STUDENTS' ERRORS ON WRITING
(An Analysis Studies At Junior High School)

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Abstract

This research is aimed to:1) describe the students'common errors in writing recount text, 2) classify the most dominant typesof the students' errors in writing recount text at the eighth grade students of SMP N 40 Batam in academic year 2016/2017. The research was conducted on April 2017 which was held at the eighth grade students with the number of sample was 70 students. The researcher gave written test to collect data and the method that was appliedin this research by qualitative method. The result of the research showed the dominant error of classification error in writing recount text was verbs tense error which the percentage was 27.82% with the number 444 errors, 22.43% error of punctuation with the number 358 errors, 14.79% error of unnecessary word with the number 236 errors, 10.84% error of missing word with the number 173 errors, 7.77% error of subject verb agreement with the number 124 errors, 4.51% error of noun singular/plural with the number 72 errors, 4.39% error of word form with the number 70 errors, 3.82% error of sentence fragment with the number 61 errors and 3.63% error of article with the number 58 errors.

Keywords: Error Analysis, Writing, Recount Text

INTRODUCTION

English is language for communication among people in the world for education, economic, social, government, etc. Many countries in the world use it as second language. In Indonesia, English is foreign language that must be mastered or learned by students. Education department of Indonesia government has claimed the importance of English. The government has applied English subject in learning process that must be mastered by students. English has been insulted as a compulsory subject to learn at University, Senior high school and Junior high school which used as standard for graduation.

Writing skill includes in one of active skill in Language learning. Writing is a way to express ideas in written. Inwriting, the ideas on mind be explained through a written. Therefore, the writingmust clear to understand. The ability to arrange vocabularies must be concerned. That is why, writing includes in complex skill to learn because of thinking process is needed in writing.

Students in Junior High School for English subject learn about recount text. Writing recount text is one of way that teachers give to students in learning process about recount text. The teacher will ask students to write a recount text based on each student's experience.Writing recount text in English well is not easy. To get good writing is difficult for almost all of students. It was surely possible that students will produce errors in writing recount text. The error can be in language structure, spelling, generic structure or other error which relate to aspects on writing.

In spite of many errors occurred in learning process, it is not sure that the learner does not understand because error is a part of learning process. Errors which students made can be used as a tool to know how far the learners understand and through making error able to know where many of learners get difficulties. And for the next, the errors can be revised to know the correct one. By making error, the knowledge or understanding of learners become more develop than before and by making errors can help learners to be better.

Heaton (1988:135), stated that the writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmentfollowing. Wilson and Glazier (2009:205), said think of writing as including levels of structures, beginning small with words connecting to form phrases, clauses and sentences.

The capability to use a set of related knowledge, skill and abilities in writing is very important to get good writing. Candling and Hyland (2014:32), said the various aspects of genre or text knowledge, any ability to construct, interpret, use and exploit genres in professional contexts involves a number of competencies". According to Murray (2012:14), the fundamental principles in writing are:

      a.   Choosing Ideas or Topics

      b.   Good Argument Structure (Coherence)

      c.   Explaining Everything and Avoiding Assumption (Clear/Complete)

      d.   Supporting Statement (Evidence)

      e.   Concise and Relevant

According to Ferris (2011:3), errors are morphological, syntactic, and lexical forms that deviate from rules or target language, violating the expectations of literate adult native speakers. While Dulay et al (1982:138), stated that error are flawed side of learner speech and writing. Ferris (2011:89) explained types of error as follow:

a. Missing Word

Missing word has slight similar with the term of omission. According to Dulay et al (1982:154) omission errors are characterized by the absence of an item that must appear in a well-formed utterance, example: *Mary the president* of the new company (The correct sentence should be "Mary is the president of the new company", the to be verb "is" was absence).

b. Unnecessary Word

Unnecessary word has slight similar with the term of addition. Dulay et al (1982:154) stated that addition errors are opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance, example: He *doesn't knows* my name(The correct sentence should be "He doesn't know my name", the verb "knows" should be "know" without adding 's').

c. Noun Singular/Plural

Number is the form of word that show it is singular or plural. According to Glencoe (1976:47) A singular noun names one person, place, thing or idea, for example: child, corner, piano and religion. A plural noun names more than one. Most plural nouns are formed by adding "-s" to the singular form. Words that end in "ch, sh, s, x, or z" for the plural by adding "-es". Words that end in consonant and "y" form the plural by changing "y" to "i" and adding "-es", for example: books, glasses, flies.

d. Verb Tense

Glencoe (1976:141) stated that verb tenses show time. Tenses tell when events happen, happened or will happen.

e. Article

Yakhontova (2003:52) explained that the indefinite article "a" (before a consonant sound) or "an" (before a vowel sound) is used with countable nouns in the singular. And the definite article "the" is used with countable noun in the singular/plural and uncountable nouns in the meaning "contextually known", "mentioned earlier".

f. Punctuation

Types of punctuation according to Glencoe (1976:245) are period (.) is used at the end of a declarative sentence and at the end of a polite command, the exclamation point (!) to shows strong feeling and indicate a forceful command, the question mark (?) to indicate a direct question, the colon (:) to introduce a list, especially after a statement that uses words such *as these, the following* or *as follows,* the semicolon (;) to separate main clauses those are

joined by a coordinating conjunction (and, but, or, nor, yet and for), commas (,) is used between the main clauses in a compound sentence. Place a comma before a coordinating conjunction (and, but, or, nor, yet and for) that joins two main clauses.

Dash (-) to set off an abrupt break or change in thought within a sentence, the parenthesis { ( ) } to set off material that is not important enough to be considered part of the main statement, the quotation mark ("") to enclose a direct quotation, the apostrophe (') and "-s" is used to form the possessive of a singular, even one that ends in "-s" and use an apostrophe alone to form the possessive of a plural noun that the ends in "-s" and use an apostrophe and "-s" to form the possessive of a plural noun that does not end in "-s", the hyphen (-) is used after any prefix joined to a proper noun or proper adjective.

g. Subject Verb Agreement

According to Glencoe (1976:161) subject verb agreement means that the subject and verb in a sentence must agree. In the present tense, add –s or –es to the base form for the third-person singular, for example: He skates, They skate. The verbs*be*, *have* and *do* change form to agree with their subject, for example: I am climbing, They are climbing, He has reached the top, They have reached the top.

h. Word Form

Word form is the change form of word based on grammatical rules. Glencoe (1976:293) explained that the main part of word is its root. When this is complete word , it is called a base word. A root is often combined with a prefix (a part attached to the beginning), a suffix (a part attached to the end), or another root. Prefixes and suffixes often change the direction of a word's meaning, for example: quick (adjective), quickly (adverb).

i. Sentence Fragment

According to Glencoe (1976:123) a sentence fragment is an incomplete sentence. It may lack a subject, a verb or both. Sentence fragment may be a subordinate clause that cannot stand alone, for example: Although he bought the tie for his brother (Although he bought the tie for his brother, he kept it for himself).

Recount Text

Fauziati et al (2014:382), said that a recount is a text that tells past events which occurred in a sequence. So, recount text uses past tense, either simple past tense or past perfect tense.

METHODOLOGY

The researcher used a descriptive qualitative method to do the research. Muliawan (2014:84), explained descriptive method is a research method which contents description or describing something. The researcher conducted this research started on April 2017 at SMP N 40 Batam which is located is on Jln. S. Parman Kavling Pancur Baru, Duriangkang Sei Beduk Batam.

The subject in this research was the eighth grade students of SMP N 40 Batam. The population of eighth grade students in SMP N 40 Batam was 279 students which were divided into 7 classes. The sample was 70 participants. The researcher took two classes of eighth for sample by using cluster random sampling. According to Frankel and Wallen (2006:92), a sample is the group on which information is obtained. Furthermore, Frankel and Wallen (2006:97), stated that cluster random sampling is the selection of group of cluster of subject than individual.

The instrument which used by researcher was by giving test. According to Frankel and Wallen (2006:112), said that instrument is the device (such as: a pencil, paper-test, and a rating scale) the researcher uses to collect data.

Technique of analyzing data according to Kothari (2004:122), the procedure to analyze data as follow:

a. Editing

Editing of data is a process of examining the collected data raw (especially in survey) to detect error and omission and to correct these when possible.

b. Coding

Coding refers to the process of assigning numerals or other symbols to answers so that responses can be put into a limited number of categories or classes. Such classes should be appropriate to the research problem under consideration.

The researcher conducted to analyze students' error in writing recount text according to Ferris (2011:89) and the researcher made coding as follow: missing word (MW), unnecessary word (UW), noun singular/plural (S/P), Verb tense errors (VTE), article errors (AE), punctuation errors (Punc), subject-verb agreement (SVA), word form (WF), sentence fragment (Frag).

c. Classification

In this classification, the researcher used classification of error which mentioned in coding step.

d. Tabulation

Tabulation is the process of summarizing raw data and displaying the same in compact form (in the form of statistical table).

e. ***Using of Percentages***

According to Hariyadi (2009:24), the formula as follow:

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

P= Percentages
N= Total Frequent
F= Frequency of error occurred

f. Interpretation

According Kothari (2004:344), Interpretation is the device through which the factors that seem to explain what have been observed by researcher in the course of the study.

RESULTS

The researcher has identified the students' error and the researcher calculated the number of each error and the percentage of each error.

Table 1.The Students' Errors Tabulation

Types of Error	Number of Errors	Percentages
a) Missing word	173	10.84%
b) Unnecessary word	236	14.79%
c) Noun singular/plural	72	4.51%
d) Verb tense errors	444	27.82%
e) Article errors	58	3.63%
f) Punctuation Errors	358	22.43%
g) Subject Verb Agreement	124	7.77%
h) Word form	70	4.39%
i) Sentence Fragment	61	3.82%
Total	1596	100%
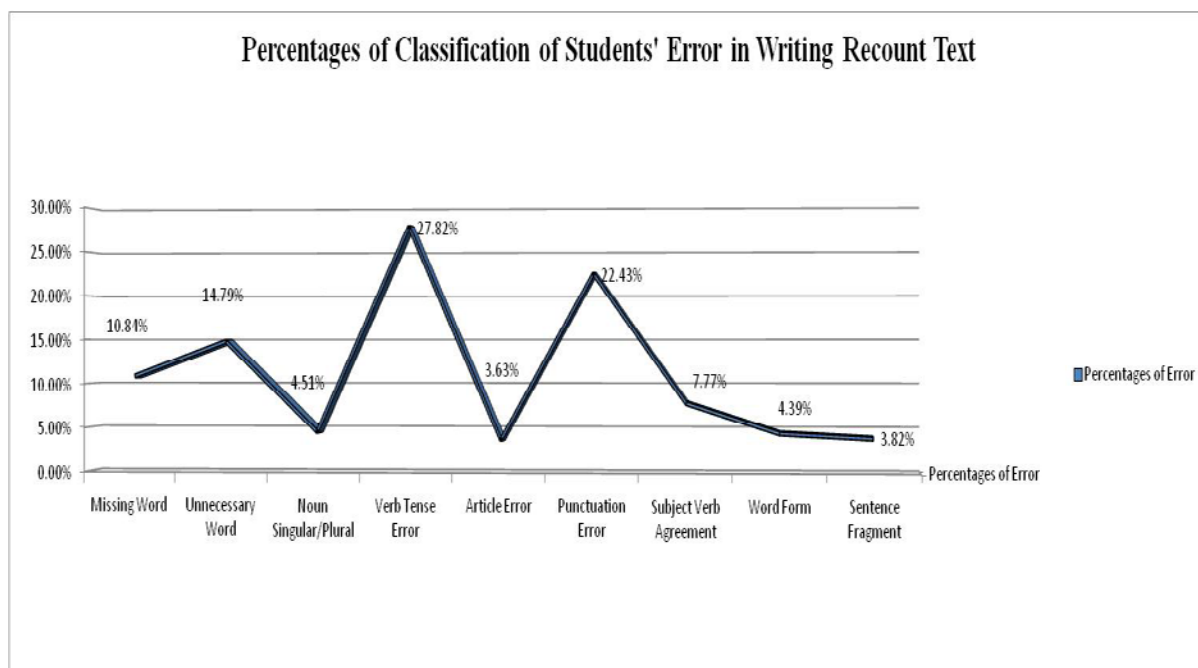
Picture 1. Students' Error Percentages Graphic

Based on the graphic of the students' errors percentage classification above showed that the students' error was dominant by verb tense errors. It can be seen that percentages above the verb tense error reached until 27.82%. The second error which made by students was punctuation error. It can be seen that percentages above the punctuation error reached until 22.43%. The third error which made by students was unnecessary word. It can be seen that percentages above the unnecessary word reached until 14.79%. The fourth error which made by students was missing word. It can be seen that percentages above the missing word reached until 10.84%.

The fifth error which made by students was subject verb agreement. It can be seen that percentages above the subject verb agreement reached until 7.77%. The sixth error which made by students was noun singular/plural. It can be seen that percentages above the noun singular/plural reached until 4.51%. The seventh error which made by students was word form. It can be seen that percentages above the word form reached until 4.39%. The eighth error which made by students was sentence fragment. It can be seen that percentages above the sentence fragment reached until 3.82%. The ninth error which made by students was article error. It can be seen those percentages above the article error reached until 3.63%.

DISCUSSION

After analyzed the administered of the students' written test, the most dominant error which made by students werethe using of verbs tense errors. The most problem faced by the students in writing recount text are the students do not have mastery about verb tense form well. The error also caused by punctuation, unnecessary word, missing word, subject verb agreement, noun singular/plural, word form, article and sentence fragment where the sentence was made is incomplete. Most of students still did know how to make a good writing.

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