

LANGUAGE FEATURES ON STUDENTS' RECOUNT TEXT WRITING: AN ERROR ANALYSIS

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ABSTRACT

Writing is one of the skills of learning strategies. Language can be shown in the form of writing. Students would be able to express their experience and feeling by English writing especially in recount text. In writing text, students often make errors when they write because of their lack grammar understanding. This research purpose was to know what are language feature errors do the students make in writing the recount text. To describe students' errors, the researcher used descriptive qualitative method and the formula to analyze the data. The eleventh grade of SMA Negeri 1 Toapaya were chosen as the subject with purposive sampling technique. The types of language feature in this study is divided by Derewianka, there are four categories; proper noun, descriptive word, past tense, and word of order. This research shows the students made errors of proper noun (146 errors or 31.33%), descriptive word (92 errors or 19.74%), past tense (213 errors or 45.70%), and word of order (15 errors or 3.21%). It is concluded that the error of past tense is the highest, and the lowest on error of word of order.

Keyword : *Language Feature, Recount Text, Writing, Error Analysis*

I. INTRODUCTION

1.1. Background of The Research

One of the important skills in daily life is writing, with this skill, every person can interact each other. Many people used writing as communication, whether formal or informal, like letter, e-mail, invitation, announcement, and application.

According to Nordquist (in Hilliari, 2019), Writing is a system of graphic symbols that can be used to convey meaning. It means that in writing, people should know the system and the symbols of a language. Especially, EFL students, they should know the system and symbols of writing before writing something. Then, their words or sentences will have meaning. Writing has the purpose and meaning to convey something with symbols.

Errors are an inevitable part of language learning often did by the foreign language learners. They can develop their skills through doing errors and hearing the correct forms by the teacher. Keshavarz (in Hilliari, 2019) noted errors are rule governed, systematic in nature, internally principled and free from arbitrariness. They exhibit learner's view of the target language that is his transitional

competence. That's mean error is made by naturally from internal problem, it shows' how much the learners' comprehension of the target language. So, the error analysis has advantageous for both learners and teachers.

Language features in recount text are used proper noun, used descriptive word, used the simple past tense, and the word of order (Derewianka, 2003). According to Nordquist (in Hilliari, 2019), grammar is a pack of rules and examples dealing with syntax and structure of words (morphology) in a language. It means grammar is language's heart. Without grammar, language has not functioned. Grammar is necessary to understand or make other people understand what we said. If someone does not write English very carefully, other people can mislead its meaning and misinformation, or miscommunication.

Derewianka (2003) explained that recount text is about retelling events or experiences that happened in the past with chronologically based on the sequence of events. To give information or entertain the readers and listeners is the purpose of recount.

Erdogan (2005), states that errors analysis were not only because of they reflected the learning strategies in learning the target language but also learners' native language. Therefore, that learners' errors provide an understanding of the underlying process of second language acquisition is the evidence of the main focus of error analysis.

II. RESEARCH METHOD

2.1 Research Subject

The students of SMA Negeri 1 Toapaya, Bintan, is the subject of this research. Furthermore eleventh-grade in the second semester students in the academic years of 2020/2021.

2.2 Research Instrument

The researcher was collecting the students' sheets of recount text writing. They were instructed to write their own experiences and creativity. The topic was taken and chosen from the syllabus of the 2013 curriculum. The text that the students writing was about their experience on last holiday. The data was collected by the researcher to be analyzed by the language features errors after the students wrote their text on their paper.

2.3 Technique of Data Analysis

The descriptive qualitative method was a technique used to identifying the error items. The items are described as follows.

1. Collecting the data from students' work sheets
2. Identifying the errors made by students'
3. Analyzing the students' errors
4. Calculating of students' errors

The researcher uses descriptive analysis technique (percentage). The result of the percentage determined the dominants errors that students make in their sheets. The researcher used the formula by Sudjana (in Subroto, 2015).

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

Notes:

P = Percentage

F = Frequency of score

N = The total of score

III. RESULT AND DISCUSSION

The researcher make recapitulation of students' errors on the table.

Table 1. Recapitulation of Students Error

Participants	EOPN	EODW	EOPT	EOWO	Total
Student 1	16	0	5	0	21
Student 2	2	6	1	0	9
Student 3	10	3	4	1	18
Student 4	8	1	1	0	10
Student 5	10	6	5	0	21
Student 6	13	6	20	4	43
Student 7	0	1	14	0	15
Student 8	10	4	9	0	23
Student 9	5	3	6	0	14
Student 10	9	4	9	1	23
Student 11	0	2	11	0	13
Student 12	6	5	6	2	19
Student 13	0	2	8	0	10
Student 14	3	9	5	0	17
Student 15	3	1	9	0	13
Student 16	0	2	5	0	7
Student 17	0	5	21	0	26
Student 18	13	9	23	3	48
Student 19	-	-	-	-	Out of Content
Student 20	5	9	6	1	21
Student 21	5	2	5	0	12
Student 22	12	0	14	2	28
Student 23	6	5	8	0	19
Student 24	10	7	17	1	35
Total	146	92	213	15	466
Total (N)	466				466

Notes:

EOPN : Error of Proper Noun

EODW : Error of Descriptive Word

EOPT : Error of Past Tense

EOWO : Error of Word of Order

Total errors of students' recount text writing were 466 points for error of proper noun, descriptive word, used past tense, and word of order. As the calculation, the researcher describes the percentage of students' error as follows:

$$P = \frac{\text{Frequency of errors in each category}}{\text{Total number of error}} \times 100\%$$

Percentage of Error Proper Noun

$$P = \frac{146}{466} \times 100$$

$$P = \frac{14,600}{466}$$

$$P = 31,33\%$$

Percentage of Descriptive Word

$$P = \frac{92}{466} \times 100$$

$$P = \frac{9,200}{466}$$

$$P = 19,74\%$$

Percentage of Past Tense

$$P = \frac{213}{466} \times 100$$

$$P = \frac{21,300}{466}$$

$$P = 45,70\%$$

Percentage of Word of Order

$$P = \frac{15}{466} \times 100$$

$$P = \frac{1500}{466}$$

$$P = 3,21\%$$

The result of percentage above concluded that eleventh grade students of SMA Negeri 1 Toapaya Bintan made errors of proper noun (31.33%), used descriptive word (19.74%), used past tense (45.70%), and word of order (3.21%).

3.1. The Error of Proper Noun

The error of proper noun was found from students' text by used double participants and wrong participants. In this part students made 146 points. In percentage it was 31.33%. Some students made errors on addition and misselection the participant. In recount text the participant should be specific and only one person or object. Students' sentence "*my friends and I are planning to go on a vacation together*" they add double participants *my friends and I*. In recount text should be use specific participants, furthermore the theme of this recount text was My Last Holiday. In means that the correct sentence was "*I was planning to have a vacation together with my friends*".

3.2. The Error of Descriptive Word

Students' errors used of descriptive word were found in their recount text writing. It was seen from the calculations of descriptive word errors. For this part, students did 92 points. In percentage it was 19.74%. Many students did errors on misselecting and misordering descriptive word in their recount text. Example, *the waves swinging like a swing*. They misselecting of descriptive "*swinging*" to described that the object was moved. This descriptive made their sentences were errors. It should be "*the waves rolled like a roller*".

3.3. The Error of Past Tense Use

This part was the common errors did by students. It proven by the calculation of students' error use past tense. They did 213 points. In percentage it was 45.70%. The researcher found many sentences that not accordance to the pattern of past tense. They did omission, addition, and misselection of pattern for past tense. In omission, some students did not added important elements in their sentences such as added verb "to be" and part of verb on their sentences. Example: "*We have fun together there*". They did not added verb "to be" to equips their sentences. It should be "*I was had fun together*".

3.4. The Error of Word of Order

For this part, it was the rare errors made by students. Students' error were 15 points and in percentage 3.21%. Students did error by adding, omitting, misselecting, and misordering of word of order. The common errors did by students was misselecting. Example "*Finally, we stopped under a*

tree on the edge of the road” it should be “*Then, I sat under a tree on the side of the road*” because the use of “finally” should be on the end of the event not in the middle of the event.

IV. CONCLUSION

As the researcher has explained in chapter one, the researcher limited the study on analyzing students’ error of language feature at eleventh grade SMA Negeri 1 Toapaya-Bintan dealing with recount text. The recount text focused on the experience of their last holiday. The researcher gave instructions to the students to write recount text as the data of research. To analyze it, the researcher used the classification mentioned by Erdogan (2005): omission, addition, misselection, and misordering.

Related to the research question in chapter 1, the researcher concluded that eleventh grade students of SMA Negeri 1 Toapaya-Bintan made error of proper noun, descriptive word, used of past tense, and word of order in their sentences and they did many errors of used past tense. It was proven by the result of percentage students’ errors of past tense got 45.70%.

V. BIBLIOGRAPHY

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VI. THANKYOU NOTE

My Mom, My lecturers, My Friends