

# ERROR ANALYSIS OF LANGUAGE FEATURES IN RECOUNT TEXT

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## Abstract

Many errors of language features in recount text that made the students of SMPN 1 Kauman Ponorogo in academic year 2020/2021 in recount text. So, the research is done to know the errors in language features in recount specifically. The type of this research is qualitative research. The data collection was in form of 19 texts. The aim was to know the errors that students made. The result of this research is the errors in language features in recount text that mostly related to: tenses (past tenses), pronoun, and punctuation. The percentage of that errors are errors in tenses (past tenses) 39,62 %, error in using pronoun 11,32 %, and errors in using punctuation 49,06 %.

**Keywords:** Errors Analysis; Language Features; Recount Text

## Abstrak

Terdapat banyak kesalahan dibidang kebahasaan pada teks recount yang dibuat oleh siswa kelas VIII SMP N 1 Kauman Ponorogo tahun ajaran 2020/2021. Sehingga, penelitian ini dilakukan guna mengetahui kesalahan-kesalahan tersebut secara lebih spesifik. Penelitian ini merupakan penelitian kualitatif. Pemerolehan data dilakukan dengan mengambil 19 teks menganalisisnya. Hasil dari penelitian ini adalah ditemukan kesalahan dibidang kebahasaan yang terdapat pada teks recount yang sebagian besar berhubungan dengan kalimat (past tenses), kata ganti orang (pronoun), dan tanda baca (punctuation). Persentase kesalahan tersebut adalah kesalahan dibidang kalimat (past tenses) sebesar 39,62%, kata ganti orang (pronoun) 11,32%, dan tanda baca (punctuation) sebesar 49,06%.

**Kata kunci:** Analisis Kesalahan; Kebahasaan; Teks *Recount*

## INTRODUCTION

Nowadays, English is one of the international languages used in the world. However, Indonesians do not use English in their daily life. English is learnt from elementary up to university because it is very important in this globalization era. Language serves a system that human beings use to share their feelings or ideas (see Azizah et al., 2023; Wulandari & Harida, 2021; Arifin, 2019). In a language, there is a set of rules to

be followed with the speakers. This set of rules is called grammar, that is an explanation of how the form of words can be changeable and united into sentences in a language (Harmer 2001:12). Grammar organizes the language, so that the meaning of a sentence can be clear and easy to understand. As a means of communication, language consists of form and its meaning (see Kartika et al., 2020; Putra, 2021; Arifin & Harida, 2022). Forms of language can be divided into elements

such as words, phrases, clauses, sentences, paragraphs, and even at a higher level called discourse or text.

In general, language users often use a form of language to convey information (see Sari et al., 2021; Saputra et al., 2022; Nurvadhilah et al., 2022). Therefore, for the meaning of the information submitted is not false and easily understood, language users need to understand the aspects of linguistics, particularly grammatical aspect in formulating phrases, clauses or sentences, and non-linguistic aspects, especially socio-cultural aspects that surround the language (see Putra et al., 2020; Suprpto et al., 2020; Suprayitno et al., 2019). Just as in preparing the English sentence, the writer should understand the broad sense of sentence, which includes a sentence pattern or elements, sentence structure and functions of sentences. Understanding these differences thus need to be considered by the writer because grammatical structures of one language to another language tend to differ. Callow (in Baker, 1995:180) states that each language has its own patterns to convey the interrelationships of persons and events.

In using a foreign language, learners cannot avoid making errors which might enrich learners' knowledge about the language they are learning (Arifin et al, 2014). Norrish (1983:7) defines error as such a systematic deviation which occurs when the learner has not learned something of the language and gets it wrong constantly, because he has not learned the correct form.

After doing observation and discussion about the performance of eighth grade students of SMPN 1 Kauman Ponorogo, the researcher and the teacher found that many students still had difficult to produce the good text especially in recount text. There were many errors found on the recount text which

made by the eighth grade students of SMPN 1 Kauman Ponorogo. Grammatical errors and the use of punctuation can cause the writing difficult to understand or even not at all meaningful. Harmer (2004:111) states that the linguistic aspects of the work of writing errors can include spelling error, mistake in word order, grammar mistake, wrong verb tense, concord mistake, unclear meaning, punctuation mistake, something unnecessary, and too formal or informal.

Error are something done wrong or condition of being wrong in belief or conduct, Hornby (in Tumini, 2007:1). The errors will make readers get many misunderstanding of meaning of the texts and misunderstanding will make misinformation too. According to Brown (2007:226), an error is a deviation from the adult grammar of native speakers which signifies the inter language capability of the language learners, while error analysis (James, 1998:1), is the process of concluding the occurrence, nature, reasons and effects of unsuccessful language.

An error analysis determines the actual problems that learners face in learning the target language. While other comparative linguistic analyses tell us in advance what theoretical problem learners will face, an error analysis is of great help to classroom teachers; it tells them what new or additional materials and methods they need to use to solve the real problems of learners (Nasr, 1984:130). The teacher should know the difficulties of students especially the error that made of texts by students. Dulay, Burt and Krashen in Fauziati (2002:75) said that Error Analysis has several major purposes. The first is providing data from which inferences about the nature of the language learning process can be made. And, it is to indicate teachers and curriculum developers which part of the target language students have most

difficulty producing correctly and which error types detract most from a learner's ability to communicate effectively. Error analysis will enable the teacher problem and the students to find and solve their real problem in the learning process in the classroom.

## METHOD

The research design which is used in this study was descriptive qualitative research design. Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subject's point of view (Bogdan & Biklen, 2006: 274). This research had been conducted at SMPN 1 Kauman Ponorogo in academic year 2020/2021 Nongkodono, Kauman Ponorogo.

The resource of data in this study was the documents of writing text by eighth grade students of SMP N 1 Kauman Ponorogo. The documents contained the students' errors in writing text from the top 19 students of one class of eight graders of total 38 students to make recount text at home. According to Lucantony in Damayanti, students should be given enough time to write rough draft before producing a final version (2013:27). Their final versions then were then collected and analyzed. There data analysis steps are:

### Identification of the Errors

In this step, the researcher underlined the sentences which are considered as errors. Then put the sentences into checklist table. The errors were only focusing on using past tenses, pronoun, and punctuation in recount text.

## Classification of Errors

Classification of errors are four types, there are errors in using past tenses, pronoun, and the choice of mark that use to make correct sentence (punctuation).

### Tabulation of errors

To get the percentage of students' error in each type, the researcher used this formula:

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

P = the total percentage of errors

F = the total of errors on each type

N = the total of occurrences of errors

## FINDINGS AND DISCUSSION

This research found from nineteen students' writing texts there were 53 sentences containing errors in language features in recount text. Based on the categories that had been made, the errors were found as 21 errors of past tense, 6 errors of pronoun, and 26 errors of punctuation.

Students made many errors in past tenses especially error in the using of verb 2 in simple past tenses, the use of "to be" in past form in nominal sentences and use of "to be" in past form in past progressive. In the using of pronoun, students made many errors in using of personal pronoun and possessive pronoun whereas in the using of punctuation, students made many errors in using of comma (,) and period (.). Here is the table showing the number and percentage of errors occurrences were made by the students.

Table 1: The percentage of error occurrences on students' writing

No.	Types of Error	Number of Occurrences	Percentage
1	Past tenses	21	39,62 %
2	Pronoun	6	11,32 %
3	Punctuation	26	49,06 %
<b>Total</b>		<b>53</b>	<b>100%</b>

From the previous table, it can be seen that the type of errors that the students mostly made was punctuation and then the errors in past tenses and the little errors in using pronoun. In this research, there were nineteen students' writing in recount texts analyzed and researcher found many errors such as within the following examples:

Data 1:

**Go to Aunt's House**

My name is Indarwati. I want to tell about my experience, many years ago. My oldest aunt visit me with her son, daughter and grandchild. But, she want to visit her younger sister too. She lived in Morang, Caruban, Madiun..

After that my younger aunt give me fruit salad. That is my favorite food. I am very happy, an then we back home at 03.00 pm. I am very tired. But I am very happy too. I want to visit that village again.

In above passage, the researchers identified the errors made by the writer and presented in the following table:

Table 1: The identified errors in datum 1

No	Types of Error	Incorrect Form	Correct Form
1	Past tenses	My oldest aunt <u>visit</u> me with her son, ...	My oldest aunt <u>visited</u> me with her son, ...
2	Past tenses	... she <u>want</u> to visit her younger sister too.	... she <u>wanted</u> to visit her younger sister too.
3	Past tenses	After that my younger aunt <u>give</u> me fruit salad	After that my younger aunt <u>gave</u> me fruit salad

As the linguistic features of recount text, the use of simple past tenses should be changed into past tense (verb 2), but in above findings, the writer used simple present tense (verb 1). Datum 2:

**My Beautiful Holiday**

Finally, we decide to go home. I was tired but very happy because it is my beautiful holiday.

In above passage, the researchers identified the errors made by the writer and presented in the following table:

Table 2: The identified errors in datum 2

No	Types of Error	Incorrect Form	Correct Form
1	Past tenses	Finally, we <u>decide</u> to go home.	Finally, we <u>decided</u> to go home.
2	Past tenses	... it <u>is</u> my beautiful holiday.	... it <u>was</u> my beautiful holiday.

Since the text told about the event in the past, the sentences should use past tense, so instead of using “decide”, the students should use “decided”. The use of “to be” in past form in nominal sentence is using “was or were”, “was” if the subject is singular and “were” if the subject is plural but students still use “to be” in present sentences.

Datum 3:

First, we go to bus station. There were many buses. In the way, I am see very beautiful view. We also sleeping in the bus.

The identified errors in above excerpt are presented in table 3:

Table 3: The identified errors in datum 3

No	Types of Error	Incorrect Form	Correct Form
1	Past tenses	First, we <u>go</u> to bus station.	First, we <u>went</u> to bus station.
2	Past tenses	I <u>am see</u> very beautiful view.	I <u>saw</u> very beautiful view.
3	Past tenses	We <u>also sleeping</u> in the bus.	We <u>were</u> also sleeping in the bus.

Since the text told about the event in the past, the sentences should use past tense, so instead of using “go, am see”, the students should use “went, saw”. Past Progressive expresses two actions which occurred at the same time, but one action began earlier and was in progress when the other action occurred. In the past progressive use of “to be” in past form but the students forget use the “to be”.

Datum 4:

Mother, sister, and me visited Jakarta. My brother was working in Jakarta. On the 22 November 2011, my mother and brother left home to go to the train station at 14:13 pm. We also got to the station directly to the ticket purchase. We choose the business class train and then we Asr' prayer. Our train will be a rather long ride; the train was coming at 19:15 pm

The identified errors in above excerpt are presented in table 4:

Table 4: The identified errors in datum 4

No	Types of Error	Incorrect Form	Correct Form
1	Past tenses	Mother, sister, and <u>me</u> visited Jakarta.	Mother, sister, and <u>I</u> visited Jakarta.
2	Past tenses	We <u>choose</u> the business class train and then <u>we Asr'</u> prayer.	We <u>chose</u> the business class train and then <u>we did Asr'</u> prayer.
3	Past tenses	Our train <u>will be</u> a rather long ride;	Our train <u>would be</u> a rather long ride;

The personal pronoun in the first sentence should be using “I” instead of “me” as it becomes the subject of the sentence. On number 2, there were two errors, the first error dealt with the use of verb, and the second was about having no verb. The corection for the sentence was instead of using “choose”, the student should use the verb “chose”. The second correction for the sentence was the student should add the word “did” to make the sentence complete. In the last sentence, the student should use “would be” instead of “will be” because the sentence told about an event in the past.

Datum 5:

I played alone, I made a beautiful castle from sand. I wrote my name on the sand.

The identified errors in above excerpt are presented in table 5:

Table 5: The identified errors in datum 5

No	Types of Error	Incorrect Form	Correct Form
1	Punctuation	I played alone, I made a beautiful castle from sand.	I played alone; I made a beautiful castle from sand.

Punctuation mark is essential in writing. It shows the reader where sentences start and finish and if they are used properly they make our writing easy to understand. But, sometimes the students still confuse to select the mark of punctuation. For example: comma (,) is used to separate two complete but related sentences. The comma in the sentence should be replaced with a semicolon (;), because it separated two related but independent clauses.

Datum 6:

We left our school at 01.00 a.m. I was so exhausted because I had to sit along the journey. Actually, it was a funny journey because I spent all of my time with my friends, like playing games. laughing and kidding.

The identified errors in above excerpt are presented in table 6:

Table 6: The identified errors in datum 6

No	Types of Error	Incorrect Form	Correct Form
1	Punctuation	Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing and kidding.	Actually, it was a funny journey because I spent all of my time with my friends, like playing games, laughing, and kidding.

Period (.) functions to mark the end of a sentence. Period (.) also shows the end of an idea within a sentence. The student should use the comma (,) within the previous sentence since the next word after the period still related to the idea within the previous sentence.

Datum 7:

Last year me and my family went to visit grandma house, I went for a ride.

The identified errors in above excerpt are presented in table 7:

Table 7: The identified errors in datum 7

No	Types of Error	Incorrect Form	Correct Form
1	Punctuation	Last <u>year me and my family</u> went to visit grandma house,	Last year, <u>my family and I</u> went to visit grandma house.

Comma (,) is use to denote a break within a sentence or direct address of a person or group. Before conjunction do not use comma (,). But, the student still used it in the sentence within the previous paragraphs. The personal pronoun in the first sentence should be using "I" instead of "me" as it becomes the subject of the sentence.

## CONCLUSION

The researcher concluded that most errors made by the eighth grade students of SMPN 1 Kauman Ponorogo in academic year 2020/2021 are mostly related to: tenses (past tenses), pronoun, and punctuation. Based on the conclusion above, the researcher gives suggestions that: 1) the English teachers should give more attention to the students in using verb form related tenses, pronoun and punctuations marks. 2) Students must study hard; they also should take responsibility for their education, so they will give more attention to their lesson and effort to understand it seriously. So, the teaching and learning

process can be done better and students can limit their errors in their written text.

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