

An Analysis of Errors Sources in Students' Writing Recount Text at UPTD SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan For Eighth Grade In The Academic Year 2022/2023

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis dan persentase kesalahan pada teks recount siswa. Penelitian ini dilakukan di UPTD SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan, kelas delapan. Dengan jumlah sampel penelitian sebanyak 18 siswa yang dipilih menggunakan teknik proporsional random sampling. Data yang dikumpulkan berasal dari teks recount tentang pengalaman buruk dan tak terlupakan. Jenis penelitian ini adalah deskriptif dengan menggunakan prosedur analisis kesalahan. Hasil penelitian menunjukkan bahwa ada dua jenis kesalahan yang dibuat oleh siswa. Yaitu kesalahan tata bahasa yakni kesalahan global dan kesalahan lokal. Kesalahan global adalah kesalahan yang paling banyak dilakukan oleh siswa. Kesalahan ini terdiri atas enam jenis yaitu 17 (37,7%) kesalahan penggunaan kata kerja, 8 (22, 2%) kesalahan penggunaan kata canggung, 8 (37, 7%) kesalahan penggunaan bentuk kata, 5 (11,1%) kesalahan penggunaan modal, 4 (8,88%) kesalahan struktur kalimat, dan 3 (8,33%) penghilangan kata penghubung. Sementara kesalahan yang paling sedikit ialah kesalahan local yang terdiri atas lima jenis yakni 11 (35, 48%) kesalahan penggunaan kata depan, 9 (29, 03%) penghilangan artikel, 4 (19, 47%) kesalahan penggunaan subjek-kata kerja, 5 (16,12%) kesalahan penggunaan kata bentuk tunggal/jamak pada kata benda, dan 5 (16, 12%) kesalahan bentuk kata. Jadi, kesalahan yang paling banyak dilakukan oleh siswa yaitu kesalahan global yakni 45 (37,5%) dan kesalahan paling sedikit yaitu kesalahan lokal yakni 31 (25,83%).

Kata kunci: *Analisis kesalahan, Teks Recount, Kesalahan Tata Bahasa*

Abstract

This research aimed to identify types of errors and errors' percentages on students' recount text. This study was conducted in UPTD SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan eighth grade students. The sample was 18 students who have taken by using proportional random sampling. The data collected from the writing results of students' recount with consist of two topics about unforgettable and bad experiences. The type of this research was descriptive research, which used Error Analysis procedures to identify and analyze the students' error. The finding showed that the types of grammatical errors made by the students were two types, namely global and local errors. Global error is the most frequent errors that made by students. Global errors consists of six types namely verb incorrectly 17 (37, 7%), awkward 8 (22, 2%) incorrect verb tense 8 (37, 7%), incorrect word information of modal 5 (11, 1%), sentence structure 4 (8, 88%), and missing connecting 3 (8, 33%). While, the fewest error made by the students was local errors which consist of five types namely Incorrect use of preposition 11 (35, 48%), Incorrect or missing article 9 (29, 03%), and the Incorrect subject-verb agreement 4 (19, 47%), Problem with the singular or plural of a noun 5 (16, 12%), and the last is Incorrect word form 5 (16, 12%). Therefore, the most frequent errors that made by students was Global errors 45 (37,5%) and the fewest error namely local errors 31 (25,83%).

Keywords : *Error Analysis, Recount Text, Grammatical errors*

INTRODUCTION

Writing is one of the basic skills that must be mastered by everyone people, especially students. Writing is an activity to produce language and express feelings, ideas, and opinions about something. Writing activities involve everyone thinking critically because writing involves a person's intellect in thinking and composing sentence by sentence. According to Harmer, 2004 writing is a skill that focuses on producing language and the writing skill needs intellectual level or the level of expression.

Writing requires basic skills. In general, writing is one activity that is quite difficult for students. Because writing requires a long, process and must involve the mind. According to Brown 2001 states that, writing is a thinking process. Writing is one form of written communication that conveys messages to others through print media. This is supported by (Setiani, 2019, p. 29) states that one way of conveying messages from the writer to the readers is written form. However, to produce a good writing text, the writer need too much time. Moreover, Leo (2007) reveals that writing as a process of expressing ideas or thoughts in words could be done at leisure time.

Based on the syllabus in junior high school, there are several texts that should be learn by students such as descriptive text, narrative text, recount text, procedural text, and report text. The purposes of the text are to train the students' ability in writing skill. Each texts will introduce for the students which start from the common information of the text, social function, the generic structure, language features of each types, and so on. Certainly, each of the texts has different regulation on systematics writing. Therefore, in writing activity especially recount text, the students are expected to master the components of English such as the grammar, the suitable words or the diction (vocabulary), punctuation and spelling with the main to write orderly and correctly.

Recount text is a text that retells past events, and all of activities that happened. Recount text consists of three generic structure namely orientation that talking about introduction of the events and must use the 5 x w formula (what, who, when, where, and why). The second is events, which the writer must retell what happened in the past and the last is orientation, which the writer should give her/his opinion about those events.

There are language features of recount text according to Keir (2009:5) are using word such as "I" or "we", Using passive voice, using past tense, using conjunction, times connectives, adverbial phrase to connect events. Therefore, in writing recount text, the writer must follow all of the regulation of the text; especially pay attention with the grammar.

The students expected to create a good recount by involving the elements of recount text. But in fact the expectation was not come true.

This problem supported by expert opinion by Algetina & listyani (2020) reveals that there are two factors were causes students' lack they were internal and external factors. Internal factors consists of self-motivation, self-confidence, lack of knowledge and feel under presser while the external factors consists of teacher teaching style, classroom atmosphere, materials and writing aspect. Therefore, in this study, the writer identifies types of errors and find out the errors' percentages on students' recount text.

METHOD

The type of this research was a descriptive study which used Error Analysis procedures to identify and analyze the students' error. The population of this research was the English department students at UPTD SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan in academic year 2022/2023. They were 18 students who involved in English learning class at the eighth grade. And they were taken as samples, who have been taken by using proportional random sampling. The data collected through the results of students recount text, that consisted of three paragraphs of each students recount text that involving the generic structure of recount and at least consists of four sentences each paragraphs. Therefore, 120 sentences of overall students recount text should analyze. The text has validated by expert judgment. Calculating the percentage of the frequency for each types of error with in this formula:

$$P = \frac{f}{\sum n} \times 100$$

i In which:

P : each type of error percentage

f : Each type of error frequency

$\sum n$: Each type error total number

RESULT AND DISCUSSION

The type of this research was a descriptive study, which used Error Analysis procedures to identify and analyze the students' error. Therefore, this error analysis procedure has two subcategories, namely global errors and local errors. Dulay, Burt, and Krashen (1982) categorized error into two types, global and local errors. *Global errors* hinder communication Richards (1974). He defines as those that violate rules involved in the overall structure of a sentence, the relation of constituent clauses or in a sentence. *Local error* usually needs not to be corrected since the message is clear and correction might interrupt a learner in the flow of productive communication. Brown (2007), local error is a deviation that does not interfere the fluency of communication. Although there are some types of language error, it does not cause misunderstanding. While Kiparsky (cited in Brown 2007) stated that local errors are error that affects the overall organization of the sentence, hinder successful communication. Furthermore, Lane and Lange (1999) classified the errors in the grammatical structure into three parts, they are global errors, local errors, and other errors. While in this case, this study classified two errors namely Global and local errors.

Based on the data obtained, The most frequent errors made by the students was global errors with 45 of the total number of errors (37,5%). The errors were divided into six parts with the highest error occurrences in students' recount text which verb incorrectly 17 (37,7%), awkward 8 (22,2%) incorrect verb tense 8 (37,7%), incorrect word information of modal 5 (11,1%), sentence structure 4 (8,88%), missing connecting 3 (8,33%).

Table 1. The Frequency and Percentage of Global Errors

Global Errors	Frequency	Percentage
<i>Verb Incorrectly</i>	17	37, 7%
<i>Awkward</i>	8	22, 2%
<i>Incorrect Verb Tense</i>	8	37, 7%
<i>Incorrect Word Information Of Modal</i>	5	11, 1%
<i>Sentence Structure</i>	4	8, 88%
<i>Missing Connecting</i>	3	8,33%

Table 1 shows that, verb incorrectly are the most frequent errors made by the students in global error. Based on the data, the most of students used incorrect verb due to lack knowledge of language features of recount text, especially in using past tense. (See the classification of global errors).

Table 1.1 Classification of Global Error

Types Of Global Errors	Example Of Students' Error
Incorrect verb tense (an error in the choice of verb tense and aspects in a sentence).	e. g. My sister is a nice girl * she has in junior high school. The sentence should be use was. Correction : My sister was a beautiful girl when she has in junior high school
Verb incorrectly formed (an error in the formation of the main verb, i.e. base form, infinitive form and gerund form, or any part of a verb phrase).	e.g. Yesterday I go to market with family me. Correction : Yesterday I went to the market with my family
Incorrect use or formation of a modal (an error that involves the wrong choice of a modal, the wrong form of any part of a modal verb phrase, or the wrong time reference of a modal verb).	e. g. After that, we has buy food because bely us hungry. Correction: After that, we had bought food because our stomachs were hungry.
Incorrect sentence structure (an error in which part of the grammatical structure of a sentence is incorrect).	e. g. They has bringing book-book on my library book of school . Correction: They had brought the books on the library in my school .
Incorrect or awkward word order (an error in which the order of words in a sentence is incorrect or awkward).	e.g. On day Monday , he did sick head . Correction : On Monday, he had headache
Incorrect or missing connecting word (an error in which the connection between words, clauses and sentences is either unclear or illogical because of a missing, incorrect, or misplaced connecting word or phrase).	e.g. They went to the market of they family to bought motorcycle new . Correction : They went to the market with their family to bought new motorcycle

Then the fewest error made by the students was local errors, with the total number of errors 31 (25, 83 %). Which consist of 6 types of errors namely Incorrect use of preposition 11 (35, 48%), then Incorrect or missing article 9 (29, 03%), and follow by the Incorrect subject-verb agreement 4 (19, 47%), Problem with the singular or plural of a noun 5 (16, 12%), Incorrect word form 5 (16, 12%), and Incorrect word choice 0 (0%). Therefore, these types of local errors can summarize in the following table:

Table 2. The Frequency and Percentage of Local Errors

Local Errors	Frequency	Percentage
<i>Incorrect use of preposition</i>	11	35, 48%
<i>Incorrect or missing article</i>	9	29, 03%
<i>Incorrect subject-verb agreement</i>	4	19, 47%
<i>Problem with the singular/plural of a noun</i>	5	16, 12%
<i>Incorrect word form</i>	5	16, 12%

Table 2 shows that, incorrect use of preposition is the most frequent errors made by the students in local error. Based on the data, the most of students made incorrect use of preposition due to lack knowledge of grammar especially. (See the classification of local errors).

Table 2.1 Classification of Local Error

Types of Local Errors	Example of Students' Errors
Incorrect subject-verb agreement (an error in which a verb does not show agreement in number-singular or plural- with its subject).	<i>E.g. He is screaming when the dog bite he hand</i> <i>Correction : He was screaming when the dog bit his hand</i>
Incorrect or missing article (an error in which the article has been used incorrectly).	<i>E.g. I have Ø fantastic experience on Bali during two month</i> <i>Correction : I had a fantastic experience in Bali during two months.</i>
Problem with the singular or plural of a noun (an error in which the singular form of a noun has been used instead of the plural or vice versa).	<i>E.g. When I passed the examination, my brother gave me four story book</i> <i>correction : When I passed the examination, my brother gave me four story books</i>
Incorrect word choice (an error in which the wrong word has been used in a sentence).	<i>e.g. Pencil jeans make the walk look interest.</i>
Incorrect word form (an error in which the incorrect part of speech has been used).	<i>E.g In Sunday I had company my aunty of selling the goods</i> <i>Correction: On Sunday, I had companied my aunty to selling the goods.</i>
Incorrect use of preposition (an error occurs when a preposition has been incorrectly used).	<i>E.g. They had put they dictionary in the table.</i> <i>Correction : They had put their dictionary on the table</i>

Therefore, based on the data obtained, the most frequent errors made by the students was global errors with 45 of the total number of errors (37, 5%), and the fewest error made by the students was local errors, with the total number of errors 31 (25, 83 %). Finally, this study reveals that he types of errors arise due to this error occurs due to internal factors namely the lack of students' knowledge in grammar and lack knowledge of language features

of recount text. Therefore, the types the both grammatical errors can summarize in the following table:

Table 3. The Frequency and Percentage Types of Errors

Types of Grammatical Errors	Frequency	Percentage
<i>Global Errors</i>	45	37,5 %
<i>Local Errors</i>	31	25,83 %

CONCLUSION

Based on the results of data analysis and the research findings, it can conclude that: first, there were two types of grammatical errors made by the eighth grade students at UPTD SMP Negeri 2 Dharma Caraka Gunungsitoli Selatan they were global errors, and local errors. The most frequent error made by the students in their recount text was global errors with verb incorrectly has the highest error occurrences and awkward. In addition, the fewest errors were incorrect verb tense, incorrect sentence structure, incorrect/missing connecting, and incorrect of used information of modal.

The second type of errors that occur in students' recount text were local errors with incorrect use of preposition as the most frequent errors made by the students and incorrect or missing article, then follow by the incorrect of subject-verb agreement, problem with the singular or plural of a noun, and incorrect word form.

Therefore, the students tended to make errors in writing recount text because the limitation of knowledge and have low ability in grammar. It can be seen from the sentences of the result in their recount text sentences. Finally, the students made grammatical errors, which the most frequent errors were global errors and follows by local errors.

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