

AN ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT BASED ON TAXONOMY CATEGORIES

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Abstract

This research aimed to analyze the recount text of the first grade in Al Hikam Senior High School. The objectives of the study were to determine the types of errors made by students in writing recount texts and analyze them based on surface strategy taxonomy categories, to determine the source of error made by students in writing recount text, and to find out the appropriate treatment to reduce the errors made by students. The researcher used a qualitative research design. This research was carried out at Al Hikam Senior High School, which is located in Krajan, Mangunharjo Village, Arjosari Sub-District. The subject in this research was the first-grade students of Al Hikam Senior High School Academic Year 2023/2024, which consists of 30 students. The result of the study showed that the number of identified student errors was 146. The frequency of the omission type was 32 errors, which is a percentage of 22%. The frequency of the addition type was 28 errors, which is a rate of 19%. The frequency of the misordering type was 35 errors, which is a percentage of 24%. The frequency of the misformation type was 51 errors, which has a rate of 35%. Based on the data on frequency and percentage of errors, the misformation error was the highest error made in the student's recount text.

Keywords: *Analysis, Students, Error, Recount, Taxonomy*

Introduction

English has necessary roles in various fields of life, such as communication, job, travel, education, economics, cultural understanding, business, technology, etc. Many countries use English as a tool for communication. For these reasons, English has become an international language. Therefore, mastery of English is a significant need for modern society, including school students. Students need to learn English. English is not only an international language, but it is also helpful for students' future preparation. It is indeed a fact that English has a significant place in the Indonesian education system. It is the first foreign language to be taught in schools as a compulsory subject. Even more, the Indonesian government is cognizant of the significance of good English proficiency among its school population (Fauziati, 2013).

The basic skills that students must learn in learning English are divided into four skills. One of the essential skills to learn in learning English is writing skills. According to Indrilla & Ciptaningrum (2018), writing is how a person communicates their thoughts and feelings through visible signs, understandable not only for himself but also for all other people. Writing skills include all the knowledge and abilities related to expressing ideas through the written word. Writing as a productive skill is different from other English skills. There are many components required in writing skills, such as a lot of vocabulary in composing paragraphs and the grammatical ability to be comprehensible, besides other writing rules (Cholipah, 2014). This is why writing is considered the most challenging skill in learning English. When writers produce a paragraph, it may take a lot of time. The ability to communicate the point to the reader without using too much fluff and in a way that the other person can understand the message is challenging for some people, especially English learners or students.

In learning writing skills, students must be able to create sentences words, and even write a text. According to the curriculum (Alisha et al., 2019). English learners in Indonesia should master several kinds of genre texts. The types of text that students learn are Narrative text, Recount text, Procedure text, Descriptive text, and Report text. Recount text is one genre of text that retells past events in which the place and occurred events flow smoothly based on

the sequence of time (Anderson et al. 1998). Therefore, recount text tells about events in the past, which causes students to consider writing recount text difficult.

The difficulties faced by students in writing are not only in creating and organizing ideas but also in translating the ideas into readable writing (Richards & Renandya, 2002). Various difficulties faced by students cause errors and mistakes when learning English. The students often make some errors and mistakes in writing. Many multiple errors frequently occur in English writing. According to Norris, error is a systematic deviation when a learner has not learned something and consistently gets it wrong (Emmaryana (2010). It seems that the phrase 'systematic deviation' in these definitions is a keyword that can be interpreted as the deviation which happens repeatedly. An error analysis needs to be carried out. Dulay (1982) categorizes errors into four main classifications. The first classification is based on the linguistic category, which includes errors related to phonology, syntax and morphology, semantics, lexicon, and discourse. The second classification is the surface strategy taxonomy, which encompasses errors such as omission, addition, misformation, and misordering. The third classification is the comparative taxonomy, which identifies errors like developmental errors, interlingual errors, and ambiguous errors. Lastly, the communicative effect taxonomy focuses on the impact of errors on communication, distinguishing between global errors, which affect the overall meaning, and local errors, which involve specific elements of a sentence or phrase (Dulay et al., 1982).

The concept of surface strategy taxonomy error is the classification of error by Burt, Dulay, and Krashen (1982). Surface Structure Taxonomy is divided into four types, namely misformation, misorder, addition, and omission. Firstly, misformation errors mean the learners use the wrong form or structure. There are three kinds of misformation errors, namely regularization, archi-form, and alternate forms. Secondly, misorder means the incorrect placement of a morpheme or group of morphemes in an utterance. Thirdly, addition implies the presence of an item that must not appear in well-formed utterances. Errors of addition are divided into three parts, namely regularization, double marking, and simple addition. Fourthly, omission is the absence of an item that must appear in a well-formed utterance (Dewi, Rangkuti, & Supriadi, 2021).

Errors that occur in students' writing must be corrected properly by the students and the teacher. The way to correct student errors is to carry out an error analysis. Richards, in Emmaryana (2010), states that error analysis is an activity that reveals errors found in writing and speaking. Error analysis is also the study of errors made by second and foreign language learners. In fact, according to Tarigan and Tarigan (1995), the objectives of error analysis should be applicable not only theoretically but also theoretically. Dulay (1982) states that error analysis has two primary goals. First, it provides data from which inferences about the nature of the language-learning process can be made. Second, the error analysis will be able to reveal to teachers and curriculum developers which part of the target language is most difficult for the learner and which types of errors most interfere with the learner's learning effectively.

Based on the description above, the writer conducted research on the error analysis of student's writing recount text. This research was conducted to reveal the errors made by students, classify the errors, and correct the errors based on the surface strategy taxonomy category. After analyzing the student's errors, the researcher provided several solutions to overcome the mistakes that students made

Based on the researcher's observations, students at Al Hikam Senior High School experience many obstacles in learning English, especially writing skills. Errors and mistakes in writing texts also often occur among students. So, this research is essential to conduct. Teachers can use this research to reduce and treat the errors made by students using appropriate methods.

This research differs from previous research. In this research, the researcher provides suggested treatment to reduce the student's error in writing recount text.

Method

The design of this research was a descriptive qualitative research design. This research presented the research data and error analysis descriptively. This research was carried out at Al Hikam Senior High School, which is located in Krajan, Mangunharjo Village, Arjosari Sub-District, on May 28th, 2024. The subject in this research was the first-grade students of Al Hikam Senior High School in the academic year 2023/2024. The first grade was divided into two classes, Fashion Design Class and Motorcycle Engineering and Business, which consisted of 30 students. There were 12 female students and 18 male students.

The researchers used an essay test and in-depth interviews as the technique of collecting data. Essay tests were given to each student or research subject in written form. In this process, the researcher explained the technicalities of the test and carried out a test to write recount text at the specified time. In the interview process, the researcher used an in-depth interview technique. The researchers conducted a conversation with the subject to get more profound information about the case being studied. The researchers used document paper and field notes as the instruments for collecting the data. The documents were used to obtain data on transitivity analysis and error analysis. The documents used in this study were the students' recount text. Call et al. (2003) contend that textbooks, students completed assignments, and other written materials are usually called documents by researchers. The document papers were collected by worksheet. The researchers used field notes to write important points containing questions and answers. A recording device is also needed to ensure the recorded data is valid. The recording tool used by the researcher is a tape recorder. The researcher analyzed the data based on the theory by Corder (1974), which mentions five steps for analyzing the error. They were selection, identification, classification, explanation, and evaluation.

Finding and Discussion

Findings

This study aimed to find out the students' errors in writing recount text based on surface strategy taxonomy and to find out the common source of errors made by students. The data of this research was the student recount text produced by the grade students of Al-Hikam Senior High School. The researcher collected the student's paper of recount text. Then, the researcher identified the error in the paper. In determining the paper, The researcher found the errors by cycled to make the identification easier. The errors found in the student's recount text were very complicated and varied. The researcher classified the error type based on the surface strategy taxonomy category, which consists of Omission error, Addition error, Misordering error, and Misformation error.

Table 1. The Frequency and The Percentage of Student's Error

Type of Error	Frequency	Percentage (%)
Omission	32	22%
Addition	28	19%
Misformation	51	35%
Misordering	35	24%
Total	146	100%

Table 1 shows the frequency and the percentage of student errors in recount text. The number of student errors that were identified was 146. The frequency of the omission type was 32 errors, which is a percentage of 22%. The frequency of the addition type was 28 errors, which is a 19% percentage. The frequency of the misordering type was 35 errors, which is a percentage of 24%. The frequency of the Misformation type was 51 errors, which is a percentage of 35%. Based on the data of frequency and percentage of errors, It means that the Misformation error was the highest error made in students' recount text

Discussion

The Surface Strategy Taxonomy Errors in Recount Text

Omission

Based on the data, the reseacher found the students made 32 (22%) omission errors. Omission refers to the absence of an item that must appear in well-formed sentences. Omission errors happened when the students formed an utterance but missed an item that should have appeared in the sentences of the recount text (Dulay et al., 1982). The analysis can be seen from the following examples:

Table 2: Example of Omission Error

Student's Number	Student's Sentence	Correct Sentence
25	He borrowed his sister's car for the road trip and it ran smoothly.	He borrowed his sister's car for the road trip and it ran smoothly.
12	I went my family's car	I went to my family's car

In this case, students number 12 and 25 made error in the omission error type. The student's number 25 made an error because the student omitted the possessive marker to indicate the possessive of the noun "car" in the sentence. Then, the student's number 12 made an error because the student omitted the preposition in the sentence. The correct preposition to complete the sentence is "to."

Addition

Based on the data, the researcher found the students made 28 (19%) additional errors. The addition is a kind of error that occurs when an item should not be present in a well-form utterance. The addition errors happened when the students added an item that should not have been included in the sentences. The analysis can be seen from the following examples:

Table 2: Example of Addition Error

Student's Number	Student's Sentence	Correct Sentence
7	First day, we went <u>go</u> to Bali Savana.	First day, we went to Bali Savana.
9	I bought it and <u>eated</u> it with my sister	I bought it and <u>ate</u> it with my sister

In this case, students number 7 and 9 made an error in addition to the error type. The sentence of the student number 7 was categorized as an addition type because after the verb "went," the sentences added by the verb "go' became a double verb in the sentences. The verb "Go" should omitted because the sentences already used the verb "went," which means the past form of the verb "go." The sentence of student number 9 refers to an action that had occurred

in the past. The verb “eated” was incorrect form. The past verb of “eat” was not “eated” but “ate.” So the verb “eat” should not add with (-ed). Still, it should use the past verb “ate.”

Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme of the structure (Dulay, 1982). The analysis can be seen from the following examples:

Table 3: Example of Misformation Error

Student’s Number	Student’s Sentence	Correct Sentence
c	They came with souvenirs they <u>bring</u> from their house.	They came with souvenirs they <u>brought</u> from their house.
12	My mother <u>is</u> very satisfied with her choice.	My mother <u>was</u> very satisfied with her choice.

Students’ number 15 and 12 made an error in the misformation type. The student’s number 15 made an error because of the use of the wrong form of the word “bring.” It refers to the action that occurred in the past. So, the sentence should use the past tense form. The verb “bring” should replace by the past tense verb “brought”. Then, student number 12 made an error because of the use of the wrong form of the word “is.” Therefore, the word “is” must be changed into the past form “was.”

Misordering

Based on the data, the reseacher found the students made 35 (24%) misordering errors. This kind of error occurred when the students wrote the incorrect placement of a morpheme or a group of morpheme in an utterance. The analysis can be seen from the following examples:

Table 4: Example of Misordering Error

Student’s Number	Student’s Sentence	Correct Sentence
17	I went to my cousin’s house by <u>bus white</u>	I went to my cousin’s house by <u>bus white</u>
20	When I finished cooking, I served the fried rice on a <u>plate large</u>	When I finished cooking, I served the fried rice on a <u>plate large</u>

In this case, the students number 17 and 20 made an error in misordering type. The student’s number 17 made an error because the word “bus white” was incorrect in the sentences because of the wrong placement. The adjective “white” should written first before the noun “bus”. Then, the student’s number 20 made an error because the word “plate large” was incorrect in the sentences because of the wrong placement. The leading cause of this error is the placement of the adjective “large” before the noun. The adjective should written first to describe the noun “plate”.

The Source of Error

Based on the Data Finding of error and the interviews conducted with the teacher and several students, the researcher would elaborate on the source of the student’s error in writing the recount text based on Brown (2004).

Intralingual Transfer

Intralingual errors may be caused by the influence of one target language item upon the interlingual error of another (Rahayu, 2014). In this case, the error is characterized by a lot of interlingual transfer from the native language or interference. A student expressed confusion over the excessive use of English tenses, indicating that they find it difficult to apply these tenses correctly when writing sentences. This highlights a common challenge in language

learning, where the complexity of grammatical rules, particularly tenses, can lead to uncertainty and errors in sentence construction. This issue underscores the need for more targeted instruction and practice in using tenses to help students gain confidence and proficiency in their writing.

Based on the student's statement, intralingual interference happened because the student did not master enough of the second language that had been learned. This intralingual interference caused errors related to a lack of understanding of the second language. An example of an error caused by intralingual transfer is a misformation error. An example of the sentence:

“My mother is very satisfied with her choice”

The tenses used in the word ‘is’ in that sentence are not correct. The word ‘is’ in that sentence should be in the past tense, which is ‘was,’ because it describes an experience in the past. This sentence is an example of an error caused by intralingual interference.

Interlingual Transfer

Interlingual error is characterized by a lot of interlingual transfer from the native language or interference (Rahayu, 2014). Interlingual interference is the negative influence of the learner's mother tongue. Student number five stated that she often constructs sentences in accordance with the Indonesian language structure by translating them word for word.

Based on the student's statement, It can be concluded that the first-grade Al Hikam Senior High School students made the error because the first language influenced the student. In this case, the first language is Indonesian. An example of a sentence that is caused by interlingual transfer:

“I went to my cousin's house by bus white”

In this sentence, the word “bus white” was incorrectly placed. These words are usually translated based on the Indonesian language structure. This sentence became incorrect when used in English word order. The adjective “white” should be written first before the noun “bus”. Therefore, in Indonesian structure, The noun “bus” should be written first before the adjective “white.” It means the Indonesian language influenced the student in constructing the sentences

Context of Learning

The difficulty faced by students in understanding the material is often attributed to their misinterpretation of the teacher's explanations and the textbook content or the inappropriate contextualization of patterns. One of the students expressed challenges in fully grasping the material when it was explained in class. This highlights a broader issue where the learning context plays a crucial role in language acquisition. Suppose the learning environment or context is not appropriately aligned with the student's needs or the real-world application of the knowledge and skills being taught. In that case, it can lead to significant misunderstandings or misapplications of the material. Therefore, it can be concluded that the effectiveness of language learning is heavily dependent on how well the teaching context matches the students' needs and the practical use of the language. When there is a disconnect between these factors, it can result in errors in comprehension and the application of the material, ultimately hindering the learning process. This underscores the importance of creating a learning context that is both relevant and adaptable to the student's needs and the specific situations where the language will be used.

Carelessness

The issue highlighted relates to a harmful habit among students of not rechecking their writing. One student admitted to not reviewing their work because they assumed it was already correct. This attitude underscores the importance of double-checking to prevent errors. Re-reading and re-examining written work is crucial as it allows students to identify and correct mistakes that might have been overlooked initially. The habit of not rechecking can lead to the persistence of errors that could have been easily avoided with a simple review. Therefore, it

can be concluded that encouraging students to develop the habit of double-checking their work is essential in improving accuracy and reducing errors in their writing. This practice not only helps in refining their work but also reinforces their understanding of the material by allowing them to assess their output critically.

The Suggestion Treatment to Reduce the Student's Error

To address the errors found in students' recount texts and their underlying causes, several strategies can be employed to reduce these errors and improve students' motivation in writing. Emphasizing grammar lessons is crucial, as the data indicates that misformation errors are prevalent among students, suggesting a gap in their understanding of grammatical rules. By focusing more on grammar, students can develop a firmer grasp of sentence structure and the correct use of tenses, leading to more accurate writing. Additionally, teachers' use of corrective feedback strategies is essential in addressing errors effectively. Teachers should mark errors and provide the correct forms directly, using methods such as crossing out unnecessary words or morphemes, inserting the proper forms, and writing corrections near the mistakes. This approach allows students to clearly see where they went wrong and learn from their errors.

Moreover, employing the Contextual Teaching and Learning (CTL) method can significantly enhance students' comprehension of the material. This method links lessons with students' everyday life experiences, making the content more relatable and easier to understand. This is particularly important when students struggle to grasp material due to unclear explanations in class. Finally, integrating lessons on morphology and syntax within the curriculum, along with vocabulary enhancement programs, can deepen students' understanding of language mechanics and broaden their lexical range. By comprehensively addressing these aspects, educators can create a more supportive and effective learning environment that not only reduces the frequency of errors but also fosters students' development as proficient writers.

Conclusion

Based on the findings and discussions in the previous chapter, it can be concluded that the total number of student errors made was 325. The error is divided into four types of surface strategy taxonomy: Omission, addition, misformation, and Misordering. There were 32 omission errors, 28 addition errors, 51 misformation errors, and 35 Misordering errors. The percentage of omission error is 22%, the addition error is 19%, the misformation error is 35%, and the Misordering error is 24%. Based on the frequency and the percentage of errors, it can be concluded that the highest error made by students was misformation error, and the lowest error made by students was addition error. The source of student errors is divided into four types based on interviews with students and teachers. There are intralingual interference, interlingual interference, the context of learning, and carelessness. Intralingual interference occurred because the students lacked an understanding of the target language. Interlingual interference happens because the students tend to be influenced by the mother tongue in constructed sentences. Context of learning occurred due to the learners' misinterpretation of the teacher's explanation and textbook or an inappropriate pattern contextualization. Carelessness happened because the students did not recheck the text. The researcher provided suggestions that were probably used to reduce the frequency of errors and improve students' writing skills through four strategies. The first strategy is to emphasize grammar lessons, the second strategy is corrective feedback, the third strategy is to use contextual teaching and learning methods, and the last is to integrate Morphology - Syntax Lessons and vocabulary Enhancement Programs.

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