

ERRORS MADE BY THE TENTH GRADE STUDENTS OF SMA NEGERI 1 ULU MORO'O IN THEIR WRITING RECOUNT TEXT COMPOSITION IN ACADEMIC YEAR 2020/2021

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ABSTRACT

This study is about errors made by the tenth grade students of SMA Negeri 1 Ulu Moro'o in writing recount text composition in academic year 2019/2020. The objectives of this study is to find out types of errors made by the tenth grade students in their writing recount text composition and to find out the most dominant errors made by the tenth grade students in writing recount text composition. The instrument of the research is test and documentation. The research methodology is descriptive qualitative. The subject of this study is the tenth grade students of SMA Negeri 1 Ulu Moro'o, which is consist of 30 students. The result of this study showed that there are four types of errors that occur; they are error of omission, error of addition, error of misformation and error of misordering. The data was taken from the test: it was written text. The findings showed that errors made by the students were 19,80% omission, 17,82% addition, 53,46% misformation, and 8,91% misordering. The writer observed 101 total errors. From the frequency of each error types, misformation was the error which most frequently produced by the students. The writer concluded that misformation was the dominant kind of errors made by the tenth grade students of SMA Negeri 1 Ulu Moro'o in writing recount text composition.

Keywords : Error, Writing, Recount text composition, Paragraph.

I. INTRODUCTION

Many people are interested in learning English for many reasons. One of the reasons is English as the international language that many people use to communicate each other. In any language including English, there are four skills that should be mastered i.e listening, speaking, reading and writing. Listening and reading skills involve receiving messages as receptive skill, speaking and writing skills involve language production which are considered to be productive skills.

As a productive skills, writing not only needs a lot of vocabularies in composing paragraph but also a correct grammar in order to be understandable. In Indonesia, English is learnt by students as foreign language. The role of English as a foreign language made some students had difficulties in writing English text. They have problems to create a good sentences to combine and express what she/he would like to convey in a good written forms. Harmer (2004:31) states that writing is a way to produce language and express idea, feeling, and opinion. Writing is a process of expressing language that is used to convey and explain idea in the form of letter. Ur (1996:163) states that writing is expressing the ideas, the conveying the message to the readers, so that the ideas themselves should arguably be seen as the most aspect of writing. In writing English text, there are some types of the text. One

of them is recount text. Writing recount text is an activity of writing text in a paragraph carried out by the students in retelling..

Recount text is a text which retells events or experience in the past. The students write the experiences or history that they have heard and experienced. Hyland (2009: 3) states that recount text is a text that tells about past experiences or events. Therefore in writing recount text the students should write the events or experiences in the past that entertain the readers.

In the syllabus of the tenth grade, students are expected to be able to write a paragraph about recount text based on the recount text composition properly and correctly. The fact show during the writer's observation at SMA Negeri 1 Ulu Moro'o, The students have a difficulties to write a recount text because they are poor of vocabulary, did not know how to transfer language from L1 to L2 and verb changes. For example:

- a. Marta buy book two days ago ^{supposed to be} → Marta bought book two days ago.
- b. I more took picture with him yesterday ^{supposed to be} → took more picture with him yesterday
- c. He look terrible when I see him on March ^{supposed to be} → He looked terrible when I see him in March

There are some previous researches concerning the errors on the use of simple past tense in writing recount text. The first research was conducted by Ningsih (2013) entitled An Error Analysis on the Students' Recount Text (The case of the Eighth Grade Students of SMP Negeri 16 Surakarta in Academic Year 2013/2014). The findings show that errors made by students were 29,81% omissions, 14,34% additions, 55,10% misformations, and 0,75% misorderings. From the frequency of each error types, misformation was the error which most frequently produced by the students. The second one was conducted by Rizquna (2017) entitled Error Analysis on Recount Text Written by Eighth Graders of MTsN Kunir Wonodadi Blitar in the Academic Year Of 2017/2018. The findings show four types of error made by students in writing recount text based on Surface Strategy Taxonomy, they were Omission, Addition, Mis-formation and Mis-ordering. Then, the highest frequency of errors made by students based on surface strategy taxonomy is misformation with the percentage is 53,18%%, followed by addition with the percentage is 23,9% and omission with the percentage is 20,6% and the last is mis-ordering with 2,62%. The third one was conducted by Amalia (2013) entitled An Error Analysis of students writing on recount text (A Study at Eleventh Year Students of SMA Negeri 2 Banda Aceh). The findings show there some errors : omission errors, addition errors, misformation errors and misordering errors. From the data it showed that the students made a total of 250 errors which consist of 50 or 20% errors in omission, 45 or 18 errors in addition, 140 or 56% errors in misformation, and 15 or 6% errors in misordering. It can be said the most dominant errors made by the students in writing recount text is misformation.

Based the phenomenon above, the writer is interested in conducting a research entitled "Errors Made by the Tenth Grade Students of SMA Negeri 1 Ulu Moro'o in Their Writing Recount Text Composition in Academic Year 2019/2020".

This research is conducted in order to know the errors made by the students in writing recount text composition.

II. REVIEW OF LITERATURE

Definition of Error

Error is a part of language learning by students to communicate or express the idea to other people both in written and oral form. Learning languages never runs away from making errors. According to Brown (2007:258) error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. Furthermore, Ellis (1994: 51) states that error can be defined as a deviation from the norms of the target language. It means that error is noticeable deviation from adult grammar or norms of target language and reflects in competence of learner. Error is seen in student's learning competence towards the foreign language. When the students write a text in English, most of them are making errors. It is something that can not be denied since it is a natural foreign language learning process among the students. Errors are sometimes come when the students write sentences in a paragraph and when they speak up.

Definition of Mistakes

According to Brown (1980: 165), mistake refers to a performance error that is either a random guess or a "slip", it is a failure to utilize the system correctly. Mistakes can happen in both native and second language are the result of some sort of temporary breakdown, hesitations, slip of the tongue, random ungrammaticalities, or imperfection in the process of producing speech and can be recognized and corrected by native speaker, that is why mistakes refers to a performance error.

Error Versus Mistakes

Error and mistake are two the different terms. In order to analyze them, it is necessary to make distinction between error and mistake.

Mistake

According to Brown (1980: 165), mistake refers to a performance error that is either a random guess or a "slip", it is a failure to utilize the system correctly. Similarly Corder (1981: 10) states that mistakes refer to errors of performance. It means that mistake refers to a performance of error. In addition to that, Ellis (1997: 17) states that mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

Error

According to Brown (2007:258) error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. It means that an error is most likely not a mistake and error reveals a portion of the learner's competence in the target language. An error can be defined as a deviation from the norms of the target language (Ellis, 1994: 51).

Based on the definition above, it can be said that error is systematic deviation from adult grammar or norm of the target language which is made by the

learner intentionally; it reveals a portion of learner competence and it cannot be self-corrected by the learner. Meanwhile, mistake is not a systematic deviation made by the learner either intentionally or unintentionally; it reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

The Classification of Errors

Dulay et al. (1982:146) points out four basic classification in errors, there are classification based on linguistic category, surface strategy taxonomy, comparative analysis and communicative affect taxonomy. In this research, the writer focused on linguistic category.

Based on Dulay et al. (1982: 154-162) classify the errors based on surface strategy taxonomy, these errors consist of four types i.e. omission, addition, misformation, and misordering.

1. Omission

Omission occurs when the learners omitted necessary item of word. Omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

For example: *I saw two dog the street.*

The students omit the-s to describe a noun in plural.

2. Addition

Addition occurs when the learner added unnecessary item of words. Addition errors are characterized by the presence of a item which must not appear in a well-formed utterance. There are three types of addition.

- a. Regularization a rule typical added to a linguistic item is erroneously added o exceptional items of the given class that do not take a marker.

For example : Dog => Dogs

House => Houses

- b. Double marking this addition error is described as the failure to delete contain items which are required in some linguistic construction, but not in others. The learner who have acquired the tensed form for both auxiliary and verb.

For example : I didn't came here.

- c. Simple addition which caters for all addition is not describable as double markings or regularizations. Not a particular features characterize simple additions.

For example : you may see it in there => You may see it there.

3. Misformation

Misformation occurred when the students use the wrong form of morpheme or structure. Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. In this case the students supplies something although it is correct.

For example: They goed to school yesterday. The past marker was supply by the students. Nevertheless, the supplying is incorrect by the students but the correct one is should be "went" for "goed".

Misinformation usually comes in the form of: regularizations, archi-forms, and alternating forms.

4. Misordering

Misordering is characterized by the incorrect placement morpheme or group of morpheme in an utterance. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. Misordering errors can occur when a sentence which its order is incorrect. For example the use of simple past tense: She two days ago went to school by the car.

The incorrect position of adverb of time was made by the students in second language (English) as same as a position in a first language (Indonesian).

The Sources of Errors

Brown (2006: 23) distinguishes the sources of errors into four, they are interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual Transfer

Interlingual transfer is a significant source for language learners. Interlingual transfer errors occur because of the interference of learner's mother tongue (Indonesian) into the target language (English). According to Richards (1980: 173) interference or interlingual is errors caused by interference of the learner's mother tongue. For example people usually said "the book of Arif" instead of "Arif's book", "my mother happy" instead of "my mother is happy"

2. Intralingual Transfer

Intralingual transfer is a major of a factor in a second language learning. This intralingual errors caused when the students position in the under go progress in the learning of second language and the use of structure within the second language itself. Richard (1974: 6) states that intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language.

3. Context of Learning

Context is refers to the classroom which is the teacher and students are doing an activity learning process teaching with a material. Context of learning defined as the situation in which something is learned or understood, a situation that can impact how something is learned or what is taught. In a classroom context the teacher and his the text book can lead the students to make faulty hypothesis about the language. The students often make errors because of misleading of the teacher explanation, faulty presentation in a text book or structure.

4. Communications Strategies

Communication strategies is a plan to achieve communication objectives. It means that communication strategies is a tool that learners use to overcome these problems in order to convey their intended meaning and communication strategies also were defined and related to learning styles. Learners obviously use production strategy in order to getting their messages across, although some times can become a source of error on themselves.

Writing

Writing is one of four basic skills in learning English. It is an activity of exploring or conveying one's opinions and ideas into words to be a good sentence. Writing includes the organization of words, phrases, clauses, and sentences into

coherent and cohesive paragraphs and texts. According to Richards and Renandya (2002: 309) written language is complex at the level of the clause. That is why the students have some difficulties to be master in English writing, and have a problem to create same a good sentence in writing proses because writing is includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts, that they are should be know and understand in the correct writing rules.

According to Boardman, Cynthia and Frydenberg (2008: 31-40) writing is a continuous process of thinking and organizing. They suggest eight basic steps into writing as follows:

- 1) Assessing the assignment : The most important piece of information for students to know is the topic and purpose of the assignment.
- 2) Generating ideas : The students take those steps to figure out what kind of information they need to look for.
- 3) Organizing ideas: The students need to make a topic outline. Here, the students at first have to decide the main idea of the paragraph. After that, they need to consider which points to include in order to support the main point.
- 4) Writing the first Draft: After having the ideas generated and organized pattern to follow, the students write the first draft.
- 5) Rewriting: An essential part of the writing process and consists of two separate processes, revising and editing.
- 6) Revising: The students start revising as soon as they finish writing.
- 7) Editing: The students check their works to make sure that the spelling, capitalization, punctuation, vocabulary and grammar are correct.
- 8) Writing the final draft: The students write correct paragraph format based on the result of the revising step.

The Kinds of writing

Generally, there are three kinds of writing; those are Free Writing, Controlled Writing, and Guided Writing as explained by experts below:

a. Free Writing

According to Lagan (2003:17) Free Writing is just sitting down and writing whatever comes to your mind about a topic. This opinion also almost the same as Peter and Pat (2000:6) said that Free Writing means writing privately and writing without stopping, just write whatever words come to your mind or whatever you want to explore at this moment.

It means, in free writing the students just need to write what anything they want to write, without regardless about grammar, and do not stop until they run out of something they want to say in their writing text.

b. Controlled Writing

According to Raimes (1983:95) Controlled writing is all the writing your students do for which a great deal of the content and/ or form supplied. She also explained that in controlled writing, the students are focused on getting words down on paper and in concentrating on one or two problems at a time; and the technique which is considered by her is the students are given a task to work such as an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue.

c. Guided Writing

According to Raimes (1983:103) Guided writing is an extension of controlled writing. She explained that guided writing is less control than controlled writing. In this kind of writing the students are given a first sentence, a last sentence, an outline to fill out, a series of question to respond to, or information to include in their writing.

The Purposes of Writing

According to May (2011:173), the main purposes of writing can be thought as follows :

- Conveying information, instuction and directions
- Expressing feelings
- Ordering, clarifying, recording and reflecting on ideas, experiences and opinions
- Giving and gaining aesthetic pleasure

Writing Process

There are five stages in writing process, they are:

- a. Drafting
- b. Structuring (ordering information, experimenting with arrangements, etc.)
- c. Reviewing (checking context, connections, assessing impact, editing)
- d. Focusing (that is making sure you are getting the message across you want to get across)
- e. Generating ideas and evaluation (assessing the draft and/or subsequent drafts)

Recount Text

Recount text is a text that tells about past experiences or events (Hyland, 2009: 3). Similarly Jaya (2011: 33) says recount text is a text to retell past events for the purpose of informing or entertaining. Therefore, the writer of recount text is need to remembered what the experiences or histories that they heard, seen or did before, to retell and have purpose of informing or entertaining the readers. Recount text usually to retell the fascinating events that happen in the past, such activities during school holidays, unforgettable memories, vacation, etc, it can be in a fictional story recount or a factual recount text.

According to Warner (2009: 25) recount text is a text that retells the reader about something that had happened, it can be a fictional story recount or a factual recount that could be in form of journal, diary and email. Therefore in writing recount text the students should write the events or experiences in the past sound good and interesting from choosing the words to informing or entertaining the reader in a fictional story or a factual story in which will be made in journal, diary, etc.

Generic Structure of Recount Text

According to Barwick (1999: 5-6) the generic structure of recount text are as follows:

1. Orientation

It gives the readers the background information needed to understand the text, such as who was involved, where it happened, and when it happened.

2. Sequence of the Event

A series of events, ordered in a chronological sequence. The writer should be retell the events clearly to describing the main event with the emphasis and choose the interesting words, so the reader feel entertaining.

3. Re-Orientation

A personal comment about the event or what happened in the end of the context. The writer should give some information about the experience, so that the reader can gets the advantage and moral message of the text as well.

Language Feature of Recount Text

Barwick (1999: 6) explains that language features of recount text are:

1. Proper nouns and pronouns identify people, animals or things. e.g. Mr. Lawrence, the postman, his racquet, she.
2. Larger and more complex noun groups build up descriptions. e.g. the long distance runner, Lionel Drill.
3. Word families are used to build topic information. e.g. smoke signals, drums, telephone, television.
4. Varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions. e.g. she jumped, she leapt, she crawled.
5. Descriptive words add details about who, what, when, where and how. e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.
6. Simple past tense and build the past events. e.g. Last school holiday I decided to spend my vacation.
7. Adverbs and adverbial phrases sequence events in time and indicate place. e.g. In 1927, On 6 June 1824.

III. RESEARCH METHOD

A research design of this research is a descriptive qualitative research which answers the problems of errors especially the students' error in using simple past tense. This research can be named as a descriptive research because the data is described using words that tell its condition. Anderson and Arsenault (2005: 119) state that qualitative research is an inductive form of inquiry whose results are blend of research skill, luck, case study and a particular perspective. In this research, the writer focuses on case study. Anderson and Arsenault (2005: 121) state that a case study is an investigation defined by an interest in a specific phenomenon within its real-life context. It is a qualitative form of inquiry that relies on multiple sources of information. Its distinctive features is the case that may be an event or process considered worthy of study

To conduct this study, the instrument of the research is a sheet of paper containing the title that will be selected by students about recount text. The writer asks the students to write down a text about recount by choosing one topic minimum 250 and maximum 300 words such as, my holiday, unforgettable experience, funny moment, and pleasant experience and the writer will collect the students' writing recount text that they have completed and then read them carefully. At this section,

the writer writes those errors in a list of errors and will classify them based on the classification of errors.

IV. DATA ANALYSIS

The Data Analysis

The data of this research are the students' errors in writing recount text composition at the tenth grade students of SMA Negeri 1 Ulu Moro'o. After collecting the data, the errors were counted by using table and calculated the number of each error. Based on the writer analyzed, it can be concluded that the total errors of omission is 20 errors, and total errors of addition is 18 errors, the total errors of misformation is 54 errors and the last total errors of misordering 9 errors. So, the total of the all errors is 101 errors. Misformation is the most frequent errors that done by the tenth grade students of SMA Negeri 1 Ulu Moro'o with the errors is 54 errors.

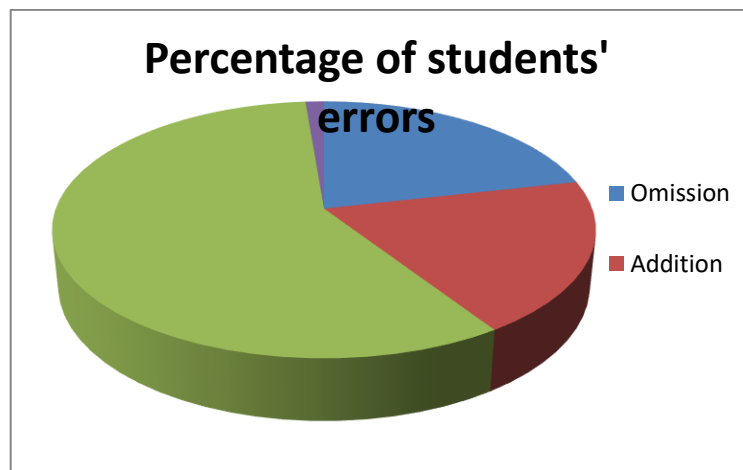
1. The Error of Omission $= \frac{20}{101} \times 100\% = 19,80\%$
2. The Error of Addition $= \frac{18}{101} \times 100\% = 17,82\%$
3. The Error of Misformation $= \frac{54}{101} \times 100\% = 53,46\%$
4. The Error of Misordering $= \frac{9}{101} \times 100\% = 8,91\%$

The Recapitulation of Total Error Types, Frequency, and its Percentage

NO	TYPES OF ERROR	FREQUENCY OF ERRORS	PERCENTAGE OF ERRORS
1	Error of Omission	20	19,80%
2	Error of Addition	18	17,82%
3	Error of Misformation	54	53,46%
4	Error of Misordering	9	8,91%
Total		101	100

Based on the calculation above, it can be concluded that the total errors of omission are 20 errors or 19,80%, addition are 18 errors or 17,82%, and in misformation are 54 error or 53,46%, and misordering are 9 errors or 8,91%. It can be seen that misformation ranks the first i.e 54 error or 53,46% , the past is the most errors made by the students concerning misformation is the past tense and the verb. In the past tense they do not change the form of the verb, so they still use the verb were although the tense is past. After the data was analyzed, the writer concluded the most dominant type of errors made by the tenth grade students of SMA Negeri 1 Ulu Moro'o in their writing recount text composition is Misformation.

The Percentage of Students' Errors



V. CONCLUSIONS

Based on the research finding in the data analysis, the conclusions are drawn as the following. Based on the research finding in the data analysis, the conclusions are drawn as the following:

1. The total errors made by the tenth grade students of SMA Negeri 1 Ulu Moro'o in their writing recount text composition were 101 errors. The types of errors made by the tenth grade students of SMA Negeri 1 Ulu Moro'o were: Addition, Omission, Misformation, and Misordering.
2. The types of error found from the lowest to highest were 9 errors in Misordering (8,91%), 18 errors of Addition (17,82%), 20 errors of Omission (19,80%) and 54 errors of Misformation (53,46%).
3. The most dominant errors made by the tenth grade students of SMA Negeri 1 Ulu Moro'o is error in misformation it occurs 54 errors or 53,46%.

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