



## An Analysis of Student in Writing Recount Text At Ninth Grade Students PKBM Nurul Islam, Telagasari

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**Abstrak.** Tujuan dari penelitian ini adalah untuk mengetahui persentase dan untuk mengetahui jenis-jenis kesalahan yang dilakukan siswa dalam menulis teks recount. Khususnya untuk mengidentifikasi kesalahan yang dibuat siswa dalam menggunakan kata kerja dalam teks recount. Metode yang digunakan dalam penelitian ini adalah kualitatif. Desain kualitatif yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini adalah 20 siswa kelas IX PKBM Nurul Islam dan diambil seluruh siswa sebagai sampel. Pengumpulan data dilakukan dengan memberikan tes dan wawancara kepada siswa. Kesalahan tersebut diklasifikasikan ke dalam Surface Taxonomi. Dari hasil penelitian ini dapat diketahui kesalahan kata kerja yang sering dilakukan oleh siswa kelas XI PKBM Nurul Islam dengan persentase 100%. Total kesalahan omission sebanyak 19 kesalahan atau 9,5%, kesalahan additional 5 atau 2,5%, kesalahan misinformation 156 atau 78% dan kesalahan misordering ditemukan 20 atau 10%, total kesalahan pemformatan adalah 200 kesalahan atau 100%.

**Kata Kunci:** *recount text, errors, writing, verb*

### ***AN ERROR ANALYSIS OF STUDENTS IN WRITING RECOUNT TEXT AT NINTH GRADE STUDENTS PKBM NURUL ISLAM, TELAGASARI.***

**Abstract:** *AN ERROR ANALYSIS OF STUDENTS IN WRITING RECOUNT TEXT AT NINTH GRADE STUDENTS PKBM NURUL ISLAM, TELAGASARI.* The purpose of this study was to determine the percentage and to determine the types of errors made by students in writing recount text. Especially to identify an error students make in using verb in recount text. The method used in this research is qualitative. The qualitative design used in this research is qualitative descriptive. The subjects of this study were 20 students of class IX PKBM Nurul Islam and all students were taken as samples. Data collection was done by giving tests and interviews with students. The errors were classified into Surface Taxonomi, From the results of this study, it can be seen those verb frequent error made by class XI PKBM Nurul Islam students with a percentage of 100%. The total omission errors were 19 error or 9,5%, additional errors 5 or 2,5%, 156 misinformation errors or 78% and misordering errors were found 20 or 10%, the total formatting errors were 200 errors or 100%.

**Keywords:** *recount text, errors, writing, verb.*

## INTRODUCTION

Language is an instrument of communication used by many people in the world. The scientific study of language is called linguistics, Estimates of the number of human languages in the world vary between 5,000 and 7,000. However, any precise estimate depends on the arbitrary distinction (dichotomy) between languages and dialect, depending on philosophical perspectives regarding the definition of language and meaning, when used as a general concept, "language" may refer to the cognitive ability to learn and use systems of complex communication, or to describe the set of rules that makes up these systems, or the set of utterances that can be produced from those rules. All languages rely on the process of semiosis to relate signs to particular meanings. Oral, manual and tactile languages contain a phonological system that governs how symbols are used to form sequences known as words or morphemes, and a syntactic system that governs how words and morphemes are combined to form phrases and utterances. And for world English is language can makes many countries are close one another. English is particularly important to integrate one country with other countries, in politics, economy, and education Let alone, many countries adopt English as the second or foreign language, as a means of communication or interaction with other people around the world. In Indonesian context, the government places English as a foreign language. The government recommends schools to introduce English that English becomes a school subject. may underline the decision of determining English as a school subject. English is such a crucial subject, cultural and social development, become subject to significant external pressures.

Language teaching methods are just like fashion. They come into existence, are being used and then replaced. This is a sketch of changing winds and shifting sands of foreign language teaching over the years

(Fauziati, 2014). So, method of language teaching can change because it influences the era. Nowadays, Indonesia uses KTSP but in 2013, the government change the curriculum into 2013 Curriculum. Most of schools in Indonesia still use Inquiry-based learning (2006 curriculum). The activity is conducted through exploration, elaboration and confirmation.

There are four skills in English language teaching, they are listening, speaking, reading, and writing. (Fauziati, 2014) asserted that "text types are text prototypes defined according to their primary social purpose." There are six main text types are identified, as follows: a) narratives which tells story usually to entertain, b) recount (personal, factual) which tells what happened, c) information reports provide factual information, d) instructions tell the listener or reader what to do, e) explanations explain how or why something happens, and f) expository texts present or argue viewpoints. Hence, the researcher focused on writing recount text. Error analysis is one of the studies of second language acquisitions.

Writing is a personal activity in shaping the idea about many things. defines that writing involves the encoding of a message of some kind that is translated our thoughts into a shape of a sequence of sentences and putting together in a systematic way. Furthermore, (Harmer 2004: 31) states that writing is away to produce language and express idea, feeling and opinion. It means that writing is a process in generating the ideas, feeling and opinion from our thoughts and put it in systematic way. Writing has four aspects on it and each aspects has different role. it is to measure against a list of criteria whice includest content, organization, grammatical, vocabulary use, and mechanical considerations such as spelling and punctuation (Fauziati, 2008: 143 ) It means that writing needs a lot of thoughts and emotional feeling for many learners. Beside the criterias that needed to understand, when

write, we have to compose a good written form on it. According to ( Harmer 2004: 4-6 ) the processes of writing includes planning,drafting,editing,and final draft. The difficulties in applyaing rules of writing causes students often make errors.

Error is different from mistakes, errors arise only when there was no intention to omit one, but mistake is a fault made by a learner where learner is able to be correct it and it is not intended, it is then called mistakes (James, 1998). Error analysis is on learner and evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition (Fauziati, 2009). In addition, according to (Dulay 1982, 138), error analysis has yielded insights into the acquisition process that have stimulated major changes in teaching practices. Based on purpose of analysis, errors are usually classified according to language component (an error is morphological, syntactic, and discourse) (Fauziati, 2014). So, the researcher categorizes the errors made by students based on the language component.

The objective this study is to identify errors using verb in writing recount text by the ninth grade students of PKBM NURUL ISLAM,TELAGASARI. Then, it is to know the frequency of each type of errors, to know the dominant type of error and to know the sources of the errors. Recount text is one of text that retell past event. A recount reconstructs past events in the time order in which they occurred.It involves telling what happened and interpreting or evaluating the experience in some way. It means that, a recount text reconstructs past events in the time order in which the writer occurred.It involved telling what happened and interpreting or evaluating the experience in the past. A recount focuses on a sequence of events relating to a particular activity. The recount follows three steps. Those are orientation, series of events, re-orientation. Recounts usually include the following language features:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (for example, first, next, then).

Based on the information above, it is clearly stated that the recount text uses the simple past tense where there is a verb2 in the structure, therefore the researcher will focus on errors research on verb2.

### **Metode**

Method In conducting this research, the writer used descriptive qualitative research to analyze and describe the students' errors. According to Arikunto (2010) "Qualitative research is a research procedure which efforts to find out and collects data answer of problem and describes them in written word, but possible to write them in number form". Between the models in qualitative research known in Indonesia is naturalistic research. The qualitative research shows that the research happened naturally and unmanipulated. Data taken from tests and interviews. Data from the test is used to determine the percentage of students' errors in using verb. Data from interviews are used to find out why students from PKBM Nurul Islam make error in using verb in writing recount text. The tool of collecting data in this research is the questionnaire, Questionnaires will be given to students individually. The questionnaire contains 10 questions that must be filled in by students with verbs that have been omitted in an easy recount text. After collecting data from the questionnaire, the writer analyzed all the answers from the students. This type of instrument is used with the aim of getting to what extent students' knowledge of the English language is. In analyzing the data, the

writer uses descriptive analysis technique (percentage). This will be explained in terms of proportions and the formula is as follows:

$$P = F/N \times 100\%$$

P = Percentage

F= Frequency of error's occurrence

N = Number of total errors

## RESULTS AND DISCUSSION

However, the errors would be classified based on Surface Strategy Taxonomy because analyzing errors from a surface strategy perspective holds much promise for researchers concerning identifying cognitive processes that underlie the learner reconstruction of the language. . It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking but of the learners' use of interim principles to produce a new language (Dulay et al.: 1982, 150). Through communicative effect taxonomy, it would see the errors from the perspective of their effect on the reader. So, in this research, the researcher will use Surface Strategy Taxonomy. Below is the explanation for Surface Strategy Taxonomy. Dulay formulate the Surface Taxonomy Strategy is Omission, Addition, Misformation, and Misordering. The types of error that found in students' writing recount text using verb at the ninth grade students of PKBM NURUL ISLAM, TELAGASARI are:

1. The cause of verb error in omission there were found 19 errors and gain 9,5% of percentage made by students in writing recount text. Omission errors are characterized by the absence of an item that must appear in a well form utterance. (Dulay, 1982:155). It means that there is a sentence in which there is one of its aspects (word) or more is omitted. Examples of Students' Omission Errors "Vandra visite his aunt in a village" The word visited should be added after " Vandra " the correct sentence is Vandra visited his aunt in a village.

2. The cause of verb error in addition is found 5 errors frequency and gain 2,5% percentage. Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance Examples of Students' Addition Error "He was enjoyed it" the word enjoyed should be added after "He" and was no need to add there, the correct sentence is " He enjoyed it".

3. The cause of verb error in misformation there were found 156 errors and gain 78% percentage. Misformation errors are characterized by the use of the wrong form of the morpheme or structure. Examples of students' Misformation Error " She was dark skin and look strong" the word skin and look should use verb 2 and becomes skinned and looked, the correct sentence is "She was dark skinned and looked strong".

4. And the last The cause of verb error in misordering is found 20 error frequency and gain 10% percentage. Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance, the examples of students' Misordering Error " She that believed her hard work would paid off" the word believed should be placed after the word " She " then the correct sentence is "She believed that hard work would paid off".

Types Of Errors	Frequency Of Errors	Percentage Of Errors
Omission	19	9,5%
Addition	5	2,5%
Misformation	156	78%
Misordering	20	10%
Total	200	100%

## CONCLUSION

The researcher found that the ninth grade students of PKBM NURUL ISLAM, TELAGASARI, still made mistakes in writing recount texts, especially in the placement and writing of verbs and divided them into 4 parts. From the results of the analysis it can be said that the theory taken from Dulay using the surface taxonomy method produces verb errors that most often occur are verb errors in misformation with a total error of 156 and the percentage is 78%.

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## AUTHOR'S PROFILE 1

Debby Utami Putri is a final year student at PANCA SAKTI UNIVERSITY, BEKASI who is struggling to do her final assignment, born and raised in the city of KARAWANG on JUNE 07, 1992, this woman with the nickname UTAMI has a dream of becoming a successful independent career woman so she can make her parents and younger sister life happily, with a simple character but easily touched at the age of 30 next year, his biggest hope this year is to be able to get an undergraduate degree at the end of the year and be united with his best mate by Allah SWT in the next year.

## AUTHOR'S PROFILE 2

The author completed his undergraduate education majoring in English Education at Padang State University and is currently pursuing his doctoral education at the Jakarta State University. Since 2009 the author has served as a lecturer or permanent lecturer at the Foundation at Panca Sakti University Bekasi in the English Education study program. In addition to teaching several courses, the author has an additional task as head of the English education study program at Panca Sakti University. The author is also active in several professions, such as Aisee, Add, etc. The author is also active in scientific meetings and until now has several written works. Since 2017 the author has participated as an editor in the journal DLEJ (Dialectical Literature and Education Journal) English Education Study Program, Panca Sakti University Adroid.