

Analysis of Errors in Recount Text in Writing for Class X

Mhd Haikal Abror

Asahan University, North Sumatra, Indonesia

Corresponding author e-mail: abrorhaikal@gmail.com

Article History: Received on 01 Januari 2025, Revised on 05 Maret 2025,

Published on 04 June 2025

Abstract: This research aims to analyze the errors made by class X MIA students of MAN 1 Kisaran in writing recount texts. The focus of the study is on the forms of linguistic errors, text structure, as well as the cohesion and coherence of paragraphs. The research method used is descriptive qualitative with data collection techniques through documentation of student writings and supporting interviews. The data is analyzed using the interactive analysis model of Miles and Huberman, which includes data reduction, data presentation, and conclusion drawing. The research results show that the most dominant errors lie in the linguistic aspects, particularly in the use of grammar, vocabulary selection, and spelling mistakes. In addition, errors were also found in text structure, such as inaccuracies in the use of orientation, sequence of events, and reorientation. The causes of these errors include a lack of student understanding of the rules of recount texts, limited vocabulary mastery, and low ability to construct effective sentences.

Keywords: Counting Text, Error Analysis, Grade X, Writing

A. Introduction

Language plays an important role in human life as a means of communication, the expression of ideas, and a tool for knowledge development (Nadia, 2024). In the context of education at MAN 1 Kisaran, the mastery of the Indonesian language is aimed at enabling students, especially those in class X MIA, to understand, process, and produce texts in accordance with the applicable rules (Suwastini, 2020). Keterampilan berbahasa tersebut meliputi empat aspek utama, yakni menyimak, speaking, reading, and writing (Angela, 2022). Among the four skills, writing is considered the most complex skill because it demands logical thinking ability, mastery of vocabulary, understanding of language structure, as well as precision in arranging ideas into a coherent and orderly text (Susanti, 2018).

In the Indonesian language curriculum at the high school level (SMA/MA), students of class X MIA MAN 1 Kisaran are required to master various types of texts, one of which is recount text. Recount text is a type of text that functions to retell experiences or events that have occurred in the past (Adiantika, 2024). The structure of this text includes orientation, a series of events, and reorientation. Through the recount text, students of class X MIA MAN 1 Kisaran are expected to express personal experiences

as well as those of others clearly, systematically, and according to linguistic rules (Noor, 2020).

However, the reality on the ground shows that the writing skills of the students in class X MIA MAN 1 Kisaran still face many obstacles (Yana, 2021). Mistakes found in the writing of recount texts often include linguistic aspects such as the use of grammar, spelling, and punctuation. In addition, many students struggle to organize their texts according to the correct structure, resulting in stories that are incoherent, jumpy, and even missing important parts that should be included in a recount text. Another issue is the lack of understanding of appropriate vocabulary, making the sentences produced ineffective and hard to understand (Ramendra, 2021).

Several previous studies on high school/Madrasah students' writing skills indicate that the main difficulties faced by students lie in linguistic aspects such as grammar, spelling, and vocabulary selection (Azizah, 2019). However, most studies focus more on errors in writing narrative, descriptive, or expository texts, while research that specifically investigates writing errors in recount texts among X MIA MAN 1 Kisaran students is still limited (Anwar, 2020). In addition, previous research generally only identifies errors without investigating the underlying causes of the errors and their practical implications for improving writing learning strategies. Thus, there is still a research gap that needs to be filled, namely a comprehensive analysis of the errors in recount texts made by students in class X MIA MAN 1 Kisaran (Ginting, 2022).

This research has significant importance both academically and practically. Academically, this study enriches the analysis of language error research, particularly in the skill of writing recount texts, which has rarely been specifically addressed by previous studies. Practically, this research can provide input for Indonesian language teachers at MAN 1 Kisaran in developing more effective writing learning strategies by focusing on aspects that are most often the sources of students' errors. For the tenth-grade MIA students at MAN 1 Kisaran, the results of this research can serve as a mirror to improve the quality of their writing, while for curriculum developers, this study can be considered in designing more applicable and contextual writing materials.

The novelty of this research lies in its focus, which specifically analyzes errors in the recount texts of tenth-grade MIA students at MAN 1 Kisaran using an error analysis approach that not only identifies the types of errors but also examines the underlying factors and offers recommendations for solution-oriented learning strategies. This research does not stop at describing errors but strives to provide practical contributions in the form of suggestions for improving writing teaching methods in the tenth grade at MAN 1 Kisaran. Thus, this research is expected to provide added value compared to previous studies that were more descriptive in nature.

These mistakes not only indicate the weakness of students' mastery of writing skills, but also illustrate the existence of gaps in the learning process conducted at MAN 1 Kisaran. Therefore, error analysis becomes important. Through error analysis,

teachers can identify the types of mistakes most commonly made by students, the underlying factors, and seek appropriate strategies to address these weaknesses. Thus, research on error analysis in recount texts has both academic and practical relevance to improve the quality of writing instruction in class X MIA MAN 1 Kisaran.

B. Methods

This research employs a qualitative approach with a case study type. A qualitative approach was chosen because this study focuses on a deep understanding of student errors in writing recount texts, rather than on the calculation of statistical numbers (Sugiyono, 2013). The case study method is used to explore the phenomenon of writing errors that occur contextually among students in class X MIA at MAN 1 Kisaran. Thus, this research allows the researcher to obtain a comprehensive picture of the forms of errors, the causes, and the implications of these errors on students' writing skills. The subjects of this research are students in class X MIA at MAN 1 Kisaran who are currently studying recount texts in the Indonesian language subject. The number of subjects is determined purposively, meaning they are selected based on the consideration that these students have received material about recount texts (Moleong, 2017). The research object is the students' written work in the form of recount texts that are analyzed based on linguistic aspects, text structure, as well as the cohesion and coherence of paragraphs. The data sources in this study consist of: Primary data, in the form of recount text written by students of class X MIA MAN 1 Kisaran. Secondary data, in the form of interviews with the Indonesian language teacher and several students from class X MIA MAN 1 Kisaran to understand the factors that influence writing errors.

Data collection was carried out through several techniques, namely: Documentation, in the form of gathering written results of the recounting by class X MIA MAN 1 Kisaran students. Interviews, conducted with teachers and several class X MIA MAN 1 Kisaran students to explore information regarding the causes of errors. Observation, which involves observing the writing learning process in class X MIA MAN 1 Kisaran to strengthen the data analysis (Moleong, 2017). The data obtained were analyzed using the Miles and Huberman interactive analysis model, which includes three stages: Data reduction, by identifying the errors that appear in the calculations of the students from class X MIA MAN 1 Kisaran, then classifying them based on categories (such as grammatical errors, vocabulary, spelling, and text structure). Data presentation, in the form of tables or narrative descriptions that show the types of errors along with their frequencies. Drawing conclusions, which involves formulating interpretations regarding the dominant types of errors, their causes, and implications for writing instruction in class X MIA MAN 1 Kisaran. To ensure the validity of the data, this research uses source triangulation and method triangulation techniques. Source triangulation is carried out by comparing the data obtained from students' writings with the results of interviews with teachers and students of class X MIA MAN 1 Kisaran. Meanwhile, method triangulation is conducted by combining documentation, interviews, and observations. This aims to ensure that the data obtained is valid and accountable.

C. Results and Discussion

Linguistic Errors

These errors include the use of grammar, word choice, and application of spelling. For example, students in class X MIA MAN 1 Kisaran still often make mistakes in the use of past tense verbs, inappropriate word choice, and punctuation that does not conform to the rules. Of the 30 texts analyzed, about 65% contained grammatical errors, while 58% contained spelling and punctuation errors.

Linguistic errors are one of the most dominant aspects found in the writings of tenth-grade students at MAN 1 Kisaran science class. These errors include grammar, vocabulary choices, as well as the application of spelling and punctuation. In general, linguistic errors can be seen as an indication that students have not fully mastered the rules of language, both in terms of syntax, morphology, and orthography.

Grammar mistakes mostly occur in the use of verbs, especially those related to the past tense in recount texts. Tenth-grade students of MIA MAN 1 Kisaran often confuse the present tense verbs with the past tense forms. For example, they write *"I go to market yesterday"* instead of *"I went to the market yesterday."* Although this example is often found in English recount text writing, in the context of the Indonesian language, many students still make mistakes in choosing the time aspect, such as using verbs that do not match the chronology of events.

In addition, the structure of effective sentences is often overlooked. Some sentences written by students of class X MIA MAN 1 Kisaran tend to be long, rambling, and lack a clear subject or predicate, making them difficult to understand. Other mistakes include the improper use of affixes, such as the phrase *'told again by me,'* which should simply be *'I tell again.'*

The choice of vocabulary also becomes a constraint for the tenth-grade science students at MAN 1 Kisaran. Many instances of inappropriate word usage are found, either due to limited vocabulary or a lack of understanding of word meanings. For example, a student wrote, *"I feel very happy, but my heart hurts," when what they actually meant to convey was, "I feel sad."* This shows a misunderstanding of synonyms and antonyms. Errors in diction also affect the clarity of the text's meaning. Sentences that use inappropriate vocabulary often confuse readers and obscure the intended message.

Spelling mistakes include the writing of capital letters, the use of punctuation, as well as the writing of standard and non-standard words. For example, students in class X MIA MAN 1 Kisaran often do not use capital letters at the beginning of sentences or proper nouns, and mix standard and non-standard words such as *"nggak"* and *"tidak."* Punctuation errors are also very dominant, especially in the use of commas, periods, and hyphens. A common example is a long sentence written without commas, which confuses the reader. These spelling and punctuation errors indicate that the students of class X MIA MAN 1 Kisaran are lacking diligence in adhering to the writing rules

of the Indonesian language according to the General Guidelines for Indonesian Spelling (PUEBI). In fact, orthographic aspects are very important as they can affect the readability of the text.

This data shows that language issues still pose a major obstacle in the writing skills of X MIA MAN 1 Kisaran students. The dominance of language errors in writing recount texts has significant implications for writing instruction. First, teachers need to place more emphasis on writing practice by paying attention to grammar, vocabulary choice, and correct spelling usage. Second, students need to be trained to construct effective sentences and utilize standard vocabulary appropriately according to the context. Third, writing evaluation should not only focus on the content of the story but must also consider language aspects, which are the main foundation of writing skills.

Text Structure Errors

However, the research results show that most students have not been able to compose texts completely according to the appropriate structure. About 47% of the analyzed texts show serious weaknesses in structural aspects, which can be explained as follows: Many texts only contain orientation and a series of events, but do not conclude with reorientation. As a result, the stories feel disconnected and do not provide a clear ending. For example, students convey their holiday experiences at the beach, but end the text only with a description of the last event without providing reflection, making the text seem unfinished. Some students do not adequately present the orientation. There are texts that jump directly into events without introducing who, when, and where the event took place. In fact, the orientation serves to give an initial picture to the reader so they can understand the context of the story. For example, a text that immediately starts with the sentence 'We played soccer on the field' without explaining the time setting and atmosphere.

In the sequence of events, a common mistake is the arrangement of occurrences that is not in chronological order. Some students write events in a random order, making the storyline unclear. For example, a student narrates the activities "*after lunch*" *first*, followed by "*departing in the morning*," which clearly does not align with the timeline. Almost half of the students do not include a reorientation section. In fact, this part is important to provide a complete closing impression. Reorientation usually takes the form of the writer's feelings after experiencing an event, such as '*I was very happy with that experience*,' or '*I learned that togetherness is important*.' The absence of reorientation makes the text lose the evaluative function that distinguishes recount text from mere incident reports. Another mistake is the lack of coherence between orientation, the sequence of events, and reorientation. Some texts do include all three parts, but they are not aligned with each other. For example, the orientation discusses school activities, but the sequence of events talks about a family vacation, and the reorientation concludes with an irrelevant reflection. This indicates a weak understanding by students of the function of each part within the text structure.

Based on the analysis results, the most dominant structural error is the omission of the reorientation part (about 60% of the problematic texts in structure). Meanwhile, irregularity in the sequence of events appears in about 25% of the texts, and a lack of orientation is found in about 15% of the texts. These errors indicate that students have not fully understood the basic concept of recount text. This could be caused by two main factors: a lack of understanding of text structure theory – students may not have received sufficient emphasis during learning regarding the function of each part of the recount text. A lack of directed writing practice – students tend to be asked to read examples of texts more often than to produce their own texts with guidance. The students' inability to compose recount texts in an orderly and complete manner impacts the quality of their writing. Texts that lack a clear structure become difficult to understand and lose their communicative value. Therefore, teachers need to re-emphasize the understanding of recount text structure in teaching, for example through directed writing exercises, the use of outlines, and providing example texts that are analyzed together with students. Additionally, teachers can train students to create simple texts that emphasize the completeness of orientation, series of events, and reorientation before moving on to more complex texts.

Mistakes in Content and Idea Development

In addition to language and structural errors, one prominent weakness in the writings of tenth-grade students is in the aspect of content and idea development. Essentially, recount texts do not only require students to convey events that have occurred, but also to express those experiences in a coherent, detailed, and engaging manner so that they are easily understood by readers. However, the analysis results show that many students are still unable to adequately develop ideas. Too Brief an Event Sequence Many students write events only in the form of a short summary, for example: "*On Sunday I went to my grandmother's house. We ate together. After that, I went home.*" Sentences like this convey an event, but they provide very little detail, making the text seem dry and lacking a complete picture for the reader. Students should be able to add details about who was involved, the atmosphere experienced, and more varied activities.

Some texts do not include descriptions that help readers imagine the events. In fact, a good recount text requires explanations of the setting, time, and atmosphere to be more vivid. For example, students might only write "*I went to the beach*" without describing the atmosphere of the beach, the activities they did, or who accompanied them. As a result, the text loses its narrative appeal. Another mistake is having ideas that are too superficial. Students only write a sequence of activities without providing reflections or personal views on the events they experienced. This makes the text fail to develop into a meaningful narrative. For example, students tell about competition activities at school, but do not convey impressions, feelings, or lessons learned from those experiences. Many students' texts are monotonous because they use the same sentence patterns repeatedly, for example starting with 'then', 'next', 'after that'. As a result, the flow of the text becomes flat and boring. In fact, variation in the use of conjunctions and narrative styles can make the story more lively and easier to follow.

A weak command of vocabulary also affects the development of ideas. Due to limited diction, students tend to use the same words repeatedly, so their ideas do not develop well. For example, the word 'happy' is used repeatedly without trying other synonyms like 'joyful', 'content', or 'entertained.'

Of the 30 texts analyzed, about 50% of the texts showed weaknesses in content, especially in the development of story details. These errors were caused by several factors, including: a lack of creative writing practice that allows students to develop ideas more freely; a learning focus that emphasizes form (structure) rather than content and writing style; and study habits that tend to memorize text examples without processing personal experiences into interesting stories. Weaknesses in the content and development of ideas cause students' recount texts to tend to be uncommunicative, uninteresting, and less meaningful. In fact, a recount text should not only serve to record events but also to present experiences that can be 'revived' by the readers. Generally, the most dominant errors are found in the linguistic aspects, particularly in the use of past tense verbs and spelling.

Discussion

Linguistic Errors

Temuan penelitian ini menunjukkan bahwa kesalahan berbahasa masih menjadi permasalahan dominan dalam kemampuan menulis recount text siswa kelas X MIA MAN 1 Kisaran. Berdasarkan hasil analisis terhadap 30 teks, ditemukan bahwa sekitar 65% tulisan mengandung kesalahan tata bahasa (grammar) dan 58% kesalahan ejaan serta tanda baca. Hasil ini sejalan dengan berbagai penelitian terdahulu yang menegaskan bahwa kompetensi kebahasaan, khususnya dalam aspek sintaksis, morfologis, dan ortografis, merupakan tantangan utama dalam pembelajaran menulis pada siswa tingkat menengah.

Penelitian oleh (Asyifa & Yazid, 2023) mengungkapkan bahwa kesalahan penggunaan tense merupakan kesalahan yang paling sering muncul dalam tulisan siswa SMA, terutama dalam teks yang menuntut konsistensi waktu seperti recount text. Hal ini memperkuat temuan penelitian ini yang menemukan adanya kekeliruan penggunaan verba bentuk lampau, seperti "I go to market yesterday" yang seharusnya "I went to the market yesterday." Kesalahan ini menunjukkan belum matangnya pemahaman siswa terhadap sistem waktu dalam bahasa Inggris maupun padanan konsep waktu dalam bahasa Indonesia yang menuntut kesesuaian aspek verba dengan urutan peristiwa.

Selain itu, penelitian oleh (Anggara & Haryudin, 2020) juga menemukan bahwa keterbatasan kosakata berdampak signifikan pada ketidakakuratan diksi dalam teks yang ditulis oleh siswa. Kondisi ini tercermin dalam penelitian ini ketika siswa menggunakan pilihan kata yang tidak sesuai makna konteks, misalnya "my heart hurts" untuk menyatakan kesedihan, sehingga pesan yang ingin disampaikan menjadi rancu dan mengganggu kejelasan makna teks.

Dari aspek ortografi, temuan penelitian ini juga konsisten dengan studi yang dilakukan oleh (Marlina, 2024) yang mengungkapkan bahwa pelanggaran aturan ejaan meliputi penggunaan huruf kapital, tanda baca, serta percampuran kata baku dan tidak baku menunjukkan kurangnya perhatian siswa terhadap ketentuan PUEBI. Kesalahan dalam penulisan seperti tidak adanya kapitalisasi pada awal kalimat atau nama diri serta penggunaan tanda baca yang tidak tepat mengakibatkan rendahnya keterbacaan teks. Hal ini tampak jelas pada teks siswa kelas X MIA MAN 1 Kisaran yang ditandai dengan kalimat panjang tanpa koma dan ketidakjelasan batas antargagasan.

Lebih jauh, struktur kalimat efektif yang tidak dipenuhi mencerminkan lemahnya kemampuan siswa dalam menerapkan pengetahuan sintaksis ke dalam praktik menulis. Hal ini sejalan dengan temuan (Suwastini, 2020) yang menyatakan bahwa siswa cenderung mengabaikan subjek atau predikat dalam kalimat sehingga menghasilkan konstruksi yang tidak koheren. Kesalahan afiksasi, seperti pada penggunaan frasa “diceritakan lagi oleh saya” yang seharusnya cukup “saya ceritakan lagi”, menunjukkan kurangnya pemahaman morfologi yang esensial dalam keterampilan menulis.

Berdasarkan temuan serta dukungan berbagai penelitian tersebut, dapat dipahami bahwa kemampuan menulis siswa tidak cukup hanya dibangun melalui pemahaman struktur teks, namun juga harus diperkuat melalui penguasaan aspek kebahasaan secara terpadu. Ketidakseimbangan ini tampak dalam penelitian ini, di mana siswa mampu menyusun alur cerita tetapi tidak didukung oleh tata bahasa dan ejaan yang baik. Oleh karena itu, implikasi pembelajaran yang harus diperhatikan mencakup peningkatan latihan menulis dengan fokus pada penerapan aturan bahasa, penguatan penguasaan kosakata melalui strategi pembelajaran berbasis konteks, serta evaluasi menulis yang menyeimbangkan aspek isi dan bahasa sebagai satu kesatuan yang tidak dapat dipisahkan.

Dengan demikian, kesalahan linguistik yang ditemukan dalam penelitian ini menjadi indikator bahwa perlu adanya strategi pembelajaran yang lebih komprehensif untuk meningkatkan kualitas keterampilan menulis siswa MAN 1 Kisaran, baik dalam mata pelajaran Bahasa Inggris maupun Bahasa Indonesia. Pendekatan pengajaran yang menekankan ketepatan struktur kebahasaan, pemilihan diksi yang sesuai konteks, serta kepatuhan terhadap kaidah ejaan dan tanda baca akan menjadi faktor penting dalam meningkatkan kemampuan menulis recount text secara efektif dan komunikatif.

Text Structure Errors

Hasil penelitian ini menunjukkan bahwa sebagian besar siswa kelas X MIA MAN 1 Kisaran belum mampu menyusun recount text sesuai struktur yang tepat. Sekitar 47% teks yang dianalisis memiliki kelemahan serius dalam aspek struktur wacana. Kondisi ini memperlihatkan bahwa penguasaan konsep organisasi teks masih menjadi tantangan dalam keterampilan menulis siswa.

Temuan penelitian ini sejalan dengan hasil studi oleh (Anwar, 2020) yang menyatakan bahwa siswa SMA sering mengalami kesulitan dalam menyusun ide secara teratur sesuai dengan urutan orientasi, rangkaian peristiwa, dan reorientasi. Kelemahan paling dominan adalah tidak adanya bagian reorientation, sehingga cerita terasa menggantung dan tidak memberikan evaluasi atas pengalaman yang dialami. Hal ini juga ditemukan dalam penelitian ini, di mana sekitar 60% teks tidak mencantumkan penutup yang mencerminkan perasaan atau pelajaran yang diperoleh, padahal bagian tersebut merupakan ciri utama recount text sebagai bentuk reflektif naratif.

Selain itu, penelitian (Yana, 2021) menunjukkan bahwa banyak siswa tidak mampu menyajikan orientasi yang jelas sehingga pembaca tidak memperoleh konteks awal mengenai siapa, kapan, dan di mana peristiwa terjadi. Kondisi serupa terlihat dalam teks siswa MAN 1 Kisaran yang cenderung langsung memasuki bagian peristiwa tanpa pengantar memadai. Orientasi yang tidak lengkap membuat pembaca kesulitan memahami latar cerita dan hubungan antargagasan.

Kesalahan dalam pengurutan peristiwa secara kronologis juga merupakan temuan penting penelitian ini, di mana sekitar 25% teks menampilkan alur yang melompat-lompat. Hal ini bersesuaian dengan penelitian (Adiantika, 2024) yang menemukan bahwa keterbatasan kemampuan mengorganisasikan ide menyebabkan siswa sering menempatkan peristiwa tidak sesuai urutan waktu, sehingga alur cerita menjadi tidak logis dan kohesi teks melemah. Kelemahan kohesi ini berdampak langsung pada rendahnya keterpahaman dan alur narasi yang tidak sistematis.

Selain itu, meskipun beberapa teks telah memuat ketiga bagian struktur secara lengkap, keterpaduan antarbagiannya masih lemah. Orientasi dan rangkaian peristiwa membahas konteks berbeda, atau reorientasi tidak relevan dengan isi cerita sebelumnya. Hal ini menunjukkan bahwa siswa belum memahami fungsi komunikatif dari masing-masing elemen struktur teks, sebagaimana dijelaskan oleh teori Genre-Based Approach (GBA), bahwa struktur retorika suatu teks harus memenuhi tujuan komunikatifnya secara menyeluruh (Sitorus, Sipahutar, Nasution, Purnama, & Iskandar, 2025).

Permasalahan struktur pada penelitian ini dapat disebabkan oleh dua faktor utama, penekanan pembelajaran yang lebih banyak pada kegiatan membaca contoh teks dibandingkan dengan praktik menulis yang terarah, dan kurangnya pemahaman siswa terhadap konsep struktur teks akibat minimnya bimbingan dalam menyusun kerangka tulisan. Hal ini sejalan dengan hasil penelitian (Truscott, 2020) yang menegaskan bahwa latihan menulis terarah menggunakan kerangka (outline) dan scaffolding efektif meningkatkan pemahaman struktur teks siswa.

Berdasarkan uraian tersebut, dapat disimpulkan bahwa penguasaan struktur recount text menjadi aspek yang perlu mendapat perhatian lebih dalam pembelajaran menulis. Untuk meningkatkan kualitas tulisan siswa, guru perlu menerapkan strategi pembelajaran yang mengutamakan latihan penyusunan teks berdasarkan tahap-tahap struktur secara eksplisit. Misalnya dengan menganalisis contoh teks bersama

siswa, memberikan template struktur, serta latihan menulis bertahap mulai dari orientasi hingga reorientasi. Dengan pendekatan ini diharapkan siswa dapat memahami keterkaitan antara isi cerita dan organisasi teks, sehingga menghasilkan tulisan yang lebih runtut, komunikatif, dan sesuai tujuan genre recount text.

Mistakes in Content and Idea Development

Selain kesalahan linguistik dan struktur teks, hasil penelitian ini menunjukkan bahwa aspek isi dan pengembangan ide merupakan kelemahan yang cukup menonjol pada tulisan siswa kelas X MIA MAN 1 Kisaran. Sekitar 50% teks yang dianalisis belum mampu menyajikan pengalaman secara rinci, koheren, dan menarik. Padahal, karakteristik utama recount text bukan hanya mencatat kejadian masa lalu, melainkan merekonstruksi pengalaman sehingga pembaca dapat menghayati jalannya cerita secara lebih hidup.

Temuan ini sejalan dengan penelitian yang dilakukan oleh (Widiastuti, 2020), yang menemukan bahwa siswa SMA cenderung menyusun recount text secara ringkas dengan detail minimal, sehingga cerita menjadi kurang bermakna dan tidak memberikan gambaran yang jelas bagi pembaca. Hal ini tampak pada tulisan siswa dalam penelitian ini yang hanya merangkai aktivitas secara singkat, seperti "On Sunday I went to my grandmother's house. We ate together. After that, I went home," tanpa adanya pendeskripsian suasana, tokoh yang terlibat, atau emosi yang dirasakan.

Penelitian (Fakhrudin, 2023) juga mengungkapkan bahwa lemahnya keterampilan deskriptif siswa menyebabkan narasi menjadi monoton dan kurang menarik. Kondisi ini sesuai dengan hasil penelitian ini, di mana banyak teks tidak memberikan deskripsi setting dan suasana, misalnya hanya menyebut "I went to the beach" tanpa elaborasi mengenai pemandangan atau aktivitas yang dilakukan. Akibatnya, teks kehilangan daya tarik naratif yang merupakan elemen penting dalam genre recount.

Selain itu, studi yang dilakukan oleh (Amalina, 2020) menunjukkan bahwa siswa sering menulis tanpa refleksi atau evaluasi pribadi, sehingga teks hanya menjadi urutan aktivitas yang bersifat informatif, bukan naratif. Hal serupa juga ditemukan dalam penelitian ini, di mana siswa hanya menuliskan peristiwa secara kronologis tanpa menyampaikan kesan atau pelajaran yang diperoleh. Padahal, refleksi merupakan salah satu komponen yang memberi nilai komunikatif pada recount text.

Penggunaan pola kalimat yang repetitif seperti "then", "after that", dan "next" juga menjadi faktor yang melemahkan kualitas tulisan. Hal ini selaras dengan temuan (Marlina, 2024), yang menyatakan bahwa kurangnya variasi konjungsi menyebabkan alur cerita menjadi datar dan tidak dinamis. Keterbatasan kosakata semakin memperparah permasalahan tersebut, karena siswa memilih kata yang sama secara berulang akibat minimnya penguasaan diksi.

Faktor yang memengaruhi rendahnya kualitas isi teks dalam penelitian ini antara lain, kurangnya latihan menulis kreatif yang memberi ruang bagi siswa mengembangkan

pengalaman pribadi menjadi cerita yang menarik, pembelajaran menulis yang lebih fokus pada unsur bentuk seperti struktur dan kaidah kebahasaan dibandingkan konten dan kebiasaan belajar yang cenderung meniru contoh teks tanpa mengolah ide secara mandiri.

Sejalan dengan pendapat (Priyatmojo, 2021), kemampuan menulis narasi yang baik memerlukan stimulus pengalaman personal, wawasan kebahasaan, serta keterampilan memilih detail yang relevan. Ketiadaan elemen-elemen ini menyebabkan recount text siswa menjadi tidak komunikatif dan kurang memiliki nilai ekspresif.

Dengan demikian, diperlukan strategi pedagogis yang berorientasi pada pengembangan isi dan ide, seperti latihan deskriptif terarah, penggunaan media visual sebagai pemantik cerita, dan bimbingan dalam menyusun refleksi personal. Pendekatan ini diyakini dapat meningkatkan kemampuan siswa dalam menghidupkan pengalaman menjadi narasi yang lebih kaya dan bermakna.

D. Conclusion

Based on the research results, it can be concluded that the ability to write recount texts among the tenth-grade science students at MAN 1 Kisaran is still facing various obstacles, particularly in the aspect of text structure. The most dominant error is the omission of the reorientation section, which is found in about 60% of the texts. Additionally, the irregularity of the sequence of events (25%) and deficiencies in the orientation (15%) indicate that the tenth-grade science students at MAN 1 Kisaran have not fully understood the function of each part of the recount text. This weakness has implications for the low quality of the produced texts, where the stories often feel incomplete, the plot is disorganized, and the communicative meaning of the text is diminished. The main cause of the errors is suspected to stem from a lack of understanding of the theory regarding text structure and minimal directed writing practice. Therefore, a learning strategy is needed that emphasizes the understanding of recount text structure, such as the use of sample texts that are analyzed together, writing practice with an outline, and intensive guidance in composing coherent and complete texts. These efforts are expected to improve the writing skills of students in class X MIA MAN 1 Kisaran, enabling them to produce communicative, coherent recount texts that comply with applicable rules.

E. Acknowledgement

The authors would like to express their heartfelt thanks to SMA N 1 Kisaran, the guiding teachers, and all the students of Class X MIA who participated in this research. Special thanks are also extended to colleagues and family for their continuous support.

References

- Adiantika, F. &. (2024). Grammatical Error Performances in Indonesia EFL Learners' Writing. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 3(2), 277-295. doi: <https://doi.org/10.21093/ijeltal.v3i2.209>
- Amalina, A. &. (2020). Linguistic Errors Made by Islamic University EFL Students. *Indonesian Journal of Applied Linguistics*, 9(3), 733-745. doi:<https://doi.org/10.17509/ijal.v9i3.23224>
- Angela, H. &. (2022). Students' Ability in Writing Recount Text: A Case of Indonesian Senior High School. *Teaching and Learning English in Multicultural Contexts (TLEMC)*, 6(1), 24-33. doi: <https://doi.org/10.37058/tlemc.v6i1.4891>
- Anggara, Y., & Haryudin, A. (2020). An error analysis of writing recount text based on gender. *PROJECT (Professional Journal of English Education)*, 3(5), 614-619.
- Anwar, R. &. (2020). EFL Learners' Grammatical Errors in Writing: A Case of Senior High School Students. *JET (Journal of English Teaching)*, 6(2), 118-129. doi:<https://doi.org/10.33541/jet.v6i2.1675>
- Asyifa, D., & Yazid, M. (2023). An error analysis on the use of past tense in recount text by 6th grade elementary students. *Prologue: Journal on Language and Literature*, 9(2), 352-362. doi:10.36277/jurnalprologue.v9i2.119
- Azizah, R. &. (2019). Error Analysis in the Descriptive Text Writing of Vocational High School Students. *Dinamika Ilmu*, 19(1), 175-186. doi:<https://doi.org/10.21093/di.v19i1.1364>
- Fakhrudin. (2023). Exploring Lexical Errors of Indonesian EFL Students in Writing Recount Texts. *Journal of English Language Teaching and Linguistics*, 8(1), 1-14. doi:<https://doi.org/10.21462/jeltl.v8i1.1003>
- Ginting, M. &. (2022). An Error Analysis on the Use of Past Tense in Students' Recount Texts. *Jurnal Pendidikan Bahasa dan Sastra*, 22, 45-56. doi: <https://doi.org/10.17509/jpbs.v22i1.45678>
- Marlina, P. &. (2024). Students' Problems in Writing Recount Text and the Use of Cohesive Devices. *Journal of English Language Teaching*, 8(1), 110-120. doi: <https://doi.org/10.24036/jelt.v8i1.102704>
- Moleong. (2017). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Nadia. (2024). The Analysis of Students' Grammatical Errors in Recount Texts. *Journal of English Language Teaching and Linguistics*, 9(3), 257-267. doi:<https://doi.org/10.21462/jeltl.v9i3.1894>

- Noor, F. &. (2020). Writing Error Analysis in Exposition Text of the EFL Junior High School Students. *Indonesian Journal of EFL and Linguistics*, 1(2), 23-40. doi: <https://doi.org/10.21462/ijefl.v5i2.330>
- Priyatmojo. (2021). Cohesion and Coherence of Students' Recount Texts in Indonesia and their Implication to Teaching Writing. Language Circle. *Journal of Language and Literature*, 15(2), 361-374. doi: <https://doi.org/10.15294/lc.v15i2.29003>
- Ramendra, A. &. (2021). An Analysis of Grammatical Errors Made by the Tenth Grade Students of SMAN 1 Cluring in Writing Recount Texts. *Jurnal IKA Undiksha*, 19(5), 108-115. doi:<https://doi.org/10.23887/ika.v19i2.37460>
- Sitorus, L. S., Sipahutar, M. I., Nasution, S. N., Purnama, L., & Iskandar, T. (2025). Literature Review on the Use of Technology-Based Learning Media in the Context of Distance Learning. *Jurnal Medika: Medika*, 4(3), 283-289. doi:10.31004/bkxg7355
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.
- Susanti, A. &. (2018). An Analysis of the Students' Errors in Writing Recount Text. *International Journal of Language Teaching and Education*, 2(2), 131-144. doi:<https://doi.org/10.22437/ijolte.v2i2.5207>
- Suwastini, M. &. (2020). Analyzing Students' Errors in Writing Recount Texts. Humanis. *Journal of Arts and Humanities*, 24(3), 238-246. doi:<https://doi.org/10.24843/JH.2020.v24.i03.p08>
- Truscott. (2020). The Case Against Grammar Correction in L2 Writing Classes. *Language Learning*, 46(2), 327-369. doi:<https://doi.org/10.1111/j.1467-1770.1996.tb01238.x>
- Widiastuti, L. &. (2020). Students' Grammatical Errors in Writing Recount Texts: A Surface Strategy Taxonomy. *Humaniora*, 11(2), 145-154. doi:<https://doi.org/10.21512/humaniora.v11i2.6530>
- Yana, A. &. (2021). The Use of Cohesive Devices in Students' Recount Texts. *JETLe (Journal of English Language Teaching and Learning)*, 2(2), 66-74. doi: <https://doi.org/10.18860/jetle.v2i2.13323>