

## **Error Analysis in Writing Recount Text for Senior High School Students**

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### **Abstract**

Writing is a critical component of language development, particularly for second-language learners of English. Writing as the ability to express ideas, feelings, opinions that are taught and the ability to express the same thing in written form in English, which means writing is the result of thinking. The aims of the study were to identify and categorize the types of errors in writing recount texts made by eleventh grade students' at SMA IBA Palembang and to find out the most dominant errors made by eleventh grade students' at SMA IBA Palembang in writing recount text. The approach used in this study was quantitative descriptive. The population of this study research was 69 students. Then the researcher used random sampling and chose 35 students from 1 class as the sample. Moreover, the data of the research were collected by using writing task about recount text. The task was given two times and researcher only checked the last task. The result of the task showed that four types of errors were made by students. There were 253 errors made by students. There were omission with 35 errors or 13.83%, addition with 13 errors or 5.14%, misformation with 195 errors or 77.08%, and misordering with 10 errors or 3.95%. It can be concluded, based on the frequency of each aspect of error, the most dominant error found in students recount text was the type of misformation with 195 of 77.0%.

**Keywords:** *Error Analysis, Recount Text, Writing*

### **A. Introduction**

Writing is an important part of language development, especially for second-language learners of English. It not only develops linguistic proficiency but also improves critical thinking and problem-solving abilities (Brown, 2015). Writing activities encourage analytical thinking and self-expression, according to Hasim (2023), who defines writing as the ability to express ideas, feelings, and opinions in written form while reflecting cognitive processes. According to Apsari (2017), writing is a communicative act that allows people to communicate their emotions, experiences, and information while also functioning as a tool

for self-expression and sharing knowledge. Writing is just as important as speaking, listening, and reading in English language learning (Apsari, 2017), since it helps to solidify ideas and improve cognitive understanding. Walsh (2010) stressed the importance of writing in academic and professional settings, underlining its role in effective communication and knowledge retention (Suyanto, 2019).

Although its importance, writing remains one of the most difficult abilities for English students. Klimova (2012) observed issues in organizing ideas and expressing them in English, which are frequently aggravated by limited language skills and overthinking. Huy (2015) described writing as a complex skill that involves fundamental knowledge, skills, and regular practice. Apriani (2023) observed that linguistic difficulties, such as grammar, vocabulary, and punctuation, add to students' anxiety and impair their capacity to produce well-written content.

Among several genres, recount text is highlighted in the second-grade curriculum at SMA IBA Palembang as part of the Emancipated Curriculum for the even semester. Harris et al. (2020) define recount texts as those that relate prior experiences or events in chronological sequence, allowing personal narrative and learning. Erni et al. (2016) defined recount text an attempt to inform or entertain by retelling past events. The structure of recount story consists of an opening, an order of events, and a reorientation (Ramli et al., 2013), which necessitates a thorough mastery of language elements and syntax, particularly the simple past tense.

Despite the organized approach, students frequently struggle with recount text production because of restricted vocabulary and difficulty organizing ideas. Graham (2006) cited in Husna (2019), identified improper preparation, such as poor planning and a lack of chronological structure, as common challenges. Siswita and Al Hafizh (2014) stressed the

importance of instructional approaches in tackling these obstacles, whereas Fisher and Frey (2012) identified difficulty in mastering genre-specific structures.

Previous research has focused significantly on error analysis in recount texts. Firdausi (2022) discovered four types of errors, with misinformation being the most common, accounting for 71 cases. Similarly, Hidayatul et al. detected 219 misinformation mistakes (36% of total errors), whilst Asmiyati and Nurdiyawati (2017) discovered 54.2% of errors in the same category. These studies highlight the prevalence of misinformation errors but primarily use qualitative methods.

The research questions for this study are designed to lead the inquiry into students' writing faults in recount texts. This study tries to answer the following questions: 1. What are the types of errors that occur in writing recount text write by class XI students of SMA IBA Palembang?. 2. What are the dominant errors made by high school class XI students at SMA IBA Palembang. These questions are designed to reveal prevalent error patterns and suggest effective techniques for improving students' recall writing skills.

## **B. Research Methodology**

The study employed a quantitative descriptive methodology to investigate the types of errors that students made when producing recount texts. Arikunto (2013) defined quantitative descriptive research as the systematic use of numerical data throughout the research process to characterize findings. Dulay et al.'s (1982) Surface Strategy Taxonomy was utilized to categorize and evaluate errors, providing a reliable framework for identifying patterns in student errors. This methodological approach was appropriate because of its systematic approach to quantifying error types, which allowed for a comprehensive analysis of the data.

The study's focus population included 69 eleventh-grade students from SMA IBA Palembang, separated into two classes (XI.1 with 34 students and XI.2 with 35). A random sampling process was utilized to ensure that all population members were represented equally, resulting in a final sample of 34 students from class XI.2, as advised by the school

and the English teacher. This sampling method worked well for obtaining a representative sample of the population while remaining effective for data collection and processing.

Data were gathered through a writing assignment in which students were required to write a recount paragraph about one of three predetermined topics: “My Unforgettable Moment,” “Memorable Holidays,” or “My First Day of School.” Each student wrote three paragraphs focusing on chronological stories in the simple past tense. To ensure the task’s validity, two validators evaluated the instrument before administration, and a trial with a different class was conducted to fine-tune the test's format and timing.

The data collected was examined using the Surface Strategy Taxonomy, which divides errors into four categories: omission, addition, misformation, and misordering. The frequency and percentage of each error type were estimated using the following formula Fraenkel (2012):

$$P = \frac{f}{n} \times 100\%$$

To:

P= Percentage of error

F = Frequency of errors in each item.

N= Total number of errors.

To calculate data, researchers will use the following steps:

1. Using the identification table, calculate the total number of errors for each kind.
2. Determine the percentages of each category of error.
3. To find the most prevalent types of errors, divide the total number of errors by the number of questions and multiply by 100%.
- 4.

## C. Results and Discussion

### 1. Results

Researchers found 253 errors in the students' writing test conducted at SMA IBA Palembang. Based on Dulay et al. (1982), these errors were divided into four categories: omission, addition, misformation, and misordering.

The following table presents the distributions of total students' errors:

**Table 2**

*The distribution of total students' errors in Omission, Addition, Misformation and Misordering*

NO.	Types of Error	Number of Students' Error	Students' Error Percentage
1	Omission	35	13.83%
2	Addition	13	5.14%
3	Misformation	195	77.68%
4	Misordering	10	3.95%
	Total	253	100%

According to Table 2, students made 35 omissions (13.8%), 13 additions (5.13%), 195 misformations (77.0%), and 10 misorderings (3.95%). This indicated that misformation was the most frequent error made by the students.

Table 3 presented all types of errors and their distribution for each student, including omissions, additions, misformations, and misorderings.

## 2. Discussion

This study examined students' errors in creating recount texts. The students encountered many problems and made several errors when writing recount texts. The discussion was designed to generate ideas based on the findings, previous investigations, and established theories. The findings revealed that the eleventh-grade students at SMA IBA Palembang made four categories of recount text errors, as classified by Dulay et al. (1982): omissions, additions, misformations, and disorderings.

The majority of students made misformation errors, with a frequency of 195 (77.0%). This was the most common error because many students used words or structures that were not consistent with grammatical norms. They often used incorrect word forms in sentences. Furthermore, this misformation error involved the usage of verbs, nouns, or other elements that were not consistent with the context of the phrase. Similarly, Hamid and Qayyimah (2014) found that misformation errors were the most common, accounting for 77.57% of all errors. Misformation errors were defined by the usage of word forms or structures that did not follow grammatical rules. Although any element of a phrase could be erroneous, some types of misformation errors were more common than others. In this study, misformation errors occurred when students employed incorrect word forms in their statements. For example, "*I finally arrived at BKB,*" instead of "*I finally arrived at BKB,*" the student used a verb form that was not consistent with the target time.

The second form of error was omission errors, which occurred 35 times, or 13.8%. The quantity of errors indicated that students commonly forgot critical components that should have been included in the statement. These omission errors were caused by students' failure to understand proper sentence structure. With such frequency, teachers needed to pay more attention to omission problems when teaching writing. Similarly, Syahputri and Masita (2018)

found that omission errors were the most common type of error, accounting for 86 instances, or 43%. These errors occurred when students removed essential elements from the phrase. For example, the sentence “*We very excited because we had been planning the trip for a long time*” should have been written as “*We were very excited because we had been planning the trip for a long time.*” This example revealed that students continued to struggle with using key grammatical features, such as auxiliary verbs.

The third type of difficulty was addition errors, which occurred 13 times overall (5.13%). These errors occurred when students included unnecessary components in their sentences. For example, instead of “*I finally arrived I at BKB,*” it should have been written as “*I finally arrived at BKB.*” This demonstrated that students commonly used unneeded words in their statements. Similarly, Ahmada (2019) found that addition errors were the most common, accounting for 37 instances (52.85%) of the total. These errors occurred when students added unrelated portions to sentences, such as extra words or phrases. To improve writing quality, the study emphasized the importance of appropriate sentence structure to prevent unnecessary words.

The last type of error was misordering, which occurred ten times (3.95%). This was the fourth highest error frequency because students made errors on the test due to misordering, which happened when they organized specific elements or words in the wrong order. According to Dulay et al. (1982), misordering errors occurred when the order of words or elements in a sentence was incorrect, causing the statement’s meaning to change. In a similar study, Christiane et al. (2010) found that writing had specific components that had to be mastered in order to write effectively. For example, instead of “*I scared felt when I got on the boat,*” it should have been written as “*I felt scared when I got on the boat.*” This demonstrated that students experienced difficulty with the correct word arrangement in sentences, resulting in misordering errors.

In conclusion, this study examined students' faults in producing recount texts and identified four major categories of errors: misformation, omission, addition, and misordering. The most common error was misformation, which accounted for 77.0% of all errors. This occurred when students employed incorrect word forms or constructions that defied grammatical rules. The second most common error was omission, which occurred 13.8% of the time, when students overlooked important phrase components, especially auxiliary verbs. Addition errors were the third most common, occurring in 5.13% of cases, where students added unnecessary words to sentences. The least common error, at 3.95%, was misordering, which happened when students inserted words or elements in the wrong sequence, altering the sentence's meaning. These findings showed the importance of focusing on students' comprehension of grammatical structures, word forms, and sentence organization while improving their writing skills. Regular practice and specific instruction helped students avoid these common errors and improved their ability to write recount texts effectively.

#### **D. Conclusion and Suggestion**

##### **Conclusion**

The data analysis described in the previous chapter provided some conclusions and descriptions of errors in writing recount texts made by eleventh-grade students at SMA IBA Palembang. The findings of this study showed that there were four types of errors in students' recount text writing: errors in addition were (5.13 %, (13) errors in omission (13.8%,(35) errors in misformation were (77.0%, (195) and errors in misordering 3.95%, (10). It was established that misformation was the most common error made by students when writing recount texts.

##### **Suggestions**

Based on the findings of this study, the researcher offers some suggestions to English teachers, students, and other researchers. First, English teachers are encouraged to be more

active in correcting and providing comprehensive explanations for students' faults during English learning. Teachers are also advised to pay closer attention to the writing learning process and focus on aspects that students found challenging. Adopting new teaching approaches is also suggested. If earlier learning had been formal, teachers can have incorporated game activities at the end of the explanation session to create a more engaging environment.

Second, after becoming aware of the common errors, students are expected to practice more actively and enhance their understanding of past tense usage. It is also recommended that students try using the simple past tense in regular conversations with others. This approach allows them to correct each other's errors while improving their understanding and ability to use the simple past tense.

Third, the researcher expresses hope that future studies will conduct a more in-depth investigation into the factors influencing students' errors. Such research is expected to provide a broader understanding and contribute to the future development of English learning.

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