AN ANALYSIS OF STUDENTS ERRORS IN WRITING RECOUNT TEXT (A Case Study in the Tenth Grade Students of SMA Free Methodist Medan)

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ABSTRACT

The main objective of this descriptive study was to investigate and categorize the mistakes made by 10th grade students at SMA Free Methodist Medan when they wrote recount texts. Researchers assessed with a written test, which found 168 errors. The study showed that the five most common types of errors occurred, with misspellings being the most common accounting for 58 errors (35%), pronoun usage with 17 errors (10%), simple past tense with 46 errors (27%), punctuation with 23 errors (14%), and preposition usage with 24 errors (14%). Among them, spelling errors were found to be the most dominant, accounting for 35% of the total errors. The researchers also analyzed the causes of these errors and identified three main factors: first language interference with 51 errors (36%), carelessness with 71 errors (50%), and translation with 20 errors (14%). Carelessness was found to be the primary cause, contributing to 50% of the errors.

Keywords: Recount Text, Writing, Error Analysis.