ERROR ON SENTENCE STRUCTURE IN WRITING RECOUNT TEXT AT ELEVENTH GRADE OF SMK NEGERI 2 SIDUAORI

Felistina Ndruru

Guru Bahasa Inggris SMK Negeri 2 Siduaori

(felistinandruru@gmail.com)

Abstract

This research aimed at analyzing the errors on sentence structure in writing recount text made by eleventh grade of SMK Negeri2 Siduaori.This research was designed by using qualitative descriptive method. In analyzing the data, the research used theory of Miles Huberman and Saldana (20:31-33). data reduction, data display, and conclusion drawing verification. The data of this study was taken from the eleventh grade students of SMK Negeri 2 Siduaori. The data of this study are students errors in use past tense.To examine the credibility of this study the researcher used triangulation. The results of this study showed that students made errors because of they are not mastering the pattern of past tense, not mastering tenses,lessmotivation,less vocabulary. It is suggested to the teacher to pay much attention to the error in order to use appropriate strategy in teaching recount text errors, especially in use of the simple past tense, passive and active verbal sentence and in nominal sentence and students can come understand how to write a good recount text.

 Key words: *Reccount text; Errors, Past tense*

Abstrak

Penelitina ini bertujuan untuk menganalisis kesalahan struktur kalimat da;lam menulis Teks Recount siswa kelas sebelas SMK Negeri 2 Siduaori. Penelitiannin dirancang dengan menggunakan metode deskriptif kualitatif. Dalam menganalisis data penelitian ini menggunakan teori Miles dan Huberman ; reduksi data, penyajian data, dan verifikasi penarikan kesimpulan. Data penelitian ini diambil dari siswa kelas sebelas SMK Negeri 2 Siduaori. Data penelitian ini adalah kesalahan siswa dalam menggunakan past tense. Untuk menguji kredibilitas penelitian ini, peneliti menggunakan triangulasi. Hasil penelitian ini menumjukkan bahwa siswa melakukan kesalahan karena tidak menguasai pola past tense, tidak menguasai tenses, kurang motivasi, kurang kosakata. Disarankan kepada guru untuk lebih memperhatikan kesalahan agar dapat menggunakan strategi pengajaran yang tepat dalam mengajar teks recount. Kesalahan dalam penggunaan simple past tense, kalimat verbal pasif dan aktif dan dalam kalimat nominal. Berdasarkan hasilnya

 Kata*Kunci* :*Berbicara; Kesulitan; Inggri*

A. Introduction

Language is a system of communication that enables human to interact with others and work together. Language is used to give the information, get the job, and business. At present day, usage of language in society should be able critically to make the language become interesting sentences, dynamic, special and unique, meaningful, elegant and persuasive in order that messages can be acceptable and understandable clearly and easily

In school, English is a foreign language that is hard to understand. so, it is studied from elementary school up to the university level. Therefore, the students have to be master at the four language skills in English so they can easer to learn english. They are listening, speaking, reading, and writing. Those english language skills is not enough, they have to be followed by language aspect, they are vocabulary, grammar, and pronunciation should be taught. For mastering the English we have to understand the English skills themselves. Learning english language at mastering of it is only form the four language skills itself, by practicing it is often. Writing skills are the abilities when you convey ideas and informations on a paper and it can be read by other.

Among the four skills, writing is very difficult to teach for students because of some problem and difficulties that has to be faced in it. This research focuses on students' difficulties in writing sentence structure errors made by students of SMK Negeri 2 Siduaori.

Generally, writing is an activity assembling several symbols in the form of letters punctuation marks to convey thoughts and ideas that is readable.

Additionally, writing is as a medium of human communication that shows the used of language with written symbols. According to Kent (1999:3) because writing is a public act that requires interpretative interaction with others, writers always write from some position or some place, writers are never nowhere.

Moreover, writing is also a process of finding and managing your ideas in the form of written, showing them on a paper, fixing and understanding them. Writing is creating a perfect and good of sentences that is arranged in correct language order and linked together in certain ways by using conjunction. several words that has been arranged to form short and long sentences will produse a complite sentences. The whole explanations is called as a written text which is consist of one or more paragraph. Writing is a skill is a tool that can help the writer to deliver information from their mind into a piece of paper and as process of using some symbols to deliver thoughts and ideas into a readable form. In writing, it needs to comprehen about the rule of grammar and the aspect of a good writing but also should notice about the pronouns and the punctuation marks.

Sentence structure is the way how a sentence is formed based on the grammar. Making sentences should be based on the right structure of placement of nouns verbs and subjects by regarding grammatical rules. Sentence structure depends on the use sentences language that used in writing or speaking. In a common situation English can be a simple sentence that looks like this: "I borrow some money from him." In this sentences, the sentence structure which is used is "Subject, verb, object." There are

some ways to make the sentence structure much more develope by providing the tenses ysng berbeda untuk membuat kalimat lebih luas. So, you convey the complite information with the right grammatical. Fabb (2005:5) defined that sentence is a sequence of words which are organized into phrase, we visualized this by saying that words were in boxes inside the big box of the sentence. Moreover, analyzing the structure of a sentence, also known as parsing a sentence, is the act of looking at a sentence to determine its components.

Recount text is a written form to tell about events that happens in the past and does not happen in the present. in addition, recounts text tells about the sequence events based on what happen in the past time. this kind of texts are aim to tell the reader about an events in past to propose of informing or entertaining the readers and make them interest with the text. In this research, the recount text is a text that is used to find out the students sentence structure errors focusing to the use of pronouns and past tense (language features) in writing recount text at Eleventh Of SMK Negeri 2 Siduaori.

According to Napitupulu (2014:145) "recount text tells past event occurred in a sequence". Recount has the similarity with narrative they are used the same tense that is past tense, either simple past tense or past perfect tense. Narrative text is commonly found in story books often such as myths, fable, folklores, etc, recount text is found within biography. The thing that differenciate them is the structures order of themselves. Narrative tells about the conflict in the event, the conflict of which are natural, social, or psychological and it has its own solution while recount does not tell about conflict

of event but only retell sequence of event.

This research was conducted at the eleventh Grade of SMK Negeri 2 Siduaori that focus on the students eleventh grade. The students were chosen since they have difficulty to make a good recount text. This information obtained based on the preliminary research. Senior high school students are demanded to be able to write text based on five English text genres, namely: procedure, descriptive, recount, narration, and report.

Nevertheless, all the texts are not studied in eighth grade in senior high school. The students only focus on descriptive texts, recount text, and narrative text. In this study, the researchers propose to research the sentence structure errors in writing recount text because some of students made the errors in writing recount text. The example: (1) *last weekend,friends and I goes to camping, we reached the camping ground after we walk for about one and a half hour from the parking lot. (2) last summer, I go a holiday.*

From the example above, the errors made by students is in the use of verb. Goes in the first sentence. This sentence the verbal goes should be 'went' because the sentence is talking about past tense and the second example should be 'went' because sentence is talking about past tense. The recount text telling the story which was happened it means that the writer should have use past tense. At SMK Negeri 2 Siduaori some of students make the errors in writing the recount text specially at eleventh.

Based on the explanation above, the researcher wants to cunduct a research accordance with the discussion of the problem. The writer is wondering to know the students'structure errors in

recount text. This idea encourages the researcher to do this entitled: **"Errors on Sentence Structure in Writing Recount Text Made by Eleventh Grade Students of SMK Negeri 2 Siduaori."**The objectives of the research were:

1. To find out the sentence structure error made by students in writing recount text at eleventh grade of SMK Negeri 2 Siduaori
2. To find out the factors of sentence structure error made by studentin writing recount text at the eleventh grade of SMK Negeri 2 Siduaori

A. ResearchMethod

This research was designed by using qualitative research. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social context of particular populations.According to Bodgan and Biklen (1982:27) qualitative research is descriptive and the data collected in the form of words, pictures rather than numbers. In addition, "qualitative research is a research that involves analyzing and interpreting texts and interview in order to discover meaningful patterns descriptive of particular phenomenon" (Aurebach& Silvester, 2003:1). Then, qualitative research has a natural setting as a direct source of the data. Qualitative research is focus in process rather than simply with outcomes and products. It can be conclude that, the researcher conducted the research based on the qualitative approach.

This research located at SMK Negeri 2 Siduaori. Siduaori District, South Nias Regency. This research was done on march 2022.

The data of this study were the sentence structure error of recount text written by students of Eleventh Grade of SMK Negeri 2 Siduaori of the students reasons or causes the errors.

Data collection technique is a way that can be used by researcher to collect data and obtain objective data. In this research, researcher used two techniques in collecting the data, they were:

1. Documentation

    The documentation of this researcher was students writing. Students' writing used to in collect the data about recount text the errors of the sentence. In this case, the researcher collect the data from the students worksheet through the teacher and this data answered by researcher collected the students worksheet in second times. Then, researcher collect their writing and find out their errors to write a recount text from the teacher.

2. Interview

    According to Kvale (1996:5), "an interview is a conversation, whose purpose is to gather description of the life-world of the interviewee with respect to interpreting the meaning of described phenomena".

    In this case, researcher interviewed teacher related to student errors that occurred in students result. Then, researcher interview students related to teacher's method of learning for their students. What are factors that caused of errors made by students. Moreover, the researcher use structure interview where the researcher had been prepared.

    After collecting the data, the next steps was analyzing the data. This research were analyzed by using

theory of Miles Huberman& Saldana (2014:31-33). There were 3 activities in analyzing qualitative data:

1. Data condensation

    Data condensation refers to the process of selecting, focusing, simplifying abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents and other empirical material.

    In this research have organized and collect the data from the English students and teacher of SMK Negeri 2 Siduaori. In select the data, the researcher try to find the students' errors sentence structure in writing recount text. Focusing refers to the consistency of the process of analysis carry out on the data. Then, the researcher made the data simpler or easier to do and understandable by classifying the students' e in writing recount text of SMKNegeri 2 Siduaori. Finally, the researcher converts the data in a good form or structure. The purpose of this stage was to help the researcher in organizing and classifying the data.

    Based on interview, the factors cause students made errors in writing recount text were the students did not have many vocabularies, did understand about the meaning of recount text, can not arrange good sentence, they did not have dictionary and not really learn the English subject, and did not understand about tenses. Insufficient vocabularies make students limited in writing recount text, and also students did not know how to use the tenses. The result interview from the English teacher,

there were some factors that cause students made errors in writing recount text were students did not have dictionary and not really learn English subject and the students set the lack of vocabulary and difficulties to express themselves. Then some of students mostly not active in the class when teacher teach in the class.

2. Data display

    Generally, a display was an organized compressed assembly of information that allows conclusion drawing and action. Looking at data display help us to understand what is happening and to do somethingeither analyze further or take action based on that understanding. Display of data in the conduction of this research was carried out through presenting the whole every students' errors and factors that influential in writing recount text of of SMKNegeri 2 Siduaori.

    Based on the interview, it can be identified that most of causes students make mistakes because lack of vocabulary and did know the use of tenses.

3. Drawing and verifying conclusion

    The third stream of analysis activity was conclusion drawing and verification. From the start of data collection, the qualitative analysis interprets what things means by noting patterns, explanations, casual flows, and propositions. The last were also prove as the analizing processed. As the conclusion of drawing was took after collected the data by making tentative conclusion. In other words, it can be said that theconclusionwas analized continuously and verified the validity to get the perfect conclusion.

After analyzing all the worthy data from data condensation and data display, conclusions from the field notes were drawing and some suggestions were given

B. Research Finding and Discussion

The data were displayed into form of table and description. Meanwhile the complete kategorizationof the errors can be seen the appendices. Researcherstarted the reseach at 07th march until 19st march,2022.it was about twoweeks at the school of SMK N.2 Siduaori.

1. Sentence Structure Errors Made by Students in Writing Recount Text at Eleventh Grade of SMK Negeri 2 Siduaori

The following result of students' interview in writing recount text at the eleventh grade of SMK Negeri 2 Siduaori. Here, lots of students made sentence structure errors in writing recount text.To undestand data found

easily,resercher presented them in the table below.

Table 1. The Sentence Structure Error of the Students

Sentence structure		Types of erro
Student error	Correct sentence	
S+To be+Ajd+aC(I am interesting in the activity)	S+V3+aC (I am interseted in the activity)	Verbal sentence
S+V1+dO (Weplayvarious) S+V1+ Do (We play various game)	S+ V2+ dO	Active
S+Ving+aC (we eating together)	S+V2+aC	Active
S +To be+Ving + aC (I am going to Gunungsi Nias horitage museum) S+Ving+aC (We eating together) S+V1/es +Ac (I goesto camping) S+V1+aC We go back home S+ V1+Ac (Wego to Baloho beach) S+V1+aC (We go to the river) S+V1+aC (I go to a holiday) S+V1 +aC (I go back home)	S+V2+aC	Active
S+To be+Adj (Museum is famous)	S+V2+Adj (Museum was famous)	Nominal sentence

a. Verbal sentence (Passive)
S+To be+Ajd+Ac (**I'am interesting** in the activity)The students used present in expression past event it should be

passive form I am intrested in the activityS+V3+aC

b.   Verbal sentence (Active)

S+V1+aC we go to Baloho beach) the student wrong becouse they use V1 structure it should be S+V2+aC (we went to Baloho beach beach)

c. Verbal sentence (Active)

S+Ving+dO (I   going to docter)) the student wrong becouse they use Ving structure it should be S+V2+dO   (I went to doctor)

d. Nominal sentence

S+To be+Adj (Museum is famous) the student wrong becouse they use "to be" it should be S+V2+Adj (Museum is famous)

2. The Factor That Couse Sentence Structure Error Made by students in Writing Recoun Text at Eleventh Grade of SMK Negeri 2 Siduaor

After researcher analyzed errors from students' worksheet researcher interviewed student dominant made errors in writing recoumt text.it was make sure the result and to get the factors of students erors.From the result of the interview from students, researcher found some the reasons such as:

a. Students do not mastering at sentence structure patterns.

b. Students difficult to differentiate between V1 and V2, cannot use v2 in the sentence.becouseStudents only know simple present tense.

c. Do not have dictionary, less motivation, less vocabulary, do not mastering tenses.

From the result of interview from students, a lot of students do errors because much reasons.Not master sentece struture pattern, cannot to different between V1 and V2, cannot to use V2 in the sentence, not have dictionary, limited vocabulary. Based on the research

finding, the research concluded that the factors cause students' errors in writting recount text at the eleventh grade of SMK Negeri 2 Siduaori is related to the teacher strategy to teach student in English subject. Teacher method is main rule which should mastering by teacher in the class.

Discussion

Considering about the result, it is presented the research findings about the students the sentence structure errors made by students in writing recount text at eleventh grade of SMK Negeri 2 Siduaori and the factors that cause sentence structure errors made by studentsin writing recount text at the eleventh grade of SMK Negeri 2 Siduaori

Moreover, according to Killenberg (2008:85) "errors is something incorrectly donethrough ignorance or carelessness" additionally, Sullivan (2020:17) said that errors is an incorrect opinions. It's something incorrectly done through ignorance or carelessness, and idea, answer or act that is wrong is an error, acting judging, believing incorrectly is an error, a mistake, a wrong.

Moreover, this research was found some errors that conducted by students in write recount text. The most of students errors are using past tense, prepositions, sentence structure and some of the words that did not have the meaning. Then, the factors that caused students error in writing recount text are students have not much vocabulary, tenses and difficult to arrange the good sentences.

C. Conclusion and Suggestion

Based on the result of data analysis and reserch finding, the result can be summarized as follows.The types of errors that students make in writting

recout text accur in the use of the simple past tense, of the second form of the verb passive and active verbal sentence and in nominal sentence.They mostly usesimple present tense.Based on The result of interview a lot of students do errors because reasons.Not mastering sentece struture pattern, cannot to different between V1 and V2, cannot to use V2 in the sentence, not mastering tenses,not have dictionary, limited vocabulary.

In the conclusion, the students at eleventh grade of smk Negeri 2 Siduarineed to improve knowledge and ability in grammar in writting taking more responsibility for their behavior and learningand more creative and interesting to learning.

After concluding the research, the researcher proposed three suggestions for readers, teachers, and next researchers which are presented below:

1. It is expected that readers, especially for students, in order to understand how to write good text.
2. It is expected to teachers especially English teacher, should have good method to teach student while they do active and creative.
3. It is expected to the next researchers to be reference for their research.

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