AN ANALYSIS OF STUDENTS' WRITING RECOUNT TEXT BY USING GOOGLE CLASSROOM BASED BLENDED LEARNING MODEL AT GRADE XI MADRASAH ALIYAH MUHAMMADIYAH 6 KOTANOPAN

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Abstract

The aims of this research are to find out what are the types of errors of students, and the dominant errors made by students in writing recount text. The researcher used qualitative methods, the researcher used random sampling were takes XI class as the sample of this research. The total of the students in this class was 11 students. The type of research used is case study. The source of data collection was based on research conducted on students regarding Error Analysis on The Students' Writing Recount Text by Using Google Classroom Based Blended Learning model at grade XI Madrasah Aliyah Muhammadiyah 6 Kotanopan, and data collection techniques were seen through pre-test and post-test. The result showed that types of errors made by students in writing recount text were, spelling, style, punctuation, grammar, capitalization, redundant phrase, and miscellaneous. The dominant errors were spelling in the highest percentage that is 24,48%. Then miscellaneous in 15,51% error, next is style with percentage of error in 13,79% followed by punctuation in 11%, grammar in 10%, capitalization in 7,93%, and the last redundant phrase in 6,20%. It was concluded that types of errors made by students in writing recount text were, spelling, style, punctuation, grammar, capitalization, redundant phrase, and miscellaneous. The dominant errors were spelling in the highest percentage that is 24,48%.

Keyword: Writing Recount Text, Blended Learning, Google Classroom

INTODUCTION

Language is one of the important communication for human life in daily activities. It requires interaction and is used as a means of communication between nations around the world. Language is used to express our messages orally or in writing. As we know there are several kinds of languages in the world. These languages are grouped into several kinds of languages such as regional languages, national languages, and international languages.

It is very important to master English because by being able to speak English we can communicate with other people around the world, because it has many relationships in aspects of life such as in the world of education. People who learn English will understand what English was like the first time. English is considered a foreign language and is taught formally from elementary school to university level.

English is one of the languages recognized by the world and the most popular language, therefore English is studied by all countries in their life or education in the future. English is very important to be mastered by students because mastering English will make it easy to communicate with any country. Many people learn English in formal and non-formal education.

Writing is one way of communicating what is on our minds. Thoughts are expressed on a piece of paper to convey the ideas and messages of the author and include them in the vocabulary and structure of the language. Writing is created by a particular set of symbols and letters to represent a particular language.

In Indonesian students learn several types of texts such as descriptive text, recount text, narrative text, procedure text, and report text. These types of texts will introduce students to the social function, structure of each text, and its linguistic characteristics. By introducing it students will know the difference between one text and another. Thus students can write their texts in the correct order. Maybe one type of text that students need to learn is recount text. Recount text is a text that tells an experience or story that happened in the past. Its purpose is to entertain or inform the readers of one's experience about the author's experience. This text tells what has happened.

Based on research in Madrasah Aliyah Muhammadiyah 6 Kotanopan, the research found the problem of students writing recount text, because students were less able to use grammar and identify the generic structure.

Due the problem previously, there many factors affect in writing recount text. Such as teaching methods that were still lacking, the intelligence possessed by students, lack of interest in learning English, lack of vocabulary, environment, student facilities, family, community, etc.

Blended learning is one solution in the learning process carried out during the covid-19 pandemic because this learning combines the application of learning in the classroom with online learning that utilizes technology, where this method greatly facilitates teachers and students in carrying out learning.

Google classroom is an application that makes it easier for teachers to manage to learn and convey information quickly to students. The advantages of Google Classroom are that it can be used to create and manage classes, assignments, grades, and provide direct input so that teachers and students can discuss lessons wherever they are. This makes the learning process more interesting in time management.

Until now, the covid-19 pandemic has not completely disappeared. Therefore, to prevent and control covid-19 by providing some guidelines for the community to avoid covid-19. Many aspects of life have changed along with the existence of a pandemic in society. This impact on educational institutions in Indonesia, especially in high school. Some schools in an area have tried to hold offline learning simulations for some time, but some are still implementing an online.

The impact of the application this new learning is demanded teachers and students to be creative and innovate in learning activities. In addition, there are many differences that are felt when learning online. This learning focuses on the accuracy and accuracy of students in receiving and processing information that is available during online learning. Online learning can be carried out whenever and wherever.

Online learning also has several obstacles and advantages. Constraints faced when carrying out online learning are network constraints, teachers lack IT skills, often give assignments rather than explaining learning materials, limited direct interaction between teachers and students, and less effective distance learning which makes children more flexible in playing gadgets. The advantages of online learning are that it makes it easier for teachers and students when learning takes place.

METHODOLOGY OF THE RESEARCH

This research uses qualitative method. Creswel (2009) explains that the research method is how the research will be designed and conducted. Furthermore, in selecting the correct research method, several aspects need to be considered. Those several aspects are researcher assumption, research design, and method, and also the nature of the research

problems. Based on those several aspects of this research have been identified as a qualitative method.

Qualitative research is research using methods such as participant observation or case studies which result in a narrative,descriptive account of a setting or practice.sociologist using these methods tyipically reject positivism and adopt a form of interpretive sociology.

Population is the number of research subjects. The population could be interpreted as the amount obtained in obtaining sources of information or data needed in a study. The population in this study are students of class XI Madrasah Aliyah Muhammadiyah 6 Kotanopan.

The sample is the smallest group of individuals who are directly related to the research. Another understanding of the sample was part of the population studied and could represent the population. sample of this research was all students at the grade XI Madrasah Aliyah Muhammadiyah 6 Kotanopan, that consist 11 students.

The data collection instrument used in this study used a pre-test and post-test for data collection. There are five components presented in the analytical scoring rubric for writing. content, organization, vocabulary, language use, and mechanics. The following table is the analytical scoring rubric used by the writer to analyze the students' paragraph writing.

Table 1 Scoring Guidance of Writing Assessment

Categories	Score	Criteria
content	30-27	EXCELLENT TO VERY GOOD : knowledge, substantive, thorough development of thesis, relevant to assigned topic
	26-22	GOOD TO AVERAGE : some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic but lack detail
	21-17	FAIR TO POOR : limited knowledge of subject, little substance, inadequate development topic
	16-13	VERY POOR : does not show knowledge of subject, non-substantive, non pertinent, or not enough evaluate
Organization	20-18	EXCELLENT TO VERY GOOD : fluent expressions, ideas clearly stated/supported, succinct, well organized, logical sequencing, cohesive
	17-14	GOOD TO AVERAGE ; some what choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	FAIR TO POOR : non fluent, ideas confused or disconnected, lack logical sequencing development
	9-7	VERY POOR : does not communicate, no organization or not enough to evaluate
Categories	Score	Criteria
Vocabulary	20-18	EXCELLENT TO VERY GOOD : sophisticated range, effective word/idiom choice and usage, word from mastery, appropriate register
	17-14	GOOD TO AVERAGE : adequate range, occasion errors of word/idiom from choice, usage, but meaning not obscured
	13-10	FAIR TO POOR : limited range, frequent errors of word/idiom from choice, usage, meaning confused or obscured
	9-7	VERY POOR : essentially translation, little knowledge of English vocabulary, idiom/word from or not enough to evaluate

Language Use	25-22	EXCELLENT TO VERY GOOD : effective complex constructions, few errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE : effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number, word, order/function, articles, pronouns, prepositions
	17-14	FAIR TO POOR : major problems in simple/complex constructions, frequent error of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and fragment, deletions, meaning confused or obscured
	10-5	VERY POOR : virtually no mastery of sentence construction rules, dominated be errors, does not communicate, or not enough to evaluate
Mechanic	5	EXCELLENT TO VERY GOOD : demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization paragraphing
	4	GOOD TO AVERAGE : occasional errors of spelling, punctuation, capitalization, paragraphing, meaning, not obscured
	3	FAIR TO POOR : frequent errors of spelling, punctuation, capitalization, paragraphing, meaning, poor handwriting, confused or obscured
	2	VERY POOR : no mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate

Source : Arthur Huges (2005)

Discussions

Based on research conducted by researcher at Madrasah Aliyah Muhammadiyah 6 Kotanopan, researcher gave a pre-test to class XI students on 14 May 2022. This pre-test was carried out before gave learning material about recount text. Students' in writing recount text are based on five aspects of writing. That is based on content, organization, vocabulary, language use, and mechanics.

A. The error's types of students in writing Recount Text

Based on the research that has been done, the data obtained in pre-test and post-test, and all of the students' errors were made in table below:

Table 1 Pre-Test Students' Errors in Writing Recount Text

No	Data	Types of Error							Total
		S	G	M	St	CP	P	Rp	
1	Ahmad Idris	5	2	4	4	1	2	2	20
2	Ahmad Syafi'i	5	2	3	3	2	3	3	21
3	Annisa	2	1	-	1	1	-	-	5
4	Desta Syaputra	4	1	3	5	2	3	1	19
5	Nisa Parinduri	4	-	2	2	1	2	1	12
6	M.Alhadid Nur	3	-	1	2	-	2	1	9
7	Nur Ilmi	1	3	1	-	-	1	-	6
8	Nur Zakiah	4	2	3	2	1	2	1	15
9	Sahlan Ashari	4	-	5	3	1	1	1	15

10	Zul Hamdi	1	2	-	-	1	-	1	5
11	Zulfi Wahyudi	6	2	3	2	2	1	-	16
	Total	**39**	**15**	**25**	**24**	**12**	**17**	**11**	**143**

Based on the data above, it can be seen that the types of errors of students in writing recount text pre-test namely, Spelling (S), Grammar (G), Miscellaneous (M), Style (St), Capitalization (Cp), Punctuation (P), and Redundant Phrase (Rp).

On 19 May 2022, the researcher gave a post-test through the google classroom application. Students read the instructions first. The researcher has prepared a post-test about recount text in advance, then the researcher immediately sent it to google classroom. After students read the instructions, students send answers one by one to Google Classroom.

In general, there were significant developments in post-test. From the observations made by the researcher, the researcher's performance in providing material about recount text and applying the google classroom-based learning model was slightly better than pre-test.

Table 2 Post-Test of Students' Writing Recount Text by Using Google Classroom Based Blended Learning Model

| No | Data | Types of Error | | | | | | | Total |
		S	G	M	St	Cp	P	Rp	
1	Ahmad Idris	4	2	4	3	-	3	2	18
2	Ahmad Syafi'i	5	3	2	1	3	2	3	19
3	Annisa	1	-	1	-	-	1	-	3
4	Desta Syaputra	3	1	2	5	1	3	-	15
5	Nisa Parinduri	4	1	1	2	2	-	-	10
6	M.Alhadid Nur	2	1	1	-	-	2	-	6
7	Nur Ilmi	-	-	1	1	-	2	-	4
8	Nur Zakiah	3	2	3	1	1	1	1	12
9	Sahlan Ashari	4	1	3	1	1	-	-	10
10	Zul Hamdi	-	1	-	1	1	1	-	4
11	Zulfi Wahyudi	6	2	2	1	2	-	1	14
	Total	**32**	**14**	**20**	**16**	**11**	**15**	**7**	**115**

The second table is also show the same types of error of students in writing recount text post-test, namely, Spelling (S), Grammar (G), Miscellaneous (M), Style (St), Capitalization (Cp), Punctuation (P), and Redundant Phrase (Rp).

So, from the analysis of the data obtained it can conclude that the types of error made by students in writing recount text from pre-test and post-test, namely in Spelling, Grammar, Miscellaneous, Style, Punctuation, Capitalization, and Redundant Phrase.

B. The dominant errors of students in writing Recount Text

The second formulation of the problem in this research is to find out what were the dominant errors of students in writing Recount Text. The following is a description of total errors by students in writing Recount Text from pre-test and post-test.

Table 3 Description of Total Errors Based on Indicators in Pre-Test

No	Indicator	Types of Error	Total Error	Total
1.	Content	Grammar	15	57
		Preposition	17	
		Miscellaneous	25	
2.	Organization	Redundant Phrase	11	11
3.	Language Use	Style	24	24

No	Indicator	Types of Error	Total Error	Total
4.	Vocabulary	Noun	-	-
5.	Mechanical	Spelling	39	68
		Capitalization	12	
		Punctuation	17	

From the table pre-test above there are 57 error in content (grammar 57, preposition 17, and miscellaneous 25), 11 error in organization (redundant phrase 11), 24 error language use /style, nothing error in vocabulary, and 68 error mechanical (spelling 39, capitalization 12, punctuation 17).

Table 4.4 Description of Total Based on Indicators in Post-Test

No	Indicator	Types of Error	Total Error	Total
1.	Content	Grammar	14	49
		Preposition	15	
		Miscellaneous	20	
2.	Organization	Redundant Phrase	7	7
3.	Language Use	Style	16	16
4.	Vocabulary	Noun	-	-
5.	Mechanical	Spelling	32	58
		Capitalization	11	
		Punctuation	15	

From the table post-test above there are 49 error in content (grammar 14, preposition 15, and miscellaneous 20), 7 error in organization (redundant phrase 7), 16 error in language use/style, nothing error in vocabulary, and 58 error in mechanical (spelling 32, capitalization 11, and punctuation 15).

Table 4 Students' Total Error in Pre-Test and Post-Test

No	Name	Total Error		
		Pre-Test	Post-Test	Total
1	Ahmad Idris	20	18	38
2	Ahmad Syafi'i	21	19	40
3	Annisa	5	3	8
4	Desta Syaputra	19	15	34
5	Nisa Parinduri	12	10	22
6	M.Alhadid Nur	9	6	15
7	Nur Ilmi	6	4	10
8	Nur Zakiah	15	12	27
9	Sahlan Ashari	15	10	25
10	Zul Hamdi	5	4	9
11	Zulfi Wahyudi	16	14	30
	Total	**143**	**115**	**258**

The table above is total of error made by students in writing recount text in pre-test and post-test. Where, total errors in pre-test with total error 143, And total errors in post-test with total 115. From the two tests above, then total of errors in pre-test and post-test are, 71 error in spelling, 29 error in grammar, 45 error in miscellaneous, 40 error in style, 23 error in capitalization, 32 error in punctuation, and the last is 18 error in redundant phrase, with total error overall 290 error.

Can conclude that the dominant error is in spelling with 71 total error, the second is miscellaneous with 45, and the third is style in 40 error. Based on the data, it can be analyzed by using the formula to find out the percentage of each types of error, the formula is below:

$$Q = \frac{N}{K} \text{ x } 100\%$$

- For spelling

$$Q = \frac{71}{290} \text{ x } 100\%$$
$$= 24{,}48 \text{ %}$$

- For grammar

$$Q = \frac{29}{290} \text{ x } 100\%$$
$$= 10\%$$

- For miscellaneous

$$Q = \frac{45}{290} \text{ x } 100\%$$
$$= 15{,}51\%$$

- For style

$$Q = \frac{40}{290} \text{ x } 100\%$$
$$= 13{,}79\%$$

- For capitalization

$$Q = \frac{23}{290} \text{ x } 100\%$$
$$= 7{,}93\%$$

- For punctuation

$$Q = \frac{32}{290} \text{ x } 100\%$$
$$= 11\%$$

- For Redundant Phrase

$$Q = \frac{18}{290} \text{ x } 100\%$$
$$= 6{,}20 \text{ %}$$

The data above showed the percentage of each types of error students' in writing recount text by using google classroom based blended learning model, where the percentage of spelling is 24,48%, grammar 10%, miscellaneous 15,51%,
style 13,79%, capitalization 7,93%, punctuation 11%, and the last is redundant phrase in 6,20%. The percentage types of error can be make in the table below:

Table 5 Percentage Types of Error

Types of Error	Percentage	Frequency
Spelling	24,48%	71
Grammar	10%	29
Miscellaneous	15,51%	45
Style	13,79%	40
Capitalization	7,93%	23
Punctuation	11%	32
Redundant Phrase	6,20%	18
Total	**100%**	**290**

From the table above we can conclude that the dominant error are found in students' writing recount textt, namely Spelling in 24,48%, the second is Miscellaneous in 15,51%, then

style in 13,79%, Punctuation 11%, Grammar 10%, Capitalization 7,93%, and the last position is Redundant Phrase 6,20%.

Based on analysis data in Madrasah Aliyah Muhammadiyah 6 Kotanopan, the types of error made by students in writing recount text were, spelling, grammar, miscellaneous, style, capitalization, punctuation, and redundant phrase. Where the data in pre-test showed that the the types of error made by students were in Spelling with 39 error, grammar 15 error, miscellaneous 25 error, style in 24 error,
capitalization in 12 error, punctuation 17 error, and redundant phrase 11 error, so total error in pre-test is 143 error.

The data in post-test also showed that the types of error made by students were in Spelling with 32 error, grammar 14 error, miscellaneous 20 error, style in 16 error, capitalization in 11 error, punctuation 15 error, and redundant phrase 7 error, so total error in Post-test is 115error.

Furthermore, the total of errors in pre-test and post-test are, 71 error in spelling, 29 error in grammar, 45 error in miscellaneous, 40 error in style, 23 error in capitalization, 32 error in punctuation, and the last is 18 error in redundant phrase, with total error overall 290 error.

From the data, the dominant error of students in writing recount text are spelling, with the highest percentage of error, namely 24,48%, then miscellaneous in 15,51% error, next is style with percentage of error in 13,79% followed by punctuation in 11%, grammar in 10%, capitalization in 7,93%, and the last redundant phrase in 6,20%.

Based on explanation above, the dominant errors of students in writing recount text most in spelling, miscellaneous and style. It's explains that the teachers need to pay attention start from the simple thing. The dominant error of students is a simple thing problem in writing which is rarely noticed by students and teachers.

THE CONCLUSION AND SUGGESTION
Conclusions

Based on the data collection and discussion in the previous chapter, the researcher concluded that the grade XI students made mistakes in writing recount text. From the data collection and the results of the researcher's analysis, The error' types of students in writing recount text are, spelling, style, punctuation, grammar, capitalization, redundant phrases, and miscellaneous.

The dominant error of students were, spelling, where from 11 students writing recount text test pre-test and post-test there are 71 error in spelling, 45 error in miscellaneous, 40 error in style, 32 error in punctuation, 29 error in grammar, 23 error in capitalization, and the last is 18 error in redundant phrase.

Suggestions

Based on the conclusions above, the researcher took many suggestions. The researcher focuses on suggestions about the ability to write recount text through the google classroom learning model for class XI students of Madrasah Aliyah Muhammadiyah 6 Kotanopan.

Thus, the suggestion of this research could be seen in the following statement:

1. The headmaster of Madrasah Aliyah Muhammadiyah 6 Kotanopan to motivate English teachers in teaching English in schools because students must have achievements, especially in learning English.
2. As a contribution to schools to change the quality of teaching and learning processes and student learning outcomes. Thus the quality of schools is also better.
3. Other English teachers can apply mind mapping techniques in learning to write recount text but other English teachers can try mind mapping techniques in other English learning materials.

4.   other research from UMTS Padangsidimpuan at the English department can see this research as a basis or development to conduct other research on the ability to write recount text based on google classroom. Finally, the researcher realized that this research still has shortcomings and errors. Researchers accept everything that will build and improve research for the better.

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