

Using Surface Strategy Taxonomy (SST) in Analyzing Students' Errors in Conducting Recount Paragraph

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Abstract

Writing is considered as one of the most complicated skill in English that leads students to do some errors in conducting particular paragraph. This research was conducted to analyze students' error in writing recount paragraph. A Theory on Surface Strategy Taxonomy (SST) which is proposed by Dulay, Burt, and Krashen (1982) was used to analyze the students' work. There were 4 types of errors had been classified according to the theory, namely: omission, addition, malformation, and disordering. A qualitative design was administered in conducting this research. Meanwhile, as the data, a 200-to-250-word recount paragraph had written by each of 30 female students of the tenth grade of a Senior High School in Aceh. The findings showed that the most errors made by the students was in the form of disordering for 29,4%; errors in omission for 27,5%; errors in addition for 21,8%; and errors in malformation for 21,3%. As the conclusion, although errors in writing recount paragraph was something possible to be made by EFL students, to decrease them, the teachers or instructors should facilitate and expedite EFL classroom with more appropriate and various ways of recount text material learning process.

Keywords: *Error, writing, recount paragraph, Surface Strategy Taxonomy*

INTRODUCTION

Writing is a skill that should be mastered by senior high school students. Based on the curriculum K13-Revision of Indonesia, senior high school students should learn how to relate an event or experience that has already occurred in the genre of recount text. However, it is found that senior high school students still commit errors in writing recount text genre. In this case, error analysis is urgently needed to investigate the root of problems so that students' ability can be improved.

In fact, senior high school students in Indonesia, specifically in Aceh, still find many difficulties in composing a good writing since the previous research did not show the satisfying result. The position of English as foreign language in Indonesia may become the main factor of why the students face difficulties to deliver their idea in English since the rule of English and Indonesian language are different. This case is as mentioned by many former researchers, first, a research conducted by (Tauchid & Fatoni, 2021) with the title "Investigating the Causes of English Errors Produced by Senior High School Students in Bojonegoro" shows that from 84 respondents that are taken from 3 different senior high schools in Bojonegoro have tendency to produce English errors which are related to Morpho-Syntactic Errors as much as 71.4%. Then factors which cause a large number of errors are owing to Intralingual errors as much as 59.5%, namely because there is presumption in their mind that English is very difficult to study.

Secondly, a research conducted by (Munzaz, 2017) on the “Grammatical Error Analysis On Students Writing in Advertisement Text” (A Case Study at the Islamic Senior High School of Al-Mumtaz Pandeglang) shows that after the scientist disclosed to the understudies about present basic, descriptor and notice, understudies actually confounded to comprehend about modifier and action word yet they composed straightforward sentence well, despite the fact that they had been educated about it previously, they actually befuddled to separate between thing, action word, and modifier when they make a sentence. The control factors that caused action word, descriptor and basic sentence mistakes in promotion text are understudies absence of information how to separate action word and thing.

In line with this, (Baker, 2011) said that the skills of language cover listening, speaking, reading and writing; meanwhile the components cover grammar, vocabulary, phonology, and graphology. Those abilities and segments of language are identified with one another. As an illustration when somebody needs to convey his/her inclination or thought by composing, he/she needs to see the jargon as well as the syntax. Recorded as a hard copy, as one of the parts of a language for instance, punctuation is essential to make important and reasonable sentences. Besides, for some individuals, language structure is a perspective which turns into the mostly hard to learn in English.

The way a language manipulates and combines words to generate longer units of meaning is broadly characterized as grammar (Ur, 2002). A language devoid of grammar is unorganized and leads to misunderstandings, much as grammatical faults in script writing. As a result, learners must understand the grammatical framework of the language in order to communicate effectively with others. When studying English, students frequently make mistakes and even errors, especially when attempting to construct sentences or employ tenses in writing. As a result, they will compose grammatically incorrect sentences.

There are three aspects which can influence the writing process. First, psychology problem; where a writer is expected to be able to write on his or her own without the benefit of interaction or feedback, which makes the act of writing difficult; second, linguistics problem: where a writer should maintain communication through his or her own efforts and make sure that the text he or she writes or produces can be inferred on its own, both through his or her choice of sentence structure and the way his or her sentences are linked together and sequenced. Last, a writer must grasp the written form of the language and acquire specific patterns that are necessary for efficient writing communication (Byrne (1995) as cited in (Alisha et al., 2019)).

Coogan (2006) as cited in (Hijriyanti, 2020) that recount text is written to retell an incident with the intent of informing or entertaining the audience or readers (or both). Students are supposed to convey their thoughts on the experience or recent events in informing the audience. According to Derewianka (2004) as cited in (Alisha et al., 2019), the objective of a recount is to record and characterize previous experience by retelling events in chronological sequence (chronological order).

In the other previous studies, Crystal (1987) as cited in Hutagalung (2017), error analysis is a process of identifying, classifying, and interpreting or describing errors produced by speaker or writer, and it is employed to gather information on

the most frequent difficulties people have when writing English phrases. Error analysis deals with the learners' performance in terms of the cognitive processes they utilize to recognize or code the input they get from the target language (ErdoÄYan, 2005).

Dulay, H., Burt, M. and Krashen (1982) postulate that there are four descriptive taxonomies that are most helpful and often used as the basis for error categorization: first, the linguistic category taxonomy, Second, the surface strategy taxonomy, third, comparative taxonomy, and communicative effect taxonomy. Surface Strategy Taxonomy would, however, be used to classify the mistakes. Four categories were presented in Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982, referenced in Ellis and Barkhuizen, 2005, p. 61) to illustrate how sentences devolve from valid forms when the learners modify the surface structure. Omission, addition, disinformation, and misordering are the four categories in question.

As a result, the purpose of this study is to look at students' writing abilities in the genre of recount, using the surface strategy taxonomy as the appropriate theory to serve as the foundation of this research. In each study of mistake analysis, preceding research has revealed one skill. Unlike the previous findings, this study focused on a single productive skill: writing. Given the number of errors produced by students, it is critical for the researcher to assess their mistakes and determine the issues they face in the classroom. Error analysis is a process of identifying, classifying, and interpreting or describing a person's writing faults. It is used to gather information on the most prevalent challenges children have when speaking or writing English phrases (Choironi, 2017).

This study was set to replicate the study using Surface Strategy Taxonomy (SST) looking particularly at errors made by students in recount texts. This kind of issue guides the researcher to analyze clearer and deeper about the types of errors made by the first grade of senior high school students and classify them systematically. The descriptive text will be the topic that is going to be used as it is being taught in the first semester of grade X senior high school. Therefore, based on the elaboration above, this research question is formulated as : What types of errors the students likely make in written English recount paragraph?

METHOD

The research method of this study is basically qualitative in gathering in-depth insight into a problem. (Ary, D., Jacobs, L. C., Razavieh, A., & Sorensen, 2010) explain that qualitative study finds out a phenomenon, a process or particular point of view from the perspective of those involved. In brief, the purpose of this study is to find out the phenomenon regarding the students' errors produced in their writing where the researcher uses error analysis (EA). In doing this research, the data were taken from the results of students' paragraph writing. The data were taken from class 1 (grade X) in Insan Qurani Islamic senior high school with 30 female students were involved in this research.

The research instrument was in the form of written test and it was done through writing short story of recount genre. The data from the result of the test was to know and to identify the errors made by students in writing. In order to analyse students' error in writing their ideas, the researchers asked the students to write a

short story in genre recount. The words were limited only maximum 250 and minimum 200 words. There were 30 students involved in this research so there were about 7500 words gained from 250 times 30 students.

The analysis of the written data carried out on the identification of errors as proposed by (Dulay, H., Burt, M. and Krashen, 1982). In calculating the number of errors and the frequency of errors, the writers use (Walizer, M. H., & Wiener, 1990) statistical calculation to display the error percentage was employed: $P \frac{f}{N} \times 100\%$ where **P** is the percentage of error. **F** is the frequency of error. **N** is the total number of samples.

RESULTS AND DISCUSSION

Students' Errors in Writing Recount Paragraph

The data of students' errors were taken in a meeting when the researchers taught in class X-E where there were only female students. They were asked to compose short paragraphs of genre recount. The words were limited to 250 words. Moreover, the researchers classified the errors into omission, addition, misformation, and disordering. The writer also revised the sentences in order to clarify the errors that the students made. Moreover, the researchers have identified students' error and have calculated the number of each error. The results of calculation are described and converted into percentages. After that, the data are interpreted as can be seen in Table 1. below.

Table 1. The Classification of Error

Students	The Classification of Error					Total Error
	Total Words	Omission	Addition	Malformation	Disordering	
1	235	4	2	3	5	14
2	215	2	4	5	6	17
3	222	3	6	7	7	23
4	231	8	9	2	4	23
5	220	5	3	6	6	20
6	211	8	9	4	9	30
7	201	9	6	5	8	28
8	251	7	9	10	8	34
9	220	9	5	8	9	31
10	244	12	5	7	8	32
11	213	3	8	9	4	24
12	245	9	9	9	2	29
13	247	9	7	9	3	28
14	223	9	9	5	8	31
15	204	9	12	5	5	31
16	203	7	4	2	7	20
17	207	9	2	4	9	24
18	225	12	4	5	12	33

19	231	9	4	7	4	24
20	232	8	2	2	13	25
21	249	5	5	6	12	28
22	248	9	4	4	8	25
23	223	9	2	2	9	22
24	210	2	4	5	7	18
25	212	4	5	4	9	22
26	215	6	7	2	12	27
27	201	4	2	3	5	14
28	200	2	4	5	6	17
29	215	4	7	9	9	29
30	243	12	5	7	8	32
Total Words	6696	208	164	161	222	755
Average of Total Words			223			
PERCENTAGE		27.5	21.8	21.3	29.4	100%

The table above shows the total errors made by students. The students were coded 1-30 and the total words of each students are also shown in the table where it is obvious that the average total words are 223 words. moreover, to describe the total error of each aspect.

Omissions Errors

First of all, omission errors can be classified into several types, namely omission of pronoun, determiners, auxiliary, to be as a main verb in simple present tense, inflections and subjects. To begin with, the first data from students' writing shows that the most common error is omission. This omission error data can be seen in Figure 1.2 below.

Table 2. Omission Errors

Sentence Code	Omission Errors in Sentence	Revisions
1 2	She washing the clothes when her father found her.	She was washing the clothes when her father found her.
2 4	My mother bought many souvenirs since she went travelling so far.	My mother has bought many souvenirs since she went travelling so far.
3 5	Rina not know where her brother was.	Rina did not know where her brother was.

Student Code 1 with sentences code 2 shows the omission errors “She washing the clothes when her father found her.” This sentence omits auxiliary “was” as in past continuous tense. It should be “She **was** washing the clothes when her father found her.” Next, student code 2 wrote in the sentence code 4 “My mother bought many souvenirs since she went travelling so far.” She omitted auxiliary “has” where it should be “My mother **has** bought many souvenirs since she went travelling so far.” This error also happens in student code 3 sentence code 5 where she wrote “Rina not know where her brother was” where the revision should be “Rina **did** not know where her brother was.”

Addition Errors

Table 3. Addition Errors

Students Code	Sentence Code	Addition Errors in Sentence	Revisions
4	3	My roommate could to draw beautiful landscape.	My roommate could draw beautiful landscape.
5	4	I would to finish the tasks after I helped my teacher.	I would finish the tasks after I helped my teacher.
6	1	One day, I and my family did went to a zoo.	One day, I and my family went to a zoo.

Student code 4 with sentence code 3 shows the addition errors “My roommate could to draw beautiful painting”. This sentence contains additional preposition which is unnecessary. The correct sentence should be “My roommate could draw beautiful painting”. The second one, student 5 with sentence code 4 wrote the same addition error in her sentence as the previous one. The next one, student code 6 wrote in her first sentence “One day, I and my family did went to a zoo”. This sentence is incorrect because she added unnecessary verb. The revision of this sentence should be “One day, I and my family went to a zoo.”

Disformation Errors

Table 4. Disformation Errors

Students Code	Sentence Code	Omission Errors in Sentence	Revisions
7	3	Sofia was caughting her pet.	Sofia caught her pet.
8	6	The room is dirty although she cleaned it many times.	The room was dirty although she cleaned it many times
9	7	It were so hard to understand the lesson.	It was so hard to understand the lesson

Student code 7 with sentence code 3 shows misformation error “Sofia was caughting her pet”. She should remove “**was**” and replace it with “Sofia caught her pet” the correct sentence is in the form of simple past tense not past continuous tense. Then the student code 8 with sentence code 6 indicates simple present tense “the room is dirty although she cleaned it many times” the correct tenses is simple past tense where the auxiliary “is” should be replaced with auxiliary “was”. So, the correct sentence must be “the room was dirty although she cleaned it many times. Student code 9 with sentence code 7 shows an error in the use of to be, which the subject ‘it’ is singular pronoun, while ‘were’ is used for plural pronoun. But, she wrote ‘It **were** so hard to understand the lesson’. The correct sentence is It was so hard to understand the lesson”.

Disordering Errors

Table 5. Disordering Errors

Students Code	Sentence Code	Omission Errors in Sentence	Revisions
10	6	If they could to go the class, teacher would be happy.	If they could go to the class, teacher would be happy.
11	8	It him who was knocked the door.	It was him who knocked the door.
12	2	Teacher wanted call to keeper room.	Teacher wanted to call keeper room.

Student code 10 with sentence code 6 shows misordering error “ if they could to go the class, teacher would be happy”. she should put “go” before “to” and the sentence becomes “if they could go to the class, teacher would be happy”. This error also happens in Student code 11 with sentence code 8 “ It him who was knocked the door”. The correct sentence should be “ It was him who knocked the door”. The error found in this sentence is a word structure error. The next sentence is student code 12 with sentence code 2 “ Teacher wanted call to keeper room”. Misordering error found in this sentence is “call to” she should put “call to”. The correct sentence becomes “ Teaher wanted to call keeper room”.

DISCUSSION

It can be seen that senior high school students make errors. There are three major sources of error in students: interlingual error, intralingual error, and learning context. The researchers believe that interlingual transfer and communication style are to blame for the inaccuracy. Students may be influenced by their mother tongue language, and it is also possible that students develop an easy approach for writing their story, but the strategy is ineffective and results in an error.

Students who learn a second language from their mother tongue make an interlingual transfer mistake. Interlingual transfer is a significant source of inaccuracy for all learners (Brown, 2000). Interlingual transfer, according to the author, is the source of word order inaccuracy. The problem occurred because the pupils employed Indonesian language to translate their sentences into English, which is incompatible with English rules and thus constitutes an error. The second most prevalent type of error committed by students is interlingual transfer. Interlingual transfer occurs when pupils' first language influences their use of the target language. When foreign learners acquire a second or foreign language, the interference of their first language can cause problems in the language acquisition process.

The source of the omit a word error, according to the researchers, is intralingual transmission. The pupils filled in the blanks with the term that was not required in the phrase. It occurred as a result of the pupils' over-generalization, which turned out to be an error. The communication approach, which is linked to the students' learning style, is the most common source of errors among students. The pupils devised an approach for quickly grasping the subject. They strive to come up with a technique to write down their intended message based on their version. Unfortunately, their strategy causes them to make a mistake.

Furthermore, the researchers believe that intralingual transfer is the cause

since students generalized the rule that it is not correct to apply to other word classes. It happened because the students had not fully grasped the regulation. The teacher, textbook material, or the student themselves can all influence the learning context. When a teacher explains a pattern in the classroom, he or she may give an incorrectly contextualized explanation based on the textbook, or the textbook itself may give a hardly comprehensible explanation for the students, and the students may have a misperception of the teacher's explanation based on the materials provided, leading them to make an error. Some mistakes appear to be universal, intralingual transfer, according to Ellis (1997), indicating learners' attempts to make learning and utilizing the target language easier. The oversimplification and use of the past tense suffix "-ed" for all verbs is an example. Regardless of their native tongue, second language learners frequently make these mistakes in their speech.

To compare with the previous research by (Tauchid & Fatoni, 2021) and a research by (Munzaz, 2017), the findings of this research show similarity in term of the errors occurrences, even though the types of errors are in different forms. In short, we could say that making errors is usually done by the learners. However, as the implication of these researches, this condition leads to the teachers to prepare better strategies in teaching and learning process.

CONCLUSION

Making errors in learning is something valuable since learners can detect their ability and brush them up in the future. Furthermore, teachers or instructors can examine the learners' apprehension in the subject. Regarding to the issue, this study on Surface Strategy Taxonomy (SST) to analyse students' errors in writing recount had been conducted. The omission error, addition error, malformation error, and disordering error that made by the students can give an insight for the teachers to recognize the students' errors and to assistant them to revise their work. Even though students still possible to make some errors in conducting an English recount text, however, they are considered potential in English writing. To minimize the errors or even to avoid them, teachers or instructors should facilitate and expedite EFL classroom with more appropriate and various ways of teaching and learning process of recount text.

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