



EDU MANAGE Vol. 3 No. 1. Juli-Desember 2023

EDU MANAGE

(Jurnal Manajemen Pendidikan Islam)

Email: jurnalstaini@gmail.com

<https://www.jurnal.staini.ac.id/index.php/edumanager>

An Analysis Students Error In Writing Recount Text

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ABSTRAK

Penelitian ini dilakukan untuk menemukan bukti empiris kesalahan yang paling sering umumnya dilakukan oleh siswa kelas X MIA 1 SMA Swasta Daerah Kisaran dan menemukan sumber dari kesalahan tersebut. Metode yang digunakan dalam penelitian ini adalah studi kasus yang termasuk ke dalam penelitian kualitatif. Data disajikan dalam bentuk deskriptif analisis dan prosuder Error Analysis yang digunakan menurut teori Dullay. Hasil dari penelitian menunjukkan bahwa ada empat kesalahan yang dilakukan oleh siswa. Empat kesalahan yang umumnya sering dilakukan adalah Omission dengan jumlah 16 atau 23.36% kesalahan, Addition dengan jumlah 11 atau 25% kesalahan, Misordering dengan jumlah 10 atau 22.72% kesalahan dan Misformation dengan jumlah 7 atau 15.90%. Berdasarkan hasil keseluruhan dari jenis kesalahan tersebut, dapat ditemukan penyebab utama kesalahan siswa dalam teks recount yang ditulis oleh siswa kelas X MIPA 1 SMA Swasta Daerah Kisaran terdapat kecerobohan, bahasa pertama interferensi, dan translasi.

Kata Kunci: Analisa Error, Menulis, Teks Recount.

ABSTRACT

This research was conducted to locate empirical proof of mistakes that had been most often

made by using college students of class X MIA 1 SMA Swasta Daerah Kisaran and find the source of these errors. The method used in this research is a case take a look at that's blanketed in qualitative studies. records is presented in the form of descriptive evaluation and procedure blunders analysis that is used in line with Dullay's principle. the outcomes of the take a look at confirmed that there have been four mistakes made via students. The four mistakes that are usually made are Omission with 16 or 23.36% mistakes, Addition with eleven or 25% errors, Misordering with 10 or 22.72% mistakes and Misformation with 7 or 15.90%. based totally on the overall results of these forms of mistakes, it may be observed that the main reasons of scholar mistakes in the recount text written by means of college students of class X MIA 1 SMA Swasta Daerah Kisaran are carelessness, first language interference, and translation.

Keywords: Error Analysis, Recount Text, Writing.

INTRODUCTION

English is one the global language used by many humans in the international. English is also a completely critical language to allow us to speak with the opposite people within the exceptional countries. English can also make us get a hobby like walking in a overseas company. English has an critical characteristic within the concord of the arena. it is the most extensively discovered 2nd language and is both the dependable language or one of the respectable languages in nearly 60 sovereign states. There are more humans who've discovered it as a 2d language than there are local speakers. As of 2005, it become expected that there were over 2 billion audio system of English. it's miles a co-reliable language of the United international locations, the european Union and masses of different international and close by international corporations. it's far the most extensively spoken Germanic language, accounting for at the least 70% of audio system of this Indo-european branch. English audio gadget are referred to as "Anglophones".(Fitria, 2018)

Writing is an interest for developing a bit that is an concept based totally on a belief expressed inscriptions. Writing is also a medium of human communication that involves the illustration of a language with symbols. Writing systems aren't themselves human languages (with the arguable exception of pc languages); they may be way of rendering a language proper right into a shape that can be reconstructed thru different people separated through time and/or region. at the same time as no longer all languages employ a writing system, people with structures of inscriptions can complement and extend capacities of spoken language by way of way of allowing the creation of durable styles of speech that

can be transmitted throughout area (e.g., correspondence) and saved over the years (e.g., libraries or unique public information). It has moreover been positioned that the hobby of writing itself may have knowledge-reworking.(Batubara et al., 2021)

Effects, since it permits humans to externalize their thinking in bureaucracy which might be easier to reflect on and doubtlessly transform. in line with White (1986:10) writing is the gadget of expressing the thoughts, information, or revel in and recognize the writing to gather the knowledge or a few information to percent and examine.(Asni et al., 2018)

To discover the competence of students in writing recount texts for sophistication elegance X students of Kisaran personal excessive faculty, inside the initial studies, the research asked numerous students to write down recount texts, and there were a few errors made through students together with: The scholar have to explicit the start of the tale as fascinated as feasible in order that the story is exciting to read. in other cases, the scholars frequently make errors at grammar which include within the event: “ i go to Medan the day before today”. the students have a tendency to disregard the grammatical rules in writing recount textual content. As the instance above, “ I visit Medan the day gone by” is erroneus. All sentences need to be in beyond shape due to the fact the recount textual content explains beyond or beyond occasions and the verb used is the second verb. As in the instance we trade ”go” to “went” go is the verb 1, and Went is the verb 2. (Agustam, A. N. O., Salija, K., & Talib, A. (2022))

To recognize why students make errors in the use of the easy beyond stressful, this studies have to behavior interviews with the intention to solution questions on this examine. This results of this analysis show that some students make mistakes in the use of the simple past annoying. After the studies carried out the interviews, it turned into found that the cause of the scholars' errors in using the easy beyond traumatic turned into because of numerous things. First, college students do not realize what the simple past worrying is, 2d scholar lack of awareness is also referred to as (lack of understanding), besides that students also are incapable (lack of ability), and the final purpose college students make errors in the usage of the easy beyond stressful is temporary lapses of reminiscence. primarily based on those findings, it's far endorsed for college kids to better recognize every aggravating, in particular the easy past tense. (Azizah, U., Wisudaningsih, E. T., & Hamdani, B. (2022))

From this explanation, the research is interested in examining writing errors in the text recount class X students of Kisaran Private High School because no one has

researched it yet. Efforts to identify students' language errors through analysis of language errors expected to improve the quality of planning and implementation of learning. In particular, for language teachers and instructors, this research can be used as a input or basis for consideration and can enrich empirical evidence in development of contrastive linguistics, especially the analysis of language errors.

METHOD

This research is a qualitative studies using a qualitative descriptive method. Qualitative descriptive research is a studies method primarily based on the philosophy of postpositivism, used to have a look at styles of natural object conditions in which the researcher is a key device, facts collection strategies are accomplished with the aid of triangulation (blended), inductive (qualitative) facts evaluation and qualitative studies outcomes place greater emphasis on meaning as opposed to generalization. (Sugiyono, 2014:9). The things that were described in this observe have been mistakes in writing recount texts written by X MIPA-1 SMA Swasta Daerah Kisaran. The variable used in this take a look at is a unmarried variable, specifically student mistakes in writing recount texts. This observe uses Dulay's principle, at the same time as the error noted on this study is the accuracy of the usage of the varieties of addition, omission, misformation and misordering. (Literature, 2014).

The population in this have a look at was a element of sophistication X MIPA-1 SMA Swasta Daerah Kisaran, totaling 14 human beings. The pattern in this look at was the worksheets of class X MIPA-1 SMA Swasta Daerah Kisaran, totaling 14 humans. The approach of amassing data in the research is the manner to get the records. without expertise of the data gathering method, the researcher to get the records met the consistent preferred. on this studies collected the facts through the use of manner of the use of documentation, test, and interview. facts changed into amassed from severa strategies in statistics sampling. (Jerman, n.d.)

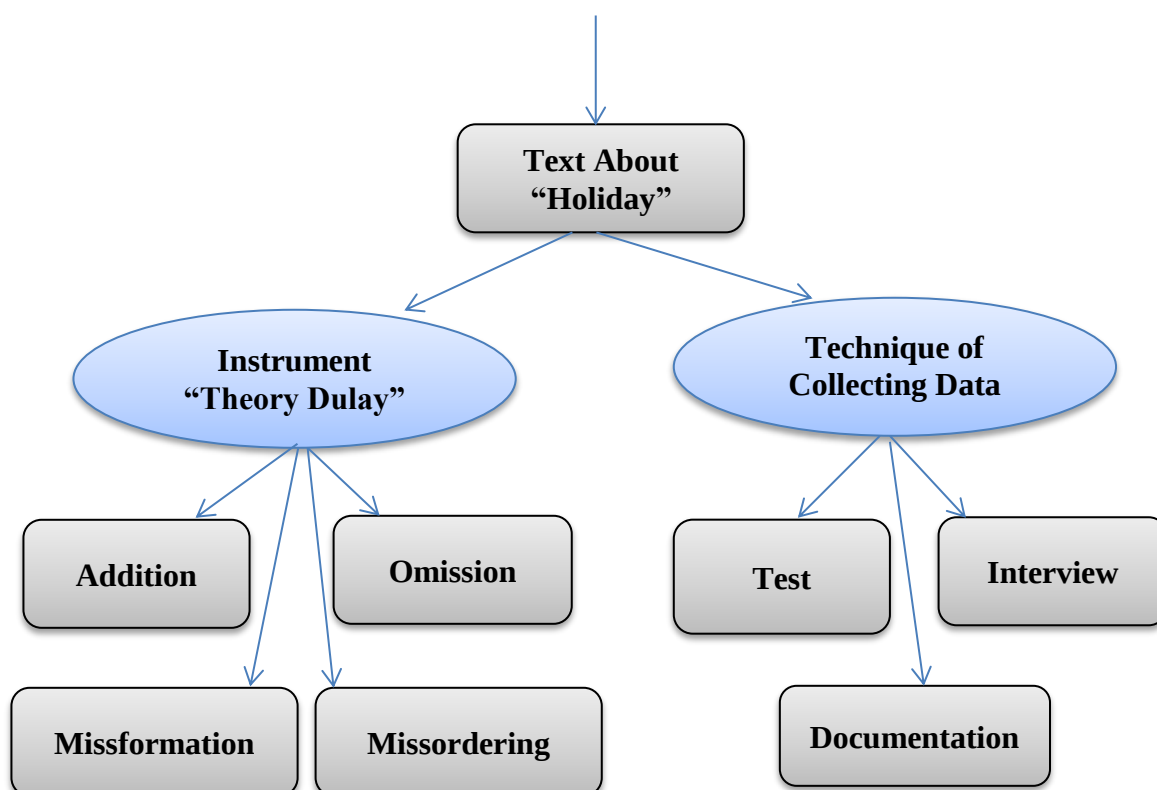
The data on this study are simple essays made by using students the usage of Possessive pronouns. The device used is the writing check. students are given the undertaking of writing a easy essay. The researcher has furnished numerous key phrases as a device for college kids to shape several sentences in order that they turn out to be a simple composition. The facts in this have a look at have been analyzed the use of the mistake evaluation approach proposed through Ellis in Tarigan (2011:60). Ellis states that there are 5 steps to investigate the statistics which include pupil errors. It includes accumulating the

records, identifying errors, classifying, explaining and comparing. the ones are the subsequent steps about information assessment of this research:

The first,Collecting the data from the students' The research amassing the records from the students' paintings sheets or students' Compisitions or examination solution.Second, Identification of the errors, after were given the facts, the following step is identification of the error.From all of work sheets, this studies attempted to identify the mistake by means of labeling the errors with varying stages of precision.Third, Classification of the errors,the research identified the students' error in writing recount text by marking their error based on surface strategy taxonomy, such as addition, omission, misinformation, and misordering.Fourth, The research categorized of each blunders and overall wide variety of mistakes made by way of the students.Fifth,The research defined the scholar mistakes to get percentage of every kind the subsequent method is used.(Jerman, n.d.)

This research became performed in a qualitative descriptive examine. Descriptive qualitative studies is a sort of qualitative studies. This have a look at aims to expose facts, conditions, phenomena inside the area related to the problem. Qualitative research is a naturalistic studies method because the research is conducted in a herbal putting. studies is a unique lifestyle in the social sciences which relies generally on people of their personal area and interacting with them using their very own language and phrases. There are numerous objectives of this look at, specifically mentioning orientation, occasions and reorientation based totally on enjoy. this could describe the evaluation of student errors in writing recount textual content. the writer became given an essay task to the students to create revel in in writing recount text.(Zulfa et al., 2023)

We can conclude the above understanding in qualitative research, the research only takes the data as it is. The research tries to describe, record, analyze, grammatical problems that students have in writing.



FINDINGS AND DISCUSSION

FINDING

The data description of the results of this study was taken based on the problem stated in the previous chapter in this study about the analyses of errors in writing recount texts. The researcher analyze the errors of students who focus on the Omission, Addition, Misordering and Misformation. By analyzing the students' answer sheets, this research obtained their common errors in the following table.

Table 1.1

Type of error found in the student writing recount text

Type Of Error	Frequency	Percentage
Omission		36%
Addition		%
Misordering	10	22,72%
Misformations	7	15,90%
Total	44	100%

After the researcher gets the student documents, she identifies the error. In this study, the writer analyzed 14 students writing in recount texts. The errors identified by the researcher are focused on errors in omission, addition, misordering and misformation in the

recount text. The next step after identifying errors in classification. Classification is based on surface taxonomy strategies including misformation, addition, misordering, and omission.

Omission

Omission is a loss of word or part of a sentence there should be.

Table 1.2

No.	Student's Name	Error Form
1	Sofya Maulida	The recount text made by student was wrong in Omission, such as the use of the word I also supposed to change to I was also because subject I using to be was in the rules for using was in the past tense. In the text student write one mistakes in the Omission.
2	Arnol Valentino Sidabutar	The recount text made by student was wrong in Omission, such as the use of the word I were supposed to change to I was because subject I using to be was in the rules for using was in the past tense. In the text student write one mistakes in the Omission.
3	Melisa Panggabean	The recount text made by the student was wrong in Omission as in the word Eat which should be Ate because it uses the second form of the verb. And then in the word Am which should be Was, then in the word Take which should be Took. In the text student write three mistakes in the Omission.
4	Rara	The recount text made by the student was wrong in Omission as in the word Buy which should be Bought because it uses the second form of the verb. And then in the word Go which should be Went, then in the word Bring which should be Brought. In the text student write three mistakes in the Omission.
5	Aura Natasya	The recount text made by the student was wrong in Omission as in the word Buy which should be Bought because it uses the second form of the verb. And then in the word Go which should be Went, then in the word Bring which should be Brought. In the text student write three mistakes in the Omission.
6	Natalia Panjaitan	The recount text made by the student was wrong in Omission as in the word Meet which should be Met because it uses the second form of the verb. In the text student write one mistakes in the Omission.
7	Jeremy Hotmata Saragih	The recount text that the students made was wrong in Omission, such as the use of the word I was which should have changed to there Was because the recount text uses the

		simple past tense. And then the usage of to be is changed to was. In the text the student writes two mistakes in Omission.
8	Kartika Kamel Situmorang	The recount text that the students made was wrong in Omission, such as the use of the word Go which should have changed to Went because the recount text uses the simple past tense. And using v2 in writing. In the text the student writes two mistakes in Omission.

From The Recount Text made by the student, there were 16 omission errors.

Addition

Addition is Addition words of parts of sentence that should not exist so that the sentences become grammatically wrong.

Table 1.3

No.	Student's Name	Error Form
1	Melisa Panggabean	The recount text made by students made mistakes in adding as in Week where Weeks should have added the word S. In the text the students write One additional error.
2	Rara	The recount text made by students made mistakes in adding as in Needs where Need not should have added the S at the end of the word. In the text the students write One additional error.
3	Alfitrel	The recount text made by the students made a mistake in adding it as in the word it becomes it's where there is an additional S in the verb form. In the text students write. In the text the students write One additional error.
4	Aura Natasya	The recount text made by students made mistakes in adding as in Simpel where Simple should have added the S at the end of the word. In the text the students write one additional error.
5	Purba Mesra Asmara	The recount text made by students made mistakes in adding as in booked where there is an additional A in the regular verb form and the v2 form is ordered. In the text the student writes. In the text the students write One additional error.
6	Saskya Novelita	The recount text made by the student is wrong in the addition as in the word Wait which must v2 Waited, Visit in v2 Visited the word them is changed to it because it denotes an inanimate object. In the text the student writes three errors in addition.

7	Nabila Rahmadani	The recount text that the students made was wrong on the word Falling, the word that should be used felled v2. in the text the student writes three errors in addition.
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From The Recount Text made by the student, there were 11 addition errors.

Misordering

Misordering is a mistake placement of a morpheme or group of morpheme in sentences.

Table 1.4

No.	Student's Name	Error Form
1	Aura Natasya	Recount text made by the student was wrong in Misordering as in the word My friend the student wrote A friend of mine. Then, the error in the word Was which should not need to be written and finally an error in the word Simple which should be Simple, because the typesetting is in the wrong place. In the text students write three mistakes in the misordering.
2	Rara	The Recount text made by the student was wrong in Misordering as in the word Looking for the student wrote Searching. Because Looking for is used as a verb to look for something that can be physically observed. In the text students write one mistakes in the misordering.
3	Natalia Panjaitan	The Recount text made by the student was wrong in Misordering as in the word The Panjaitan family and I the student wrote We and the Panjaitan family. Then, the error in the word That should be Her because the object being seen is clear. In the text students write two mistakes in the misordering
4	Paulus Simanjuntak	The Recount text made by the student was wrong in Misordering as in the word I the student wrote <i>Li</i> . In the text students write one mistakes in the misordering.

From The Recount Text made by the student, there were 10 misordering errors.

Misformation

Misformation is use of forms, words, mophemes and structure wrong.

Table 1.5

No.	Student's Name	Error Form
1	Paulus Simanjuntak	The recount text made by student was wrong in Misformation as in the word Motor Cycle which should be Motorcycle,because in correct writing there is no space between the motor and cycle.then in the word Because which should be As a Result, in that sentence it is not suitable to be placed there because word Woke up late is the result of the cause he plays playstation until 02.00 am, So the word that fits is As a result. then in the word About which should be At.and the last, in the word Do which should be Did,beacuse it uses the second form at the verb.In the text student write Four mistake in the misformation.
2	Slamet Deden Atmajaya	The recount text that students have made wrong misformations in sentences they went ther foot because The hotel is not mode Than a kilometer front The lake, and and this sentence can be changed with we walked i because our hotel is located a few kilometers from the lake.In the text one mistake in the misformation.it uses the past tense. in the text the student writes three errors in addition.

From The Recount Text made by the student,there were 7 misformation errors

Table 1.6**Tabulation of Error**

Type Of Error	Frequency	Percentage
Omission	16	36,36 %
Addition	11	25%
Misordering	10	22,72%
Misformation	7	15,90%
Total	44	100%

The table is presented to show the distribution of errors found in the writing of tenth grade students of SMA Swasta Daearah Kisaran After the error was calculated by tabulating it, the researcher found various types of errors related to the recount text, which totaled 44. As seen above, the most errors were omission 16 or 36,36% Then the following error is a mistake added with 11 occurrences or 25 % The third position is 10 errors or 22,72% misordering The last error was misformation with 7 occurrences and a percentage of 15,90%.

In this chapter, the researcher presents the types of errors and the most dominant

mistakes made by students, namely in the Omission, Addition, Miss-ordering and Missformation. After the data is analyzed by the research, it shows the most mistakes made by students.

DISCUSSION

This study aims to find out students' mistakes in writing recount texts in class X MIPA 1 SMA Swasata Kisaran in the 2022/2023 academic year. There are four errors :

Error Omission

Omission is a loss of a word or part of a sentence there should be. The smallest error found based on student writing is omission errors with 16 occurrences and 36,36% percentage. In this type of error students eliminate items that are actually needed in making well-form

Addition

Addition is addition words of parts of sentences that shouldn't be exist so that the sentence becomes grammatically wrong. The second highest frequency of mistakes made by students with 11 occurrences and 25% of the percentage is additional. From this research it can be seen that students add items that are not actually needed in forming sentences

Misordering

Misordering is a mistake placement of a morpheme or group of morpheme in sentences. Errors are the third highest frequency of errors made by students in writing recount texts is Misordering with 10 events and a percentage of 22,72% This refers to incorrect placement of morphemes or groups of morphemes in sentences

Missformation

Misformation is use of forms, words, morphemes and structures wrong. The most common errors found in student work are misinformation with 7 appearances and 15,90% percentage Miss-formation errors are marked with the wrong structure.

The results of this study are also supported by previous research. Namely research from Hardiani Ardin: Error Analysis in Recount Texts Written by third year students of SMAN I Pinrang. Hardiani stated that there had been 704 mistakes which might be categorized into 9 classes: errors inside the use of verb forms; subject-verb agreement; use of articles; use of prepositions; noun pluralization; use of pronouns; use of conjunctions; words and punctuation. This study targets to determine the most frequent errors made by class XII students of SMAN I Pinrang in writing recount texts.(Ardin. H, 2017)

Second is from Cholipah: An Analysis of Student Errors in Writing Recount Texts by VIII students of Trimulia middle school, South Jakarta, academic year 2013-2014. In this

study it turned into said that there have been three highest errors that had been often made by students, namely; capitalization, word choice, and verbs and 3 errors consist of the lowest; incomplete sentence errors, uncertain sentence errors and using singular plural. This study objectives to find empirical proof of the maximum common errors and resources of errors in writing recount texts made through 2d grade students of SMP Trimulia Jakarta. (Cholipah, 2014)

The last research is from Agustam, A. N. O., Salija, k., & Talib, A: An analysis Of college students' errors In Writing Recount textual content via magnificence X college students of SMA Karuna Dipa Palu inside the 2021/2022 instructional year. in this have a look at using a qualitative descriptive design. The topics of this observe have been all 32 students of sophistication X SMA Karuna Dipa Palu. In accumulating records, researchers used the check as an tool. Researchers analyzed the information the use of errors analysis. The consequences showed that students made 412 errors of their retelling textual content which have been categorized into: simple beyond nerve-racking (34.7%), prepositions (6.1%), pronouns (three.nine%), spelling (10.7%), and punctuation (forty four.7%) %). The dominant blunders is the mistake within the use of punctuation marks. Dominant mistakes arise because of loss of interest to the usage of right and correct student punctuation. students are apathetic to the usage of punctuation.(Agustam, A. N. O., Salija, k., & Talib, A. (2022))

From Dulay's theory and 3 previous studies, it can be concluded that there are 4 mistakes that students often make in writing recount texts, namely omission, addition, misordering and misformation. Table 1.6 shows the distribution of errors found in writing recount text students in class X MIPA-1 SMA Swasta Daerah Kisaran. After the errors were counted using tabulation, the researcher found various types of errors such as omission, addition, misordering and misinformation. There were 44 errors in writing recount text. As seen above, the most errors are omissions of 16 or 36.36% Then the next error is an addition error with 11 occurrences or 25% The third misordering is 10 errors or 22.72% stacking error The last error is a misformation with 7 occurrences and a proportion of 15 .90%

The results of the research and discussion above can be interpreted that there were four mistakes in writing recount texts in class X MIPA-1 SMA Swasta Daerah Kisaran. Researcher presents the types of errors and the most dominant mistakes made by students, namely in the Omission, Addition, Miss-ordering and Missformation . After the data is analyzed by the research, it shows the most mistakes made by students.

CLOSING

Based on data analysed can be conclusion that the theory from Dulay et al 1982 claims that students usually made errors when they write the text especially recount text at grade X of SMA Swasta Daerah Kisaran. This study has analysed and classified the types of students' errors in writing recount text. It was found that students do all types of errors (omission, addition, misinformation and misordering). The most common mistake found in student work is Omission found with 16 appearances and 23,36%. In this type of errors students eliminate the words that are actually needed in making a sentence to form a sentence that is good and right. The second highest frequency of mistakes made by students with 11 occurrences and 25% of the percentage is addition. The shows that students have added words that actually do not need to be used in forming a sentence. The third errors of the other errors based on student writing is misordering errors found 10 with 22,72% percentage. This error refers to the placement of morphemes in sentences. From the amount of time and frequency, the research estimate that students experience difficulties for several reasons. Misformation became the last highest frequency of errors made by tenth grade students of SMA Swasta Daerah Kisaran in writing recount text which were found 7 times and 15,90% percentage. In this type of errors students make mistakes in forming the words they use in writing recount text.

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