

**STUDENTS' ERROR ANALYSIS IN WRITING RECOUNT TEXT BASED ON
BETTY SCHRAMPFER AZAR THEORY AT MTs AL MUHSIN METRO IN
ACADEMIC YEAR 2021/2022**

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Abstract

The research aimed at analyzing the errors made by students in writing recount text of the Eighth Grade Students of MTs Al Muhsin Metro In The Academic Year 2021/2022.. The subject of this research consists of 34 students in VIII A. The objectives of the study were (1) To know kinds of errors in writing recount text made by the students at the eighth grade MTs Al Muhsin Metro in the Academic Year 2021/2022. (2) To know the dominant error in writing recount text made by the students at the eighth grade MTs Al Muhsin Metro in the Academic Year 2021/2022. This study used qualitative research, with a descriptive method. The instruments of the research was a test and documentation for the students. The errors were collected, identified, and classified based on guiding of writing by Betty Schramper Azar theory. It was specified by fourteen types of errors they are singular-plural, word form, word choice, verb tense, add a word, omit a word, incomplete sentence, spelling, punctuation, capitalization, article, and run-on sentence. The result shows that the errors made by student were 1) spelling as the dominant error with a total 31 errors or 23,48%. 2) Verb tense with a total 25 errors or 18,94%. 3) Capitalization with a total 16 errors or 12,12%. 4) Meaning not clear with a total 9 errors or 6,82%. 5) Word choice with a total 8 errors or 6,06%. 6) Word order with a total 7 errors or 5,30%. 7) Word form with a total 6 errors or 4,55%. 8) Punctuation 7 errors or 5,30 %. 9) Article with a total 5

errors or 3,79%. 10) Run on sentence with a total 5 errors or 3,79%. 11) Singular plural with a total 4 errors or 3,03%. 12) Add a word with a total 4 errors or 3,03%. 13) Omit a word with a total 3 errors or 2,27%, and 14) incomplete sentence with a total 3 errors or 2,27%.

Keywords: Error analysis, writing, recount text

INTRODUCTION

There are four language skills that should be mastered by the students in learning English, they are listening, speaking, reading and writing. Writing is one of skill that is prominent to be learnt. Writing skill not only needs a lot of vocabulary in composing a paragraph, but needs correct grammars as well, apart from other writing's rules, in order to be comprehensible. Therefore, composing a paragraph in writing activity takes a lot of times. According to (Harmer, 2004) as cited in (Simbolon, Siregar and Pulungan, 2019) states that people need to learn writing in English because it is a process of transforming thoughts and ideas into written language for occupational or academic purposes.

According to the curriculum from Indonesian ministry of education and culture, the goal of teaching-learning at Junior High school is that the students must be able to develop communicative competence in written as well as in spoken to achieve functional literacy level. They are expected to be able to communicate both in spoken and written form to solve problems in their daily lives. The students should be able understand and create a recount text cohesively based on social function, generic structure and language features of personal recount text.

According to (Anderson, 1997) as cited in (Hamid, 2014) recount is a piece of text that retells past events, which are usually told in order in which they happened. According to (Mulyana, 2019) as cited in (Tuminah, Selong and Faridha, 2021) linguistic elements used in the recount text are: past tense, personal participant, action verbs, linking verbs, adjectives, and conjunction.

So, from the description above, we can concluded that recount text can help the students and can be a guide for us in telling our story in the past. On the other hand, writing recount text students have errors in writing. Many students do not have good control over their speech and language. They make a lot of errors in singular-plural, word form, word choice, verb tense, add a word, omit a word, incomplete sentence, spelling, punctuation, capitalization, article, and run-on sentence.

Errors in writing recount texts must be known and completed by students and teachers. If students have difficulty in the ability to write recount texts, then affect their studies. In this case the researcher only focuses on using recount text, because sometimes students still face difficulties in writing recount text. based on that statement above, the problem occur on the students of MTs Al Muhsin Metro. The researcher took data from the English teacher of the students' errors.

Based on the background of the research, the researcher formulates two statements of the problems as follows:

1. What kinds of errors in writing recount text made by the students at the eighth grade MTs Al Muhsin Metro in the Academic Year 2021/2022?
2. What is the dominant error according to Betty Schramper Azar theory in writing recount text at at the eighth grade MTs Al Muhsin Metro in the Academic Year 2021/2022?

The researcher takes three previous studies related her research which the title is related to error analysis of simple past tense used in writing recount text. The researches are “An Error Analysis On The Use Of Simple Past Tense Among The Second Semester Students Majoring Food And Beverage Study Program At Balikpapan State Polytechnic in 2015-2016” by Abdul Gafur and Farida, the second one is research was conducted by Nopinawati, Tuminah, Yustina Selong, and Noor Faridha entitled “Analysis of Error Using Simple Past Tense on Recount Text Class VIII B Students of SMP Pelita Ngabang in the Academic Year 2019/2020 Landak District”, and the last one is research entitled “An Error Analysis Of Simple Past Tense In Writing Recount Text By The Tenth Grade Students Of SMA Negeri 2 Doloksanggul” written by Putri Simbolon. The similarity of those previous studies with this research is the aim to analyze students' writing skills in writing recount text and also the research design is using qualitative descriptive. The difference between the three previous researches and this research is in the different theory that used in analyzing of simple past tense in writing recount text. Those previous researchers classified the errors into 4 types based on surface strategy taxonomy by Dulay, and in this research, the researcher classifies the errors into 14 types based on Betty Schramper Azar Theory.

RESEARCH METHOD

According to (Maolani, 2015) as cited in (Tuminah, Selong and Faridha, 2021) descriptive research is an activity that aims to describe a situation or phenomenon, which is designed to obtain information in its current state. Descriptive research is also carried out to illustrate the broad objectives of science, usually to develop knowledge that underlies problems and explanations. Descriptive research is also used for problems in the form of current facts of a population.

In this research, the writer conducts two steps of procedure to get the data, namely test and documentation. The researcher gave the written test to the students in the classroom and the researcher collected the students' test. In the documentation, the writer identifies and describes the error made by the students in the recount text. The writer identifies the errors and classifies them based on Betty Schramper Azar theory such as singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, and run-on sentence. The subject is 34 students of class 8A of MTs Al Muhsin Metro, which is located in JL. Dr. Soetomo 28B Purwoasri, North Metro, Lampung. The research began on August 2022 in eighth grade.

FINDING AND DISCUSSION

Finding

Table 1. The result of kinds of errors

No	Name	Theme	Type of errors														Total	
			Singular-plural	Word form	Word choice	Verb tense	Add a word	Omit a word	Word Order	Incomplete Sentence	Spelling	Punctuation	Capitalization	Article	Meaning Not Clear	Run-on Sentence		
1	S.1	EM		1	2	4						3	2	1		1		14
2	S.2	EM	2		2	2		1	2			2	1					12
3	S.3	EM				3		1				3						7
4	S.4	EM				3										1		4
5	S.5	EM						1	1			1						3
6	S.6	TBH		1		2								1		2		6
7	S.7	TBH							1			4						5
8	S.8	TBH				1			1									2
9	S.9	TBH				3			1									4
10	S.10	TBH		1		2						1			1			5
11	S.11	TBH										2		2				4
12	S.12	TBH		1										1	1			3
13	S.13	TBH											1	1				2
14	S.14	UM										2					2	4
15	S.15	UM				1						1			1	2		5
16	S.16	UM										1		1				2
17	S.17	UM										1		1	1			3
18	S.18	UM											1				1	1
19	S.19	UM					2					1						3
20	S.20	UM							1	2	4					1		8
21	S.21	UM												5			1	6
22	S.22	UM		1						1				2				4
23	S.23	UM			2			1							1		1	5
24	S.24	UM	1									1				1		3
25	S.25	UM			1							2		1				4
26	S.26	UM	1					1				1						3
27	S.27	UM		1	1	2	2					2	1			1		10
Total			4	6	8	25	4	3	7	3	31	7	16	5	9	5	5	132
Percentage (%)			3,03	4,55	6,06	18,94	3,03	2,27	5,30	2,27	23,48	5,30	12,12	3,79	6,82	3,79		100,00

Source : Students' writing result of MTs Al Muhsin Metro, 20 August 2022

From the table above, it could be seen that there were 132 errors in writing recount text which made by the students.

Singular-plural errors are characterized by the placement errors of the use of singular and plural words in sentence. In this research, the researcher found the number of students who made the errors in singular plural were 2 students which total of errors in singular plural were 3 errors.

Word form errors happen when the students used wrong form of the word than the right word. In this research, the researcher found the number of students who made the errors in word form were 6 students which total of errors in word form were 6 errors.

Word choice errors are frequently caused by interference from the writer's first language. In this research, the researcher found the number of students who made the errors in word choice were 6 students which total of errors in word choice were 8 errors.

Verb tense error occurs when the writer uses a verb tense that is incorrect for the sentence. In this research, the researcher found the number of students who made the errors in verb tense were 12 students which total of errors in verb tense were 29 errors.

Add a word is the absence of word that must appear in a sentence. In this research, the researcher found the number of students who made the errors in add a word were 3 students which total of errors in add a word were 4 errors.

Omit a word error is consisting of the author writing something that shouldn't have been written, or entering a word that should be omitted. In this research, the researcher found the number of students who made the errors in omit a word were 3 students which total of errors in omit a word were 3 errors.

Word order error is placing or arranging the words uncorrectly in the sentence. In this research, the researcher found the number of students who made the errors in word order were 7 students which total of errors in word order were 8 errors.

The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence. In this research, the researcher found the number of students who made the errors in incomplete sentence were 2 students which total of errors in incomplete sentence were 3 errors.

Spelling error is an error in the conventionally accepted form of spelling a word like meaning, pronunciation, translations and examples. In this research, the researcher found the number of students who made the errors in spelling were 17 students which total of errors in spelling were 31 errors.

Punctuation errors happen when the students used wrong punctuation in the sentence. In this research, the researcher found the number of students who made the errors in punctuation were 6 students which total of errors in punctuation were 7 errors.

The capitalization errors happen when a writer uses wrong capitalization in a sentence. In this research, the researcher found the number of students who made the errors in capitalization were 5 students which total of errors in capitalization were 6 errors.

The article errors happen when a writer uses wrong article in a sentence. In this research, the researcher found the number of students who made the errors in article were 6 students which total of errors in article were 6 errors.

Meaning not clear errors happen when the writer wrote sentence with unclear meaning. In this research, the researcher found the number of students who made the errors in meaning not clear were 7 students which total of errors in meaning not clear were 9 errors.

A run-on sentence errors happen when two complete sentence that are run together with no adequate sign given to mark the break between them. In this research, the researcher found the number of students who made the errors in run-on sentence were 4 students which total of errors in run-on sentence were 5 errors.

Discussion

The researcher analyzed the students writings errors in their writing of recount text based on Betty Schramper Azar theory. There are singular-plural, word form, word choice, verb tense, add a word, omit a word, incomplete sentence, spelling, punctuation, capitalization, article, and run-on sentence.

From the analysis of the data, the students made all of kinds of errors, there are singular-plural, word form, word choice, verb tense, add a word, omit a word, incomplete sentence, spelling, punctuation, capitalization, article, and run-on sentence. From those errors which made by the students, the researcher finds out the dominant error, that is spelling error with a total error is 23,48%.

The result of the data in this research has similarity with previous researches, there are finds out the kinds of error and the dominant error in writing recount text by the students. Furthermore, this research has differences with the previous research were conducted by Abdul Gafur and Farida. (Gafur, 2016) which classified the errors into three types namely, errors of omission errors addition and errors misformation. The result of the analysis shows that the highest error which made by the students is misinformation with a total 87%. The result of the data in this research also was different with the previous research were conducted by Nopinawati, Tuminah, YustinaSelong, and Noor Faridha (Tuminah, Selong and Faridha, 2021) which classified the errors based on Dulay, there are omissions, addition, misformation, and misordering. The result of the analysis shows that the highest error which made by the students are misinformation with a total 27,39% and misordering with a total 27,39%. The difference result was also found by the researcher in this research with the previous research was conducted by Putri Simbolon (Simbolon, Siregar and Pulungan, 2019) which analyzed

the errors based on taxonomy theory. The research showed that the errors that occurred in students' recount text are error of omission, error of mis-formation, error of addition and error of mis-ordering, with the dominant error is error of mis-information with a total 65,85%.

CONCLUSION AND SUGGESTION

Conclusion

The researcher makes several conclusions to answer the statement of the formulation of the research problem as stated in chapter one. Based on the finding and discussion in the previous chapter, the following conclusion that the formulations answered from the analyzed of the students' writing and interview result:

1. Based on the result of data analysis in previous chapter, the writer concluded that there were 14 types of errors made by the students in writing recount text based on Betty Schramper Azar theory. There are singular-plural, word form, word choice, verb tense, add a word, omit a word, incomplete sentence, spelling, punctuation, capitalization, article, and run-on sentence. The data analysis showed that there were 132 errors in writing recount text, the errors percentage are presented such as: 1) spelling with a total 31 errors or 23,48%. 2) Verb tense with a total 25 errors or 18,94%. 3) Capitalization with a total 16 errors or 12,12%. 4) Meaning not clear with a total 9 errors or 6,82%. 5) Word choice with a total 8 errors or 6,06%. 6) Word order with a total 7 errors or 5,30%. 7) Word form with a total 6 errors or 4,55%. 8) Punctuation 7 errors or 5,30 %. 9) Article with a total 5 errors or 3,79%. 10) Run on sentence with a total 5 errors or 3,79%. 11) Singular plural with a total 4 errors or 3,03%. 12) Add a word with a total 4 errors or 3,03%. 13) Omit a word with a total 3 errors or 2,27%, and 14) incomplete sentence with a total 3 errors or 2,27%.

2. From the errors percentage above, it was found that the most dominant error in writing recount text at the eighth grade of MTs Al Muhsin 3 metro was spelling with the percentage (23,48%). The researcher concludes that the eighth grade of MTs Al Muhsin metro got some difficulties in writing recount text, especially in writing words in correct spelling.

Suggestion

Based on the conclusion above, the researcher proposes several suggestions, as below:

1. For the students

Students should understand more about the material in writing recount texts and must pay attention to write recount text correctly. In addition, they should enrich of vocabularies, pay

more attention on their study of grammar, and also more practicing regularly in writing English by understanding the material provided by the teacher because practicing is the most important thing to improve students' skill.

2. For the teacher

The teacher should give motivation and attention to the students in their English learning, especially on writing recount text. The teacher can analyze the errors which were made by the students in English grammar which is useful for the teacher to understand the students' difficulties and choose the most effective way of teaching English grammar to the students. The teacher also can explain the errors that have been made by students and can provide the correct explanation, so that students do not repeat the errors that have been made.

3. For future researchers

The results of this study can be used as comparison and reference material for the research, and as consideration for the future research. This research is not too complete yet and will be better if the future research give additional description especially in part of explanation finding errors. It still needs elaboration from other researchers who are interested in analyzing writing errors also, but of course by using another genre of writing in the different expert theories and sample of population.

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