AN ANALYSIS OF GRAMATICAL ERRORS IN RECOUNT TEXT WRITTEN BY THE TENTH GRADE OF SMAN BULULAWANG 1

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Abstract: *Writing skill is one of the important aspects in learning English at school. However, in its application, grammar mistakes are still often found in writing. Especially for EFL students. The purposed of this study is to analyse language errors, especially in students' recount text writing skills. This study used qualitative and quantitative research methods. The data source of this research was recount text written by tenth-grade of IPS 3 of SMAN 1 Bululawang. While, in analyzing the data, the researchers classifies the students' errors. There are four kinds error found: omission, addition, misformation, and misordering. Based on the result of the research, the researcher found the total of the students' errors are misformation (50%), omission (28.9%), addition (10.7%) and misordering (10.7%). The researcher suggested the teacher to pay more attention to the students' grammar in writing. In other hand, the researcher also suggested that the future researchers are advised to research and collect data at higher educational institutions so that the results can be generalised.*

Keywords: *grammatical errors, surface strategy taxonomy, recount texts*

INTRODUCTION

English as International Language has to be learned by people in the world. Adopted from Mappiasse and Ahmad (2014:1), English has become the most spoken languages in the world of today. According to Wells quoted from the Ministry of Education in Kepmendiknas number 22 of 2006: English is a tool for communicating orally and in writing. Communicating is understanding and expressing information, thoughts, and feelings, and developing science, technology, and culture by using language. The ability to communicate in the full sense is the ability to discourse, namely the ability to understand and or produce oral and or written texts that are realized in four language skills, namely listening, reading, and writing.

According to Tarigan (2013:1), language skills have four components, namely, listening, speaking, reading, and writing. Writing is one of the important skills to learn because writing is one of the intermediaries in conveying the intent and purpose of the writer.

According to Keshta (2013) writing is considered an integral part of everyone's life in business, creativity, and scientific activities. According to Fatimah (2020:33) writing is an activity in the form of pouring ideas or ideas with complex abilities through active, productive activities in the form of symbols of letters and numbers systematically, so that it can be understood by others. Writing is a language skill that is often used. It makes writing skills an important aspect of English learning at school.

However, in the application, mistakes are still often found in writing, especially for EFL students. According to Agustin (2020:25) the facts show that students have difficulty in writing. students cannot construct sentences well. For some students, writing in English is not easy. When they use the language of writing, they will have problems. When they write, they do not know

the correct one, then they make errors (Karim et al., 2018).

In addition to mastering the text components required by the targeted text type, good writing also needs to be supported by a wide vocabulary and mastery of good grammar rules, because without good sentence construction, it will be difficult for readers to read and understand a writing (Tarigan et al., 2019).

According to Larsen, Freeman (in Mart, 2013:1) "Grammar is rules of a language. Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints"

According to Setyawati (2010:15) "Language error is the use of spoken or written language that deviates from the determinants of use of spoken or written language that deviates from the determinants of communication or deviate from societal norms and rules of Indonesian grammar". Language errors are made by language users who do not pay attention to the rules that apply. According to Gufron (2015:2) states that language errors are closely related to language learning both formal and informal language learners. As a foreign language learner, it is closely related to the occurrence of language errors. Language learners must be reduced or possibly eliminated. For this reason, it is necessary to study language errors, better known as language error analysis.

Based on the observation, the writer found several language errors, especially in writing. The writing errors were found in the recount text written by tenth-grade students of SMAN Bululwang.

According to Marpaung (2021:67) Literary recount text tells events from beginning to the last which are not informing any factual data or information or imaginations. According to Agustin (2020:16) recount text is a text that tells a story or activity of someone in the past. Recount text is a text that retells something that has happened. Examples of recount texts are experiences, diaries, personal experiences, and incident reports. This research focuses on recount text. The errors found include addition, addition, misformation and misordering. Errors in writing can make sentences difficult to understand. Therefore, this study uses the surface strategy taxonomy theory in analyzing grammatical errors. Surface strategy taxonomy is a form of language error analysis that emphasises the ways in which surface structures change. Surface tactics taxonomy has 4 aspects of analysis, namely: omission, addition, misformation, and misordering. (Tarigan, 2011:148)

This research was important to do because there are still many language errors found, especially in writing skills. This research could also be used as a source of reference for educators in knowing what language errors in writing so that educators could determine effective learning methods.

Based on the problems stated above, this research aimed to identify and analyze the major types of grammatical errors in writing recount text committed by the tenth-grade students of SMAN 1 Bululawang.

METHOD

This research used descriptive design because this study described the results of language error analysis on recount texts written by students of the tenth grade of IPS 3 of SMAN 1 Bululawang. In analyzed the data, the researcher used the recount texts written by students to found errors in writing recount texts about students' experiences of commemorated the Independence Day of Indonesia. The type of research used is qualitative and quantitative. The population in this study were 10th grade students of SMAN 1 Bululawang, totalling 432 students.

this study used purposive sampling technique in determining the sample. Purposive sampling is a sampling technique with certain considerations (Sugiyono, 2016: 85). The data source chosen was the tenth grade of IPS 3 SMAN 1 Bululawang. This is because the recount material is taught in the tenth grade. The data collection method in this study used the document review method. Document review is a method used by researchers in analysing the content of documents. Systematic examination of documents in the form of communication that is expressed in writing is a way of analysing document studies (Muda, 2018: 24). The document was recount text written by students of the tenth grade of IPS 3 SMAN 1 Bululawang. The researcher used an interactive model data analysis method. The interactive model includes data reduction, data display, and data verification.

According to Ibrahim (2015: 111) Interactive model data analysis activities include, data reduction, data presentation, verification, and data analysis. Model data analysis activities include, data reduction, data display, and data verification. Data reduction is the initial stage in analysing data. Data reduction is a form of analysis that aims to process data by selecting the data sources used. The next stage is data display. data presentation aims to ensure that data is classified according to its category. Display data aims to ensure that the data is classified according to its category. The last stage is data verification. Verification is a review of data sources. This is done before drawing conclusions on the data.

RESULTS AND DISCUSSION
A. Results

1.1 Omission
Data: *I joined the competition*

The data had an omission. The missing element in the sentence was the suffix *ed.* Since the activity expressed is a past experience, the verb *join* should be in the past tense *Joined.* Recount text is a text that describes someone's experience in the past, so the structure of the sentence is simple past tense. The omission errors in the data caused the meaning change. The correct sentence should be *I joined the competition.*

Data: *I got 1 pack book.*

The data had an omission. The missing element in the sentence was the word *of* as a preposition. The correct sentence was *I got 1 pack of books*. The word *of* is a proposition. The function is to show reference. The errors in the data causes the sentence to be incomplete.

Data: *Me and my friend are very happy.*

The data had an omission. The missing element in the sentence was *to be.* The subject *me and my friend* should be followed by *were* as an auxiliary verb to form the basic construction of the Subject-Predicate sentence in the past tense. The errors in the data caused the sentence to be incomplete.

Omission errors accounted for 28.6% of the total sample. The missing elements include endings, prepositions and to be.

1.2 Addition
Data: *I followed by race.*

The data had an addition error. The element added in the sentence was the word *by*. The addition of this element caused the meaning of the sentence to be changed. The addition errors caused the meaning of the sentence to become *the race followed me*. The addition of this element caused the meaning of the sentence to be illogical.

Data: *Many peoples who saw the agenda were happy.*

The data had an addition. The element added in the sentence was *s* to the word *people.* The addition of this element caused the sentence to be ineffective. *People* means many people. So there was no need to add *s* as a sign of the plural form.

Addition errors accounted for 10.7% of the total sample. The added elements include prepositions and sign of plural form.

1.3 Misformation

Data: *I get 2st champion.*

The data above was a form of misformation. The misformation caused by the incorrect use of elements in the sentence. The correct sentence was *I got 2nd place.* The errors caused the meaning of the sentence to be ambiguous.

Data: *I don't see the big rock.*

The data had a misformation. In the recount text, the structure of the sentense used is simpe past tense. The word *don't* is used to express a negative sentence in simple present tense. However, the simple past tense sentence should use *didn't*. The errors in the sentence caused the structure and meaning of the sentence to be inappropriate.

There were a misformation error of 50% of the total sample. The improper used of elements includes the wrong writing of sequence numbers and the wrong use of tenses.

1.4 Misordering

Data: *I saw the people random.*

The data had an arrangement errors. The errors in the sentence caused the sentence to be ineffective. The correct sentence structure was *I saw the random people.*

Data: *I played mobile lagend games.*

The data had a misordering. The errors in the sentence caused the sentence to be ineffective. The correct sentence structure was *I played mobile lagend games.*

From the total sample, there were 10.7% misordering errors. Sentence arrangement errors cause the sentence structure to be inappropriate.

Discussion

1.1 Omission

The researcher found that omission errors are caused by the incompleteness of the required elements. The errors in the data made the statement incomplete. This is supported by Dulay (in Muda, 2018:16) omission errors are characterised by the absence of an item that must appear in a well-formed utterance. Errors of an "omission" nature are characterised by absence of an item that should be present in good and correct speech. It is recognised that every morpheme or word in a sentence is a potential candidate for omission, but some types of morphemes are more frequently omitted than others (Tarigan & Tarigan, 2011:133). Omission is the error caused by missing elements in an utterance. Missing elements in an utterance can cause the information conveyed to be unclear.

1.2 Addition

Based on the findings in addition the errors caused the sentences become redundant and ineffective. According to Dulay (in Muda, 2018:17) addition errors characterized by the presence of items that may not appear in well-formed utterance. This addition error is the opposite of omission. This addition error is characterised by the presence of an item or element that should not appear in good and correct speech. These errors usually occur in the later stages of second language acquisition when the learner has finished acquiring some of the

rules of the target language (Wahidy, 2016:464). The addition is characterised by the appearance of unnecessary elements. The element causes the sentence to be unclear.

1.3 Misformation

In misformation, the finding is the errors in sentence caused the structure and the meaning to be incompatible. This is supported by Wahidy (2016:466) This form of misformation is characterised by the use of the wrong morpheme or structure. If in an error of omission, the element is either present or not available at all, then in the mis-formation error the learner provides and givessomething, even if it is not correct at all (Tarigan & Tarigan, 2011:154). Based on the statement, misformation is characterised by the improper use of elements. Misformation cause the information becomes unclear.

1.4 Misordering

The researcher found in misordering that the errors in the statement made the statement invalid. Supported by Wahidy (2016:467) misodering is characterized by the improper placement of a morpheme or group of morphemes in an utterance. According to Dulay (in Muda Muda, 2018:18) misordering errors are characterized by the incorret placement of a morpheme or grup morphemes in an utterance". Based on the statement, misordering causes the sentence to be unclear. It is characterised by improper sentence structure.

CONCLUSSION AND SUGGESTIONS

A. Conclussion

The grammatical errors in the recount text of the students of tenth grade of SMAN 1 Bululawang were very diverse. These errors caused the meaning of the sentence to be different or wrong. There were the errors found in the recount text written by students

of tenth grade of SMAN 1 Bululawang. The first was omission. The missing element in the sentence in the recount text writte by students of the tenth grade of SMAN 1 Bululawang caused the sentence to be incomplete. The missing elements include endings, prepositions and to be. The second was addition. appearance of unnecessary elements in the sentences in the recount text written by students of the tenth grade of SMAN 1 Bululawang caused the meaning of the sentence to be different and inappropriate. The added elements include prepositions and sign of plural form. The third was misformation. Misformation are caused by the use of inappropriate elements in constructing sentences in the recount text written by students of tenth grade of SMAN 1 Bululawang. It caused the information conveyed to be unclear. The improper use of elements includes the wrong writing of sequence numbers and the wrong use of tenses. The fourth was misordering. The misordering were caused by sentence construction errors that were not in accordance with the grammatical rules in English. Sentence arrangement errors cause the sentence structure to be inappropriate. The most common grammatical error found was misformation, which is 50%, followed by omission errors is 28.9%, addition errors is 10.7% and misordering errors is 10.7%.

B. Suggestions

Based on the results and discussion about the analysis of sentence errors in the recount text of students of class X IPS 3 SMAN 1 Bululawang. Things that can be suggested are as follows:

1) English teachers should pay more attention to students' grammar so that students can minimise grammatical errors in their writing.
2) Future researchers are advised to research and collect data at higher

educational institutions so that the results can be generalised.

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