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Available online <http://jurnal.una.ac.id/index.php/jeeli/index>**AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT****Indah Nurjannah¹, Hamidah Sidabalok²**^{1,2}Pendidikan Bahasa Inggris, Universitas Asahan*email:* indahnurjannah@gmail.com**Abstract**

The research was conducted to analyze to describe the students error in writing recount text at SMKS Karya Utama Tanjungbalai. The purpose of the research is to describe to find out the students errors in writing recount text at SMKS Karya Utama Tanjungbalai. The research used qualitative method as the research method. The sample of the research was X OTKP class consists of 25 students. In collecting data, three techniques were used including observation, test and interview. The researcher used the technique of analyzing the data from Dulay theory (1982) surface strategy taxonomy. The result students' test in that were errors of ommision was 17 % , in errors of addition was 13,83 % , in errors of misformation was 61 % , in errors of misordering was 8,17 %. That students had a problem about using simple past tense in recount text. This error also happened because the students did not master English in generic structure. Furthermore, the students used wrong words because translated word by word from Indonesia to English that is why most of students made error in word choice/word form.

Key Words: Analysis, Grammatical Errors, Writing, Recount Text**Abstrak**

Penelitian ini dilakukan untuk menganalisis dan mendeskripsikan kesalahan siswa dalam menulis teks recount di SMKS Karya Utama Tanjungbalai. Tujuan dari penelitian ini adalah mendeskripsikan untuk mengetahui kesalahan siswa dalam menulis teks recount di SMKS Karya Utama Tanjungbalai. Penelitian ini menggunakan metode kualitatif sebagai metode penelitian. Sampel penelitian ini adalah kelas X OTKP yang terdiri dari 25 siswa. Dalam pengumpulan data digunakan tiga teknik yaitu observasi, tes dan wawancara. Peneliti menggunakan teknik analisis data dari teori Dulay (1982) strategi permukaan taksonomi. Hasil tes siswa yaitu kesalahan penghilangan 17%, kesalahan penambahan 13,83%, kesalahan pembentukan 61%, kesalahan penyusunan 8,17%. simple past tense dalam teks recount. Kesalahan ini juga terjadi karena siswa tidak menguasai bahasa Inggris dalam struktur generik. Selain itu, siswa menggunakan kata yang salah karena menerjemahkan kata demi kata dari bahasa Indonesia ke bahasa Inggris sehingga sebagian besar siswa membuat kesalahan dalam pemilihan kata/bentuk kata.

Kata Kunci: Analisis, Kesalahan Tata Bahasa, Penulisan, Recount Text

INTRODUCTION

Language is a basic component of communication that is used to make a relationship with other people. People use languages to express their thoughts, feelings, ideas and opinions with others. Language is very important to learn, without language we cannot communicate with others to share knowledge, culture, education and many things in this world.

English is one of language that is known as an international language. It means that people use it to interact with others around the world. English in Indonesia as a foreign language taught at formal education starts from kindergarten to universities. In learning English, there are four language skills such as listening, speaking, reading, and writing.

Writing is one of the most important skills that must be mastered, it help us to express opinions, ideas, feelings and convey the information in our mind to the other people in the writing form. Writing involves transferring a message from our thoughts using language in written form and it is a communicative competence. Students should have ability in writing, so they can write in English language effectively and it will make them easy to write text well.

In senior high school SMKS Karya Utama Tanjungbalai learn about some kinds of the text, recount text is one of them and the students must have good ability in writing recount text. But in the fact, they still have weakness in term of grammar, vocabulary, and some other skills that should be owned by students in writing. Most of students were getting difficult in choosing the verb to write, so they got much mistakes, for instance in writing recount text the student had difficult in choosing the right form verb for past tense and there were some errors that students made: Students wrote the sentence “We climb a mountain “.Based on the explanation, students made an errors of ommision. The students use verb I (Present tense) it should be verb II.

This research also got such the case above while doing teaching practice last month in SMKS Karya Utama Tanjungbalai. One of students’ lack in writing recount text. They translated their ideas in Indonesian sentences word by word into English sentences and it often made their sentences read unusual and wrong in English way.

The other factor is the students’ knowledge. Problem they didn’t know the correct changing form of verb tense they write in their writing and they were confused to put in the non-verbal or verbal sentence they wrote. It could be caused by the interference of the students’. First, language or their deficiency competence that reflected on how much the students had learnt the grammatical rules of the target language.

Based on the formulation of the problem above, the objective of this research is to find out the students errors in writing recount text at grade X OTKP SMKS Karya Utama Tanjungbalai in 2021/2022 Academic Year.

The result of this research is expected to be able to give the following benefits: This research can give some to information for the grammar in writing recount text, they have new knowledge through the real condition in learning process, so students' achievement in writing recount text will be improved. This research can give some to information about writing correctly in recount text and English Teacher can help the students and find better strategy to solve their difficulties in writing, especially in writing recount text.

METHOD

This research used descriptive qualitative. The descriptive technique is conducted to describe an analysis of grammatical errors in writing recount text.

The kind of this research is descriptive qualitative. Qualitative research is a research which is concerned with providing descriptions of phenomena that occur naturally, without the intervention of experiment or an artificially contrived treatment (Seliger and Shohamy, 1989: 116). Qualitative research is a research that is descriptive and tends to use analysis.

This research used observation, test, and interview as data of the research. This research used writing test. The test that has been given consist of 1 question. The students answer by making a story from the recount text and with the theme that has been given. This research also conducted observation and interview for the students directly.

The data of this study from students X OTKP class of SMKS Karya Utama Tanjungbalai. Data source is a person, something or place that provides information for a piece of study. In this study the sources of the data was obtained from the result of student's test and also obtained from an English teacher of grade X OTKP through interview about students' errors in writing and factors cause them.

Instrument of collecting data as follow:

1. Observation

Observation is a technique used to collect research data through observation and sensing.

2. Interview

According to Prof. Dr. Sugiyono, with this interview, it makes it easier for the research to find solutions to problems that exist in students. Because, this interview is intended for teachers and students in SMKS Karya Utama Tanjungbalai.

3. Test

Test is a method to measure the students' knowledge, especially in writing recount text.

This research used purposive sampling technique. According to Lincoln and Guba (1985) in this case the sampling is very different, the sample used in qualitative aim to get information from various students in the school.

In this research used purposive sampling as a technique of choosing sample. So, this research will choose X OTKP SMKS Karya Utama Tanjungbalai.

The method commonly uses to improve the reliability and validity in qualitative research is triangulation. Triangulation is a merger of two or more methods in collecting the data. Use fullness triangulation is to enrich the data by using two or more method in collecting the data, eventually makes more accurate conclusion

RESULT AND DISCUSSION

As the data had been collected, the research analyzed to get the score in ordered to verify the result of the analysis. The research used the test to analyze of grammatical error in writing recount text and also used interview to find out the factors cause grammatical error in writing recount text. Before analyzing the data, this research collected the students' result answering the test and interview at X OTKP class students of SMKS Karya Utama Tanjungbalai.

The data were taken from 25 students from X OTKP class of SMKS Karya Utama Tanjungbalai. The research has identified the results of students' test to give a score based on the criteria errors in writing. The score has classified and calculated to get the most dominant errors by students. The transcripts of the interview were analyzed and after that the research drew conclusion about the factors that caused students' grammatical errors in writing recount text. This research presented the identification of error based on the surface strategy of taxonomy theory Dulay (1982) namely: ommision. Addition, misformation, misordering.

In the research finding, the data should be analyzed to know an analysis of grammatical errors in writing recount text made by each students of class X OTKP SMKS Karya Utama Tanjungbalai. The data was obtained by giving students an essay test to write a recount text and interview with the students. Below, the researcher analyzed and classified the results of students test scores and the transcript of interview with the students.

After analyzing the results of the students' test in writing recount text, the percentage can be seen from the table below:

Table 4.1 Students percentage in writing recount text

Types of Error						
No	Name	OM	AD	MF	MO	Error
1	RA	1	2	5	1	9
2	DT	1	1	3	-	5
3	IP	-	-	6	2	8
4	RN	1	-	3	-	4
5	SS	-	1	2	-	3
6	VN	-	2	1	-	3
7	ES	-	-	5	1	6
8	RS	-	-	6	-	6
9	JF	-	1	4	-	5
10	BA	-	2	5	-	7
11	RM	1	1	2	-	4
12	JW	-	1	3	-	4
13	BS	4	1	2	-	7
14	MD	1	1	7	3	12
15	NR	3	2	4	-	9
16	LP	3	-	4	-	7
17	FT	3	1	2	-	6
18	IY	3	1	6	-	10
19	AK	2	-	4	2	8
20	RH	1	2	4	2	9
21	JS	-	-	5	-	5
22	IL	-	-	4	2	6
23	NS	2	2	2	-	6
24	MH	1	-	3	-	4
25	CA	-	1	5	1	7

Fx error	27	22	97	13	159
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Explanation error: the total number of students' error

Total of errors made by the students are 159 errors: 27 errors of omission, It was found there were 22 errors of addition, 97 errors of misformation, 13 errors of misordering.

a. The percentage of Students Errors in writing Recount Text

After student's score were classified, the research calculated the students' percentage to find out the percentage of students' errors in writing recount text. The researcher identified the errors from each student by using Dulay Theory. They are: omission, addition, misformation, misordering. To calculate the percentage of errors.

Based on the analysis, the total number of errors is 159 items. They were 27 items of omission errors, 22 items of addition errors, 97 items of misformation errors, 13 item of misordering errors. After getting the data the researcher made percentage of the result of analysis. The result of the analysis showed the highest percentage of errors is misformation errors (61%). The lowest one is modification errors (8, 17%), while the other types of errors were addition errors (13, 83 %), and omission errors (17%). To be clear see the percentage below:

Table 4.2 Percentage of Students Errors

No	Types of error	Frequency	Percentage
1	Omission	27	17%
2	Addition	22	13,83 %
3	Misformation	97	61%
4	Misordering	13	8,17%
Total		159	100 %

b. Analyzing of Interview Results

The research interviewed the students in order to obtain information about factors cause grammatical error in writing recount text. Five students were selected from the tenth grade, they are: Intan Laura, Irfan Putra, Sopianita Sitorus, Elya Sari Br. Purba, Rotua Simanjuntak, and name teacher is Ade Iriyani S.Pd.

After analyzing the results of interview with students and teacher, the research has known the factors causing students grammatical errors in writing recount text and it will be described in research finding.

Based on the explanation above, many students made error in grammatical errors in writing recount text. This happened because students at school didn't know or didn't understand about recount text paragraph well and they only focused on the text but they didn't know generic structure in recount text.

According to Dulay (1982), there are four categories to classify errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. The researcher used surface strategy taxonomy to classify errors in this research. There are four types of errors in surface strategy taxonomy such as omission, addition, misformation, and misordering.

Based on table 4.2, this study took 25 students of class X OTKP SMKS Karya Utama Tanjungbalai as research subjects. Then it was found that there were 17 % of students who made omission error. Omission is a word change in a sentence. There were 13, 83 % of students who made addition error. Addition is the removal of one of the letters in a sentence. There were 61 % of students who made misformation errors. Misformation is the omission or addition of form verbs in a sentence, where students are in the placement to be and not using Verb II. There were 8, 17 % of students who made misordering errors. Misordering errors are the weakness of students in translating Indonesian sentences, so they writing in different meanings according to English.

That students had a problem about using simple past tense in recount text. They were confused if using tense was applied in paragraph. This error also happened because the students did not master English in grammatical structure. Furthermore, the students used wrong words because translated word by word from Indonesia to English that is why most of students made error in word choice/word form. That's why students often did mistakes to choice the words to making sentence.

CONCLUSION

The aim of the research were to find out the dominant errors made by students of writing recount text at grade X OTKP of SMKS Karya Utama Tanjungbalai in 2021/2022 Academic Year. From the finding above, the researcher found many errors in recount text. The researcher identified and classified error based on Dulay's Surface Strategy Taxonomy. There are four types of errors that occur in writing recount text by the tenth grade students of SMKS Karya Utama Tanjungbalai in 2021/2022 Academic Year. There are omission, addition, misformation, and misordering.

This error happened because they still do not understands in using past tense. This statement was supported by the data which showed made errors in misformation part. Then, students also made errors in others type error. They are such as 27 made errors in omission part, 22 in addition parts, 13 in misordering parts. From the data, we could know that students had a problem about using simple

past tense in recount text. They were confused if using tense was applied in paragraph. This error also happened because the students did not master English in grammatical structure. Furthermore, the students used wrong words because translated word by word from Indonesia to English that is why most of students made error in word choice/word form. That's why students often did mistakes to choice the words to making sentence.

There are many reasons why the users make errors. First, they are not well trained in making English sentence. Second, they do not understand the rules of grammar when they make English sentence. Third, they still have not understood English grammar rule deeply.

Based on the problems above it can be concluded we could know that students had a problem about using simple past tense in recount text. They were confused if using tense was applied in paragraph. This error also happened because the students did not master English in grammatical structure. Furthermore, the students used wrong words because translated word by word from Indonesia to English that is why most of students made error in word choice/word form. That's why students often did mistakes to choice the words to making sentence.

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