An Error Analysis Of The Recount Text Writing With The Types Of Errors And The Sources Of Errors

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui jenis dan sumber kesalahan yang dibuat oleh siswa dalam menulis teks recount di kelas delapan di SMP Negeri 24 Tangerang. Penelitian ini dilakukan di SMP Negeri 24 Tangerang pada semester pertama tahun ajaran 2020/2021. Respondennya sebanyak 30 siswa menulis. Penulis menganalisis Jenis Kesalahan berdasarkan teori Azar dan Sumber Kesalahan berdasarkan teori Brown dalam tulisan siswa. Penelitian ini menggunakan metode campuran, yang terdiri dari analisis deskriptif kualitatif dan statistik kuantitatif dimana kesalahan dianalisis dari segi jenis dan sumbernya.

Kata Kunci: *Analisis Kesalahan, Teks Recount, Jenis Kesalahan, Sumber Kesalahan.*

Abstract

The objective of this study is to find out types and sources of the error made by the students in writing recount text at the eighth grade on SMP Negeri 24 Tangerang. This study conducted on SMP Negeri 24 Tangerang in the first semester of the 2020/2021 academic year. The respondent was of 30 students writing. The writer analyzed The Types Of Errors based on Azar's theory and The Sources Of Error based on Brown's theory in the students' writing. This study used mixed method, that contain of qualitative descriptive analysis and quantitative statistic in which errors analyzed in terms of type and sources.

Keywords : *Error Analysis, Recount Text, Types of Error, Sources of Error.*

INTRODUCTION

There are 4 language skills in English; listening skill, speaking skill, reading skill, and writing skill. According to Harmer's (1991:16), In other words, they possess the four basic language skills of speaking, writing, listening and reading. Speaking and writing involve language production and referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. It means that listening and reading are receptive skills, whereas speaking and writing are productive skills. All aspects of languages must be improved in the process of teaching and learning English. The writer focuses on writing skills because writing viewed as the most difficult subject.

Writing is not easy for the students who study the first language, the second language, or even another foreign language. Because in writing, people must expressing ideas or messages. Not only that problems but people must also know about the correct grammar and vocabulary, it will take a very long time for practice in doing good writing. Referring to Greetham's (2008:1) comment, In one sense writing is the crucial step in the process of learning a subject, in that it helps you to get to grips with the new ideas. Without this it's difficult, if not impossible, to know clearly just how well you've understood the subject. It means that the process of mastery writing is the crucial step in learning and not easy. As one of the most

difficult language skills, writing has an important role in the student's actual life. So, the students can develop their ideas through writing.

In writing English, students must know about the types of itself. Mckay (2006:246) defines, The range of major forms of writing are narrative, recount, procedure, report, explanation and exposition. It means, there are many kinds of writing: recount, descriptive, narrative, argumentative, expository and so on. Students find the writing difficulties, especially related to recount writing. For the recount writing, the students required to have the good tenses mastery to be able to make the recount text about telling the story in the past clearly, just like Hyland (2009:iii) says, Recount is a text that tells about past experience or events. It can be based on the author's personal experience (not always factual) or historical event. It means, that recount refers to telling the story in the past event or experience, and it can be fact or not.

Many things can cause errors like Harmer (2015:156) states, Such developmental errors are parts of students' interlanguage, that is, the version of the language which a learner has at any one stage of development, and which is continually reshaped as he or she aims towards full mastery. It means that error is a natural thing that could be happened to all of the students because they are not mastery well in the English Language. Any problem that could cause misunderstanding of English is daily language (in school, home, and friends) and mother language (local language that owned from born). To make students great in English, the teachers must concern about the analysis of the error from the text that students write.

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In fact, the students have difficulties in writing that proved when the writer took an internship in SMP Negeri 24 Tangerang. In SMP Negeri 24 Tangerang especially, in the 8-I class, the students not capable enough to write a recount text. It's because their daily language (using the Indonesian Language) is very different from the English Language. Many mistakes come from incorrect vocabulary, punctuation, and mistakes in spelling. Some of them that excellent in English have difficulties by using the past tense because they are usually using the present tense in seventh grade. Even some students are good at reading, speaking and listening, but they still not good at writing, especially in recount text. Seeing this problem, the writer had the desire to help in solving it.

METHODOLOGY

This study used mixed method that contains of qualitative descriptive analysis and quantitative statistic in which errors are analyzed in terms of type and sources. The population of this study was the eighth grade students of SMPN 24 Tangerang in the 2020/2021 academic year. In this study, there were 396 students distributed into 9 classes. The sample of the study was 30 students writing from 8-I class. This study started on January 10th and finished on September 22nd 2021. It was conducted at SMPN 24 Tangerang on Sunan Giri Street, Kelurahan Pondok Bahar, Karang Tengah, Tangerang City. In this study, the writer used the writing task as an instrument for the data collection. The writing task was used to know about how the students composed their recount writing. The writer distributed the writing task paper and assigned the students to write the recount text about holiday, vacation or their experience based on the instruction given by the writer. Then the writer collected the students' writing and used them as the data.

In analyzing data, the writer used the recount analysis technique in which the frequency was divided by the number of cases/sample. The following formula is interpreted in Sudijono (2015:43):

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

Notes:
P = Percentage
f = Frequency
n =Number of Sample

In this study, the writer followed the following steps:
1. Giving the permission letter to the headmaster of SMPN 24 Tangerang to do the study.
2. Arranging the time to do the study what time should be suitable by asking the English teacher.
3. Preparing the writing task to the students by following the instruction of the English teacher.
4. Conducting the writing task to the students.
5. Collecting the result of the students' recount writing.
6. Identifying and marking the flawed parts of the students' writing.
7. Returning the students' writing and asking them to revise their writing.
8. Recollecting the result of the students' recount writing.
9. Identifying and classifying the students' writing errors.
10. Reconstructing and evaluating the students' errors.
11. Counting and tabulating the students' errors.
12. Interpreting the data based on the study findings.
13. Finishing the report study.
14. Making the conclusion about the study and offering some suggestion to the remedial teaching.

RESULT AND DISCUSSION
In this study, the writer used the descriptive analysis method and the writing task to get the data. The data was taken from the eighth grade students of SMPN 24 Tangerang in the first semester. The total data was 30 recount writing sheets taken from 8-I class. To analyze the data, the writer focused on the types of errors which are classified by Azar and sources of errors based on Brown. The writer used the symbol for each type and source of errors as follows:

The Symbols of The Types of Errors

No	Types Of Errors	Symbols
1	Singular - Plural	SPr
2	Word Form	WF
3	Word Choice	WC
4	Verb Tense	VT
5	Add a Word	AW
6	Omit a Word	OW
7	Word Order	WO
8	Incomplete Sentence	IS
9	Spelling	Spl
10	Punctuation	Punc
11	Capitalization	Cap
12	Article	Art
13	Meaning Not Clear	MnC
14	Run on Sentence	RoS

The Symbols of The Sources of Errors

No	Sources of Errors	Symbols
1	Interlingual Transfer	Inter
2	Intralingual Transfer	Intra
3	Context of Learning	CL
4	Communication Strategies	CS

After collecting the data, the writer classified and identified the students' errors and calculated the number of each type and source of error. The text calculation has written in paper texts, so the writer make the recapitulation on the description and analysis of the data through tables and pie chart below:

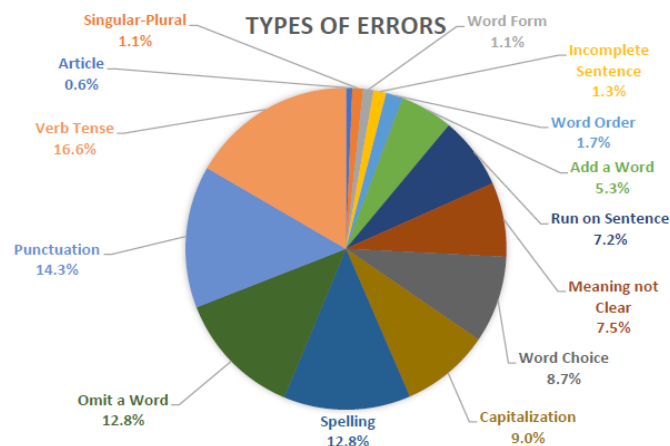### The Recapitulation of The Types of Errors

Student	TYPES OF ERRORS														TOTAL
	SPr	WF	WC	VT	AW	OW	WO	IS	Spl	Punc	Cap	Art	MnC	RoS	
1	0	0	1	1	0	2	0	0	2	4	1	0	0	0	11
2	1	0	3	3	0	1	0	1	2	2	0	0	2	0	15
3	1	0	0	2	3	2	1	2	2	3	7	0	0	0	23
4	0	0	1	1	0	2	0	0	1	1	0	0	0	0	6
5	0	0	1	0	0	1	0	0	2	1	0	0	1	1	7
6	0	0	2	0	1	0	0	0	0	2	3	0	1	0	9
7	0	0	2	3	0	4	0	0	4	3	2	0	2	0	20
8	0	0	1	7	2	4	2	0	9	1	0	0	2	1	29
9	0	0	1	1	0	4	0	0	2	2	1	0	0	0	11
10	0	0	0	1	1	1	0	0	1	1	5	0	0	0	10
11	1	0	2	1	1	0	0	0	0	2	1	0	1	0	9
12	1	0	1	4	1	2	0	0	3	3	1	0	4	1	21
13	0	0	2	1	1	1	1	0	0	2	0	0	0	1	9
14	0	0	1	0	1	1	0	0	3	3	1	0	1	3	14
15	0	0	0	1	0	1	0	0	0	1	0	0	4	0	7
16	0	0	1	1	0	1	0	0	0	0	3	0	0	0	6
17	0	0	0	3	1	3	0	0	0	7	0	1	0	0	15

18	0	0	0	1	0	2	0	1	0	2	1	0	0	1	8
19	0	0	2	5	3	5	2	0	1	1	0	1	2	1	23
20	0	3	0	11	2	4	0	0	2	6	2	0	0	0	30
21	0	0	0	2	0	0	0	1	0	0	2	1	3	0	9
22	0	0	1	8	0	1	0	0	0	5	1	0	2	2	20
23	0	1	4	0	0	1	1	0	2	4	1	0	1	1	16
24	0	0	2	5	2	0	0	0	3	2	0	0	2	1	17
25	0	0	7	5	1	3	0	0	0	3	2	0	2	2	25
26	0	0	2	1	2	2	0	0	9	3	3	0	2	3	27
27	0	0	0	1	0	2	0	1	0	0	1	0	0	4	9
28	1	0	0	2	0	2	1	0	6	1	0	0	0	1	14
29	0	0	2	6	1	4	0	0	1	0	2	0	1	4	21
30	0	1	2	1	2	4	0	0	5	2	2	0	2	7	28
Total	5	5	41	78	25	60	8	6	60	67	42	3	35	34	469

The Percentage of The Types of Errors

No.	Types of Errors	Total	Percentage
1	Article	3	0.6%
2	Singular-Plural	5	1.1%
3	Word Form	5	1.1%
4	Incomplete Sentence	6	1.3%
5	Word Order	8	1.7%
6	Add a Word	25	5.3%
7	Run on Sentence	34	7.2%
8	Meaning not Clear	35	7.5%
9	Word Choice	41	8.7%
10	Capitalization	42	9.0%
11	Spelling	60	12.8%
12	Omit a Word	60	12.8%
13	Punctuation	67	14.3%
14	Verb Tense	78	16.6%
	Total	469	100%

The Recapitulation of The Types of Errors in a Pie Chart

TYPES OF ERRORS

Singular-Plural 1.1%
Word Form 1.1%
Article 0.6%
Incomplete Sentence 1.3%
Verb Tense 16.6%
Word Order 1.7%
Add a Word 5.3%
Punctuation 14.3%
Run on Sentence 7.2%
Meaning not Clear 7.5%
Word Choice 8.7%
Omit a Word 12.8%
Spelling 12.8%
Capitalization 9.0%

The Recapitulation of The Sources of Errors

Student	The Source of Errors				Total
	Interlingual	Intralingual	Context of Learning	Communication Strategies	
1	4	2	5	0	11
2	3	8	2	2	15
3	8	5	10	0	23
4	3	2	1	0	6
5	3	2	1	1	7
6	1	2	5	1	9
7	8	5	5	2	20
8	16	9	2	2	29
9	6	2	3	0	11
10	3	1	6	0	10
11	1	4	3	1	9
12	6	7	4	4	21
13	3	4	2	0	9
14	5	4	4	1	14
15	1	1	1	4	7
16	1	2	3	0	6
17	4	4	7	0	15
18	2	3	3	0	8
19	11	9	1	2	23
20	8	14	8	0	30
21	0	4	2	3	9
22	1	11	6	2	20
23	4	7	5	0	16
24	5	8	2	2	17
25	4	14	5	2	25
26	13	6	6	2	27
27	2	6	1	0	9
28	9	4	1	0	14
29	6	12	2	1	21
30	11	11	4	2	28
Total	152	173	110	34	469

The Percentage of The Sources of Errors

No.	Sources of Errors	Total	Percentage
1	Communication Strategies	34	7.2%
2	Context of Learning	110	23.5%
3	Interlingual Error	152	32.4%
4	Intralingual Error	173	36.9%
	Total	469	100%

The Recapitulation of The Sources of Errors in a Pie Chart
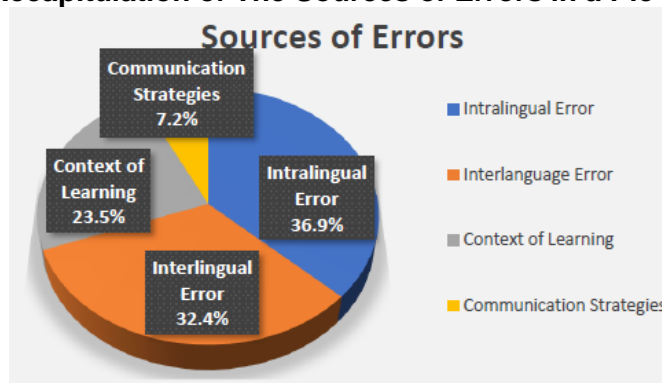
Based on the description of the data, the writer would like to elaborate the types and sources of errors in the students' recount writing as follows:

1. The Types of errors

    a. Singular-plural : The total number of singular-plural errors were 5 (1.1%). This error often occurs because the learners have not understood yet about singular or plural form.

b. Word form : The total number of word form errors were 5 (1.1%).The word form error occurs when the learners have chosen the correct basic word, but the form of the word does not suit in the sentence.
c. Word choice : The total number of word choice errors were 41 (8.7%). The word choice error occurs because the learners choose the word that does not typically appear to each other.
d. Verb tense : The total number of verb tense errors were 78 (16.6%). This error occurs when the learners do not understand the appropriate tenses.
e. Add a word : The total number of add a word errors were 25 (5.3%). This error occurs when the learners ignores the add a word in the sentence.
f. Omit a word : The total number of omit a word errors were 60 (12,8%). This error occurs when the learners add the inappropriate word in a sentence.
g. Word order : The total number of word order errors were 8 (1.7%). This error occurs when the learners arrange the words into a sentence incorrectly.
h. Incomplete sentence : The total number of incomplete sentence errors were 6 (1.3%). This error occurs in a sentence which has not finished yet.
i. Spelling : The total number of spelling errors were 60 (12.8%). This error occurs when the learners write an incorrect word in the sentence.
j. Punctuation : The total number of punctuation errors were 67 (14.3%). This error occurs when the learners use the wrong punctuation in the sentence.
k. Capitalization : The total number of capitalization errors were 42 (9%). This error occurs because the learners do not understand how to use the capital letter in an appropriate word.
l. Article : The total number of article errors were 3 (0.6%). This error occurs because the learners do not understand how to use the right article in the sentence.
m. Meaning not clear : The total number of unclear meaning errors were 35 (7.5%). This error occurs because the learners use the inappropriate word that has unclear meaning.
n. Run-on sentence : The total number of run-on sentence errors were 34 (7.2%). This error appears when two or more independent clause joined without the correct punctuation or the conjunction.

2. The Sources of errors

a. Interlingual transfer : It was shown 32.4% (152 errors). Interlingual transfer is a significant source of error. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language or interference. In these early stages, before the system of the second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. It included the types of errors such as omit a word, add a word, word order, and spelling.
b. Intralingual transfer : The highest sources of errors that students made were intralingual errors. It was 36.9% (173 errors). The early stages of language learning characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire parts of the new system, more intralingual transfer – generalization within the target language is manifested. It included the types of errors such as singular-plural, run-on sentence, word choice, verb tense, word form, article and incomplete sentence.
c. Context of learning : The lowest sources of errors that the students made were context of learning. It was shown only 23.5% (110 errors). Student often makes some errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rottenly memorized in a drill, but improperly contextualized. included the types of errors such as capitalization and punctuation.
d. Communication strategies : It was 7.2% (34 errors). Communication strategies are defined and related to learning styles. Learners obviously use production strategies in

order to enhance getting their message across, but at times, these techniques can themselves become a source of error. It included the type of error meaning not clear.

CONCLUSION

After collecting the sample of learner language, identifying, describing, explaining, and evaluating errors, the writer would give a conclusion that related to the objectives of the study. The writer found the results of the typical errors and the sources of errors which made by the eighth grade students of SMPN 24 Tangerang. The result showed the types of errors that most students made the recount writing errors on verb tense, punctuation, omit a word and spelling. The first was verb tense around 78 errors (16.6%), the second was punctuation errors around 67 errors (14.3%), and the third was omit a word and spelling errors around 60 errors (12.8%). Meanwhile, the highest source of error result was the intralingual errors around 173 errors (36.9%), while the lowest source of error was the communication strategies errors around 34 errors (7.2%). From the data above, the most common types of errors by the eighth grade students of SMPN 24 Tangerang was spelling, punctuation and meaning not clear. Meanwhile, the most common sources of errors was the intralingual errors. It proved that the students still had some problems of the spelling, punctuation and meaning not clear. It means that the students still had limited competence in learning English especially in the recount writing.

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