

**AN ANALYSIS ON GRAMMATICAL ERRORS MADE BY THE SECOND
YEAR STUDENTS IN WRITING RECOUNT TEXT
AT SMPN 1 LUBUK ALUNG**

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ABSTRACT

The purpose of this research was to describe the grammatical errors made by the students in writing recount text. The researcher used descriptive design in this research. The population of this research was the second year students of SMPN 1 Lubuk Alung. The total number of population was 248. They were divided into eight classes; VIII 1, VIII 2, VIII 3, VIII 4, VIII 5, VIII 6, and VIII 7. In selecting the sample, the researcher used cluster random sampling technique. The number of sample was 36 students. The instrument used to collect the data was writing test. The researcher found the reliability of the test by using Pearson Product Moment formula. It was found that the reliability index of this test was 0.83. The result of the data analysis showed the grammatical errors made by the second year students of SMPN 1 Lubuk Alung in writing recount text. Specifically, the researcher found that 27.77% students made grammatical errors in omission, 34.71% students made grammatical errors in addition, 54.16% students made errors in misformation, and 8.33% students made errors in misordering. Based on the findings it could be concluded that some second year students at SMPN 1 Lubuk Alung made grammatical errors in writing recount text. They made errors in omission, addition, misformation and misordering. In line with the result of this research, the students are suggested to practice more in writing so that they can be aware of making grammatical errors in their writing experience.

Key Words: analysis, grammatical errors, writing recount text,

Introduction

English is used as a foreign language in Indonesia. Besides, it is also as one of the subjects to be

learnt at school. English generally has been learned by students since they are in junior high school until college or university. They focus on

mastering four language skills; listening, speaking, reading, and writing. In these skills, listening and reading are receptive skills while speaking and writing are productive skills. In addition, the students also have knowledge about language component consisting of vocabulary, grammar, and pronunciation. All of the skills and the components are to be improved in the process of teaching and learning English.

Grammar as one of language components guides us correctly in speaking and writing ability. According to Ur (2007:4), grammar may be defined as the way a language manipulate and combines words (or bits of word) in order to form longer units of meaning. He adds that grammar is a set of rules which govern how units of meaning may be constructed in any language. In writing, the grammar should be corrected to produce good grammatical. Murphy (1986:146) states correction is a truth universally acknowledge that a language learner who makes mistakes or error must be corrected. He also adds that

correction is necessary in communication activities. So, correction is form of feedback given to students on their use of the language.

In learning English at junior high school, the students learn about kinds of text, and one of them is recount text. Recount text is a text tells the reader about story, action or activity in past. The social function of recount text is to tell past experience or to retell the past events. The generic structures of recount text are orientation, events, and reorientation (optional). The language features that are used in recount text include simple past tense, conjunction, and action verbs. Therefore, the students should retell the past events or past experience in order that they happen.

Based on the researcher's informal interview with English teacher of SMPN 1 Lubuk Alung Mrs. Upik Risdawati S. Pdon September 29, 2014 at 9.35 a.m, she found that many students still made grammatical errors in writing recount text. They did not put be in the

sentence. For example, “It very interesting experience” Instead of “It was very interesting experience”. It means they do not understand how to apply the correct grammar rules in writing task. In other words, the students produce grammatical errors in writing because they just focus on mutual understanding, so they do not pay attention to grammatical aspects.

In learning English, there are four skills of language. They are listening, speaking, reading, and writing. Writing is one of four skills that should be mastered by students. The students are asked to produce their English in written form.

In junior high school, there are some texts that have been learned such as descriptive, procedure, narrative, recount text, and report text. One of them is recount text that has been learned by the second grade students. It was still found that the students make grammatical errors in writing recount text. Grammatical error is error made in the use of grammatical items in the form of article, preposition, pronoun, subject verb agreement, verb form, plural

form, and tense. There are four kinds of grammatical error. They are omission, addition, misformation, and misordering.

In general, the purpose of this research was to describe the types of grammatical errors made by the second year students at SMPN 1 LubukAlung. The specific, purposes of this research were as follow:

1. To describe the types of grammatical errors in omission made by the second year students at SMPN 1 LubukAlungin writing recount text
2. To describe the types of grammatical errors in addition made by the second year students at SMPN 1 LubukAlungin writing recount text
3. To describe the types of grammatical errors in misformation made by the second year students at SMPN 1 LubukAlung in writing recount text
4. To describe the types of grammatical errors in

misordering made by the second year students at SMPN 1 LubukAlungin writing recount text

Research method

This research is a descriptive that describes types of grammatical errors made by students in writing recount text. According to Gay (1987:189), descriptive research involves collecting data in order to answer questions concerning the current status of subject of the study. In addition, this research was designed to analyze the type of grammatical errors made by the students in writing recount text.

According to Gay (1987:102), population is a group of interest to researcher, the group to which she or he would like the result of the study to be generalized. The second grade students of SMPN 1 LubukAlung were chosen as the population of this research because based on the curriculum they had learned about recount text and how to write it. Therefore, they have competence in writing recount text.

Total number of second grade students of SMPN 1 LubukAlung was 248 students.

The instrument of this research was writing test in the form of recount text. Gay (1987:127) states that purpose of the test is to measure the knowledge, skill, feeling, intelligence, or aptitude or group. The researcher wanted to know and measure the students in writing test. The students were asked to choose four topics provided by the researcher. The topics are: my best vacation, holiday at the Beach, my childhood memory and their own topic.

Then, the students chose the topic that is interesting for the students. Later, the researcher gave time to the students doing the test in about 60 minutes.

A good test should be valid and reliable. A test is valid if it measures what is supposed to be a measured (Gay, 1987:128). The validity of test represents the extent to which a test measures what is to be measured. According to Arikunto

(2012: 67), one of the types of test validity is content validity. Test valid if it fixes with the material that has been given to the students. So, this test was constructed based on curriculum and teaching materials used at SMPN 1 LubukAlung.

Reliability is the degree to which a test consistently measures what is supposed to be measured Gay (1987:135). To find out the reliability of the test, the researcher used inter-rater technique. It means the test was checked by two assessors, they were the researcher and DestiAnggraini. The criteria of choosing second assessor that she was good in grammar and writing. Besides, two assessors used to minimize the subjectivity. The researcher used Pearson Product Moment formula to find out the coefficient correlation between scores given by the two assessors (Arikunto 2012:87) as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{(n \sum x^2 - (\sum x)^2)\{n \sum y^2 - (\sum y)^2\}}}}$$

The researcher classified the coefficient correlation of the test based on Arikunto's criteria (2012:89) as follows:

0.81 – 1.00 = very high

0.61 – 0.80 = high

0.41 – 0.60 = moderate

0.21 – 0.40 = low

0.00 – 0.20 = very low

The result showed that the coefficient correlation of two assessors of test in writing in the form of writing recount text from Pearson Product Moment Formula was very high correlation (0.83). It means that the test was reliable.

Findings

1. The Students' Grammatical Error in Omission

After the researcher analyzed the data, the researcher found that there were 27.77% students made error in omission. There were two types of grammatical error in omission. They were omission of article and omission of verb form. For clearly,

omission errors made by the students were also divided into some kinds:

1. Omission of article

After the researcher analyzed the data, the researcher found that there were 13 students (36.11%) made errors in omission of article. It means that the students did not understand how to put an article correctly.

2. Omission of Verb Form

From the researcher analyzed the data, the researcher found that there were 7 students (19.44%) made errors in omission of verb form. It means that the students did not add certain items in grammar.

2. The Students' Grammatical Error in Addition

After the researcher analyzed the data, the researcher found that there were 34.71% students made error in addition. There were two types of grammatical error in addition. They were addition of article and addition of preposition. For clearly, addition errors made by the students were also divided into some kinds:

1. Addition of article

From the researcher analyzed the data, the researcher found there were 10 students (27.77%) made errors in addition of article. The students added article in their sentence. It means that the students did not understand in using article.

2. Addition of Preposition

From the researcher analyzed the data, the researcher found there were 15 students (41.66%) made errors in addition of preposition. The students added preposition in their sentence. It means that the students did not understand in using preposition.

3. The Students' Grammatical Error in Misformation

After the researcher analyzed the data, the researcher found that there were 54.16 % students made error in misformation. There were two types of grammatical error in misformation. They were misformation of tense and misformation of pronoun. For clearly, misformation errors made by

the students were also divided into some kinds:

1. Misformation of Tense

After the researcher analyzed the data, the researcher found that there were 34 students (94.44%) made errors in misformation of tense. The students still confused in using past or present tense in writing recount text.

2. Misformation of Pronoun

From the researcher analyzed the data, the researcher found that there were 5 students (13.88%) made errors in misformation of tense. The students did not understand how to write pronoun correctly in their sentence.

4. The Students' Grammatical Error in Misordering

After the researcher analyzed the data, the researcher found that there were 8.33 % students made error in misordering. There was misordering of verb form.

1. Misordering of Verb Form

After the researcher analyzed the data, the researcher found 3 students (8.33 %) made errors in misordering of verb form. The students made error in misordering of verb form.

Discussion

From the result of writing test in the form of writing recount text, the researcher found that the students made grammatical errors in writing recount text.

1.The Students' Grammatical Error in Omission

The researcher found that the students have error in writing recount text especially in omission. There were two type of error in omission. They were omission of article and omission of verb form.

1. Omission of article

Based on the findings, it was found 36.11% of sample members (13 of 36 students) made errors in using article. In other word, there were 13 of 36 students made error in omission of article. It showed that the students had problem in understanding about the use of article

in writing recount text. It means that they did not understand about the use of article. These are examples of the students' error in using article:

1. I and my family went to tiram beach by car
2. I had terrible day yesterday
3. We played sand at beach

The sentence should be changed into:

1. I and my family went to the tiram beach by car
2. I had a terrible day yesterday
3. We played sand at the beach

2. Omission of Verb Form

Based on the findings, it was found 19.44% of sample members (7 of 36 students) made error in using verb form. There were 7 students of 36 students made error in omission of verb form. It showed that the students had no problem in understanding about the use of verb form in writing recount text. It means that they understand about the use verb form. These are examples of students' error in using verb form:

1. I very happy
2. We be happy

3. It really enjoyed holiday

The sentences should be changed into:

1. I was very happy
2. We were happy
3. It was really enjoyed holiday

2. The Students' Grammatical Error in Addition

The researcher found that the students have error in writing recount text especially in preposition. There were addition of article and addition of preposition.

1. Addition of article

Based on the findings, it was found 27.77% of sample members (10 of 36 students) made error in using article. There were 10 students of 36 students made error in addition of article. It showed that the students had problem in understanding about the use of article in writing recount text. It means that they did not understand about the use of article. These are examples of students' error in using preposition:

1. We bought a ticket for four person

2. when I was a junior high school

3. I went to the water park

The sentences should be changed into:

1. We bought four tickets

2. When I was in junior high school

3. I went to water park

2. Addition of Preposition

Based on the findings, it was found 41.66% of sample members (15 of 36 students) made error in using preposition. There were 15 students of 36 students made error in addition of preposition. It showed that the students had problem in understanding about the use of preposition in writing recount text. It means that they did not understand about the use of preposition. These are examples of students' error in using preposition:

1. We went to home

2. I bought to tickets for six people

3. We went in at 08.00 a.m

The sentences should be changed into:

1. We went home

2. I bought six tickets

3. We went at 08.00 a.m

3. The Students' Grammatical Error in Misformation

The researcher found that the students have error in writing recount text especially in misformation. There were two type of error in misformation. They were misformation of tense and misformation of pronoun.

1. Misformation of Tense

Based on the findings, it was found 94.44% of sample members (34 of 36 students) made error in using tense. There were 34 students of 36 students made error in formation of tense. It showed that the students have problem in understanding about the use of tense in writing recount text. It means that they did not understand about the use of tense. These are examples of students' error in using tense:

1. The food is very delicious

2. I mso very happy
3. I am going by plane

The sentences should be changed into:

1. The food was very delicious
2. I was so very happy
3. I went by plane

2. Misformation of Pronoun

Based on the findings, it was found 13.88% of sample members (5 of 36 students) made error in using pronoun. There were only 5 students of 36 students made error in formation of pronoun. It showed that the students had no problem in understanding about the use pronoun in writing recount text. It means that they understand about the use of pronoun. These are examples of the students' error in pronoun:

1. I went there with his schoolmates.
2. Our dive at the beach
3. It was very scary, but is was fun

The sentences should be changed into:

1. I went there with my schoolmates
2. We dive at the beach
3. It was very scary, but it was fun

4. The Students' Grammatical Error in Misordering

The researcher found that the students have error in writing recount text especially in misordering. There was misordering of verb form.

1. Misordering of Verb Form

Based on the findings, it was found 8.33% of sample members (3 of 36 students) made error in using verb form. There were only 3 students of 36 students made error in ordering of verb form. It showed that the students had no problem in understanding about the use of verb form in writing recount text. It means that they understand about the use of verb form. These are examples of the students' error in using verb form:

1. There we had lunch
2. The young boy the officer was
3. My first opponent was

The sentence should be changed into:

1. We had lunch there
2. The young boy was the officer
3. It was my first opponent

Conclusions

The researcher drew some conclusions of the result of data analysis and discussion in the previous chapter as the followings:

1. The second year students of SMPN 1 LubukAlung made grammatical errors in writing recount text. They were *omission of article, omission of verb form, addition of article, addition of preposition, misformation of tense, misformation of pronoun, and misordering of verb form.*
2. The second year students of SMPN 1 LubukAlung made grammatical error in omission. They were omission of article and omission of verb form. There were 13 of 36 students (36.11%) made grammatical error in omission of article and 7 of 36 students (19.44%) made grammatical error in omission of verb form.
3. The second year students of SMPN 1Lubuk Alung made grammatical error in addition. They were addition of article and addition of preposition. There were 10 of 36 students (27.77%) made error in addition of article and 15 of 36 students (41.66%) made grammatical error in addition of preposition.
4. The second year students of SMPN 1 LubukAlung made grammatical error in formation. They were misformation of tense and misformation of pronoun. There were 34 of 36 students (94.44%) made grammatical error in formation of tense and 5 of 36 students (13.88%) made error in formation of pronoun.
5. The second year students of SMPN 1 LubukAlung made grammatical error in ordering. There were 3 of 36 students (8.33%) made error in ordering of verb form.

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