An Analysis of Students' Error in Writing Recount Text (A Case Study in The Second Grade Students of MA Sunan Ampel Kamal Kuning-Krejengan)

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Abstract
An analysis on the students' error in writing recount text. The purpose of this research is to identify and classify the types of errors, and the factors that cause errors. There are two objectives of this study; 1. To find out the types of errors made by students in writing recount texts. 2. To detect the causes of errors made by students. The method used in this research is descriptive qualitative with case study research design. Researchers used data collection procedures through observation, interviews, and documentation. The subjects in this research were the second grade students at MA Sunan Ampel Kamalkuning-Krejengan, which consisted of 32 students in one class. The results of this research indicate that the most frequent errors when making recount texts are grammatical errors, especially in the use of tenses, in recount texts using the simple past tense and they make a lot of errors and are fooled when using verb-2 such as the word "go" which should change to "went", "visit" to "visited", "stay" to "stayed", "meet" to "met" because of the past tense. Some students also made errors in the structure of the recount text series, namely orientation, events, and re-orientation in that section, and students also make errors in writing or producing vocabulary, for example "Friend" becomes "frend", "Last" becomes "lass", "Week" becomes "wiik/weak/wit", "Then" becomes "dhen". In addition, there are several factors that cause errors made by students, namely carelessness or carelessness, first language disorders, and translation.
Keywords: *Errors Analysis, Recount Text Writing*

INTRODUCTION

As a social human being any people cannot stand alone, He needed to contact to the other people for the sake of his life. In this world, Allah swt., creates many kinds of people, they are only use language as instrument to communicate. We got a language since we born. It is passed down from our parents, family, friends, and society. And we use it as our mother tongue, when we grow up, we got more than one language, not only our mother tongue that we consume but also foreign language. Language is tool for communicate and plays an important role in daily human life. Historically, language has been revealed at the time of the creation of the first human (Adam as). At the time Allah swt., taught Adam to speak as revealed in the Qur'an, Surah Al-Baqarah verse 31.

وَعَلَّمَ اٰدَمَ الْاَسْمَاۤءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلٰۤىِٕكَةِ فَقَالَ اَنْۢبِـُٔوْنِيْ بِاَسْمَاۤءِ هٰٓؤُلَاۤءِ اِنْ كُنْتُمْ صٰدِقِيْنَ

Meaning: *He taught Adam the names (of objects) in all, then He showed them to the angels, saying, "Mention to Me the names of these (things) if you are right!"*

In the verse above, it is revealed that the first thing Allah swt., taught Adam was language, to express thoughts, then Adam could name objects with language symbols. The uniqueness of human actually lies not in the ability to think but lies in the ability to speak.

Humans can think well because they have language, without language humans will not be able to think in a complex and abstract manner as is done in scientific activities. Without language, humans cannot communication our knowledge each others. And language has four basic skills namely speaking, listening, reading and writing, in this case we will focus on discuss about writing. In Islam, writing is an activity that is recommended and complicated skill that cannot be learned in short time. Writing is the difficult skills, it needs a lot of vocabularies in composing sentences, and also grammatically correct in order to be comprehensible. Therefore, writing is a process and production, writing is a complex activity, writing is a combination of three components that must move synergistically, namely muscle movement, brain and heart

Writing is one of language skills. It has taught from Primary school to Senior High schools. Moreover, it has also been taught at play group students, although they only study to write and to pronounce a single word. It shows that this aspect is very fundamental, where the students start writing words and then arrange them into sentences and the last making paragraphs. Surely, writing is not easy as the students think, because they should use correct dictions, chronologies, and spelling of word. Students can express their feelings, share opinion or ideas and state willingness by writing. Writing refers to the students activities in classroom**.** Writing is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences. This language skill is used to communicate from one to another by writing. While studying English as foreign language, students sometimes face so many problem and often make an error. Indeed, error is a natural step in development of language skills. The concept of error by Brown, He defined that "error analysis as the process to observe, analyze, and classify the deviation of the rules of the second language and then to reveal the system operated by learner". Error analysis can be done on both spoken and written language. error analysis on written language has often been used by researchers to see the aspects of language students make errors in their writing.

In this research, the researcher used one of the types of text in English namely recount text. According to Anderson and Kathy (1998) states that, "Speaking or writing about past events is called recount." They further explain that, "A recount is a text that retell past events, usually in the order in which they occurred. It's purpose is to provide the audience a description of what occurred and when it occurred". According to Knapp (2005), text recount is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation. According to Djuharie (2008), Recount is a reconstruction of something which happened in the past. It is the unfolding sequence of event over time and the purpose is to tell what happened. Recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. The sequence of event is then described in some sorts of order, for instance a time order.

The generic structure of a recount text consists of three parts; they are orientation, events, and re-orientation or conclusion. The setting or orientation is the background information answering who, when, where and why. It is also where you give an outline of what you are writing about. Events are where the students write about the things that happened and are identified and described in chronological order. And the re-orientation or conclusion expresses a personal opinion regarding the events described. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words), and of adverb (describe or add more detail to verb). It describe the events word which link event such as next, later, when, then, after, before, first. The lexicogrammatical features of recount focuses

on specific participants, use of past tense, use of material processes, circumstances of time and place, and temporal sequence.

The purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the researcher chooses recount text as a teaching material in teaching English because it mostly tells about past events and many students do not understand about past tense. Recount text also represents variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Many students do not understand how to write this text correctly, especially to write the structures of contents in the text such as orientation-events and re-orientation. Not only that, they also have difficulty in using tense in compiling recount text so that they make errors in grammar, for example like: "go" should be "went", "stay" should be "stayed", "visit" should be "visited", "meet" should be "met", because it uses the simple past tense. And also errors in vocabulary, in processing or producing foreign vocabulary they also make errors in writing, for example like: "Friend" but they write "frend", "Last" becomes "lass", "Holiday" becomes "holidey", "Week" becomes "wiik", this is due to lack of practice and introducing of foreign vocabulary.

Considering the phenomena above, the researcher conducted this research in the second grade of MA Sunan Ampel Kamalkuning Krejengan, which consisted of 32 students. The researcher wants to know the students' abilities in writing recount text by asking students to write down their personal experiences that have occurred. Writing recount text is one of the writing skills that must be mastered by students. There are three generic structures in recount text, namely orientation, events and re-orientation. Orientation refers to students' ideas or statements about a topic or information to share with readers. The events is the main points of the problem are told in sequence. Reorientation is a summary or conclusion of the events. Students write recount text by following the sequence generic structure in the past tense.

This research focuses on qualifying item analysis such as: Content, Vocabulary, and Grammar. Based on research background above and to make this research consistent with the researcher topic intended to limit the problem and the purpose of this research is to find out the types of errors and causes of errors made by the second grade students of MA Sunan Ampel KamalKuning-Krejengan students in writing recount text.

METHOD

In conducting this research, the researcher used qualitative descriptive method at the second grade students in MA Sunan Ampel KamalKuning-Krejengan and to collect the data needed by researchers to answer the problem formulation above, the researchers used three methods, namely interviews, observation and documentation. and digging up various information through interviews with several informants related to recount texts and observing the research subjects, namely second grade students to produce accurate and original data. Based on the title on this research states about students' error in writing recount text. In this research, the researcher made direct observations by explaining about the recount text and observing what factors were the cause of errors in writing English texts, especially in recount texts. As well as conducting interviews to validate data collection in this research about the causal factors in writing errors made by students.

FINDINGS

As previously stated, this research aims to detect the types of errors in writing recount texts made by the second grade students of MA Sunan Ampel KamalKuning-Krejengan for the 2021-2022 academic year. From the researchers initial when interviewing a Senior High School teacher, it was found that many students often produce incorrect form in writing, they might still face difficulties in constructing their writing in recount text especially in recount text. After collecting and analyzing the data, the researcher found that there were some errors made by the students when making or writing recount texts. The researcher analyzed the students' errors in the recount text referring to the error analysis steps by Gass and Selinker. The error is classified by item specification. There are three classifications of errors.

Types of Errors

Error at Content/Generic Structure	➢ Orientation
	➢ Events
	➢ Re-orientation
Error at Grammar	➢ Sentence structure
	➢ Tenses
	➢ Pronouns
Error at Mechanics	➢ Capitalization
	➢ Punctuations
	➢ Spelling

DISCUSSION

Writing is a complex activity, because writing involves all parts of the body, starting from the hands, brain, muscles, and the five senses of the eye, which are interconnected with each other based on their function, to produce or produce writing that can be understood by the reader. As one aspect of language skills, writing is a skill that cannot be separated from the teaching and learning process that takes place only at school. Writing must go through a process of learning and practice. The more often you study and practice, the faster you will become skilled. Students who are used to writing down an idea, idea, opinion, or feeling, then he will have no difficulty when he has to write. Unlike the case with students who rarely or even never make a written work. Of course, these students will experience many difficulties when writing. For most students, writing is one of the most difficult skills to master. Therefore, it takes a lot of practice.

In this research, the researcher used recount text material because the material was in the second grade subjects at MA Sunan Ampel KamalKuning-Krejengan, and the researcher wants to know the extent of their understanding of the recount text and its use of grammar.Writing a recount text refers to the ability of the students to create their idea through of the text. However, many students still make an error in writing the texts. Based on the findings in this research, the researcher found some error in writing Recount texts made by students of the Second Grade students MA Sunan Ampel KamalKuning-Krejengan in academic year 2021-2022.

Error at Content of recount text, the errors occurred at Orientation, Events and the Reorientation. But the most errors has been by students in this section is Orientation and Events. Orientation is one of components of recount texts. Not all of students started their writing by introducing the participants, place and time that they are supposed to. Mostly, they came to the problems at the beginning of the story. Events is the second part in recount text, based on the observation result many students also make errors in this part. One of the reason why they make errors, because they didn't understand what the mean in the text so they done with carelessly. The researcher gave a test to compose a recount text based on a

series of texts to determine students' abilities and gave keywords a the beginning of the paragraph, such as Firstly, Secondly, and Lastly. But they don't pay attention to those keywords.

Error at grammar, in this section students make a lot of errors in the tenses. They are fooled in the use of tense, most of them use the simple present tense instead of using the simple past, for example; "go" should be "went", "stay" should be "stayed", "visit" should be "visited", "meet" should be "met", because verb 2 or using simple past. Error at vocabulary, due to the lack of introduction to foreign vocabulary and the lack of practice for students in learning foreign languages, the following errors occur; "Frend" should be "Friend", "Week" should be "Weak/Wiik", "Dhen" should be "Then", "Las" should be "Last". Based on the results from the observations of researchers during the learning proses, many students have difficulty in producing vocabulary. This happens due to lack of practice. Errors also occurred on mechanics. Mechanics means the students error on spelling, capitalization and punctuation.

In writing, there are several factors that hinder students from being able to write well and correctly, especially in English texts, namely lack of vocabulary, grammatical arrangement, punctuation, sentence structure, spelling, motivation, translation and so on. But the biggest factor also comes from yourself related to students' interest in English subjects. The level of student interest in English is very low, especially for the second grade students of MA Sunan Ampel Kamal Kuning-Krejengan, which consists of 32 students in one class, there are only a few students who are quite interested in learning English. Errors in learning are normal and a process, but to avoid these errors, you must know what causes them. According to John Norrish, there are three categories of errors made by students when learning English or a foreign language. The first errors is Carelessness or carelessness. Because they do not understand so they just carelessly when they get an English assignment. The second errors is the First Language Interference, in this section it is quite difficult to overcome because everything is based on habit. And students who learn foreign languages will experience this disorder, the first language is a big disturbance or problem from themselves, but it can be changed by applying the habit of using or knowing a foreign language. The last errors is also related to the first error, namely Translation, most of the students carelessly translate the English text because they do not understand and it is difficult.

CONCLUSIONS

The second grade students of MA Sunan Ampel KamalKuning-Krejengan still has many errors and difficulties in writing English text, especially in recount text. After analyzing some data, the researcher draws conclusions from his research with the title "An Analysis of Student Errors in Writing Recount Texts" (A Case Study in The Second Grade Students of MA Sunan Ampel KamalKuning-Krejengan). Researchers conclude that; The types of errors found in writing recount text are not in accordance with those stated by Gas and Lary Selinker, namely; a) Error at Content : Orientation, Events, and Re-orienttaion. b) Error at Grammar : "go" should be "went", "stay" should be "stayed", "visit" should be "visited", "meet" should be "met". c) Error at Vocabulary : "Frend" should be "Friend", "Week" should be "Weak/Wiik", "Dhen" should be "Then", "Las" should be "Last". And the factors that cause student errors in learning foreign languages, according to John Norrish's theory, are as follows; Based on the statement in the previous discussion that many students Carelessly do English assignments because they do not understand when translating the text because it is done word for word. And they also have a first language interference because they are not used to the use of new vocabulary, so when spoken or written they feel strange and unfamiliar and uncomfortable.

And it is known that the main factor that makes them make errors in learning a language is that they are Carelessness because they do not understand and the second factor is Translation and the third is the First Language Interference.

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