AN ERROR ANALYSIS ON THE STUDENTS' RECOUNT TEXT WRITING, A CASE STUDY AT THE FIRST CLASS OF WASKITO SENIOR HIGH SCHOOL

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Abstract

The study aims to conduct error Analysis on the students' recount text writing, a case study at the first class of Waskito Senior High School. It focuses to get empirical data and to analyze the writing errors made by the students. It is qualitative research with descriptive methods. The subject of the research is the first class students of Waskito Senior High School. While the instrument used is taken from students recount text writing assignment. There are four steps in analyzing the errors, namely identification, description, explanation, and evaluation. The grammatical errors that appear in the students writing are analyzed by using the Surface Strategy Taxonomy proposed by Dulay; (1) omission, (2) addition, (3) miss- selection, (4) miss-ordering. The finding showed that the total of errors is 170 items and they indicated that the most errors were miss- selection (52.3%) and followed by omission (44.1%), addition (2.3%) and miss-ordering (1.1%). Based on the results, it can be concluded that students still have grammatical difficulties in writing recount text. It is hoped it will be beneficial for the parties who involve in educational institution such as English teachers, lectures, students, and other educational practitioners. .

Keywords: Error analysis, recount texts, simple past

INTRODUCTION

Writing is one of the basic skills of English language which has an important role in the learning and teaching process. Writing in English consists of several components, namely spelling, grammar, vocabulary and punctuation. As stated by Duff (2012):writing good sentence requires the understanding of grammar rules and mechanics such as the correct use of verbs and pronouns, as well as commas and other signs. One has to be familiar the knowledge of grammar, since it gives guidance how to construct sentences, paragraphs, and an essay, as stated by Brown (2001), he says that "grammar is the system of rules governing the conventional arrangement and relationship of words and sentences". It is common that learners makes errors in their writing, so they have to learn and master the grammar. They have to have the knowledge of grammar rules such as how to form words, phrases, sentences, paragraphs and complete composition or writing essay at the same time. Writing is not automatic process, but it should be trained and practiced regularly (Nasution et al., 2020).

For English learners, writing skill can be the most complicated and difficult language skill that should be learned. Richard (2002), says that writing is the most complicated language skill for second language learners to learn. The problems of writing can covers many items such as how to generate, organize idea, find vocabularies, and the use of correct grammar.

According to Harmer (2007:79) writing is communication form to deliver though or to express feeling through writing form. While according to Jonah (2006:14), writing is a series of activities going on and involves several phases, preparatory phase, and content development and review, as well as revision or improvement. To have good writing skill, one needs enough time to practice, to master other components of language such vocabulary and having a lot knowledge of grammar rules (Hastomo et al., 2021). From the description above it can be summed up that writing is person's ability to convey or share their ide and information to others in written form.

Error analysis is a technique used to identify and analyze the errors made by language learners in their written or spoken language. In the context of a student's recount text writing, an error analysis would involve identifying and analyzing any mistakes or inaccuracies in the student's use of grammar, vocabulary, and other language features. One possible approach to conducting an error analysis on student recount text writing would be to first read through the student's work and identify any errors. These errors could be classified into categories, such as grammatical errors, vocabulary errors, or errors in text organization. Next, the errors could be analyzed in more detail to determine the underlying cause of the mistake. For example, a grammatical error might be caused by a lack of understanding of a particular grammar rule, while a vocabulary error might be caused by a lack of exposure to a particular word or phrase. Once the errors have been identified and analyzed, the teacher could provide feedback and corrective instruction to the student to help them improve their writing. This might involve providing additional examples or explanations of the grammar rule or vocabulary item in question, or providing feedback on the organization of the text. It is important to note that error analysis should not be used as a way to criticize or punish students, but rather as a tool for understanding and improving their language skills. With proper guidance, student can learn from their errors and improve their writing skills over time (Muliyah et al., 2020).

Based on the Curriculum of KTSP /School Unit Level Curriculum, in teaching writing, the students are directed to be able to write short paragraph . The texts recommended are narrative, descriptive, procedure, report and recount text. Recount text is a form of text that aims to tell stories based on one' experiences in the past, the use of past tense here becomes very important in writing recount text. In the case of students errors, it is often found a lot of errors when they write on each general pattern of recount text known as generic structure, namely orientation, events, and re-orientation . The ability of students in writing is different from one person to the others, some have difficulty in term of grammar, then the solution is needed to overcome this problem. In this case the researcher is more focused on finding errors in the use of verbs in writing students experiences in the past.

REVIEW OF LITERATURE
The Nature of Writing
Writing is a critical skill for EFL (English as a Foreign Language) students to master. It is a means of communication that allows individuals to express their thoughts, ideas, and feelings in a clear and organized manner. Writing can take many forms, including essays, reports, letters, and creative pieces. For EFL students, writing can be a challenging task. They may struggle with vocabulary, grammar, and sentence structure. They may also have difficulty organizing their thoughts and expressing themselves clearly in English. However, with practice and guidance, EFL students can improve their writing skills and become more confident in their ability to express themselves in English (Hastomo & Septiyana, 2022).

One important aspect of writing for EFL students is understanding the conventions of the language. This includes grammar rules, sentence structure, and punctuation. EFL students should be taught the basics of these conventions and given opportunities to practice them in their writing. Another important aspect of writing for EFL students is vocabulary. EFL students may not have the same level of vocabulary as native speakers, so it is important to provide them with the necessary words and phrases to express their thoughts and ideas. This can be done through

vocabulary exercises, word lists, and reading materials. Finally, EFL students should be taught how to organize their thoughts and ideas in a logical and coherent manner. This includes learning how to create outlines, use transitional words and phrases, and create a clear and concise thesis statement.

In summary, writing is an important skill for EFL students to master. It allows them to express themselves in English and communicate effectively with others. By understanding the conventions of the language, building vocabulary, and learning how to organize their thoughts and ideas, EFL students can become proficient writers in English.

Error Analysis

Error analysis is an important tool in determining the accuracy and reliability of a measurement or experiment. It involves identifying and evaluating sources of error and determining their impact on the final results. This process helps to identify and correct any issues that may have affected the accuracy of the results, and allows for improvements to be made in future measurements or experiments (Kharmilah & Narius, 2019). One of the key benefits of error analysis is that it allows for the identification of systematic errors, which are errors that are consistent and repeatable across multiple measurements. These types of errors can be caused by factors such as instrumentation or methodology, and can often be corrected through adjustments or improvements to the experimental setup. Error analysis also helps to identify random errors, which are errors that are caused by unpredictable factors such as random fluctuations in temperature or air pressure. These types of errors can be reduced by increasing the number of measurements taken or by using more precise instruments. Another important aspect of error analysis is the use of error propagation, which is a technique used to determine the overall uncertainty of a measurement or calculation. It allows for the quantification of the level of confidence that can be placed in the results, and helps to identify any areas where further improvements are needed. Therefore, error analysis is a crucial step in the scientific process as it allows for the identification and correction of errors, and helps to ensure the accuracy and reliability of the results. This facilitates the advancement of knowledge and the development of new technologies and discoveries (Perlin et al., 2021).

Error analysis in writing is a process of identifying and analyzing errors in written language in order to improve the quality of writing. The following are some steps to conduct error analysis in writing: First, identify the errors: The first step in error analysis is to identify the errors in the writing. This can be done by reading the text carefully and noting any mistakes in grammar, vocabulary, punctuation, or other areas. Second, classify the errors: Once the errors have been identified, they should be classified into different categories such as grammatical errors, vocabulary errors, or punctuation errors. This will help to understand the nature of the errors and the areas that need improvement. Third, analyze the errors: The next step is to analyze the errors and try to understand why they occurred. For example, if a grammatical error is made, it may be due to a lack of knowledge of the grammar rule or a confusion about the use of a particular word. Fourth, provide feedback: After analyzing the errors, feedback should be provided to the writer. This feedback should be clear, specific, and constructive, highlighting the errors and providing suggestions for improvement. Fifth, practice and revise: Finally, the writer should practice and revise their writing based on the feedback received. This will help to improve their writing skills and reduce the number of errors in their writing. Overall, error analysis in writing is an essential process that helps writers to improve their writing skills and produce high-quality written work. By identifying, classifying, analyzing, and providing feedback on errors, writers can learn from their mistakes and improve their writing(Rochmadi, 2020).

Based on the explanation above, the researcher focused on the errors that the students made in writing recount text. Recount text is writing that retells activities or experience in the past, it tells about simple past grammar (Andewi & Hastomo, 2022). Students are given a writing test of an essay on their activities last holiday. Then the writing was analyzed on the use of simple past tense in every structure of the recount text. So, this research was done to find out the errors of the

simple past tense which conducted by the students at each stage of the recount text. The tittle of the research is " An Error Analysis on The Students' Recount Text Writing, A case Study at the First Class of Waskito Senior High School, South Tangerang"

METHODOLOGY

This research was designed by using a qualitative method, because it is conducted in real situation about social phenomena. Thomas (2011) states that "qualitative method is defined as social issue that employee empirical method and empirical statement". The method is used to describe a phenomenon that researcher investigated. The identification of the grammar errors in this case based on surface strategy taxonomy. It was conducted at the first class students of Waskito Senior High School, Ciputat, South Tangerang.

This research is a case study, according to Riazi (2016): " Case study is type of research that concentrates on one event, and see that event in detail". The sample is taken from 21 students by giving them a test in the form of writing a free essay. Data collection is carried out for knowing the level of error made by students in writing recount text. The following steps are carried out in processing analytical data.

1. Collecting error.
   In the first stage, the students' writing are collected, then identified and grouped based on the objective of the study.
2. Identify the error.
   At this stage the researcher tries to find the errors in the form of past tense made by students in their writing and analyzed data objectively.
3. Classifying error.
   When faults have been identified based on 4 types of errors according to surface taxonomy.
4. Counting the error.
   Further calculation are made of the errors to find out the error rate in the use of past tense that is done by the first grade of Waskito Senior High School.

The following is the formula used to find the number of students' error according to Sugiyono (2007).

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

P = Average error value
F = Frequency of each error
N = The total number of all error

FINDINGS AND DISCUSSION

Based on the previous discussion where the data source from this research is the students' writing on recount texts. Many mistakes or errors are made by students in the use of the simple past tense . The following is an example of writing analysis done by the first class students Waskito Senior High School, Ciputat, South Tangerang.

1. Last week me and my family go to Bogor Botanical Garden.
2. On 28th January 2022 in the morning they came to my home.
3. It doesn't hard to go around the garden
4. There is didn't bus at night.
5. They buyed some vegetables.
6. Roy and me waked up very early.

Based on the data above it can be seen that the students make some errors or mistakes in miss-formation and the form of the verb.

The errors	Correction
Last week me and my family go to Bogor Botanical Garden	Last week my family and I went to Bogor Botanical Garden
On 28 January in the morning they *come* to my home.	On 28 January 2022 in the morning they *came* to my home.

The followings are the errors on forming the simple past tense, many students can not identify the differences between regular or irregular verb**.**

The errors	Correction
They *buyed* some vegetable	They *bought* some vegetable.
Roy and I *waked* up very early	Roy and I *woke up* very early

Based on the number of errors done on every kind of error, the followings is the table of errors recapitulation made by students in accordance with the type of errors, frequencies and percentage of errors.

Table 1. The Recapitulation of Error Types, Frequency and the Percentage.

No	Types of error	Frequency of error	Percentage of error
1	Error of Omission	75	44.1%
2	Error of Addition	4	2.3%
3	Error of Selection	89	52.3%
4	Error of Ordering	2	1.1%
	Total	170	100%

Based on the table above, the types of errors that were made by students can be grouped based on the surface strategy taxonomy where the errors of omission is as many as 75 items . Most mistakes made by students on the type of omission errors caused by many errors the form of the verb arrangement, then the error of addition as many as 4 items. The number of selection error as many as 89 items, it the most arrors made by students. And the number of error of ordering 2 items. So to find the percentage of problems, the writer use the formula below this:

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

Note :
P = Average Error value
F = frequency of each error
N = the total number of all errors

The following is the sum of each error based on the stages of the recount text:
1. Omission Errors.
Errors made by students in the omission error section, the number of errors is as many as 75 items, then the percentage is: = 75/170 x 100% = 44.1%
2. Addition Error
Errors made by students in the addition error section , the number of errors is as many as 4 items, then percentage is : = 4/170 x 100%= 2.3%.
3. Selection Error.
Errors made by students in the selection error section, the number of errors is as many as 89 items , then the percentage is : 89/170 x 100% = 52.3%.

4.Error of Ordering.

Error made by the students in the ordering error section, the number of errors is as many as 2 items, then the percentage is 2/170 x 100% = 1.1%
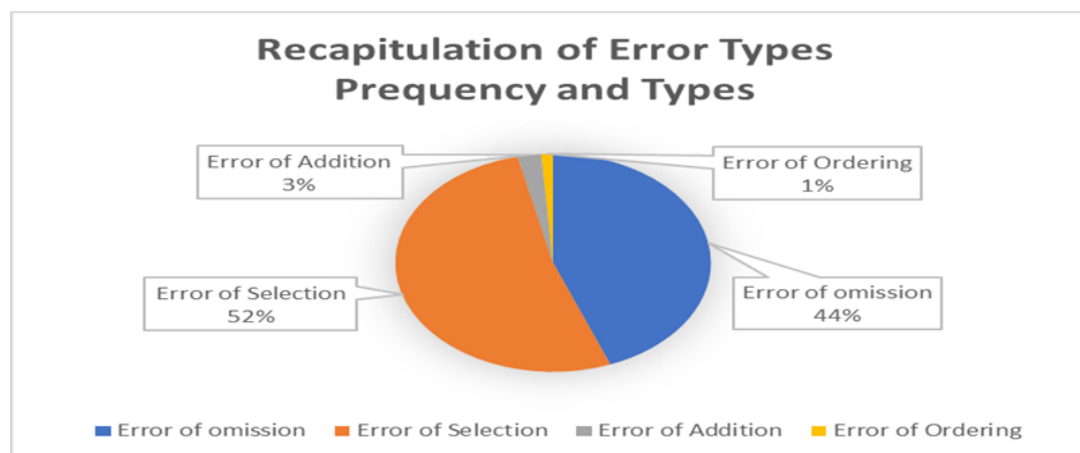

Figure 1. The Diagram, Recapitulation of Error Types, Frequency and Percentage

Based on the figure 1, it can be summarized that from as many as 21 students' writing in recount text, it was found 170 errors, classified into 89 error of selection, 75 error of omission, 4 error of addition and 2 error of ordering. The result of the study showed that the most frequent errors was error of selection 52.3%, then followed by error of Omission 44.1%, error of addition , 2.3% , and the last one is ordering with 1.1%.

The Description of Errors.

The data is then analyzed and classified based on the Surface taxonomy categories to understand if the errors involve omission, addition, selection or ordering. The followings are the descriptions.

a. The Error of Ommision.

It was found as many as 75 items of errors or 41.1% errors made by the students with 70 errors are made in grammatical level, and 5 errors in lexical errors. Many students made errors in forming the right sentences, in using tenses, the students have to be aware of the addition of ending the verbs such as verb + ed, ing, or s/ es correctly.

For example,

" *We play football in the playground.* While it should be " *We played foorball in the playground* "

" *She cook rice* " While it should be " *She cooked rice".*

"The children at the back of the house"., while it should be " *the children were at the back of the house"*

"My brother not eat rice", while it should be " *My brother didn't eat rice ".*

b. The Error of Addition

It was found as many as 4 items or 2.3% error in addition and all are classified as errors in grammatical level. In this type the students add unnecessary items. Example :

" *We were went to Bogor Botanical garden* " instead of "*we went to Bogor Botanical Garden*". The students add *to be (were)* before the verb, and it isn"t needed. The students know that they should use *simple past tense* form in their writing, but they don't know when they should add *to be* in the sentence*.*

c. Miss-selection

Error of selection is characterized by the use of the wrong form of morpheme or structure

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.In the error of selection, the writer found 89 errors. It is the most frequent error made by the students. For example, the students use "see", "drink", and "is/is/are " in their writing, instead of "saw ", "drank", and "was.were".

"Before I play some games , I drank a glass of milk". While it should be ,

"before I played some games , I drank a glass of milk".

"I eats an apple", while it should be ," *I ate an apple".*

"He was got angry ", while it should be ," *He got angry / I was angry".*

"Susan did not called me " ", It should be Susan didn't call me.

"We were watched television ", We supposed to write " We watched televion".

d. Misordering Error

Misordering error is characterized by incorrect placement of morpheme or a group of a morpheme in sentences both in written and spoken form.It was found only two errors or 1.1%.

Some students wrote :

"I happily listened the music." It should be " I listened the music happily ".

" I saw the film nice " it should be " I saw the nice film"

" My aunt bought a book interesting ", instead of " My aunt bought an interesting book"

"We didn't pay attention the information important", instead of " We didn't pay attention the important information"

CONCLUSIONS

Errors in writing process of foreign language is unavoidable thing. It seems natural for everybody even though for fist language learners, students should practice more and learn more about vocabularies and also grammatical function in order to improve their writing ability.

Therefore the writer give some suggestions, such as the teacher has to give the simplest topic and familiar with the environment as well as their favorite. It could make the students more enjoy and motivate them to have more practice in writing. After that the teacher can expand to the topic to the more difficult ones to challenge the students' vocabularies. In addition, the teacher must be able to understand any problem faced by students in writing recount text, especially in the use of the past tense form so they are able repeat with the right solution.

Harmer (2007) suggests three stages that a teacher needs to follow when an error occurs. First the teacher listens to the students, then identifies the problem and finds a solution in the right way. The teacher must be able to change the way students think in writing including about the use of grammar and vocabularies. Second, the teacher must be able to create a comfortable and conductive classroom atmosphere so that students have an enthusiastic spirit in the teaching and learning process. Finally, the teacher must be able to provide more explanation in-depth about the use of past tense in writing recount text.

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