order to make it more systematic and easy.

III. RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this study classified the findings into some points that consist of students lack of knowledge about grammar especially Simple Past Tense and Students got difficulties in writing recount text. Obtaining data, this study used a test to analyze students' errors in writing recount text, the test used was a writing test. The data collection process was carried out using offline data collection which was also assisted by an English teacher in class X. Researchers conducted tests in class X IPA 1 at SMA Negeri 1 Sei Balai. Students in class X IPA 1 consist of 30 students. In class, the researcher asked students to write recount texts

The research instrument that used in this study is a test. A test is a tool that researchers use as an assessment tool to measure the abilities, skills or talents of a person or group of people. In this study the type of test that used is a written test, and usually the test is often used by researchers to obtain data to support their research. Arikunto (2012:66) defines that a test is a tool or procedure used when conducting research with the aim to know or measure the students' performance by using a set of ways and rules. So that, the test that used in this research is the writing test, where students are asked to write a recount text about their experiences using their own words.

about their experiences and the results of the students' writings became the data for this study. In this section, the data obtained by the researcher will be analyzed. The students will be given 120 minutes to finish writing their recount text about the experience, they are asked to write their answers on paper and then they collect the results to the researcher.

As stated in the data analysis technique, the procedure used by the researcher after collecting data was collecting data based on the students' test, checking errors from the test what they had done, classifying the errors in using the simple past tense in writing recount text based on the types of errors by Dulay's theory and counting the errors in using simple

past tense in writing recount text based on the types of errors by Dulay's theory.

Based on the explanation above there are many errors made by students when writing recount text. It happened because the students in the school did not know and understand about recount text especially in the use of the simple past tense, such as when changing the first verb into the second verb.

B. Discussions

After collecting the data from the students, the researcher got types of errors from their writing recount text especially about experience of SMA Negeri 1 Sei Balai, based on the aspect of errors in writing.

Based on the result above, this research took 30 students at grade X-IPA 1 of SMA Negeri 1 Sei Balai as the subject of the research. Then found that there are 20% students who made omission errors. For the example: She want to go to school. The sentence should be: She wanted

IV CONCLUSION

Based on data analysed can be conclusion that the theory from Dulay et al,1982 claims that students usually made errors when they write the text especially recount text at grade X of SMA Negeri 1 Sei Balai. This study has analysed and classified the types of students' errors in using simple past tense in writing recount text. It was found that students do all types of errors (omission, addition, misformation and misordering). There are 20% students who made omission errors

to go to school, because the sentence above tells the past, so the verb "want" must be added with "ed" like "wanted". There are 9,14% students who made addition errors. For example: When I am got home. The sentence should be: When I got home, the sentence above is wrong because it uses "to be", if there is a sentence that uses a verb with the past tense then "to be" is not needed, except the sentence uses an adjective like "she was a beautiful girl". There are 62,86% students who made misformation errors. For example: After that we go to laut kawar lake. The sentence should be: After that we went to laut kawar lake, the verb in the sentence above is wrong because when writing past events, we hav eto use the verb 2 and verb 2 of "go" is "went". And the last there are 8% students who made misordering errors. For example: I had time no to take a rest. The sentence should be: I had no time to take a rest, because the sentence has a wrong order.

with the total of 36 errors from 16 students, there are 9,14% students who made addition errors with the total of 16 errors from 11 students. There are 62,86% students who made misformation errors with the total of 110 errors from 27 students and the last there are 8% students who made misordering errors with the total of 14 errors from 9 students. From the explanation above, we can see that the errors that are often made by students when they write recount text are misformation with a total of 62,86%.

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