

AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT AT SENIOR HIGH SCHOOL

Nilam Sari Safitri¹, Muhamad Yahrif², Suharti Siradjuddin³

^{1,2}Prodi Pendidikan Bahasa Inggris, Universitas Megarezky, Makassar, Indonesia, ³Prodi Ilmu Akuntansi, Universitas Negeri Makassar, Makassar, Indonesia

Correspondence* E-mail: nilamsarisafitri@gmail.com,

²E-mail: muhyahrif@unimerz.ac.id, ³E-mail: suhartisiradjuddin772@gmail.com

Abstrak

This study aims to analyze the errors that may occur in students' writing and the types of errors that are usually made by students when writing recount texts at governmental senior high school 14 Gowa in the 2023/2024 academic year. This study uses a descriptive qualitative design. The subjects of this study were thirty students from class XI IPA. This study used documentation and interview instruments to collect data. The results showed that the types of errors most often made by students were subject-verb agreement errors, verb tense errors, sentence structure errors, and spelling errors. The average level of students' writing was fourteen students at the "good" level for subject-verb agreement errors. Thirty students were at the "unsatisfactory" level for verb tense errors. Twenty-nine students were at the "unsatisfactory" level for sentence structure errors and twenty-three students were at the "satisfactory" level for spelling errors. Meanwhile, two factors may cause errors in writing recount text, namely interlingual and intralingual transfer. Based on the results of this study, it can be concluded that there are four types of errors and two types of factors that cause errors in grade XI IPA one of SMA Negeri 14 Gowa.

Keywords: Error Analysis; Recount Text; Writing

INTRODUCTION

One of the most important languages to master is English. In addition to being an international language, English has become common in many aspects of modern life, particularly during the millennial and digital eras. Furthermore, to master English, students must develop the following skills such as speaking, listening, reading, and writing. The English language is spoken, read, and understood in most parts of the world (Getie, 2020). Writing is one of the productive English skills that should be highly learned by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing



purposes, such as letters, essays, papers, articles, journals, project reports, theses, and so on (Toba *et al.*, 2019).

Writing recount text is one of the writing abilities that students should develop. As Hyland stated, the writing is created to inform the readers or people about something that happened in the past. It could be experiences or events (Sari, 2017). Writing recount text might be difficult for students. Although high school students may have already received basic instruction, this does not ensure their ability. This is due to the fact that recount material cannot be written in the same regular structure as other texts, as well as the tenses utilized. Most students will have difficulty determining tenses and writing recount texts. Students' problem with creating recount text, According to Harris, Ansyar, and Radjab, most students struggle to write recount text when using language features. The employing of the simple past tense, action verbs, connecting verbs, and pronouns all contribute to this difficulty (Sartika *et al.*, 2022).

Based on the researchers' observation at SMA Negeri 14 Gowa, some of the students seem to have difficulties in writing recount text. These difficulties such as lack of vocabulary and grammatical. They lack of motivation to find new vocabulary and they do not understand the structure of grammar. This research novelty is that it examines grammatical challenges in producing recount text in a student's work, as well as how errors occur when students learn English. The examination identified grammatical problems related to sentence form, tense, and its causes. Additionally, the researcher examines language errors and their occurrence in English writing skills. Furthermore, the main reason why the researcher chose this topic is to know the most common errors made by students in Senior High School in recount text writing and also to know why the students made the errors. Therefore, the researcher would like to conduct the research under the title "An Analysis of Students Errors in Writing Recount Text at Senior High School".

METHOD

Types of Research

In this research, the researcher used qualitative research more specifically using descriptive qualitative method. According to Creswell, qualitative research is a method for examining and understanding the meaning that individuals or groups attribute to a social or human situation. The research process includes emerging questions and processes, data collected in the participant's environment, data analysis that progresses inductively from particular to broad subjects, and the researcher's interpretations of the information (Sartika *et al.*, 2022).

Setting Time of the Research

This research was conducted from May to June 2024 in class X1 SMA Negeri 14 Gowa located on Jl. Poros Malino, Gowa.



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Population and Sample

The sample of this research is the eleventh-grade students of SMA Negeri 14 Gowa. The researcher used simple random sampling. Simple Random Sampling is the taking of sample members from the population which is done randomly without regard to the strata that exist in the population. In this research the researcher concentrated on X1 IPA 1 subject of this research, there are consists of 30 students.

Instrument

The researcher collected data using a variety of instruments, including documents and interviews.

Procedure

1. Documentation, the researcher introduced the concept of recounting text in students' writing. The researcher asked the students to write about their personal experiences with holidays. Students had to work individually and were given thirty minutes to complete this task. Afterwards, the researcher took the paperwork and analysed the errors that students made in writing the recount text. The researcher found out the most common types of error that students make also the factor that causes errors in students writing recount text.
2. Interview, after taking the documentation the researcher uses interviews to find out the cause of errors made by students. The researcher asked six questions to each student. The interview tools are tape recorders and pictures to help the implementation of interviews to be successful. The researcher had chosen a few students to do the interviews.

Data analysis

In this research, the researchers needed an instrument to acknowledge the students' level of writing recount text. The researchers used documentation to find out the error that occurred in students writing recount text. On the first day, the researchers came to the class and did a little intermezzo to the students. The researchers had asked a question about the recount text. After reviewing the students' knowledge of the recount text. The researchers command the students to make one story about recounting text with the personal experience theme. After they finished the task, the researchers took their worksheet and analyze them.

After conducting the first step. The researchers also conducted interviews to support the first data instrument. The purpose of these interviews was to know what factors might cause the errors that occurred in students' writing recount text. Besides that the researchers also conducted an interview with the English teachers.



Table 1. The classification of students' level in writing

Criteria	Excellent	Good	Satisfactory	Needs Improvement	Unsatisfactory
Sentence Structure	Sentences are well-structured and varied, with no grammatical errors.	Sentences are mostly well-structured, with few minor grammatical errors.	The sentence structure is generally correct, but several grammatical errors are present.	Sentence structure is inconsistent, with frequent grammatical errors.	The sentence structure is poor, with numerous and consistent grammatical errors.
Subject-Verb Agreement	Perfect subject-verb agreement throughout the text.	Occasional minor errors in subject-verb agreement.	Some errors in subject-verb agreement do not significantly hinder understanding.	Frequent errors in subject-verb agreement, affect clarity.	Numerous errors in subject-verb agreement, make the text difficult to understand.
Verb Tense Consistency	Verb tenses are used consistently and appropriately throughout the text.	Minor lapses in verb tense consistency.	Inconsistent verb tenses, but meaning is generally clear.	Frequent errors in verb tense consistency, affecting the clarity of the text.	Verb tenses are inconsistent and inappropriate, making the text confusing.
Spelling	No spelling errors.	Few minor spelling errors.	Some spelling errors, but they do not detract from understanding.	Frequent spelling errors begin to interfere with understanding.	Numerous spelling errors make the text difficult to read and understand.

Source: Adapted from Sundeen in Narvaez et al., (2019)



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RESULTS AND DISCUSSION

RESULTS

Table 2. The most common types of errors found on students' writing recount text:

No	Types of Errors	Sentences	Analysis
1.	Subject-Verb Agreement error	<i>"I love the most is being able to try some of the food"</i>	<p>This sentence contains an error because the students did not write it with the proper rule. The rule for the subject-verb agreement is Singular subject should be with the singular verb and the Plural subject should be with the plural verb.</p> <p>So the correct sentence must be "I love the most being able to try some of the foods".</p> <p>Fourteen students have made subject verb agreement so the students are currently at a "good" level about the subject verb agreement error. It could happen because the students occasionally made a minor error in subject verb agreement issue.</p>
2.	Verb Tense Error	<i>" I help my family clean the house and prepare traditional dishes"</i>	<p>This sentence contains an error because the use of the tenses was not proper with the recount text rule itself. In writing recount text the tenses that were used were past tenses.</p> <p>So the correct sentence is "I was helping my family clean the house and prepare traditional dishes"</p> <p>Thirty students made verb tense errors so the students' level on this verb tense errors was on the "unsatisfactory" level. The reason that could make it possible was that the students used inconsistent and inappropriate verb tense, which caused the sentence not to be understandable.</p>
3.	Sentence Structure Error	<i>" This was my first time to this city after a year ago"</i>	<p>This sentence contains an error because the author has the fragments error (the sentence lacks the verb). Fragments are kind of errors that occur in sentence structure.</p>



4. Spelling Error	<p>“ I saw many natural views”</p>	<p>The correct sentence is “<i>This was the first time went to this city after a year ago</i>”.</p> <p>Twenty-nine students made sentence structure errors so the students' level on this sentence structure errors was on the "unsatisfactory" level. The reason that could make it possible was because the students' ability to organize the sentence structure was very poor with numerous and consistent grammatical errors.</p> <p>This sentence contains an error because the author made a misspelling in one word.</p> <p>The correct sentence is “<i>I saw many nature views</i>”.</p> <p>There were twenty-three students who made spelling errors so the students' level on these spelling errors was on the "satisfactory" level. The reason is that the students did have an error in spelling but it does not detract from understanding or it is still understandable.</p>
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Table 3. Factors that cause errors

No	Students	Statement
1.	Students 1	<p>“ Kurang mengerti kosa katanya kak”</p> <p>“ Pas menulis biasanya pake ide sendiri, terus ditranslate pake google.</p> <p>“ Jadi lebih paham sama cara menulis recount text kak cara atur-aturanya”</p>
2.	Students 2	<p>“ Ga mengerti ka sama cara menulis pake bahasa inggris kak nda terbiasa”</p> <p>“ Biasanya pake ide sendiri baru ku translate pake google”</p> <p>“ Dapat kosa-kata baru sama belajar ka juga tenses tapi kulupai tidak terlalu paham”</p>
3.	Students 3	<p>“Aaaa kalau kesulitannya sih kaya di misal verb 1 verb 2 nya kak”</p> <p>“Kalau saya cari topik di google baru kutambai ideku sendiri, translatenya pake google translate ji kak”</p>



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| 4. | Students 4 | <p>“Aaaa, mungkin adaji peningkatan sedikit”</p> <p>“Mmmm cara baca vocabnya sama spakingnya kak yang susah”</p> <p>“Judulnya ji kucari di google baru ku tambah pake ceritaku sendiri, translatenya pake google translate”</p> <p>“Belum terlalu paham mungkin cara menulisnya ji yang agak ku pahami”</p> |
| 5. | Students 5 | <p>“ Masih kurang paham sama penulisan recount text karena susah dipahami”</p> <p>“Pake ide sendiri kak spontan, translatenya pake google”</p> <p>“Yang saya dapatkan ngga terlalu banyak, mungkin penggunaan tensesnya saja yang dipahami”.</p> |
| 6. | English Teacher | <p>“Siswa lebih banyak mengalami kesulitan di grammar sehingga ketika menulis jadi ada errornya. Penyebabnya karena siswa menggunakan tools google translate yang sometimes tidak sesuai dengan yang ingin mereka cari”</p> <p>“Kalau tenses siswa sudah lumayan menguasai. Karena kan mereka punya 2 mapel Bahasa Inggris. Ada Bahasa Inggris peminatan sama Bahasa Inggris umum. Nah untuk peminatan itu siswa fokusnya di speaking sama grammar. Sedangkan di umum mereka pelajari semua skill”</p> <p>“Penyebab errornya seperti yang tadi saya bilang itu ada di grammar. Karena siswa masih lemah dan kurang teliti pada saat mentranslate kalimatnya mereka jadi tidak tau apakah tenses dan subjek yang dipake sudah betul”.</p> |
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Discussion

The result showed that the most common types of error analysis in students' writing recount text made by thirty students of Eleventh Science One (X1 IPA-1) were subject verb agreement errors, verb tense errors, sentence structure errors, and spelling errors. The factors that made errors in students were causes of Lack of vocabulary, lack of grammar knowledge, being afraid of making errors, not understanding how to write recount text, and lack of understanding of verbs and tenses.

Fourteen students made errors in subject verb agreement including errors in lack of grammar. For the verb tense error, thirty students have made errors including the lack of verb and tenses understanding. The verb tense indicates when the action or utterance occurs. Students frequently make errors in these types because they do not comprehend the law of tenses. Meanwhile, regarding the sentence structure error, twenty-nine students have made errors including the lack



of knowledge on writing recount text. Errors regarding the structure are important as Burt and Kiparsky in (Octaviani & Wijaya, 2024) state that errors in sentence structure will make a sentence difficult or impossible to understand. Lastly, for the spelling error, twenty-three students have made errors, these errors were caused by the lack of vocabulary. Spelling is a significant challenge for most beginner learners of English. It is an important element of writing.

It can be concluded that an error could occur in students' writing because of the lack of grammar they do not understand how to write in English. The existence of different patterns in English and Indonesian sentences makes it difficult for Indonesian students to compose sentences in a foreign language (Putri et al., 2023). Furthermore, the explanation was that students were unable to distinguish subjects and verbs, had a restricted vocabulary, did not practice, and were unaware of the proper phrase in writing. Moreover, they wrote in English as if they were thinking in Indonesian. However, as individuals process new language material in their minds, they generate new rules, therefore they frequently overgeneralize about their second language expectations (Syaprizal & Ramadona, 2018).

Besides that, another error that students tend to make was caused by the interlingual transfer. Interlingual transfer is a significant source of error. Interlingual transfer errors are language errors generated by the transfer of the first language, Indonesian, into the second language, English. Errors occur due to structural differences. It contains problems such as subject-verb agreement, verb tense, sentence structure, and spelling (Maftukhin, 2023). Intralingual errors are caused by overgeneralization of specific characteristics of the target language, which often occurs when the learner has not fully learned the target language system. Intralingual and developmental errors are caused by the difficulty of the second/target language (Yuniry Ullah & Sijono, 2018).

This is related in a similar way to Anggela Kunti (2023) previous research this similarity is because this research and previous research use the same instrument, which is the test of writing. The difference between the results of previous research and this research was in the theory that has been used. This research used James (1998) theory to classify the types of error meanwhile the previous research used Azar's (2009) theory. Based on the results of this study, the researcher found four types of errors in writing. namely, subject verb agreement, verb tense error, sentence structure error, and spelling error. two causes of error were added, namely, interlingual transfer and intralingual transfer.

CONCLUSIONS

Based on the findings and discussion. The researcher aims to know if there is an error analysis in students' errors in writing recount text. The result from this research was taken from qualitative data from the result of this research, the researcher concluded as follows, there had been found few types of errors in students' writing namely, subject-verb



agreement errors, verb tense errors, sentence structure errors, and spelling errors. Besides that, some factors might cause an error occur in students' writing that as interlingual transfer and intralingual transfer. Interlingual transfer is a major source of error. Meanwhile, intralingual interference refers to items produced by the learner, which reflect not the structure of the mother tongue, but generalization based on partial exposure of the target language.

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