

ERRORS OF CENTRAL SULAWESI STUDENTS IN WRITING RECOUNT TEXT

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ABSTRACT

This research aimed to expose types and most frequent errors in recount writing of Central Sulawesi students which focused on linguistics category taxonomy and was limited to Morphology and Syntax. Descriptive qualitative and document analysis were employed in this research. The subjects of this research were 36 students of grade X MIPA 4 at SMA Negeri 1 Palu. The result of the research presents that there were 277 errors in students' writing: 123 or 44.40% omission errors, 20 or 7.22% addition errors, 134 or 48.38% misformation errors, and there were no misordering errors found in the students' writing. According to the percentage of errors occurrence, the most frequent error was misformation errors. The students frequently misused the formations of pronoun, preposition, main verb, auxiliary verb be, copula be, auxiliary verb have, modal auxiliary, subject-verb agreement, and verb-and-verb construction. It implies that the students still present many kinds of errors in their writing and the teacher should discuss more about it.

Keywords: Error, Writing, Recount Text.

INTRODUCTION

Error is known as structural, guided by the rule, and exists when students' understanding of the target language is incomplete. It generally occurs consistently and frequently that will happen for a long time if it is not corrected. The students' error is a very helpful way to prove what they have achieved and what they have not understood. Students do not know what they have made, because they cannot realize it until they are corrected by their teachers or other people since it cannot be self-corrected. In many cases, errors mostly happen in productive skill and they can mostly and explicitly be found in writing. Writing is not only the activity of setting down ideas into written form but the writers must give the information clearly to avoid misunderstanding between the authors and the readers. They need to pay attention to the components of writing such as grammar, spelling, word choice, and punctuation to compose good writing. Therefore writing skills are considered the most difficult skill to be mastered and it causes students to make errors.

In accordance with the 2013 curriculum, senior high school students are taught to write many kinds of genre texts. One of the texts that should be written is recount text. In writing a recount text, grammar seems as the main problem faced by students because the rules of English grammar are complicated. The students usually produce ungrammatical sentences mostly on the component of language features of recount text. They still have difficulty applying the rules of simple past tense. The influence of students' first language makes them struggle to arrange sentences using English tense because it is different from their language namely Indonesian where there is no tense at all (Bochari, Anggreni, & Ma'ulana, 2020). Therefore, students have to understand grammar well to produce good recount text because if they produce their text with good grammar, the readers will be able to comprehend the context understandably.

Making errors like the phenomenon above is a natural part of the process of learning a language. Errors are known to be necessary for both teachers and students. Therefore, Error analysis can be used as a helpful tool to figure out how well students understand the language and what are difficulties faced by students in the learning process. It is also to find out how the students learn the language. Error analysis is the process of observing, analyzing, and classifying the learners' errors to disclose something about the system that works within the learner (Brown, 2007). Hence, the teacher should apply error analysis in order to prevent the same errors made by the students. Regarding the explanation, the researchers were interested to explore the students' errors in writing recount texts. This research focused on determining the types of errors and the most common errors found in Central Sulawesi students' recount texts.

METHOD

The researchers employed a descriptive qualitative research design because it included analyzing, describing, and interpreting the collected data. This research was conducted at SMA Negeri 1 Palu, one of the most favorite schools in Central Sulawesi. The sample of this research was 36 students of X MIPA 4. In collecting the data, the researchers used documentation by taking students' worksheets of recount text writing from their teacher. In analyzing the data, the researchers used the methodology of error analysis and referred to Kusumawardhani's step analysis (2017) namely identifying, classifying, explaining, and correcting, then focused on the

surface strategy taxonomy proposed by Dulay, Burt, and Krashen (1982) which includes omission, addition, misformation, and misordering. To calculate percentage of each error, the formula proposed by Sudijono (2010) was implemented as follows:

$$\text{Error percentage} = \frac{\text{the number of error}}{\text{total number of error}} \times 100\%$$

FINDINGS AND DISCUSSION

Findings

After collecting the data, some errors were discovered in the students' recount texts. Furthermore, the results are released as follows:

Table 1. Errors in Morphology and syntax

Category	Kinds of Error	Omission	Addition	Misformation	Misordering	Frequency
Morphology	Possessive Case - 's	4	0	0	0	4
	Regular Past Tense -ed	45	0	0	0	45
	Comparative Case -er	0	1	0	0	1
	Frequency	49	1	0	0	50
	Percentage	17.69%	0.36%	0.00%	0.00%	18.05%
Syntax	Noun Phrase	-	-	-	-	-
	Article	21	6	0	0	27
	Number	11	3	0	0	14
	Pronoun	1	1	14	0	16
	Preposition	9	5	10	0	24
	Verb Phrase	-	-	-	-	-
	A. Verb	-	-	-	-	-
	a. Main Verb	3	1	52	0	56
	b. To Be	-	-	-	-	-
	a) Auxiliary Be	4	0	1	0	5
	b) Copula be	25	3	35	0	63
	c. To have	0	0	2	0	2
	d. Modal Auxiliary	0	0	11	0	11
	B. Subject-Verb Agreement	0	0	4	0	4
Verb-and-Verb Construction	0	0	5	0	5	

Frequency	74	19	134	0	227
Percentage	26.71%	6.86%	48.38%	0.00%	81.95%
Frequency	123	20	134	0	277
Percentage	44.40%	7.22%	48.38%	0.00%	100%

Table 1 shows that there are several morphological and syntactical errors occur in students' recount texts. Morphological errors consist of three types of errors. They are Possessive Case –'s, Regular Past Tense –ed, and Comparative Case –er. At the syntactical level, the errors include Noun Phrase, Verb Phrase, Subject-Verb Agreement, and Verb-and-Verb Construction. In a Noun Phrase, the errors include Article, Number, Pronoun, and Preposition. In a Verb Phrase, there are Verb and Subject-Verb Agreement. The errors in Verb are divided into Main Verb, To Be (Auxiliary Be and Copula Be), To Have, and Modal Auxiliary.

A. Omission Error

Omission errors are defined as the absence of an item that must exist in a well-formed utterance. The sentences below are examples of omission errors made by the students in their recount texts.

Table 2. Omission Error

Category	Student's sentence	Type of error	Correction
Morphology	The next day was <i>my cousin</i> wedding day.	Omission of <i>Possessive Case –'s</i>	The next day was <i>my cousin's</i> wedding day.
	We <i>talk</i> about many things.	Omission of <i>Regular Past Tense–ed/d</i>	We <i>talked</i> about many things.
Syntax	We arrived at \emptyset last zone.	Omission of <i>Article</i>	We arrived at <i>the</i> last zone.
	It took around <i>4 hour</i> to get there.	Omission of <i>Number</i>	It took around <i>4 hours</i> to get there.
	In the evening, \emptyset dined and wached my favorite TV shows.	Omission of <i>Pronoun</i>	In the evening, <i>I</i> dined and watched my favorite TV shows.
	I wanted to go \emptyset Malang again.	Omission of <i>Preposition</i>	I wanted to go <i>to</i> Malang again.

	It's so fun to Ø shopping together with them.	Omission of <i>Main Verb</i>	It was so fun to <i>go</i> shopping together with them.
	The weather Ø cold but I liked it.	Omission of <i>Copula Be</i>	The weather <i>was</i> cold but I liked it.

Table 2 shows that the students produced some omission errors in both morphology and syntax. At the morphological level, the students omitted the inflection of –'s to show the possession and the inflection of –ed to show the regular verb of past tense. At the syntactical level, the students omitted the definite article before the specific noun, suffix –s in the plural noun, the subject pronoun, the preposition of direction to show movement, the main verb, and be as a copula.

B. Addition Error

Addition error is defined as the appearance of an extra item that must not appear in a properly formed utterance. The table below are examples of addition errors committed by students in their texts.

Table 3. Addition Error

Category	Student's sentence	Type of error	Correction
Morphology	I couldn't be even <i>more happier</i> .	Addition of <i>Comparative Case -er</i>	I couldn't be even <i>happier</i> .
	I woke up and had <i>a</i> breakfast in the morning.	Addition of <i>Article</i>	I woke up and had breakfast in the morning.
Syntax	We got five <i>fishes</i> .	Addition of <i>Number</i>	We got five <i>fish</i> .
	Some of my friends who couldn't swim, <i>they</i> just played with white sand and built a sandcastle.	Addition of <i>Pronoun</i>	Some of my friends who couldn't swim just played with white sand and built a sandcastle.
	I went <i>to</i> there for a holiday.	Addition of <i>Preposition</i>	I went there for a holiday.
	After that, we <i>didn't forgot</i> to buy souvenirs at the night market.	Addition of <i>Main Verb</i>	After that, we <i>didn't forget</i> to buy souvenirs at the night market.

	<i>I'm</i> was happy seeing chameleon.	Addition of <i>Copula Be</i>	<i>I was</i> happy seeing the chameleon.
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Table 3 shows the students' addition errors in morphology and syntax. There was only a double marking of comparative degree that occurred at the level of morphology in their texts. While at the syntactical level, there were double marking of comparative degree, adding an indefinite article before an uncountable noun, adding the suffix –s in irregular plural noun, adding subject pronoun, adding preposition of direction to show a movement, double marking of verb2 after the auxiliary verb, and double marking of the copula be.

C. Misformation Error

Misformation error is distinguished by the usage of the incorrect form of a morpheme or structure. The sentences below are samples of misformation errors produced by the students.

Table 4. Misformation Error

Category	Student's sentence	Type of error	Correction
Syntax	<i>Me and my sister</i> just took some pictures because the water was very cool.	Misformation of <i>Pronoun</i>	<i>My sister and I</i> just took some pictures because the water was very cool.
	When we arrived <i>in</i> the beach.	Misformation of <i>Preposition</i>	When we arrived <i>on</i> the beach
	Then we <i>runned</i> around the field for a few laps.	Misformation of <i>Main Verb</i>	Then we <i>ran</i> around the field for a few laps.
	The scenery <i>is</i> so beautiful.	Misformation of <i>Copula Be</i>	The scenery <i>was</i> so beautiful.
	5 hours <i>have</i> been passed.	Misformation of <i>Auxiliary Verb Have</i>	5 hours <i>had</i> been passed.
	I <i>can</i> meet my big family.	Misformation of <i>Modal Auxiliary</i>	I <i>could</i> meet my big family.
	<i>The games is</i> so fun and interesting.	Misformation of <i>Subject-Verb Agreement</i>	<i>The games were</i> so fun and interesting.
	It was fun <i>to spent</i> the holiday at home.	Misformation of <i>Verb-and-Verb Construction</i>	It was fun <i>to spend</i> the holiday at home.

Table 4 shows that the misformation error only occurs at the syntax level. In the sentences above, the students used an object pronoun instead of a subject pronoun, used an incorrect reposition of place, used incorrect irregular past tense or preterite form, did not use the past form of a copula be, used have instead of had, used can instead of could, did the disagreement between the subject and the verb, and used a past marker or preterite after to infinitive.

Discussion

This research discusses about errors in linguistic category taxonomy which consists of morphology and syntax that are classified based on surface strategy taxonomy. This research exposes that the most frequent errors happen in the syntax category in terms of misformation errors which occurred 134 times or 48.38%. The incorrect structural form characterizes misformation errors. The students made errors when constructing the terms they used in their recount texts. The second-highest error produced by the students is omission errors. According to the results of the research, there were 123 or 44.40% omission errors. In this kind of error, the students leave out a component that is absolutely required for a well-formed phrase. The third-highest error is the addition error. This type of error implies that the students added an item that is not required in the formation of the sentence. Based on the findings, there were 20 or 7.22% addition errors. However, the researchers did not find any misordering errors in students' writing and it indicates that the students can properly arrange a morpheme in a sentence.

Moreover, this research is supported by the previous research that had been conducted by Mesrawati and Narius (2019) who investigated errors in recount text focused on the subject and verb agreement made by the eleventh-grade students of SMA Al Istiqamah Simpang Ampek, West Pasaman. The results showed that the students committed three types of errors in their text that are omission, addition, and misformation. Their research also clarifies that the most frequent error is misformation. It confirms that most of Indonesian students seem difficult to make a sentence structurally. Furthermore, the researchers indicate that grammar is the most difficult element for the students in using language, especially in written form. It is also supported by the result of the previous study conducted by Asni and Susanti (2018) who expose that the students' errors were caused by the complexities of English grammar, not by the

interference of their mother tongue. Therefore, the errors were mostly caused by intralingual interference in which the students do not master the rules of the target language well.

In fact, error in second language learning is natural and unavoidable occurrences. The conditions of learning a second language differed from learning a first language. As a result of their little experience, students sometimes committed errors. In this case, the EFL or ESL teacher should give students more practice in grammar, evaluate, and give feedback or correction related to students' performance. Giving feedback or correction related to students' performance will reduce errors of the students in learning a target language.

CONCLUSION

The types of errors that occur in students' writing especially in recount text are omission errors, addition errors, and misformation errors. Based on the percentage of the occurrence of the errors, it can be concluded that the most frequent type of error that occurs in the students' recount texts is misformation errors. The students mostly misform the use of the pronoun, preposition, main verb, auxiliary verb be and copula be, auxiliary verb have, modal auxiliary, subject-verb agreement, and verb-and-verb construction.

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