

**Madani: Jurnal Ilmiah Multidisiplin**  
**Volume 2, Nomor 1, 2024, Halaman 231-237**  
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 E-ISSN: [2986-6340](https://doi.org/10.5281/zenodo.10523827)  
 DOI: <https://doi.org/10.5281/zenodo.10523827>

## An Analysis of Students Errors In Writing Recount Text

Eftaria Agus Lestari<sup>1</sup>, Alvina Yolanda<sup>2</sup>, Muhammad Yassin<sup>3</sup>

<sup>12</sup>English Education Study Program Teacher Training And Education Faculty,  
 Universitas Nahdlatul Ulama Kalimantan Barat

### Abstract

*The aims of this research were find out the types of errors in writing recount text, the research and the sample was tenth grade students of X. In this study, descriptive qualitative research was the methodology employed. The study's results, which examined different forms of student errors, were obtained from their recount texts in the form of essay tests. In order to determine how the errors happened, the researcher also conducted interviews to gather information. The study's findings showed that MA Al Ishlah students continued to make mistakes in their recount texts. It was evident that the mistakes made by the students included addition, subtraction, distortion, and disarray. These mistakes resulted from students applying the rules of their first language too broadly (intralingual), from them generalizing the rule and applying it insufficiently (interlingual), from their lack of motivation to write with correct English grammar (carelessness), and from the methods used to present the material.*

**Keyword:** error analysis, writing, recount text

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#### Article Info

Received date: 20 December 2023

Revised date: 27 December 2023

Accepted date: 11 January 2024

## INTRODUCTION

English is an international language that is studied in many countries around the world including Indonesia. In this day and age, learning english is a necessity in the world of education because english is considered the main language in the world of international communication, so learning english is considered necessary in the school enviroment. It has been determined that one of the English language skills that must be acquired by learning the language is writing. Writing is regarded as another sign of a student's achievement. However, it is thought to be a challenging skill to perfect.. Nurgiyantoro (2012;296) states that, "Writing skills are more difficult to master compared to three other language skills (listening, speaking, and read)". This is due to the required proficiency in writing that encompasses both linguistic and non-linguistic factors. For writing to be coherent, language and content components need to be combined in a certain way.

In order for the reader to understand the information that the writer has attempted to transmit, " Writing is the process of creating graphic symbols with the intention of presenting a language and conveying meaning," according to Sapkota (2012:70). In addition, "writing is a process of thinking," according to Brown (2001; 336). As a result, the goal of teaching and studying English must be focused on assisting the students in becoming proficient communicators in both written and spoken forms. It is clear that writing skill is important but in fact the is not successful yet. It can be seen from the learner's performances teching in writing in writing and their responses towards writing. Furthermore, according to Brown (200; 336), "writing is a process of thinking." The notion that "writing is the process of thinking to ivent ideas, thinking how about how to express ideas into good writing, and arranging the ideas into statement paragraph early" is further confirmed by Nunan (2003, 88). This is so because writing is the act of transferring thoughts from their minds onto paper and employing structure and logical arrangement to turn those thoughts into words and phrases.

Writing is significant, hence the syllabus for SMA students specifies certain kind of texts. Recall text is one of them. Grade ten SMA recount text. According to Gerot and Wignel (1994:194), recounting involves recounting historical events to educate or entertain about what and when it happened". Based on this theory, A recount text is one that recounts previous experiences or incidents. Put differently, a writer shares with the reader either his or her own experiences or those of others.

Recount texts typically start with an introduction and background information to help readers understand the following section of the story. Students need to be aware of the language features in recount texts in addition to the general structure. "Language features of recount texts are focus on specific participants, use of material processes, circumstance place, ad time, use past time, and focus on temporal sequence," claim Gerrot and Wignel (1994:194). It can be said that the writers use action verb in past form in writing recount text.

The aforementioned recount texts' general patterns and linguistic elements served as markers for understanding students' proficiency with and challenges with creating recount texts. A written assessment is required. Writing is a competence in language learning, and all teachers should assess their students' writing abilities, according to Weigle (2002, 39). One could argue that evaluation is crucial to writing. Instructors can evaluate how to identify a student's areas of difficulty.

There are a few reasons why students may experience the challenges listed above. According to Brown (2000:224), there are two main factors that affect pupils' writing errors: intralingual and interlingual transfer. For all learners, he claimed, transfer is a major source of error. Additionally, he emphasizes the uniqueness of a second language learner system by explaining that interlingualism is learner language. Intralingualism is the second reason why pupils struggle and make mistakes when writing. When pupils construct grammatical errors because they lack sufficient knowledge of the target language, they become intralingual.

Because they are not particularly familiar with the language target, learners make blunders. It could be said that pupils don't understand the language target, One of them is a poor command of grammar. "Grammar is too important to be ignored, and learners language development will be severely constrained without a good knowledge of grammar," assert Richard and Renandya (2002:145). It implies that using proper grammar can affect students' writing sense and pique readers' interest in the tales they share. It was necessary to classify the students' proficiency in writing recount texts in order to identify additional challenges that students encountered and identify potential causes of the difficulties. They struggled to utilize proper syntax depending on the text they wrote.

In addition to the challenges listed above, language is another area where pupils struggle when writing. A key element of language proficiency is vocabulary, which forms a large portion of the foundation for students' ability to speak, listen, and write well. Richard and Renandya, (2002:255). Without vocabulary, students won't be forced to use what they've learned in the real world—for example, by listening to native speakers, reading, watching television, or utilizing the language in other situations. This will make it difficult for students to express themselves in writing. "In an essay, one of the finest methods to accurately communicate ideas is to use the right words.," according to Strakey (2004, 21). Due to these writing issues, it's critical to systematically identify the issue of pupils making mistakes when composing recount texts. Thus, the analysis of students' recount text writing faults is the main goal of this study.

## **METHOD**

This chapter consisted of research design, research setting, subject and object of the research, population and sample of the research, research instruments, technique of data collection and data analysis technique

### **Research Design**

Descriptive qualitative research was employed as the research design in this study, because the purpose of this research was to find out and identify what were type of students error in writing recount text made by students of SMA Al Ishlah Pontianak. "Qualitative research is inquiry aimed at describing and clarifying human experience as it appears in people's lives," according to Polkinghorne (2005). The data supporting the researcher's condensed account was gathered through descriptive methods. This indicates that the researcher used a descriptive study design in which the data were presented through a description. Based on the aforementioned reasoning, the researcher has come to the conclusion that researchers using qualitative research should be impartial when expressing an opinion. Furthermore, the researcher's view has to be constant because the qualitative result is static.

### **Location Of The Research**

The study is being conducted by the researcher at SMA Alishlah Pontianak. (IBM) Sungai Jawi Dalam, Pontianak Barat, Pontianak Kota, Kalimantan Barat, Jl. H. Rais A. Rahman Gg. Researchers selected this school for their study for a number of reasons, including:

1. The research issue pertaining to the study's intended site of investigation
2. The school's headmaster gave me permission to carry out research.
3. The researcher collected data for the study and was reachable.

#### **Research Participant**

The participant of this research improved by ten grade of senior high school of SMA Al Ishlah Pontianak (IBM) . Based on syllabus at K.D 3.9. this grade has already learnt recount text. and researcher used Ten seniors in a senior high school class, five males and five females, made up the class.

#### **Research Instrument**

The researcher will use instrument of collection as follows:

1. Recount text test

Writing test that provide on paper. A written text could respond to specific items on a written test by writing in a designated space on the test or on a separate form or document. It is a test to ask students to write recount text.

2. Interview

One option for the researcher-supported data retrieval is an interview. First, The students were instructed to create recount texts based on a variety of themes by the researcher. Next, the researcher conducted interviews with five students who demonstrated strong writing and five students who demonstrated weak writing.

#### **Technique Of Data Collection**

1. Writing test

In this research, the researcher enter the classroom of ten grade. Then, the researcher give the instruction and ask the students to write recount text based on the topic given. The topics are stories about during experience or holiday. The students must choose one topic to compose recount text and make it into good paragraph. Then teh researcher give the students 60 – 90 minutes to write and finish the recount text.

2. Interview

In this step, the resercher do the interview to english teacher and students in order to find out wheter the students do the mistakes and error or not. Interview will use to conform The data will analyz only on the error analysis aspects.

3. Documentation

Documentation will take to support the teachers statement. This documentation support the understanding of the phenomeneon under discussion.

#### **Source Of The Data**

Their error in their recount text served as the study's data in this investigation. Students in the social sciences and natural sciences debated and analyzed the material. Additionally, the researcher conducts interviews to get information on the reasons behind the mistakes made by the pupils..

#### **The Procedure Of Data Collection**

1. Students took instrument tests that the researcher created. The writing instructions for the recount text make up the instrument or test.
2. Researchers visit the school to request permission from the administrator to conduct their research. The researcher met with the English teacher to schedule a time to do the research after receiving permission.
3. The researcher recruited ten students to participate in the study and conducted research on ten grade pupils. Students receive explanations from the researcher on the subject of recount texts.
4. The researcher then gathers the students' writing assignments and reviews them using the writing rubric, marking any incorrect words or sentences with a circle.
5. The kids' writing is then gathered once more. The investigator examined it to determine whether the pupils
6. The researcher looks it over to see if the students can fix the wrong word or not. If the students are able to rectify, then they have made a mistake; if not, then they have made a mistake when they are unable to recognize the mistake..
7. Next, the researcher analyz the data
8. The total error is determined by the researcher by writing it in the table on the error classification, after which the total error result is converted into a percentage and graph.

9. Scholars examine and categorize different kinds of mistakes. The researcher then goes on to describe the many mistakes that pupils make. Tables are used to determine the overall number of mistake causes, which are then converted into charts and percentages.
10. The researcher then interprets all of the data in a descriptive manner.
11. The researcher used the findings of the investigation to inform the last phase.

## FINDINGS AND DISCUSSION

This chapter, the researcher analyzed the findings of the study which included the classification and description of errors based on the types and the sources of errors.

### Research Finding

The finding answered the problem statement that was written in the first chapter. The first finding contained of the types of error in writing recount text made by tenth-grade students of MA Al Ishlah Pontianak. The researcher found 4 types of error were omission, addition, selection, and ordering.

### Types of errors

After reading and identifying those errors, the researcher described the errors.

#### Omission

The kind of mistake that occurs when students make an utterance but fail to include anything that should have been included is called an omission. The majority of their mistakes were leaving out the auxiliary verbs (were, were) from the phrase. And the rest, including past markers -ed, plural marker-s, normal and irregular verbs, pronouns, etc.

Initial name	Error identification	Error correction	Error explanation
NY	I Went to <b>go</b> Sabang, Aceh Indonesia	Went to $\emptyset$ Sabang, Aceh Indonesia	It should be removed since it pertains to the wrong past tense sentence: go
NY	We prepare back to home in medan <b>with</b> through quite a long road	We prepare back to home in medan $\emptyset$ through quite a long road	It should be removed because it corresponds to the wrong addition word: noun along with
ZA	After we <b>to</b> came to toba lake	After we $\emptyset$ came to toba lake	It alludes to the improperly constructed statement, in which the preposition "to" ought to be removed.
E	I <b>am</b> live in pontianak	I $\emptyset$ live in pontianak	It alludes to the wrong sentence; the auxiliary verb "am" should be removed.
MH	I liked to do somethings together  And we can saw in there cinderelaa's castle	I liked to do something $\emptyset$ together And we can saw $\emptyset$ cinderella's castle	It refers to incorrect plural noun insentence. So it should be omitted marker : s  It alludes to a false statement. Thus, it ought to be removed: There, inside

#### Addition

An addition error occurs when something is added to a well-formed statement that shouldn't be there. The statement contained a few errors in addition to. and the rest, including the preposition, auxiliary verb, regular/irregular verb, and plural marker.

Initial name	Error identification	Error correction	Error explanation
JJY	Now I have 6 pet_	Now I have 6 pets	It refers to quantity of pet. So it should put "s" to indicate plural.
IAP	One day <i>im</i> holiday	One day I <b>went</b> holiday	It alludes to the improperly phrased sentence. Thus, it ought to say "went" instead of "went."
FN	After that I arrive at homestay	After that I <b>arrived</b> at homestay	It alludes to the improperly phrased sentence. Thus, the past tense should be used: edited
NY	There __ so many tourists came in there	There <b>were</b> so many tourists came in there	It alludes to a grammatically erroneous sentence. Thus, the past tense should be used: were
RS	We stay__ at night	We <b>stayed</b> at night	It alludes to the improperly phrased sentence. Thus, the past tense should be used: edited

### Selection

Using the incorrect morpheme or structure form is a sign of selection error. They erred in the use of prepositions, conjunctins, adverbs, irregular verbs, infinitive verbs, auxiliary verbs, and word spelling.

Initial name	Error identification	Error correction	Error explanation
FN	Yesterday I <b>to go</b> in mimiland beach ,	Yesterday I <b>went</b> to in mimiland beach	It alludes to a prior occurrence of an action. Therefore, past auxiliary ver: went should be utilized.
ED	<b>On the way</b> we talked about	<b>While</b> on the trip we talked about	It alludes to the wrong verb in the phrase. Therefore, utilize it as follows: even though
IAP	There <b>are</b> many strangers that traveling in there	There <b>were</b> many strangers that traveling in there	It alludes to something that happened in the past. Thus, the past auxiliary verb should be used: were
ZA	<b>Apart from that.</b> I went to climb the mountain	<b>After that,</b> I went to climb the mountain	It alludes to a sentence's improper conjugation. Thus, it ought to be written: after that
MH	We saw <b>any</b> cute dolls	We saw <b>a lot</b> of cute dolls	It refers to countable noun. So it should be: <i>a lot</i>
FN	Then I rent the <b>in wrong one of</b> inns in singkawang	Then I rented one of inn in singkawang	It refers to incorrect selection word. So it should be used : <i>one of</i>

### Ordering

An ordering error occurs when a word's morpheme is positioned incorrectly. They made a few mistakes when it came to word order. and others, like possessive noun, adverb, adjective phrase, and noun phrase

Initial name	Error identification	Error correction	Error explanation
FN	Yesterday I went to beach mimiland	Yesterday I went to <b>mimilans's beach</b>	<i>It alludes to the profer noun being positioned incorrectly in a sentence. therefore, as it ought to be: The beach in Mimiland</i>
FN	Day second we bought	<b>Second day,</b> we	It alludes to the

	souvenir	bought souvenir	misplacement of the time adverb in the sentence. therefore, as it ought to be: day two
ZA	We were happy very after returning from there	We were <b>very happy</b> after returning from there	It refers to incorrect expression of feeling. So it should be: <i>very happy</i>

### Causes of errors

The researcher spoke with a few students to determine the reasons behind their mistakes in order to fix the recount text errors made by the pupils. The outcome is shown below:

#### 1. Interference between languages

The primary cause of errors is intralingual interference, as the majority of pupils still struggle with understanding grammar, which is necessary when producing recount texts. When students learn a new language rule, they need to retain the information in their minds. But if they were unable to apply the rule because of their poor command of the target language, something went wrong. Transcripts of student interviews make clear:

Second student said that:

*“saya masih bingung dan kurang pemahaman dalam menerapkan tenses dalam bahasa inggris”*

(I'm still confused and don't understand how to apply tenses in English)

fourth student said that:

*“kurangnya pemahaman grammar dan minimnya pengetahuan tentang kosa kata”*

(lack of understanding of grammar and lack of knowledge of vocabularies)

According to the student's previous assertion, intralingual interference happened because the students were unable to master the second language they had learnt.

#### 2. Interlingual interference

Interlingual interference is another source of mistake. Errors happen when a learner's habits hinder or interfere with them in some way. The transcript of the student interview makes clear:

"Ya ketika saya menulis bahasa inggris, saya masih sering mengikuti struktur kalimat bahasa indonesia," stated the first student.

(Yes, I still frequently use Indonesian sentence forms when writing in English.)

"Ya, saya masih bingung karna bahasa inggris penyusunan kalimatnya berbeda dengan bahasa indonesia seperti di bolak balik," stated the fifth student.

(Yes, I'm still puzzled; the sentence structures in English and Indonesian are so different that they seem to be going back and forth.)

According to the students' comment, interlingual interference occurred since the learners' first language and Indonesian sentence structure continued to impact the pupils

## DISCUSSION

In this study, descriptive qualitative methods were employed. The researcher read through ten text papers several times. The Dulay (1982) notion of surface strategy taxonomy was used to classify the errors. Based on the data analysis results, it is determined that the grade X student of MA Al-Ishlah committed a few mistakes when writing the recount text. According to the data, their report content contained four major categories of errors: ordering, selection, addition, and omission errors. The researcher not only recognized the different kinds of errors made by students when producing recount texts, but also determined the reason for these inaccuracies. This was done by conducting interviews with students about the issues in question. It was determined that pupils typically produce.

## CONCLUSIONS

According to the researcher's findings, the grade X students at MA Al-Ishlah continued to make several grammatical and writing faults in their recount narrative. Several categories of errors were identified using the surface strategy taxonomy. These included the following: addition (addition: infinitive to verb, plural marker, preposition), misformation/selection (selection: regular verb, irregular verbs, auxiliary was/were, preposition, conjunction, and pronoun), and omission (omission of regular verb, irregular verbs, regular past marker: -ed, preposition, conjunction, and pronoun). The

reasons behind the mistakes in the recount text written by the grade X pupils were carelessness, interlingual interference, and intralingual interferences.

Yolanda, Alvina, and DKK (2015) claim that there were two primary reasons for speaking performance errors. First, interlingual transfer, or Bahasa Indonesia's meddling in the construction of the target language. This element was mostly responsible for the pupils' disordering errors when building the noun phrase. The second type of transfer was intralingual, in which students struggled to produce the proper rules in the target language. This component emerged as a result of overgeneralization, incorrect hypothesis conception, ignorance of rule restriction, and insufficient application of rules in the target language. The primary causes of errors were both intra- and interlingua transfer. These factors could be caused by students' low enthusiasm to study and utilize English as well as their lack of exposure to the target language. .

## SUGGESTIONS

Based on the findings, the researcher hopes to offer some recommendations to students on how to improve the structure of their writing errors and to prospective English teachers on how to teach learning activities.

### 1. Students

Students need to focus during the instructional activity and be inspired by the teacher's explanation. Students should understand the importance of learning English, how to become proficient in its grammar, and how to practice writing texts in order to get better at it.

### 2. Teachers

To help students feel more at ease, teachers should brainstorm ideas and make preparations before beginning the teaching and learning process in class. It would be beneficial for the students to concentrate on the materials by using their attention from the prior subject class.

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