

## **The Students' Error Analysis of Writing in Recount Text for The Millennial Students**

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**Abstract.** Nowadays, the millennial students are the largest and most diverse generation. So, the millennial students need to increase their knowledge and new skill in learning process especially in writing skill with good grammar for holiday experience in recount text form. Writing is the act or process to express idea which support of information through written language. Meanwhile, recount text is a text to retell the story that happened in the past. The aim of this research is to find out kinds of errors made by the tenth grade students of SMAN 1 Petanahan in the academic year of 2016/2017 in writing recount text. This research under descriptive qualitative method and use test as an instrument. The test is a written test about an experience. The researchers collected the data from 30 students as a subject of this research. Which is the researcher assumes one class from eight classes in eighth grade of SMAN 1 Petanahan. While, in analyzing the data, the researchers classifies the students' errors. There are four kinds error found: omission, addition, substitution, and permutation. The result of this research shows that the total students' error are 248 consist of omission 102 (41.10%), errors of addition 37 (14.90%), errors of substitution 77 (31.00%), and errors of permutation 32 (13.00%). The dominant errors made by the students is omission, while the lowest one is permutation.

**Key Words:** *Error analysis, millennial Students, recount text, writing*

### **1. Introduction**

English as an international language is used in almost countries in the world. It is well known as one of the most important language for development of every country in many fields such as business, science, technology, and education.

In learning English, there are four basic skills the learners should master : writing, speaking, listening, and reading. Students often face many difficulties in learning English since it is a foreign language for Indonesian students. Writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading [1]. In practice, Indonesian students still find difficult in writing English such making the text in English using correct grammatical rules. The use of rules of grammar, punctuation, and spelling are very important to make explicit sentences.

The common problems appear in writing is that students face difficulties in constructing sentences correctly. It is caused by the fact that there are many things to learn. Sometimes, students are incapable to use the word in making a sentence correctly. They cannot replace the simple form for the past tense of verb properly. Errors are often found is ignorance put the suffix *-ed* in the basic verb. For instance, "study to be studied" should be "studied". It is clear that this occurs because students reorganize their existing knowledge and ignorance of students on past tense of verb in English.

Further, students cannot use appropriate words. Sometimes, students use inappropriate word which makes their writing difficult to understand. They will be able to communicate their ideas clearly by

choosing appropriate words. It occurs because they have limited vocabulary which makes them difficult in expressing their idea. Therefore, vocabulary has an important role in creating good sentences on a text.

One of the text that students have to master is recount text. Recount text is a kind of genre which retells events or experiences in the past. This text describes about the writer's personal experience which truly happens in his or her life. In the recount text, simple past tense is one of the tenses must be mastered by students, but in fact most of students were not correct in using the verb of past tense.

In this research, the researchers took review from the other researchers as comparison. The first research with the title "*Error Analysis in Writing Recount Text*" [2]. The research aimed to identify the types of morphological, syntactic, discourse error in writing recount text and the objectives of her research was the eighth grade students of SMP Muhammadiyah 4 Surakarta. Then, the results of his research showed the dominant type of error were wrong spelling and misuses of verb in past tense.

The second research is "*An Analysis of Grammatical Error in Writing Recount Text*" [3]. The research aimed at finding out the grammatical error in recount text and the objectives of this research was the third semester students of English Department in Makassar Muhammadiyah University. The result of this research was the students have not deep understanding in using grammatical composition in composing the next into a good structure. So, the students need more practice with verb forms and tense since they were the basic knowledge needed for telling their experience.

The third research is "*Analyzing Errors in Recount Text Written by The Third Year Students of SMAN 1 Pinrang*" [4]. This research aimed to find out the most frequent errors that the students made in writing recount text. The research findings indicated that the most frequent errors made by the students were in using verb form, punctuation, preposition, spelling, noun, article, and pronoun.

The fourth research is "*Interlanguage: Grammatical Errors on Students' Recount Texts (A case study of First Year of MAN 2 Banjarnegara in The Academic Year 2014/2015)*" [5]. The aimed of this research was to find out the grammatical errors that students make in writing recount text and the interlanguage processes happen in it. The result was show that students tend to make the errors of omission, addition, misinformation, and misordering.

The fifth research is "*An Error Analysis In Recount Text Writing Made By The Second Grade Students Of SMP Muhammadiyah Bandar Lampung*" [6]. This research was aimed at finding out the types of errors and the frequencies of occurrence of the surface strategy taxonomy and communicative effect taxonomy found in the students' recount texts, and the types of errors which are most frequently made by the students. The result were five types of errors made in students' recount texts based on surface strategy taxonomy, and two types of errors made by the students based on communicative effect taxonomy global error and local error.

The sixth research is "*Analyzing Language Features of Recount Text Written by MA Hidayatu Umam Students*" [7]. This research reveals the students' writing product of recount text in order to know their writing composition and to know how they use linguistic features of recount text, because every student has his/her own way in expressing his/her ideas in writing. The finding showed that 5 of 8 students were able to write the text with their own style and their writing product turned out nicely and also showed that 8 students have their own styles in writing. Nonetheless, all of the students were good in applying the composition of recount text although they still have to learn more because of they did some errors on grammatical range and accuracy.

The seventh is "*Error Analysis in Writing Discussion Text Made by Students at English Department of Universitas Negeri Padang*" [8]. The main objective in this study was to find the usual grammar mistakes made by English language students in 2017 at Padang State University in writing discussion texts. Theoretically, this research was conducted to identify, classify and show the proportion of each type of error made by students. The research showed that students still experience great difficulties in learning the grammar structure in the writing process.

The eighth research is "*An Analysis on Students' Errors in Writing Recount Text*" [9]. The purpose of the research was to know the errors in writing recount text of the tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013. The result was showed that the students were still confused in making the agreement between subject and verb. It could be because in bahasa indonesia there is no agreement between subject and verb. The students were still confused in differentiating whether to use

the definite or indefinite articles. It could be because in Indonesian language grammar there is no definite article used.

The ninth research is “*An Error Analysis of Using Phrases in Writing Recount Text at Tenth Grade in SMA Parulian 2 Medan*” [10]. This research deals with an error analysis of using phrases in writing recount text at tenth grader in SMA Parulian 2 Medan. The objective of this research was to identify the types of common phrases’ error made by the students of tenth grader in SMA Parulian 2 Medan in writing recount text and the object was class of X-A. The research was showed students constructed or arranged the words or sentences based on Indonesian meaning. Meanwhile, English has different rules in constructing phrases. The students also were lack of knowledge about phrases. Therefore, English teachers are expected to focus on types of phrases in learning English.

The tenth research is “*An Analysis of Grammatical Errors in Writing Recount Text Based on Surface Strategy Taxonomy at The First Year of SMA YP UNILA Bandar Lampung*” [11]. The objective of this research is to identify the frequencies of occurrences of the students’ grammatical errors based on *surface strategy taxonomy* that is found in their recount text. Then, the research was showed that the highest frequency of whole errors is malformation, and the lowest one is disordering. It occurred because the difference of Indonesian language and English are different. Therefore, English teacher should not ignore the errors committed by the students. The teacher can give remedial teaching for the students to improve students’ mastery in writing skill.

According to the previous research above, the researchers can conclude that there are some differences research in this research namely the aimed of this research is to find out kinds of errors made by students such as: omission, addition, substitution, and permutation, the objective of this research was the tenth grade students of SMA N 1 Petanahan in the academic year of 2016/2017, the instrument of this research was written text by their holiday experience, and the result was showed that the dominant errors made by the students is omission, while the lowest one is permutation.

Considering those explanations, the researchers are interested to conduct a study about “*The Students’ Error Analysis of Writing in Recount Text for Millineal Students*”. The researcher expects that the result of the research will be useful for both students and teacher to run more effective learning process.

## **2. Literature review**

### *2.1. Grammar*

Grammar is one of the most important components of English language especially in writing skills. The learners who have a good mastery of grammar will help learn to write text well. Grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language [12]. Also defines that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence [13].

Grammar is a scientific statement of the principles of good usage which concern with the relation of words in the sentence [14]. Furthermore, states that grammar is the set of rules that describes how words and groups of words can be arranged to form sentences in a particular language [15]. From some definitions above, the researchers may conclude that grammar is a system of rule in a certain language which studies about the changing word form and how it works in a sentence. Grammar is used by people to express their feelings, attitudes, experiences, etc to other people. It becomes apparent that just knowing the meanings of the words is not enough to convey the intended message in communication, but applying grammatical rules in a conversation makes it possible for speakers to convey meaningful message. Thus, grammar is very important in using in language both spoken and written forms.

#### *2.1.1. Simple Past Tense*

The simple past is one of the tenses that is used to refer to completed events, states or actions. Simple past tense is generally to express the events or situation that happened at a particular point in the past. The simple past tense is represented by the –ed inflection on regular verbs and by other changes in the

case of irregular verbs [15]. The simple past tense expresses action carried out prior to the time of speaking. The simple past tense frequently occurs with expressions that indicate a specific point in time when the action was carried out, such as yesterday, a week ago, last Monday etc.

Additionally, the forms of the simple past of verb is by adding –ed into the end of a regular verbs [16]. However, many verbs are irregular. For irregular, the past forms does not end in –ed.

## 2.2. *Writing*

Writing is a basic language skill that just as important as the other language skill such as speaking, listening, and reading [12]. Writing as a process of figuring out what you think, not a matter of recording already developed thought, since it is not possible to think about everything all at once [17]. Everything that someone writes is written for a reason and meant to be read, even if only by the writer. Moreover, writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading [1].

From the explanation above, the researchers can conclude that writing is the act or process to express idea which support of information through written language. Through writing, the students can inform others, carry out transaction, persuade, infuriate, and tell what we feel. By writing, the students hopefully can convey their ideas, feeling, and knowledge.

## 2.3. *Recount Text*

Recount text is used to retell the story that had happened in the past time. Recount text is a text which retell events for the purpose of informing or entertaining [18]. In addition, recount is the simple past tense type [19]. Recount text, basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount text is text function as for telling an incident in the past. On other hand, recount text is a text that tell us about a part of experience [20]. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events.

## 2.4. *Error Analysis*

Error analysis is a type of linguistic analysis that focuses on the errors learners make [21]. It consists of a comparison between the errors made in the target language and that target language itself. Error analysis emphasizes the significance of learners’ errors in second language.

Error analysis as “the study and analysis of the errors made by second language learners” [22]. Error analysis may be carried out in order to identify strategies which learners use in language teaching, identify the causes of learners’ errors, and obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials.

Additionally, traditionally errors are regarded negatively and had to be avoided or eradicated [23]. The more recent acceptance of such errors in learners’ use of the L2 is based on a fundamental shift in perspective from the more traditional view of how L2 learning takes place. From the explanation above, the researchers may conclude that error analysis is a process to analyze the students’ error in language learning. By conducting error analysis, it will help the students to provide some information which can be used to overcome difficulties in language learning.

## 3. **Research Method**

This research is qualitative research which uses descriptive method. The data is gained through observation and interview. The instrument of this research was written test. The researchers ask the students to write their holiday experience. The data of this research is collected in the form of words rather than the number and the researchers do not give any treatment to the object of the research to find the result. The researchers uses this method to analyze the errors that made by the tenth grade students of SMA N 1 Petanahan in the academic year of 2016/2017 in writing recount text. The students

were five classes that consist of three exact classes and two social classes. Then, the researchers used random sampling. Besides, the researchers choosed XA-1 as the class of this research.

#### 4. Research Findings and Discussion

The researchers identified the students' error by analyzing the students written in the form given by the researchers to know number and the error types made by the students of SMA N 1 Petanahan in the academic year of 2016/2017. The percentage of errors made by students furthermore describes on the table below:

| <b>Type of Error</b> | <b>Total</b> | <b>Percentage</b> |
|----------------------|--------------|-------------------|
| Omission             | 102          | 41.10%            |
| Addition             | 37           | 14.90%            |
| Substitution         | 77           | 31.00%            |
| Permutation          | 32           | 13.00%            |
| Total                | 248          | 100%              |

Corder et al in [24] state that there are four types of errors. The discussion of the students' error based on the types given is presented as follows:

##### 4.1.1. Omission

Omission is leaving out some required linguistic elements. In students' recount text, the researchers found 102 omission (41.10%) of errors. Here are the examples of students' omission.

- *...I and my uncle want to home my sister* (S4,L4)
- *After that me and my uncle went to the market.* (S4,L8)
- *I took picture in red bridge.* (S19,L3)

##### 4.1.2. Addition

Addition is redundant use of certain elements in a sentence. From the result of students' recount text, the errors of addition are 37 addition (14.90%). There are some types of addition errors that the researchers finds:

- *One **day at** Sunday I and my friends went the suwuk beach.* (S27,L1)
- *We **to go** to borobudur temple for holiday.* (S5,L2)
- *...I **am** and my uncle go to my home.* (S4,L5)

##### 4.1.3. Substitution

Substitution is replacement of incorrect elements for correct ones. The researcher finds 77 substitution (31.00%) in students recount text. This error occurs when the students apply the grammar rules of the target language incorrectly. The following are some examples of substitution made by the students as follows:

- *I went to Lampon beach **from** morning and **going** to home **afternoon day**.* (S20,L3)
- *We **to go** to borobudur temple for holiday.* (S5,L2)
- *We **ride** every ladder at borobudur temple.* (S5,L3)

##### 4.1.4. Permutation

Permutation is incorrect word order. This types of error occurs when the students place the sequence of words inappropriately in the sentence. The researchers finds 32 permutation (13.00%). The following are permutation made by the students.

- ***I and my parent** only sit in the hut.* (S20,L5)
- *I saw **sunset very wonderful**.* (S27,L4)
- ***I and my friends** went the suwuk beach.* (S27,L1)

This percentage of recapitulation of students' error are converted into a pie chart. The pie chart covers the highest until lowest rank as follows:

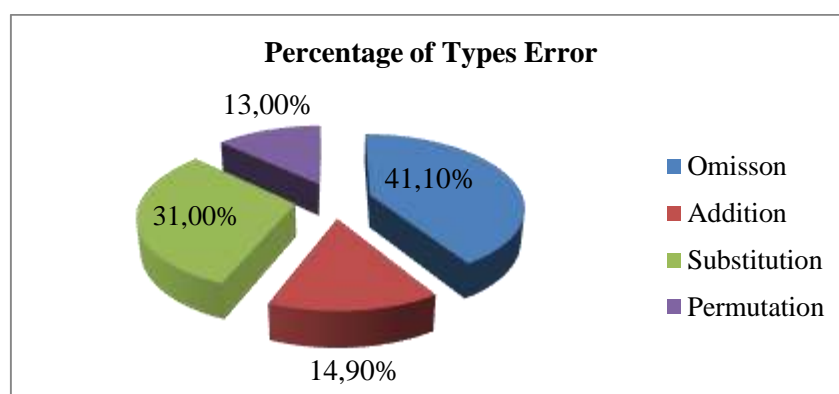


Figure 1. Types Error Percentage

The pie chart shows the result of type error in students' writing recount text. Based on the chart above, the data shows, the highest error is omission. It has the percentage (41.10%) from 30 students. The second rank of errors that the student make is substitution. There are 77 substitution (31.00%). The third rank of error that the student make is addition. The percentage of addition is 14.90%. The least frequent error that the students make is permutation. It has the lowest percentage among the other types of errors. There are 32 permutation (13.00%).

## 5. Conclusion

After analyzing the data and finding the result of the research, the researchers conclude there are four kinds error found: omission, addition, substitution, and permutation. The researchers finds that there are 248 students' errors consist of omission 102 (41.10%), errors of addition are 37 (14.90%), errors of substitution are 77 (31.00%), and errors of permutation are 32 (13.00%). Students should be careful in using grammar, apply the correct rule in the sentence, learn more about tenses especially in writing simple past tense, and do more exercise in writing recount text.

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