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CAUSES OF STUDENTS' ERROR IN WRITING RECOUNT TEXT AT 9th GRADE SMPN 5 KEC.KAPUR IX

Sonya Indriany & Merry Prima Dewi
UIN Sjech M. Djamil Djambek Bukittinggi
sonyaindriany309@gmail.com ; merryprimadewi@gmail.com

Abstract

This study aims to find out the types of errors and the causes of students' error in writing recount texts. The researchers found some student errors in the recount text at 9th grade SMP N 5 Kec.Kapur IX related to errors' made by students. The first is that some students find it difficult to deliver idea in writing recount text. The second some students lack vocabulary so that students have difficulty in writing recount text. The last some students grammar have difficulties writing recount text. This type of research is descriptive qualitative. The instruments of this research are documentation and interview. The informant of this research is all students of class IX SMP N 5 Kec.Kapur IX which consists of 2 classes. The sample from this study was 31 students who were taken through purposive sampling. This research was conducted in February 2022. To find the type of error in writing the recount text, the researcher checked the students' recount text answer sheets, while the researcher interviewed the students and recorded it through the researchers phone. The results of this study indicate that there is one error in writing recount text that is the use of the simple past tense. While the cause of student error based on the results of interview are carelessness, first language interference and translation. In conclusion, this study was conducted to find out the types of errors and the causes of students' errors in writing recount texts at 9th grade SMP N 5 Kec.Kapur IX.

Keywords: Error, Causes, Writing Recount Text

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INTRODUCTION

English has four basic skills that is listening, speaking, reading and writing. These four English language skills are categorized into two skills, namely productive skills (speaking and writing) and receptive skills (listening and reading). These four skills must be mastered by students. One of them is writing skill. Writing involves more than putting sentences together in language that is grammatically correct and appropriate (Jill and Charles; 2008). To write something in written form, the writer should consider about how to form words, how to put words together into sentences, and how to punctuate these sentences in order to make a good sentence. Writing is one of the skills in English that must be mastered by students. Writing is considered productive skill and useful tool for learning process (Nunan, 2003). Furthermore, "that writing is the mental work inventing ideas, thinking about how to express them and to organize them into statements and paragraphs that will be clear to reader" (Nunan; 2003). Thus, by writing students can express themselves, express ideas, express opinion, though and feelings.

There are several reasons why writing skills is crucial (Langan in Gustiana, Dantes and Suarnajaya, 2013). First, content is divided by extent, relevance and subject knowledge. Second, organization is divided by coherence, fluency and logical sequencing. Third, vocabulary is divided by richness, appropriate register and word form mastery. Forth, language use divided by accuracy (a usage of articles, word order, tenses, prepositions, sentence constructions). The last, mechanic is divided by paragraphing, capitalization, punctuation and spelling. Thus, if the writing has good in all components, it will be a good writer. Writing is using graphic symbol or combinations of letters relate to the sounds that we make in speaking (Byrne,1993). It means writing is needed by people in academic. A person's knowledge will become clearly visible after being poured into oral and written. Hence, writing is processing how to put the thoughts into the written form. The writing should be written clearly to do not bring misunderstanding. Writing the ideas should be arranged in logical way in order to make the writing is coherent so the reader will understand the writing easily (Hadfield Jill and Hadfield Charles,2008). The similarity of the theories above is the writer should pay attention about his writing and should make sure the reader will understand about his writing. Combinations of letters relate to the sounds that we make in speaking.

There are several types of text in writing such as: descriptive text, recount text, narrative text, report text, news item text, explanation text, procedure text, and etc. One of the text studied in SMP N 5 Kec.Kapur IX is recount text. Recount text is a piece of text which retells past events orderly and has a purpose to describe what have already happened (Anderson,1997). Writing text recount must be mastered by students. Writing can help people to communication even they are not able to meet each other. Recount is retelling past event in order to inform or entertain about what and when it happened (Gerot and Wignel,1994). It means that the recount text is based on the author's direct experience and the author's imagination. In writing recount text, error is also one of the mistakes that are often made by students. The fact is that if you often make error, the reader will not understand what the author is doing in writing the recount text. It means recount text tells a series of events and evaluate their significance in some way. It is also to give audience a description of what occured and when it occured. The story recount text text has expressions of attitude and feeling usually made by snarator about the events.

Recount text is a type of essay whose content reports events or activities that be feel a person or a person's experience. The purpose of essay recount is to notify or entertainment (Djuhaire in Cholpiah, 2014). It means showing how someone responded to the story and being entertained so that it is interesting to read it. From the statement above, it can be said recount text is to tell story about experience of the author was the past. And it can also be said to tell about people experience to entertain readers and keep them interested about story. Then recount text can make students express what they feel what they see or what they perceive in past time. There are five types of recount text, namely (Derewianka,1990): a. Personal Recount; Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform. b. Factual Recount; Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, police report and news recording. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement. c. Imagination or Literary; Entertain the reader by recreating thee events of an imaginary world as though they are real such as fiction. d. A procedural; Records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the

steps to solve a mathematical problem. A biographical; Tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

A recount text has some linguistic features, they are (Derewianka in ida yulianawati, 2018): a. The use of specific participants; The students have been able to implement this by setting the participants in proper noun, example "I, my friends, my teachers, and my school". And pronoun "we". b. The use of the past tense; As in the texts, it is found the clauses "*I and my friends and my teacher went to Bandung".We went to Maribaya,my friends helped me,we saw beautiful view*, *the air was cool*, *we arrived in Lembang.* In terms of linguistics features, the writers used past tense appropriately in most clauses (went, saw, helped). Those explanation show that careful attention to spelling and verb formation are needed to be given explicity and repeatedly to the students because it is crucial in teaching writing. c. The use of temporal and additive conjunctions to connect the message of clauses and help make the text cohesive, as in "*The first we went to Maribaya*, *than we went to floating market*, *and then we went to the farm house.*

The type of writing text studied at SMP N 5 Kec.Kapur IX are descriptive text, narrative text, procedure text and recount text. In this study, the researcher only studied recount text. The re several things that distinguish recount text from other texts. The first the understanding of recount text. Recount text is telling a personal experience. Second use of tenses V2. Last of the generic structure differences.

A recount text has some linguistic features, they are (Derewianka in ida yulianawati, 2018): a. The use of specific participants; The students have been able to implement this by setting the participants in proper noun, example "I, my friends, my teachers, and my school". And pronoun "we". b. The use of the past tense; As in the texts, it is found the clauses "*I and my friends and my teacher went to Bandung".We went to Maribaya,my friends helped me,we saw beautiful view*, *the air was cool*, *we arrived in Lembang.* In terms of linguistics features, the writers used past tense appropriately in most clauses (went, saw, helped). Those explanation show that careful attention to spelling and verb formation are needed to be given explicity and repeatedly to the students because it is crucial in teaching writing. c. The use of temporal and additive conjunctions to connect the message of clauses and help make the text cohesive, as in "*The first we went to Maribaya*, *than we went to floating market*, *and then we went to the farm house.*

There are three error in writing recount text as follow (Norrish in Aunur Rahman Rinata,2018): a. Carelessnes; The highest frequent cause of the students' error is carelessnes. It shows that the students mostly made errors in carelessnes. Factor that caused carelessnes in student's error is lack of student's motivation or interest. It might be caused by the material that the teacher gace to the students was not appropriate. Not only the material but also the style of teaching did not suit the students. b. First Language interference; First language interference is the second highest frequent cause of error commited by students. It mostly occured in the students who learn the target language. It was caused when they were still influenced by the first language. It also commonly in the learning process of foreign learners while they are learning a foreign, they are still engaging their first language to foreign language. c. Translation; Translation becomes the lowest frequent cause of error commited by the students. This cause is like first language interference because it mostly happened in new foreign learners. It means that when theystart to learn foreign language, they translate a foreign language word by word in the learning process.

METHODS

This study refers to descriptive qualitative research. Qualitative research involves efforts to important, such as asking questions and procedures collecting data the specific of the participants, analyzing the data inductively starting from specific themes, and interpreting the meaning of the data (Cresswell,2010). The researcher focused on cause of students error in writing recount text. Descriptive is describing about reality, condition, and the effect (Arikunto,1990). This research is done to get the information, find out, analyze and describe aboutcauses of students error in writing recount text. The informant of this research were 9th grade students of SMP N 5 Kec.Kapur IX.The researcher research class IX.2 because it is recomended by the English teacher in class IX.2 has more errors in writing recount text and researcher have complete data provided by the teacher. This research used purposive sampling. Purposive sampling is a sampling technique with certain considerations (Sugiyono,2015). Purposive sampling used in this study aims to take samples absed on student scores that are low and below the KKM.

Instrument are research facilities are research to collect data processing (*KamusPusatdanPengembanganBahasa*,1991). In this study, the researcher use documentation

and interview. In carrying out the documentation method, researchers investigates objects written object such as books, magazine, documents and etc. Documentation is a way that used to obtain data information in the form of book, archives, document, written numbers and picture in the form of report and information that can support research (Sugiyono,2015). The researcher used the recount text answer sheet documentation for class 92 students because the grade 92 was lower than 91 and also on the recomendation of the English teacher. Then the researcher checks the students' error based on the Derewianka theory. Researchers have validated the instrument to Dr. Afdaleni, M.Pd, Dr. Joni Alfino, M.Pd and English teacher Haswirawati S.Pd. In this research, researcher used students answer sheet in writing recount text.

The researcher used interview to find out the cause of error made by the students of SMP N 5 Kec.Kapur IX. The researcher would do the structure interview. The structure interview was totally predetermine by the researcher who marks through a list of set question in predetermined order (Sugiyono,2009). This research the researcher did a structure interview with the question that determine by the theory. The respondents were given the same question and then the data collect record it. The tool used are tape recorder, picture an others materials that help the implementation of interview to be success. Researcher used documentation to collect answer sheets for writing recount texts of 31 students. The students is class IX.2. The answer sheet from the teacher the data is in the form of recount text with the theme of holiday. The researcher collected the data by taking photos of students recount text answer shee. After that, the researcher analyzed the student recount text document based on the Derewianka theory. There was three procedure to analyze the data gotten from the interview as proposed by (Miles and Huberman in Sugiyono,2009) as follow: a. Data reduction; Reducing data means summarizing. It means to summarize the data and focus on the important data is needed. In this step, the researcher get the data from the interview with the student's. The interview result shows the cause of students error in writing recount rext. b. Data Display; It is a process of display in the form of table or essay. The data display in order to get the more understandable. In this research, the researcher use essay in display the data because it most common data display used qualitative research. c. Conclusion; In the last step of data analysis that is conclusion. It means the researcher draws conclusion of the data.

RESULTS

a. Dokumentation

The data based on the student's documentation to find out the type of students' spelling error. The documentation here was the assigment of writing recount text with "holiday" as a topic. The following are the analysis of the data: a). The use of specific participants; Almost all students in writing recount text on the use of specific participants. It was proven after the researcher checked the student's answer sheets one by one in writing the recount text. Which one is "I and my family, my mother, I show my shoes that cleaned, I went to Bandung, I and my friends, etc." It means that students can apply the use of nouns and pronouns. In this case no errors were found in the use of specific participants. b). The use of the past tense; Error in using simple past tense. The researcher found a simple past tense error, namely "we finish at around 11.00 am and we are so happy". The correct sentence is "we finished at around 11.00 am and we were so happy". "we don't have any plans on the first day and but the view is amazing". The correct sentence is "we did not have any plans on the first day and but the view was amazing. "take picture with my friends, I also eat street and I'm so happy to celebrate this year". The correct is "took picture with my friends, ate street food and I was so happy". "I stay at home, I week up earlier, I play game, I watch my favorit TV, help my mother." The correct sentence is "I stayed at home, I woke up earlier, I played game, I watched my favorit TV and helped my mother". "we visit many places, we visit beach mandeh, view the beach is beautiful, we visit beach swarnadipa, we are swimming in the beach, eat seafood in the beach, we visit transmart and we are happy. The correct sentence is "visit becomes visited, is becomes was, eat becomes ate, and are becomes were". Based on the results of the researcher check on the use of the simple past tense. It can be concluded that almost all students have errors in using the simple past tense. This means that students' understanding of the simple past is still low. For that, it is necessary to improve the way students learn. Teachers should also have more time in giving recount text. c). The use of temporal and additive conjunction; The sentence that the researcher found was "then, I wait for her to brush my hair, then I watched my favorite TV, then I lunch, then I buy many souvenir, first we visited parangtitis beach, then we felt hungry, etc. Most of the students write then. It's normal because the students are stil in junior high school level and their vocabulary is still limited. It can be concluded that students are able to the use of temporal and additive conjunction. Based on the results of the researcher analysis of

students errors in writing the recount text above. It can be concluded that almost all students make errors in using the simple past tense. This is because in indonesian there is no time change. Almost all students are wrong in using go, in past tenses it should be went. For this reason, it is expected that students need to be more active in learning, especially in distinguish between V1 and V2.

b. Interview

This interview aims to know what the causes of students' error in writing recount text. There are three indicators that involve the research question such as carelessness, first language interference, and translation. The researcher interviewed 31 students in each question. ***First was carelessness.*** Carelessness is factor that caused in students' error is lack of student's motivation or interest. First question, In writing recount text, there are some typing. Why did such an error occur? VYL students said "because the writing and pronounciation are different that's why I wrote it wrong". Then EA said "in a hurry and sometimes don't know how to write it". W said "because I don't know the real word". Next, AA said "because I don't know". After that, CH said " because I don't know the original writing". AP said "because I don't understand English". GG said "I don't know that word, is it right or wrong". Based on the results of interview with students above, it can be concluded that students have limited vocabulary. So they don't know what the correct word. They just write what the word sounds like, the students write it like that too. In Fact, the English word is different from the way it is pronounced. Therefore, students increase their vocabulary more. ***The second question,*** in writing recount text there is an error namely the use of simple past tense, why are you not careful in writing? VYL student answered "because I didn't understand using the simple past tense". EA said "don't understand tenses". W said "don't undesrtand simple past tense". A said "I don't understand". MZV said "because I don't interesting to learn grammar". AA said "because I don't understand". CH said "I don't understand grammar". AP said "because for me tenses is difficult". GG said "I don't like grammar". From the student interview statement above, it can be conclude that almost all students do not understand the simple past tense. That's normal because they're only in SMP. Meanwhile, time in learning English is also limited. Therefore, students need to learn to understand tenses again at home. ***The third question,*** did the error in writing the recount text occur because you were in a hurry?. VYL said " No, if the time is long I won't be in a hurry". EA said "yes, because class time is over". W said "yes, because I'm lazy to make it". A said "yes because I don't like to learn

English". MZV said "No, I'm not in a hurry". AA said "I'm not Hurry". CH, AP and GG said "no". Based on the result of the analysis of the 3rd question above. It can be concluded that almost all students are in a hurry to collect assignments. Students who are in a hurry for various reasons, some have les time and don't like to learn English. The point is, the lack of student motivation in learning English so that when making assignments students are in a hurry to collect so that English lessons are finished as sson as possible. For teachers, English lessons should take longer. The ***fourth question,*** before collecting the recount text writing text task. Did you check the task you created so it doesn't happen again error?. VYL said "yes, I checked the assignment because I was afraid I was wrong in submitting the assignment". EA said "yes, because I'm careful". W said "no, because I was in a hurry to make it". A said "No, because I'm lazy". MZV, AA, AP and GG said yes. Based on the analysis of the student interviews above. The conclusion is that almost all students answered yes. That means almost all students re check the assigments before to the teacher. However, students still have errors even though they have checked the assigments before they are submitted. This means that students' understanding is still low, even though students have checked but after checking there are errors too. ***The fifth question,*** "are the error you made because of the influence of the indonesian language you use in your daily life?. VYL said "No, because I usually search the meaning in the dictionary". EA and W said "yes, because I don't know what to write". A said "yes, because I don't like to write in English". AP said "No". CH said "Yes, because I don't understand what to write". MZV said "yes because I'm confused what to write". AA and GG said "yes because I don't like English". In the result of the interview above, almost all students answered yes. That's natural thing because students have limited vocabulary, limited hours of English lessons and students understanding of the use of the simple past tense is also low. From the answers to the results of the students interviews, some students also answered that they did not like learning English. It can be seen that students are less motivated in learning English. So, students should study hard. The sixth question, what error did you make because you translated word for word?. VYL said "yes because I have not mastered translating word in English". EA said "yes because I don't know how to translate". W said "yes, because I don't understand grammar". A said "I don't understand". MZV said "because I have not mastered how to translate correctly". AA said "no". AP said "because I don't understand". GG said "yes, because I don't like to tell stories, I like art". From the results of the student interview above, most of students said yes. This means that

students do not understand how to translate sentences in English. This because students vocabulary is lacking and students have not mastered how to translate in English. The need for writing practice at home so that students increase their vocabulary so can translate sentences correctly. For teachers, it is also necessary to provide additional assignments at home to students. ***The last question is,*** why are you translating word for word? While you know that translating word for word will result in error in writing recount text?. VYL said "because I have not mastered translating word in English". EA, MZV, AP, CH and AA said "because I don't understand". W said "because I'm not interested in English". GG said "because I don't like English". The same as the previous question, if students have not mastered how to translate in English. Then students will know whether the translated sentence is right or wrong. For this reason, it is necessary for students to understand in translating. The need for understanding in the use of grammar, especially the simple past tense in writing recount text. As well as additional vocabulary to make translating easier. Based on the results of student interviews above, it can be conclude that all students have different causes of errors. However, the three indicators above prove that almost all students' answers refer to the causes of errors in writing recount texts. That means, the lack of student motivation in learning English, especially in writing recount text. So, that students become not interest and make many mistakes.So, it can be said that all students have errors on the causes of three indicator above.

Description of the research

Based on the analysis data above, the type of error that is most used by students is the use of the past tense. According to Derewianka, linguistic features they are: the use of the use of specific participants, the use of past tense and the use of temporal and additive conjunction. In Derewianka's theory, there are three types. But after the researcher did the research, it turned out that the most error made by students were the use of past tense. It is not in line.

Based on the results of the student interview analysis above, the causes of student errors are carelessness, first language interference and translation. According to Norrish in Aunur Rahman Rinata, there are three causes of error: carelesness, first language interference and translation. In Norrish's theory there are 3 causes of error. From the results of research and anlysis of student interviews, it is proven that what the researcher found in the field is the same as theory. In line with the theory.

Based on the theory of the causes of student errors in writing recount text, which according to Richard is overgeneralization, incomplete application of rules, false concept hyphotesized and ignorance of rules restrcition. However, researcher do not use this theory because researcher understand more than Norrish. Not only that, Norris' theory is more focused on the research needs of researcher. Richard's theory the meaning of the word is too high so that researcher find it difficult to understand this theory. Therefore the researcher used the theory of Norrish. The last theory of Bryne, psycological problem, linguistic problem and cognitive problem. In this theory, it discusses more about linguistic problems while researcher examine the causes. Of these three theories, only the Norrish theory according to the researcher is in accordance with needs of the researcher. So researcher use the Norrish theory in conducting research. So that the result in line with the theory.

DISCUSSION

Based on the findings and the discussion, it can be concluded that students at 9th grade of SMP N 5 Kec.Kapur IX in this study have commited eight type of writing in recount text. Those type includethe use of the use of specific participants, the use of past tense and the use of temporal and additive conjunction. Those types answer the first research question of this study. The question is 1. What are the types of students error in writing recount text? The most common types of error made by students are: The use of past tense; Related to the second question of this study, the question is 2. What are the causes of students error in writing recount text? The most causes of student errors are: Carelessness, First language interference, Translation.

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