LEARNERS' ERRORS IN WRITING THE RECOUNT TEXT

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Abstract.

The objective of this research was to identify and to analyze what are kinds of grammatical errors made by the eighth-grade learners when they wrote the recount text. The design of this research was descriptive research design. The population of this research was the 8C learners of SMP Negeri 8 Bogor and the number of the sample was 31 learners. The researcher used three methods for getting the data; they were data from documentation, data from questionnaire, and data from the interview. The result of this research indicated that the 8C learners of SMP Negeri 8 Bogor had poor ability in writing the recount text. The highest percentage errors were made in the simple past tense by 83.8%, the second one was using in subject-verb agreement by 67.7%, the third one was preposition by 32.2%, and the last errors was pronoun 16.1%. Furthermore, based on the result of the questionnaire, most of the learners responded that they felt difficult in constructing grammatical sentences especially in the use past tense and it was appropriate with the result of the learners' work and the answer of the interview. In the current research, errors in past tense was more dominant than errors in subject verb agreement, errors in preposition, and errors in pronoun.

Keywords: Analyzing; Errors; Writing; Recount Text.

KESALAHAN PEMBELAJAR DALAM MENULIS TEKS *RECOUNT*

Abstrak. Tujuan penelitian ini adalah untuk mengidentifikasi dan menganalisis jenis kesalahan dalam tata bahasa yang dibuat oleh pelajar ketika mereka menulis teks recount. Metode penelitian ini menggunakan penelitian deskriptif. Populasi didalam penelitian ini adalah peserta didik 8C SMP Negeri 8 Bogor dengan jumlah 31 peserta. Peneliti menggunakan tiga metode untuk mendapatkan data, dintaranya data dari dokumentasi, kuesioner, dan data hasil wawancara. Hasil penelitian ini menunjukkan bahwa peserta didik 8C SMP Negeri 8 Bogor memiliki kemampuan yang rendah dalam menulis teks recount. Persentase kesalahan tertinggi adalah bentuk past tense sebesar 83,8%, kesalahan kedua adalah subject verb-agreement sebesar 67,7%, ketiga adalah preposition sebesar 32,2%, dan kesalahan terakhir adalah pronoun 16,1%. Selain itu, berdasarkan hasil kuesioner sebagian besar peserta didik merasa kesulitan dalam membangun kalimat tata bahasa terutama dalam penggunaan past tense. Hal tersebut sesuai dengan lembar kerja peserta didik dan data dari hasil wawancara. Penelitian ini dapat disimpulkan bahwa kesalahan dalam bentuk past tense lebih dominan daripada kesalahan dalam bentuk subject verb-agreement, preposition, dan pronoun.

Kata Kunci: Analisis; Kesalahan; Menulis, Teks recount

I. INTRODUCTION

Writing is one of the language skills. It has been taught from primary school to senior high school. Moreover, it has been taught at playgroup learners as well, although they only study to pronounce a single word, where the learners start writing words and then arrange them into sentences and the last making paragraphs. Surely, writing is not as easy as the learners think, because they should have to use correct dictions, chronologies, and spelling of the word. In learning activities in the classroom, learners express their feeling, thinking, sharing opinion or ideas and stating willingness by writing.

Writing a text is the ability of the learners to arrange the ideas from one paragraph to others and make an effort to connect the ideas cohesively and coherently, so it is meaningful. Sometimes, many learners write texts, but all of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the learners when they study writing.

According to Littlefair (2001:12), there are some types of writing texts, such as the narrative text, the descriptive text, the argumentative text, the recount text, and the report text which each of them has their own rules and functions. In this case, the recount text is the main focus. Meanwhile, the students often make kinds of grammatical errors in writing the recount text. Moreover, the researcher also wants to know what the causes of the kinds of grammatical errors that often happen. Therefore, it can be as an evaluation for the teachers to try to reduce the learners' errors in writing the recount text.

From the phenomenon above, the researcher wants to do the research related to error analysis entitled Learners' Errors in Writing the Recount Text.

II. RESEARCH METHODOLOGY

In conducting the research, the researcher applies qualitative approach and descriptive method to describe the

learners' errors in writing the recount text. According to Creswell (2009: 37), a qualitative research is a method for exploring and understanding the meaning of the individuals or groups that comes from a social or human problem. It means that the descriptive method can be used in order to solve the problem on their research based on human cases that found.

A. Documentation

The first instrument is documentation as cited by Creswell (2014: 254), "The documents can be gained from report, newspaper and research called public document or email letter and diary called private document." In this research the researcher uses the public document that is the result of learners' writing the recount text.

B. Questionnaire Distribution

Questionnaire is the second instrument. According to Creswell (2014: 142), "Questionnaire has two types of questions; open ended question and close ended question." In this research close question questionnaire will be distributed to all participants.

C. Interview

Interview is the last instrument that is used in collecting the data of this research. As affirmed by Creswell (2014: 330) the goal of interview is to get the overview and the opinion of the participants taught. Therefore, from the interview the researcher will get information from the participants' opinion related to learners' errors in writing the recount text. The process of the interview will be recorded by the researcher. Semi- unstructured interview will be applied in this research as the interview model. According to Creswell (2014: 254), "Semi-unstructured interview is made to figure out participants perception and opinion."

D. Data Analyst

In conducting this research, the researcher used documentation, questionnaire and interview. The documentation was used as the supporting instrument in this research before taking the result of questionnaire and interview. After getting data from students' work as the documentation, the researcher will ask the learners by the questionnaire was given by the researcher to the learners to get additional information and data related to the learner's problem in writing the recount text.

In this research, questionnaire was used to get additional information related to students' knowledge in writing the recount text. The questionnaire consisting of ten questions and the form of questions was multiple choices which consisted of three options in each question. Referring to the steps of error analysis method from Corder in Ellis (2008) cited by Mohtar (2011), the datawere analyzed as follows:

1) The researcher studied the acquire data and found out the grammatical errors by underlining the errors
2) The researcher classified them into 4 areas based on summary kinds of grammatical errors taken by Dulay,

Burt, and Krashen (1982) as cited from Ellis (2008:78), Surina and Kamarulzaman (2009: 190), and Anderson (2007:18). they are:
   a) Errors in the use of subject-verb agreement
   b) Errors in the use of simple past tense
   c) Errors in the use of preposition
   d) Errors in the use of pronoun
3) After getting data from questionnaire, the researcher asked the learners' who have low score from student's work for doing the interview.
4) The data calculated and drawn up in the table of percentage which the formula as follow

$$P = \frac{F}{N} X\ 100\ \%$$

By which:
P= Percentage
F= Frequency of error occurred
N= Number of cases (total frequent / total individual)
5) The researcher classified the frequency of the errors. It was classified based on the criteria proposed by Depdikbud (1994) as follows:

TABLE 1. Error Classifications

NO	Percentage	Classification
1	66 – 100 %	High error
2	36 – 65 %	Moderate error
3	0 – 35%	Low error

6) The last steps were drawing a conclusion based on the analysis.

III. DATA DESCRIPTION

A. Data from Documentation

The data from documentation were taken from the learners' work about recount text which was given by the teacher. Analyzing the learners' work only focuses on the learners in 8-C, there are 31 learners. The purpose of analyzing the learners' work is to find out what the kinds of grammatical errors are made by the learners when they wrote a recount text.

After analyzing the data based on the results of the learners' work, the researcher found out that there were a lot of errors made by the learners, especially in grammatical errors. The percentage of the errors made by the 8-C learners of SMP Negeri 8 Bogor in writing recount text can be seen in the following table.

TABLE 2. Learners' Percentage Errors

No	Type of Error	Frequency
1	Errors in the use verb agreement	21
2	Errors in the use past tense	26
3	Errors in the use preposition	10
4	Errors in the use pronoun	5

Based on the data presented, the researcher classified the range of the errors made by the 8-C learners of SMP Negeri 8 Bogor. The classification is divided into four types of errors, there are as follows:

1) *Errors in the use of verb agreement.*

There were 21 out of 31 learners who made errors in subject verb agreement. Based on types of errors which are taken from Dulay, Burt, and Krashen (1982), as cited from Ellis (2008:78). Omission errors are the absence items which any morpheme or word in a sentence is not well-formed. It means that the learner omits the item that should appear in a good utterance. In this case, content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. Therefore, learners must be able to identify the subject whether it is singular or plural.

Having difficulties in identifying the subject made learners fail in producing the correct form of the verb. It means that the learners have made errors in making the verb-agreement between subject and verb. The examples of their errors are as follow:

Excerpt #1

We *was* playing together. (were)
It was taken from learner's work number 30.

Excerpt #2

The schedules *is* useful for me. (were)
It was taken from learner's work number 31.

2) Errors in the use of past tense.

In writing sentences, using the past tense is to describe and to narrate an event or situation in the past time. There were 26 learners were made errors in this term. The errors were made by them as follows:

Excerpt #3

I *am* very happy. (was)
It was taken from learner's work number 19.

Excerpt #4

I *am* grateful that none of teacher caught us, (was)
It was taken from learner's work number 18.

Excerpt #5

we *go* to one destination. (went)
It was taken from learner's work number 12.

3) Errors in the use of preposition

There were 10 learners who made errors in using the preposition. Prepositions are connective words which show the relationship between nouns and one of the basic sentence elements: subject, verb, object, adverb, or complement.

Preposition should be used based on its context.The examples of using prepositions as follows:

Excerpt #6

There I played and studied with my friends. (In there)
It was taken from learner's work number 6.

Excerpt #7

My friend and I went to *in* the Botanical Square to watch the cinema. (omitted in)
It was taken from learner's work number 29

4) Errors in the use of pronoun

There were only five learners who made errors in using the pronoun. The pronoun is a word which is used to substitute or instead nouns in the place of a noun or noun phrase. The examples of errors made by learners in using pronouns can be seen as follows:

Excerpt #8

My friend and I were wet clothes because *my friend and I* played ice age game. (we)
It was taken from learner's work number 6.

Excerpt #9

My parents were really support me, i love *my parents* so much. (them)
It was taken from learner's work number 21.

B. Data From Quitioner

The second data was from the questionnaire. It was conducted on September 28th to October 5th 2020. The researcher got the data by giving the learners link of Google form. The questionnaire was distributed in order to get additional information related to learners' errors in making recount text. The results of the questionnaire were presented in the following table.

TABLE 3. Results of the questionnaire

No	Questions	Choice of Answer	Frequency	%
1	Apakah anda memahami subject verb-agreement didalam recount text?	a. Sangat bisa	0	0
		b. Bisa	17	55
		c. Tidak bisa	14	45
2	Apakah anda bisa mengaplikasikan subject verb-agreement didalam text recount dengan baik dan benar?	a. Sangat bisa	8	26
		b. Bisa	20	65
		c. Tidak bisa	3	10
3	Apakah anda mengetahui struktur tenses yang sesuai dalam text recount?	a. Sangat bisa	2	6
		b. Bisa	27	87
		c. Tidak bisa	2	6
4	Apakah anda mengalami	a. Sering	26	84

No	Questions	Choice of Answer	Frequency	%
	kesulitan dalam menggunakan kata kerja lampau dalam teks recount?	b. Jarang	3	10
		c. Tidak Pernah	2	6
5	Apakah anda mengalami kesulitan tenses dalam menulis teks recount?	a. Sering	10	32
		b. Jarang	16	52
		c. Tidak Pernah	5	16
6	Apakah anda mengalami kesulitan dalam menyusun teks recount?	a. Sering	5	16
		b. Jarang	20	65
		c. Tidak Pernah	6	19
7	Apakah anda memahami penggunaan preposition dalam text recount?	a. Sangat bisa	18	58
		b. Bisa	7	23
		c. Tidak bisa	6	19
8	Apakah anda mengalami kesulitan dalam mengaplikasikan in, on, at dalam menulis teks recount?	a. Sering	21	69
		b. Jarang	10	32
		c. Tidak Pernah	0	0
9	Apakah anda memahami penggunaan pronoun atau kata ganti dalam menulis teks recount?	a. Sangat bisa	10	32
		b. Bisa	19	61
		c. Tidak bisa	2	6
10	Apakah anda mengalami kesulitan dalam menggunakan kata ganti nama, tempat, atau benda dalam menulis teks recount?	a. Sering	12	39
		b. Jarang	19	61
		c. Tidak Pernah	0	0

C. Data From Interview

After getting data from the questionnaire, the third data was from the interview asked the learners who have low scores from learner's work. The interview was conducted on October 7th 2020 by voice call on WhatsApp. There were eight questions according to four indicators in the kinds of grammatical errors. The indicators were errors in using verb agreement, past tense, preposition, and pronoun.

1) Error in the use of verb agreement

The first and second questions were asked to gain information about learners' errors in identifying the subject made learners failed in producing the correct form of the verb. It means that the learners have made errors in making the agreement between subject and verb. Both respondents stated the differences answer as mentioned in excerpt #1 and excerpt #2.

Excerpt #1

> *Saya sedikit memahami tentang perbedaan penggunaan verb dengan subject antara singular dan plural, tapi dasarnya saja. Jadi contohnya seperti... "Cats are mamals" kalo singularnya "a cat is a mamal."*
>
> [I understand a little bit about the differences between using the verb with the subject between singular and plural, but basically only.
>
> So for example like... "Cats are mammals" if singular "a cat is a mammal."]

Excerpt 2#

> *Saya sedikit mengetahuinya kak, soalnya belum terlalu menguasainya. Emm.. Untuk contohnya "I wqs playing football yesterday".*
>
> [I know a little bit sis, because I haven't mastered it too much. Emm.. For example "I was playing football yesterday".]

2) Error in the use of past tense

The third and fourth questions were asked to describe and to narrate an event or situation in the past time. Both respondents stated a similar answer as mentioned in excerpt #3 and excerpt #4.

Excerpt 3#

> *Saya memahami dasarnya juga, Cuma kadang saya melupakan keharusan untuk menggunakan past tense ini di text. jadi contohnya seperti kata "go" misalkan menjadi "went" atau diakhiri dengan "ed".*
>
> [I understand the basics as well, but sometimes I forgot the obligation in the use past tense in this text. So for the example like the word "go" is being "went" or ending with "ed".]

Excerpt 4#

> *Saya sedikit memahami juga kak, cuma belum terlalu menguasainya. Cara saya mengaplikasikan itu biasanya... saya melihat dari rumusnya dulu baru saya mempelajarinya itu.. jadi, dari saya mempelajari rumusnya terus saya kembangin jadi membuat kalimat tersebut, rumusnya itu subjek diikuti dengan verb 2.*

Tapi kadang saya itu suka lupa kalo mau aplikasiin di text recount itu. hehe

[I understand the basics too, so for example like I understand a little too sis, just not to be mastered it. I apply it is usually... I saw from the formula after that I learned it.. So, from I was studying the formula then I kept going to make the sentence, the formula was the subject followed by verb 2. Sometimes I forgot for applying this formula in the recount text.]

3) Error in the use of preposition

The fifth and sixth questions were asked about prepositions for connecting words which show the relationship between nouns and one of the basic sentence elements: subject, verb, object, or complement. Both respondents stated a similar answer as mentioned in excerpt #5 and excerpt #6.

Excerpt 5#

kalo saya gatau cara menggunakan dengan baik dan benar, karena saya.. kadang juga suka mengalami kesalahan
Jadi kalo dalam sudut pandang orang ketiga itu.. tentang orang yang sedang dibicarakan, jadi menggunakan third person, kalo misalkan tunggal itu he, she, her, sama it. kalo third person yang jamak itu they sama them.

[If I do not know how to use properly and correctly, because I.. sometimes also like to experience mistakes.
So if in the point of view of the third person it is. about the person being talked about, so use a third person, kalo suppose the single one is he, she, her, same it. kalo third person who plural it they are the same them.]

Excerpt 6#

Belum memahami kak, hehe jadi kesulitan saya itu sebenernya aku belum terlalu ngerti dalam bahasa inggris kak, jadi untuk... kata kerja dan kata sifatnya itu belum terlalu tau. Jadi kadang-kadang susah untuk itunya kak, untuk diaplikasiinnya.

[Do not understand sis, hehe so my difficulty is actually I do not understand too much in English sis, so for... The verbs and adjectives are too well known. So sometimes it's hard for that, to apply it.]

4) Error in the use of pronoun

The seventh and eighth questions were asked substitute or instead nouns in the place of a noun or noun phrase. Both respondents stated the similar answer as mentioned in excerpt #7 and excerpt #8

Excerpt 7#

Saya memahami untuk preposition itu bisa digunakan untuk menunjukkan waktu dan juga tempat. Saya

terkadang kesulitan dalam membedakan fungsi in, on, dan at dalam fungsi waktu.

[I understand about preposition it can be used to show the time and also the place. I sometimes find it difficult to distinguish in, on, and at functions in time functions.]

Excerpt 8#

Belum ngerti juga kak, kayanya udah dijelasin sama guru.. Cuma kayanya kadang-kadang suka lupa lagi kak.

[I don't know yet, brother, maybe the teacher has explained.. But it seems that sometimes like to forget again sis.]

In brief, the data gained from the interview showed that the learners faced some errors which were related to the indicators used. The first error was errors in the use of verb agreement. There are different answers both respondents one and two. The first respondent said that she understood a little bit about verb agreement and could give the correct example of this topic. However, the second respondent did not understand about verb agreement and gave the error example. The second error was errors in the use of past tense. The respondents had to know about the basic formula for making simple past tense, but when they applied into the text, sometimes they forgot. The third one error was errors in the use of preposition. They have similar answers; they did not understand how to apply the preposition in writing the recount text. The last one of the errors was errors in the use of pronoun. Both of them did not understand how to use pronoun and apply it, one of them felt confused when using the correct subject or object in pronoun

IV. DATA ANALYSIS

In this research, the researcher has tried to identify and to analyse the kinds of grammatical errors that the learners made in their writing, especially in recount text. Besides, she wanted to find out the sources of their errors. Before analysing the data from documentation, she asked the teacher about the result of learners' work who had given by the teacher in writing the recount text. From the research and the analysis that the researcher has conducted, she found out that the 8-C learners of SMP Negeri 8 Bogor made the following kinds of grammatical errors based on summary taken by Dulay, Burt, and Krashen (1982) as cited from Ellis (2008:78) and Anderson (2007:18); subject-verb agreement (67.7%), simple past tense (83.8%), preposition (32.2%), pronoun (16.1). All percentage errors above can be classified into high errors except errors in preposition and pronoun into low errors.

By looking at the result, the researcher found that errors in using past tense were the highest percentage errors made by learners in writing the text, while the lowest errors were the use of pronoun. The errors which were made by learners were caused by several sources. There are one of the sources of psycholinguistic errors that have been identified by Richards as cited in Ellis (2008:114). The sources are interlingual errors, it was the most difficult aspects for

learners. It was because they always referred to their Bahasa Indonesia in making their English Writing. They made errors when they translated Bahasa Indonesia to English literary, for example *Saya sangat senang disana* was translated "*I so happy in there" while it should be "I was so happy".

Furthermore, learners felt difficult in constructing sentences grammatically even they thought that they could choose the appropriate vocabulary when they wrote as they answered in the questionnaire. Induced errors happened in their verb tense, especially in past tense. James (1998) cited by Ramli (2013:67) stated that induced errors are the result of being misled by the way in which the teachers give definitions, examples, explanations, and arrange practice opportunities. In other words, most of the teaching and learning process can influence the learners to made errors or not. They made the same errors when it comes to verb changes from present to past. The researcher assumed that the learners have not understood well about the past tense which becomes the main features in recount text.

Additionally, the result from data of the learners' work showed that the use of pronoun in writing was not too difficult for the 8-C learners at SMP Negeri 8 Bogor. It was classified as the lowest errors. It could have happened since they had basic knowledge about the use of pronoun after did the interview, it was contained in excerpt #7 and excerpt #8.

After analysing the results of learners' work, the researcher gave the questionnaire to the learners in order to get additional information about their knowledge in recount text. Concerning the result of questionnaire, the researcher found that most of the learners felt difficult in using simple past tense and in choosing appropriate vocabulary when they wrote. They felt difficult in constructing paragraph by using verb agreement in their writing of recount text. It was supported by the result of percentage when they answered item 1 and 2 in questionnaire. In item 2, there were 20 learners (65%) who answered that they always felt difficult in applying verb agreement in recount text with the correct form. It means that verb agreement was the difficult element in writing for them. Meanwhile in item 4, there were 27 learners (87%) always felt difficult in using past tense. It can be assumed that they always got confused in changing verb from present tense form into simple past tense form. In other words, simple past tense as one of aspects in grammar was very difficult part for learners in making recount text. Besides that, there were 21 learners (68%) in item 8 responded that they felt difficult in applying preposition in their writing recount text. For the last, they answered item 9 and 10 there were 19 learners (61%) who not fully got the difficult errors in using pronoun. Based on the percentage above, it can be concluded that learners did not master well about kinds of grammatical errors in writing the recount text.

The last step after getting the data from learners' work and questionnaires is the interview. The result data of the interview from the learners who have low scores, they were two respondents. There were four indicators consist of eighth questions. For the first and second questions were about errors in using verb agreement, the respondents have different answers, one of them stated that she could give the example

because understood about this topic, but another respondent could not give the correct example because she did not understand. For the next indicators, there were similar answers both of them. From the result, the researcher concluded that the respondents understood a little bit about the definition past tense, preposition, and pronoun, but they have the difficulties when they applied it into the recount text.

V. CONCLUSION

Based on the result of this research, the researcher found that 8-C learners of SMP Negeri 8 Bogor have some errors in writing the recount text. Most of them did errors in grammar areas. There were 21 learners (67.7%) who made error in the use of subject-verb agreement. There were 26 learners (83.8%) that made errors in using the simple past tense. There were 10 learners (32.2%) who did errors in using preposition. The last, there were 5 learners (16.1%) that made errors in the use of pronoun. Shortly, in the current research, error in tense was more dominant than errors in subject verb agreement, errors in preposition, and errors in pronoun.

The percentage of each error in the grammar area can be ranged from high to low errors. This point means that the 8-C learners of SMP Negeri 8 Bogor had poor ability in writing recount text. Furthermore, based on the result of the questionnaire, most of the learners responded that they felt difficult in constructing grammatical sentences and it was appropriate with the result of the learners' work and the answer of the interview.

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