



Error Analysis of Students' Recount Writing Text

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ABSTRACT

In this research, the researcher intended to find the significant error that occur in students' writing recount text at one of the EFL students' community. By this research, the aim is to describe the main problem, the most common error which students made in their recount text. Students were asked to write a recount text at least 100 words in 45 minutes. The results of data analysis revealed that omission of auxiliary was the common error done by students. In students' writing there are several other errors that researcher have found that namely, omission of articles, omission of preposition, omission of apostrophe, omission of auxiliary, omission of countable and uncountable nouns. Based on the results, analysis students' error might describe the students' writing ability although it is not the focus of this current research.

Keywords: *Students' error; Error analysis; Recount text*

INTRODUCTION

Recently, analysis of error in writing has been developed several researchers. Errors are undoubtedly vital for EFL learners as a device the use in order to learn English (Ho, 2003). Grammar is essentially about the systems and patterns we use to select to combine words (Murcia, 1995). Recount text is the text which is telling about the events or the experiences in the past in which this kind of text is used to entertain the audiences (Derewianka as cited in Cholipah, 2014). In relation with students' grammatical errors, in Amanah (2015) Hendickson (1982) assumed that errors are including in general grammatical rules which is deserving of attention than errors involving lexical exceptions. It is because the errors in general grammatical rules more often create misperception than the second one.

According to Greenbaum and Nelson (2002), grammar is the set of rules of English that allows students to combine words in language into larger units. Grammar is a part of the language that should be mastered by the learner. Grammar has been as the central aspect of English that's why in learning process, learners cannot write something if they do not master the grammar or English well. Brown (1994) states that the concept of error analysis is the fact for learners do make errors and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner-led to the surge of study of the learners' error. This is what researcher though can help students resolve their writing issue.



The researcher was inspired by research of students' error in writing also was developed by Hidayatullah (2014) State Islamic University Jakarta. This activity motivates every student in the class to be able to demonstrate their writing skills. This approach is also found in previous research by Syams (2016) which is the students still faced difficulties in using word order. Overall, the thing that needs to be improve from previous research is the need for students to tell stories freely using their own language. The participants must be able to increase their own writing. The focus of this research is not only developing writing, but students must also write their own stories based on students' experiences. So, not only enhance writing skill but the students also must improve, vocabulary master and grammar too. Process approaches to writing instruction usually emphasize the cognitive processes and strategies central to effective writing by encouraging students to plan and revise, providing feedback and assistance in carrying out these processes during individual or group writing conferences, creating learning communities where students assist each other in planning and revising their texts, and delivering process-oriented instruction through mini-lessons (MacArthur, Schwartz, & Graham, 1991). As the process is significant in writing process to improve the students' writing ability, this research is conducted to seek out what writing issues they encounter during writing process. Accordingly, the teachers might facilitate to solve the writing issues. This research also is urgent in a way that it can yield new result to enrich the similar research in ELT with different context.

RESEARCH METHOD

The design of this study is qualitative research. This study was conducted by instrument namely; document in form of students' writing draft, in probing students' writing the researcher attempt in revising students' writing to find the common error in students' draft. This study was conducted at one of the schools in Kendari. 36 students in the classroom were consisting of 17 females and 19 males.

Qualitative research was implemented in this research is based on Alhaysony's (2012) who claimed that qualitative research is a form of emphasizing to describe the method of people interpret and make sense of their experiences to comprehend the social reality of individuals. The data was analyzed in descriptive qualitative by identifying students' writing tasks by Ellis and Yuan (2004). The researcher used an error analysis method that consist of some procedure includes Paramita Kusumawardhani (Kusumawardhani, 2017). In this case, the researcher analyzed students' writing draft 1 which have made a text that recites based on students' experience. Here the researcher controlled 15 papers with different stories on each student. To analyze the data, the researcher read students' writing accurately. The researcher looked for omission error types of students' writing. Many types of errors but the researcher focused on omission error which was students writing was given a code (^) as a sign an error.

Table 1.1. Correction Symbols

Kind of error	Example	The right word
Omission of article	I have^book.	I have a book.
Omission of preposition	Getting the book^the table	Getting the book on the the table
Omission of auxiliary	We^eating banana	We were eating banana
Omission of countable and uncountable nouns	I have three brother^.	I have three brothers
Omission of apostrophe	I would borrow Fira ^book.	I would borrow Fira’s book.
Omission of OF	The University^London.	The University of London.

Source: Olsher (1995)

This Learning was needed four times the meeting and the data in this study measured and mapped the table of students’ errors within the text made by them. To obtain the appropriate data, the researcher requested the participant to write in the classroom at least 100 words without any intervention. Those students’ papers were one of the instruments that needed in this study.

RESULT AND DISCUSSION

Students’ writing draft as evidence that omission of auxiliary is the most common errors that students committed in this research followed percentage by 37 %. In this study the researcher finds three drafts on students’ writing. After getting the data the researcher focuses on analyzing students writing draft 1 because it is giving too much the contribution of data. While in students’ writing drafts 2 and 3 are not giving additional errors. In this case, students have an obstacle in writing especially to comprehend grammar, therefore students are belated in writing.

The following is the presentation of students’ writing test, it is organized from omission of auxiliary, omission of countable and uncountable nouns, Omission of apostrophe, omission of articles, omission of preposition.

- Omission of auxiliary

Students’ error	Correction
The place^very beautiful	The place was very beautiful
We^happy when we there.	We were happy when we were there.
It^a very nice day	It was a very nice day
I^enthusiastic to follow the	I was enthusiastic to follow the

race	race
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- **Omission of countable and uncountable nouns**

Students' error	Correction
I got 10 big fish [^] and 3 small fishes	I got 10 the big fishes and the 3 small fishes.
2 day [^] ago	2 days ago

- **Omission of apostrophe**

Students' error	Correction
Grandfather [^] house.	Grandfather's house.

- **Omission of articles**

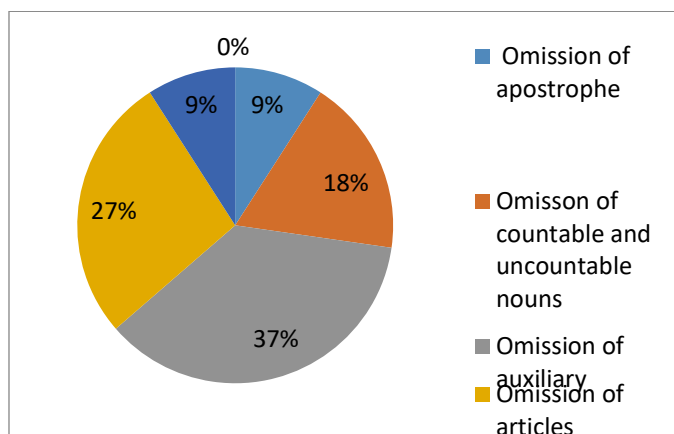
Students' error	Correction
We prepare all [^] material	We prepared all the material
My family and I went [^] beach	My family and I went to the beach.
My mother knew high school [^] Sman 11 Kendari.	My mother knew high school. It was Sman 11 Kendari.

- **Omission of preposition**

Students' error	Correction
The target [^] January 23	The target on January 23

The following is the table of omission error made by in writing draft 1. In students' writing sundries errors have appeared such as omission of articles, omission of preposition, omission of apostrophe, omission of auxiliary, omission of countable and uncountable nouns. Based on this study students' writing draft 1 has a lot of errors among drafts 2 and 3 which is not giving much additional students' error.

4.1 Chart of students' omission errors



The chart above describes the kind of students' error in committing omission errors in draft 1. It can be seen that the most omission errors that students who were committed 15 students in this draft. Hence, the percentage errors in this chart are omission of auxiliary which is followed by 37% errors. Meanwhile, 18% students who were committed errors in omission of countable and uncountable nouns. Then, the percentage omission of article 27%. Besides, omission of of apostrophe and omission of preposition are showing only 9 %.

CONCLUSION

Having analyzed students error in writing the conclusions are as follows; there are five types of error in omission error such as, omission of articles, omission of preposition, omission of apostrophe, omission of auxiliary, omission of countable and uncountable nouns. The evidence suggests that omission of auxiliary is the most common errors that students committed in this research followed percentage by 37 %. In this study, the researcher finds three drafts on students' writing. After getting the data the researcher focuses on analyzing students writing draft 1 because it is giving too much the contribution of data. While in students' writing drafts 2 and 3 are not giving additional errors. The raising that students' writing are facilitating researcher to find error. It proven from this research and previous research done by Widiatmoko (2011) and Hanani (2013) about grammatical error in students' writing in descriptive text, narrative, and report text in second grade of senior high school. All the the researchers above, found that students still made error in their writing. The highest frequency of errors made by students were misinformation followed by omission, addition, and the lowest frequency of errors made by students were misordering in surface strategy taxonomy, in communicative taxonomy the highest frequency of errors was local error followed by global error.

So far, this research is enough to prove that students error in through students writing ability, students writing have proved that omission error was the most common error. Analysis students' error efficiently reduce students' error even though students still have flaws and need



improvement. In the future, hopefully this research can be a reference for further research that discusses improving students' writing skills, especially with analysis students error. Through analysis, teachers can know the weakness of each students and also the type of error which students made in recount text. To make new strategies in the classroom do not make students seem boring. Study in depth about recount and analysis the error is giving students the opportunity to repair their mistake and also can be applied to other subjects.

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