

**AN ERROR ANALYSIS IN RECOUNT TEXT
WRITTEN BY THE FIRST YEAR OF ENGLISH
DEPARTMENT AL-QOLAM ISLAMIC
INSTITUTE GONDANGLEGI MALANG**

Budik Kusworo

IAI Al Qolam Malang

Email: budikkusworo@alqolam.ac.id

ABSTRACT

Language is studied in Linguistics. In other words, linguistics is the scientific study of language. It has been mentioned by Lyons that Linguistics can be defined as the scientific study of Language. Error analysis is also studied in linguistics. It is used to determine someone's quality in using a second language or a foreign language. This study aims to analyze students' written text errors in Recount Text. This research is Research Analysis. The population is first year students of the English Department at Al-Qolam Islamic Institute. There are 17 students. Student writing was analyzed using surface study taxonomy. The author found a total of 105 errors in student papers. It is also useful in everyday life, especially when giving public speeches. Because mistakes can be found not only in writing, but also in conversation. Therefore, the writer suggests future writers to utilize this research as an item to describe and compare the research topic with other theories, because it will make a significant contribution to understanding errors.

Keywords: *Writing, Error Analysis, Recount text.*

Introduction

English is one of the most widely spoken languages on the planet. Because English is spoken as a second language in a number of countries around the globe. English is becoming more widely utilized as a means of communication among non-native speakers (Brown, 2000).

English has spread around the globe so extensively, making itself a truly international language (Crystal. D, 1997). In other words, there are so many reasons why English has become an international language. First; The United Kingdom is the world's most colonized country. As a result, English is extensively spoken and understood in many nations, particularly in the British colony. As a result, English has expanded to various corners of the globe.

It is spoken as a first language or mother tongue in a number of nations, adopted as an official language in others, and taught as a foreign language of choice in schools and institutions in others. Second,

the United Kingdom is a developed nation. It can be seen in the western countries' innovation and science diffusion. Because many sectors in Western countries are developing rapidly. In other words, if we are proficient in English, it will be simple for us to participate in the development of the market and worldwide economic community, as well as a global scientific and cultural community. It implies that our future will be much more promising.

Related Theory Review

English as compulsory lesson in Indonesian school

In Indonesia, English is a compulsory subject that is taught from primary school through senior high school and even into college. As a developing nation, One of the reasons why our government has made English a compulsory lesson in Indonesia is that it is considered a challenging subject and has become one of the prerequisites for employment in some fields.

Nowadays, the government has provided a new curriculum, that is curriculum 2013. Especially for English

lessons, the reason that the government composes curriculum 2013 is as a correction of the previous curriculum and the reality that has happened. The reality is that most students who studied English in high school for three years were unable to achieve their aim of teaching and learning English at school. Speaking, listening, reading, and writing are the four English skills that should be taught according to the curriculum.

Four basic skills in learning English

The writer emphasizes writing as one of the four English abilities that should be taught. Students find writing to be the hardest skill to teach and learn. When children are unable to express themselves verbally, they use writing as a way of communication. Therefore, writing is one of activities to express students' ideas and feelings in written form (Jack C. Richard, 2002). In writing, pupils must grasp grammar, have sufficient vocabulary and concepts, and be familiar with the text's features. Students do not always employ correct sentences in spoken and written form when learning a language (Jeremy Harmer, 2007).

Lack of confidence is another issue that students confront when writing. Even though they have ideas in their heads, if they lack confidence, they will not put them into writing or spoken form. Their thoughts will become locked in their heads. As a result, in this scenario, trust is crucial (Jeremy Harmer, 2007).

These are the issues that students are now dealing with. Dina's study article, published in *Humanities and Social Sciences Reviews* in 2020, demonstrates this. She noted that English teachers had employed a variety of methods and procedures to improve pupils' writing skills. The results, however, are still insufficient (Dina Miftahul Jannah, 2020).

In conclusion, writing skills are more complex and difficult to master. Besides that, there is some kind of text in English. The students or people should know each of them. It can help them to express their ideas into written form, if they know every text characteristic.

For this level of education, students should learn writing based on certain genres. There are twelve genres given to English learners. Those are recount, narrative, procedure, descriptive, news item, report, analytical

exposition, spoof, hortatory exposition, explanation, discussion, and review.

The writer will concentrate on narrative text in this study. A recount text is a text used to repeat our experiences or anything else that occurred in the past. In other words, a recount text always deals with some issues that repeat a story that occurred in the past, such as a camping excursion or a picnic, etc (TH. M. Sudarwati, 2007). In composing recount text, the students should master the recount text features. Besides, they should master the feature of recount text, they also should master the grammar and have enough vocabulary.

Method

In this study, the author will use Descriptive Qualitative. Descriptive Qualitative is descriptive information from the subject in the form of written or spoken words, as well as its observed behavior, with the purpose of the study being an individual understanding and background (Ag. Bambang Setyadi, 2006). Since research on the natural world has been

conducted, qualitative research is a type of naturalistic research (Sugiyono, 2010).

Based on the given description, we may deduce that the writer merely takes the data as it is in qualitative research. The author seeks to describe, record, and analyze the grammatical issues that pupils face when writing.

Target Population of this study will be the students of the English Department at Al-Qolam Islamic Institute Gondanglegi Malang in the study club. Those are the first, third, and fifth semester. The target population is defined as all members of an actual or imaginary group of people, activities, or objects to which educational writers apply the findings of the analysis (Muhammad Adnan Latif, 2019).

This target audience is far too broad to reach. As a result, the writer restricts the data sources to the population that is available, as well as the data sources to which the writer has access (Muhammad Adnan

Latif, 2019). The writer takes the first semester to be an accessible population.

The data for this study will be gathered through documentation. The technique through which the information produced from documentation is recorded is known as documentation. Documentation is a written record of past events.

The pupils will be asked to write about their most recent vacation by the writer. The writer will next monitor the pupils' progress as they write. In the final phase, the writer will examine the errors made by the pupils in their written work.

According to Tarigan, there are five phases to analyzing data that contain student errors. It entails gathering data, finding errors, classifying, explaining, and assessing the results (Tarigan, 2011). These are the following steps about data analysis of this research.

First, the data was gathered from the students' work by the writer. The writer then used surface

strategy taxonomy to identify the pupils' errors in producing recount text, such as addition, omission, misinformation, and misordering. (Sudjiono, 2008))

The writer then classified each error as well as the total number of errors committed by the students. The writer described the students' errors in the final phase, and the following formula was used to calculate the percentage of each kind (Sudjiono, 2008).

Finding

The writer discovered a total of 105 mistakes in the students' writing. It was taken as a sample of the research from ten recount texts authored by ten students. The writer divided the error into omission, addition, misordering, and misinformation using the surface strategy taxonomy.

The writer found the errors and described them in as detail as possible. The omission error found 27 errors in total. Then, an additional error is found 19 errors in total. While mis formation occupies the first

position with the most errors, which is 53 total errors. The last part of surface strategy taxonomy is mis ordering. It has the least number of errors, i.e., 6 total errors.

All of the data were taken from 10 recount texts that had been written by ten students as a sample of the research.

In this part, the writer discussed the finding in more detail. It is conducted to give more understanding of the analysis result. Below is a table that contains a summary of the error findings written by the students who were sampled in this study.

Table 4.1. Summary of finding error

NNo	Types of Error	Quantity of Error	Percentages
1	Omission	27	25,71%
2	Addition	19	18,10%
3	Mis formation	53	50,48%
4	Mis ordering	6	5,71%

Total	105	100%
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Here the formula to find the percentage of the data found.

$$\text{Percentage (\%)} = \frac{\sum N}{N} \times 100$$

Note:

$\sum N$ = Number of Parts

N = Total Number

Discussion

1. Omission

The absence of an item in a well-formed utterance is known as an omission error. The writer discovered 27 (25,71%) omission errors made by the students based on the data. The following examples demonstrate the analysis.

Recount 1

- 1) Incorrect: Yesterday my family went to the zoo

Correct : Yesterday, my family went to the zoo

- 2) Incorrect: to see the elephant and other animal

Correct : to see the elephant and other animals

- 3) Incorrect: Dad nearly fell off when he let go of

Correct : Dad nearly fell off when he lets go of

2. Addition

The appearance of an item that should not appear in a well-formed utterance characterizes additional mistakes. Based on the data, the author discovered 19 (18.10 percent) additional mistakes performed by the pupils.

Recount 1

- 1) Incorrect: Dad nearly fell off when he let go of the rope

Correct : Dad nearly fell off when he let go the rope

- 2) Incorrect: we went for a ride on the elephant

Correct : we rode the elephant

3. Mis formation

The usage of the incorrect morpheme or structure characterizes misformation. The writer discovered 53 (50,48 percent) misformation errors produced by the students based on the data.

Recount 1

3) Incorrect: During lunch

Correct : at lunch

4. Mis Ordering

The erroneous placement of a morpheme or collection of morphemes in an utterance characterizes these errors. The writer discovered 6 (5,71%) misordering errors committed by the pupils based on the data. The analysis could be seen from the following examples.

Recount 5

1) Incorrect: I went with my friend's wife to the jail.

Correct : I went to the jail with my friend's wife

2) Incorrect: I picked up her at 6 am

Correct : I picked her up at 6 am

The total number of errors is 105 after analyzing and identifying the data using the surface strategy taxonomy; omission, addition, misinformation, and misordering. There are 27 omissions, 19 additions, 53 erroneous formations, and six erroneous orderings. The percentages of these errors can be seen in the diagrams below.

The students' writing about recount texts served as the primary instrument for this study. This investigation in another universe relied heavily on documentation. The writer chooses one class of 17 students to perform the work in order to collect information. The class was at Al-Qolam Islamic Institute's Study Club during the first semester of the English Department. Surface Strategy Taxonomy was used to examine the data.

The number of pupils was 17, but the research sample was 50% of the total. The pupils wrote a text titled "my unforgettable moment" to recount their experiences. They had studied recount text in senior

high school and study club, which meant that their teacher had thoroughly explained recount text to them. The students' writing about recount text was analyzed. The incorrect forms in students' writing are regarded as errors.

After reviewing the data, this study discovered that students made four different types of mistakes. The first was the act of omission. The omission mistake percentage was 25,71 percent. The second was addition, which had an error rate of 18,10 percent. The third category was misformation, which had a percentage error of 50.48 percent. The fourth was mis ordering, the percentage error of mis ordering was 5,71%. It meant that the writer found all types in surface strategy taxonomy's types.

The study's goals were to describe the types of errors that students made in writing recount text based on the surface strategy taxonomy, as well as to determine the percentage of errors that students made in writing recount text based on the surface

strategy taxonomy; omission, addition, misordering, and misinformation.

According to the research, the most common mistake committed by students is misinformation (50,48 percent). Misinformation errors, according to Dullay in the Esmalde Article, are defined by the usage of the incorrect form of the morpheme or structure (Esmalde, 2020). The example which was found in the research; *we must try to improve*. The underline word was mis formation. The revision of the example was; *we had to try to improve*. In this case, the student repeated the same error in one category, so we can conclude that the students' understanding of using modal auxiliary in past form was not enough. It could be influenced by the Indonesian language. In Indonesian language, there was no past, present or future form.

The omission error is the second sort of error that pupils make (25,71 percent). The absence of an item that must be in a well-formed list was referred to

as an omission error. Despite the fact that any morpheme or word in a sentence could be omitted (Esmalde, 2020). The following is an example from the study: "the other animal." The sample has been updated to include "the other animals." In this scenario, the students' comprehension of plural and singular usage was insufficient. The Indonesian language can have an impact on it. There were no singular or plural nouns in Indonesian.

The students made a third form of error, which was an addition error (18,10 percent). The appearance of an item that should not appear in a well-formed utterance was a defining feature of addition errors. The following is an example that was discovered throughout the inquiry; "*I played playstation until 02.00 am in the night*". The revised of the example; "*I played playstation until 02.00 am*". The students' comprehension of adverb was insufficient in this example. The student did not need to add "in the night" to the end of the phrase in this case. Because

"am" had demonstrated that it occurs at night. The Indonesian language has an impact on it. In Indonesia, most individuals will remark the time not just in terms of numbers, but also in terms of whether it is night, morning, or afternoon. For example: I'll be there at 16.00 in the afternoon (aku akan sampai disana jam 4 sore).

Misordering was the fourth sort of error committed by the pupils (5,71 percent). The erroneous placement of a morpheme or set of morphemes was a defining feature of it. The following is an example from the research: "I picked her up." "I scooped her up," is an updated version of the example. In this scenario, the students' knowledge of word order was insufficient. Any reading they do needs to be practiced and enhanced. It's possible that the Indonesian language has impacted it. In Indonesian we say "*rumah kakak saya*".

Based on the foregoing description and interviews with chosen students, it may be inferred

that the students made all of the errors because their grammatical knowledge was insufficient. They believe that tense, such as the usage of regular and irregular verbs, or the difficulty of converting v1 to v2 and v3, is the most difficult aspect of producing English prose.

Some students believe that writing is the most difficult subject in English since there are so many factors to consider while producing an English document, such as the usage of tenses. In English, there is a provision for utilizing tense in every form of writing. When writing descriptive material, for example, students must utilize the present tense. When writing an invitation text, however, pupils must utilize the present tense with a mix of the future tense. This feature might be perplexing for pupils.

While others claimed that they disliked writing in English because they lacked grammar knowledge. If a student dislike something, such as writing English texts because their grammatical understanding is insufficient, it will be extremely tough for them. If

anything like this occurs, a pupil is likely to make errors when writing English text. Because English texts are around two times more difficult than Indonesian texts.

When they were asked, "Why don't you ask the seniors who accompanied you to the study club, if you don't understand the material?" some of them said, "I'm ashamed," while others claimed to be frightened of seniors. As a result, it may be inferred that the students' errors were caused by their unwillingness to ask questions; some even claimed to comprehend even if they did not. This occurs not just during study group, but also throughout the lecture with the instructor. The explanation above is some of the reasons why the students made error in writing recount text.

Conclusion

Some inferences can be taken from the research findings, and they are as follows; Based on

surface strategy taxonomy, omission, addition, mis formation, and mis ordering are the categories of student errors in composing recount text by the first semester of English Department in Study Club at Al-Qolam Islamic Institute.

The data contains four different sorts of mistakes. They are omission, addition, incorrect ordering, and incorrect formation. The students made a total of 105 errors, with a proportion (frequency and percentage) based on the surface strategy taxonomy. A total of 53 things were misformed (50,48 percent). There were 27 things missing from the list (25,71 percent). There were 19 new items added to the mix (18,10 percent). There were six products that were misordered (5,71 percent). From the data above, we knew that the students' knowledge about grammar was less than enough. It was as a sign that the students needed practice and material in study club, especially in mastering grammar. Based on the previous description, it can be concluded that mis formation

occupies the most errors, that is 53 items. while mis-ordering has the least error, which is 6 items.

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