

THE ANALYSIS OF GRAMMATICAL ERROR MADE BY THE STUDENTS IN WRITING RECOUNT TEXT (A CASE STUDY OF SMA NEGERI 1 PEUSANGAN)

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ABSTRACT

The research of an analysis of grammatical error made by the students in writing recount text has been done at SMAN 1 Peusangan. It was begun from October 2 2020 until October 3 2020. The problem of this research is; What are the most common types of grammatical errors made by the students in writing recount text. Based on the research problem, there is one purpose of the research, namely; to find out the most common types of grammatical errors made by students in writing recount text. The scope of this research focused on the grammatical errors made by 1st grade students of SMAN 1 Peusangan in writing recount text. This research is designed as qualitative research using 'test' as the instrument of the research, the data is then analyzed with three steps of procedure, namely: data reduction, data display, and data verification/conclusion drawing. The results of the research on the grammatical errors made by 1st grade students of SMAN 1 Peusangan in writing recount text showed that, capitalization was the most frequent error made by the 1st grade students of SMAN 1 Peusangan with the percentage of 19%, meanwhile run-on sentence was the least frequent error made by the students with the percentage of 0%. Cause of error in intralingual error contributed up to 55% or 165 errors, followed by interference error which contributed up to 35% or 107 errors, and the last is developmental error that contributed up to 10% or 30 errors. Based on the results of research, it was concluded that the 1st grade students of SMAN 1 Peusangan often avoid the systematic of writing without capitalize several types of word like name of place, country, people and also the first letter of a new sentence. Conclusion was stated based on the result that showed capitalization had the biggest contributions on students' grammatical errors.

Key Words: *Grammatical Error, Recount Text*

INTRODUCTION

Writing is the process of making a letter or the symbol on the surface. It means that writing is a representation of a language in textual medium through the use of a set of signs or symbols [1]. It is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable form. As a productive skill, writing is not like speaking or other receptive skills. Writing skill not only need a lot of vocabulary in composing a paragraph, but also correct grammars, apart from other writing's rules, in order to be comprehensible. Therefore, composing a paragraph in writing activity takes a lot of times. Based on the title, the researcher focusses on recount text. Recount text is a text that telling the reader about stories, actions or activities. Its goal is to entertain or informing the reader, and recount text also a text which retells event or experiences in the past.

On the Curriculum in SMAN 1 PEUSANGAN, recount text is taught to student at the first year with the basic competences stated as follow; Expressing the meaning of short monolog recount text in daily life, responding the meaning and rhetoric steps of recount text, and expressing the meaning and rhetoric steps of recount text [2].

Based on the observation that was conducted by the researcher at SMAN 1 Peusangan, there are several problems faced by students in writing recount text, one of them is grammar. Grammatical error is the most serious mistake made by students in writing recount text. It comes up when students apply past tense with regular and irregular verbs. The organization of the text may also cause difficulty to students particularly in composing coherent and cohesive texts. Other problems come up in the part of content, vocabulary and spelling. This happens when students demonstrate to the main ideas, to care of diction and to concern on mechanism and punctuation. Such a writing problem emerged seemingly due to total differences between the first (Acehnese/Indonesian) and the second language (English) in term of sentence forms.

Related to the observation above, many previous researches conducted the research about the grammatical errors in writing recount text. One of them is Ramli (2013) with the research "an analysis of students errors in writing recount text". The result of the research was, it shows that the students made a at writing total of 275 errors in writing Recount text which consist of 95 or 34.54% errors in writing content of the text, 21 or 7,63% errors at vocabulary, 123or 44,74% errors at grammar and 36,9% errors at mechanics. According to the findings, it can be concluded that the students have not mastered the use recount text writing, that can be seen from the number of the errors made. The students made error at composing the orientation, events and reorientation. Therefore, the students

still need to learn writing grammatically. To the explanation above, the researcher interested in doing a research on the title an analysis of grammatical error made by the students in writing recount text.

METHOD

Error analysis is considered as qualitative research. Qualitative research is an inquiry approach useful for exploring and understanding a central phenomenon. From the result, the researcher interpreted the meaning of information, drawing on personal reflection and past research.

The final report is flexible, and it displays the researcher's biases and thought [3]. Moleong adds that qualitative research aims to understand something specifically, not always looking for the cause and effect of something, and to deepen comprehension about something that is being studied [4]. In interpreting the findings of qualitative research the writer employs descriptive analysis design. It is a study which gives a picture or description of a situation without giving a certain treatment [5].

Procedure of Data Collection

According to Ary, Jacobs, Irvine, & Walker the data collection is the researcher toolbox of data gathering techniques, including in depth interviewing and participant observation [6]. The purpose of the data collection was to gain the information, in order to derive decisions concerning the importance of issues, or to overtake the information to others. Furthermore, the data are collected to provide information for specific topic.

In this research, the researcher used written test as an instrument to obtain data on cases of grammatical errors in writing recount text. Students' mastery of grammar could be assessed directly by asking the students to produce written text. As in this research, the theme provided by the researcher was "holiday" and the students would determine the title they wanted from the theme which later became the beginning of writing a recount text.

Technique of Data Analysis

According to Patton, data Analysis is the process of managing the data, organizing it into a good pattern, category and basic unit [4]. Bogdan and Taylor also say that data analysis is the process of planning effort formally to find the theme and to formulate hypothesis as suggested by the data and as an effort to help the theme and the hypothesis [7]. From the explanation, it can be synthesized that data analysis is the process organizing and put the data into the right pattern, category, and the basic unit, so we can find the theme and formulate hypothesis as suggested by the data.

The writer classified student errors into thirteen categories that suggested by Betty S. Azar.

No	Types of errors	Examples
1	Singular-Plural	He have been here for six month. <i>He has been here for six months.</i>
2	Word Form	He have been here for six month. <i>He has been here for six months.</i>
3	Word Choice	He have been here for six month. <i>He has been here for six months.</i>
4	Verb Tense	He is here since June. <i>He has been here since June.</i>
5	Add a Word	I want go to the zoo. <i>I want to go to the zoo.</i>
6	Omit a Word	She entered to the university. <i>She entered the university.</i>
7	Word Order	She entered to the university. <i>She entered the university.</i>
8	Incomplete Sentence	I went to bed. Because I was tired. <i>I went to bed because I was tired.</i>
9	Spelling	An accident occured. <i>An accident occurred.</i>
10	Punctuation	What did he say. <i>What did he say?</i>
11	Capitalization	I am studying english. <i>I am studying English.</i>
12	Article	had a accident. <i>I had an accident.</i>
13	Meaning not Clear	He borrowed some smoke <i>(???)</i>
14	Run-on-Sentence	My roommate was sleeping, we didn't want to wake her up. <i>My roommate was sleeping. We didn't want to wake her up.</i>

Then, each classification of errors is analyzed by the writer using Richard's theory to find out the possible source of errors.

No	Sources of Errors	Examples
1	Interference Error	It occurs when learners use the linguistic system of Bahasa while speaking or writing in English such as <i>"my age now 15 year"</i> instead of <i>"my age is 15 years old"</i> .
2	Intralingual Error	<ol style="list-style-type: none"> 1. Learners create deviant structure on the basic of other structures in the target language such as <i>"he can sings"</i> where English allows <i>"hecan sing"</i> and <i>"he sings"</i>. 2. Learners apply rules to context when they are not applicable such as <i>"he made me to gorest"</i> through extension of the pattern <i>"heasked/wanted me to go"</i>. 3. Learners fail to use a fully developed structure such as <i>"you like to sing?"</i> in place of <i>"do you like to sing?"</i>
3	Developmental error	It occurs when a learner attempts to build up hypotheses about English language from his limited experience or knowledge such as <i>"oneday it was happened"</i> to indicated the past event and <i>"he is speaks French"</i> to indicate the present Event

Richard's theory on sources of errors

After the data was collected through this process, the data were then analyzed using three stages of data analysis procedures [8].

FINDINGS AND DISCUSSION**Type, Frequency, and Percentage of Errors**

No	Student Initial	Singular Plural	Word Form	Word Choice	Verb Tense	Add a Word	Omit a Word	Word Order	Incomplete Sentence	Spelling	Punctuation	Capitalization	Article	Meaning Not Clear	Run-on Sentence	Total Errors
1.	SAYS	-	-	4	-	4	5	3	-	2	1	4	2	1	-	26
2.	MUT	-	-	4	-	1	3	1	-	1	2	11	5	1	-	29
3.	YEN	2	2	6	1	4	3	-	-	-	7	10	3	-	-	38
4.	SAS	-	1	6	1	4	1	1	-	-	-	1	2	-	-	17
5.	ZUL	2	-	3	4	2	1	-	-	6	1	6	-	1	-	26
6.	SIT	1	-	2	4	1	-	2	-	10	3	15	4	-	-	42
7.	FAH	-	1	2	2	2	4	2	1	-	3	2	1	-	-	20
8.	JUD	1	1	1	1	2	2	1	-	2	1	4	2	1	-	19
9.	FER	1	-	2	-	-	4	1	-	-	-	1	1	1	-	11
10.	MUN	2	-	10	4	2	2	1	2	4	-	2	1	-	-	30
11.	DED	1	1	5	4	-	3	-	-	3	2	-	-	-	-	19
12.	DIA	1	-	9	-	2	2	-	2	1	2	1	5	-	-	25
		11	6	54	21	24	30	12	5	29	22	57	26	5	0	302

The Recapitulation of Students Errors

The table below presents the highest level to the lowest level of the most errors made by the students:

No	Types of Errors	Frequency of Errors
1.	Capitalization	57
2.	Word Choice	54
3.	Omit a Word	30
4.	Spelling	29
5.	Article	26
6.	Add a Word	24
7.	Punctuation	22
8.	Verb Tense	21
9.	Word Order	12

10.	Singular Plural	11
11.	Word Form	6
12.	Incomplete Sentence	5
13.	Meaning Not Clear	5
14.	Run-on Sentence	0
	Total	302

Type and the Frequency of Errors



The Percentages Chart of Errors

Based on the calculation above, it can be explained that the total errors of capitalization were 57 errors under the percentage 19%, word choice were 54 errors under the percentage 18%, omit a word were 30 errors under the percentage 10%, spelling were 29 errors under the percentage 10%, article were 26 errors under the percentage 9%, add a word were 24 errors under the percentage 8%, punctuation were 22 errors under percentage 7%, verb tense were 21 errors under the percentage 7%, word order were 12 errors under the percentage 4%, singular-plural were 11 errors under the percentage 4%, word form were 6 errors under the percentage 2%, incomplete sentence were 5 errors under the percentage 1%, meaning not clear were 5 errors under the percentage 1%, and run-on sentence with no error found.

From the calculation of the data, capitalization was the most frequent error made by the 1st year students of IPA 2 of SMAN 1 Peusangan with the percentage of 19%, meanwhile run-on sentence was the least frequent error made by the students with the percentage of 0%.

Type, Frequency, and the Percentage Causes of Errors

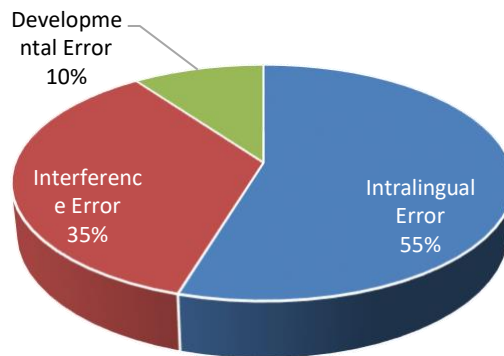
No	Students	Causes of Errors		
		Interference Error	Intralingual Error	Developmental Error
1.	SAYS	14	12	-
2.	MUT	5	24	-
3.	YEN	9	25	4
4.	SAS	4	11	2
5.	ZUL	4	17	5
6.	SIT	5	33	4
7.	FAH	11	7	2
8.	JUD	7	11	1
9.	FER	8	3	-
10.	MUN	14	9	7
11.	DED	11	4	4
12.	DIA	15	9	1

The Recapitulation of Causes of Students Errors

The table below presents the highest level to the lowest level of the most frequent causes of errors made by the students:

No	Causes of Errors	Frequency
1.	Intralingual Error	165
2.	Interference Error	107
3.	Developmental Error	30
Total		302

Type and the Frequency Causes of Errors



The Percentages Chart of Causes of Errors

Based on table above, cause of error in intralingual transfer that occurred because of the lack of competence in learning foreign language was 55% or 165 errors. Then, interference transfer which happened because the students was influenced by their first language in term of pattern and rules was 35% or 107 errors. The last is developmental error that happened when the students attempted to build up hypotheses about the target language with their limited experience of the language was 10% or 30 errors.

Data Analysis

The results of data presented showed that the three most common errors were capitalization with 57 errors or 19%, word choice with 54 errors or 18%, and omit a word with 30 errors or 10%. This indicates that the ability of students to master these three aspects was still lacking. Students tend not to pay attention to these aspects when writing.

The cause of the error occurred due to intralingual transfer with a percentage of 55%, interference 35%, and developmental with 10%. Students made these mistakes because they might still be trying to adapt to the new system of the target language. This happened because there were so many differences in the concept of grammar rules in written language between the first and second languages. In addition, when they processed the data of the target language in their mind, it also generated new rules, so they often over-generalized about the target language rules. This finding required teachers to pay more attention to intralingual transfer as a source of errors that must be recognized in second language learning. For this reason, it was clear that intralingual transfer (in the target language itself) such as overgeneralization was a major source of error in second language learning.

Furthermore, the three lowest error frequencies were incomplete sentence with 5 errors or 1%, meaning not clear with 5 errors or 1%, and run-on sentences with 0 error found or 0%. From the lowest error frequencies, it could be interpreted that most students have sufficient mastery of these three aspects. They know to use the proper tenses and make a complete sentence.

CONCLUSION

Based on the results of research and discussion in chapter IV, it was concluded that the 1st year students of IPA 2 of SMAN 1 Peusangan often avoid the systematic of writing without capitalize several types of word like name of place, country, people and also the first letter of a new sentence. Conclusion was stated based on the factors listed below;

The errors that were most often made by the 1st year students of IPA 2 of SMAN 1 Peusangan at the grammar level were capitalization, word choice and punctuation. First, the capitalization frequency was 57 errors with a percentage of 19% of the total errors. Second, word choice was 54 errors with a percentage of 18%. And the third error was omit a word with the total errors of 30 with the percentage of 10%.

The causes of errors made by the 1st year students of IPA 2 of SMAN 1 Peusangan were intralingual transfer, interference transfer, and developmental transfer. The intralingual transfer frequency was 165 errors or 55%. Next to the interference transfer with 107 errors or 35%. And the last was developmental transfer with 30 errors or 10%. Based on the causes of most frequent errors, disregard for systematic writing, lack of vocabulary mastery, and generalization of incorrect rules in the target language were the main factors in second language learning.

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