AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT MADE BY THE FIRST YEAR STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU

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Abstract *: The objective of this research is to find out types of errors made by the first year students of English Study Program FKIP Universitas Riau in writing recount text. This is a descriptive research The participants of this research were 17 students of class A. The students were selected to be the sample using cluster sampling technique. The writer collected the data by using using writing test which the topic given is "Unforgettable Experience". The result of this research showed that the students committed error into four types: error of omission, error of addition, error of formation, and error of ordering. From the frequency of each error types, error of formation was the error which most frequently produced by the students. It took 71.90% of the total errors. Moreover, 19.53% errors fell into error of omission and 5.10% errors fell into error of ordering; whereas, for error of addition, it only took 3.47%*

Keywords*: Error, Writing, Recount text.*

ANALISIS KESALAHAN TATA BAHASA DALAM MENULIS TEKS *RECOUNT* OLEH MAHASISWA TAHUN PERTAMA FKIP PENDIDIKAN BAHASA INGGRIS UNIVERSITAS RIAU

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Abstrak: Penelitian ini bertujuan untuk mengetahui tipe error yang telah dilakukan mahasiswa tahun pertama FKIP Pendidikan Bahasa Inggris Universitas Riau. Ini adalah penelitian deskriptif. Peserta penelitian ini adalah 17 mahasiswa tahun pertama kelas A. Siswa dipilih sebagai sample dengan menggunakan teknik cluster sampling. Penulis mengumpulkan data dengan menggunakan tes tulis dengan topik "Pengalaman Tidak Terlupakan". Hasil penelitian ini menunjukkan bahwa siswa melakukan 4 tipe eror: error of omission, error of addition, error of formation, dan error of ordering. Dari frekuensi tiap eror, error of formation adalah eror yang paling banyak dilakukan siswa, sebanyak 71,90%. Error of omission sebanyak 19,53% dan error of ordering 5,10%. Untuk error of addition sebanyak 3,47%.

Kata kunci: Eror, menulis, teks recount.

INTRODUCTION

English, as an international language, plays an important role as a means of communication among people in the world. In Indonesia, English has been a subject in schools starts from Elementary School up to university level. Many students learn English because it will be useful for them in the future. They simply wish to learn to read, speak, and write the language effectively.

In learning English, we should know listening, speaking, reading, and writing, which are categorized by two types, producing skills (writing and speaking) and the other is receptive skills (listening and reading). According to Ghaith (2002), writing is about how to express thoughts and ideas to be a product. Writing is used to express feelings, ideas, thoughts, and opinions. So, writing requires and supports the development of thinking skills.

As a matter of fact, English is a foreign language for Indonesian students. It is hard for the students to learn to write in foreign language, so they may make many errors. Renandya (2002) states that the difficulty of writing lies not only in generating and organizing of ideas but also in translating these ideas into readable texts.

In composing a good writing, we should notice grammar. Harmer (2001) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Leech (1982) added that grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people. The Indonesian students may find difficulties in using the correct structure in English. This could happen because the students are influenced by their first language on acquisition of the new structures.

In linguistics, Grammar is the set of logical and structural rules that govern the composition of sentences, phrases, and words in any given natural language. Grammar is a part of language and linguistic discipline. Language without grammar would chaotic and cause the same communication problem, such as grammatical errors in writing and speaking. Nowadays, students are able to speak English well but lack the use of grammar.

To the writer's understanding and the information from the first year students of English Study Program FKIP Universitas Riau, the students confessed that they have problems in understanding grammar. They argue that it is not easy to learn other language's grammar so that sometimes they make errors. The structural differences between English and Indonesian could lead the students to make some grammatical errors. The error is natural, however, errors made by the native speaker and the students is different. Corder (1973) states that the native speakers recognize their errors while the students do not. Thus when the students recognize their errors, they often cannot correct it.

Both error and mistake are the form of language deviate from its standard. It refers to English standard. Both are unavoidable things when students learn language. According to Brown (1994), mistake refers to "a failure to utilize a known system correctly" whereas errors concern "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner". Johnson (1998) believes that mistakes can be corrected by the learner, but in practice determining whether a learner cannot correct his or her own deviant utterances is very problematic. For example, the students know that past tense is used in narrative texts, but they make

mistakes and cannot do self-correction, we call it an error. Edge (1989) states that an error cannot be self-corrected, but mistakes can be self-corrected if the deviation is pointed out to the speaker.

In this research, the writer will choose recount text because according to the first year students of English Study Program FKIP Universitas Riau, the tenses which they feel hard is past tense. They admit it because sometimes they forget about the rules of regular and irregular verbs. For example, the students know that a recount text uses past tense for the grammatical features, but they make mistakes in grammatical features and cannot do self-correction, we can call it error. In this research, recount text is chosen because it has been learned since senior high school. Besides, the use of grammar in recount text is quite simple because the tenses in recount text are simple past.

METHODOLOGY

According to Gay (1987) population is the group of interest to the researcher, the group to which he or she would like the result of the study to be generalized. The population of the present study is the first year students of English Study Program FKIP Universitas Riau. The total population of this study is 115 students. There were 17 students from class A selected as the samples by using cluster sampling technique.

A writing test used as the instrument for collecting the data. The text that used is recount text with the topic given "Unforgettable Experience". To collect the data related to error of omission, error of addition, error of formation, and error of ordering by giving writing test. The writer asked the students to write a recount text which has a topic "Unforgettable Experiences". The writing test that students make indicates their understanding in using simple past tense in recount text. Before the students did the test, the writer gave explanation and direction about what students should do with the test.

In analyzing the data, the writer used content analysis which consists of the steps proposed by Gall (2005). They are:

1) Preparing the data.
   After the data are collected through sampling process, they will be ready to be analyzed. In this process, the data gained are in the form of error in linguistic classification.

2) Sequencing the data.
   After the errors of linguistic classification are identified, they will be sequenced from the highest result of error to the lowest.

3) Grouping the data into categories.
   The sequenced data will be grouped into categories. The category consists of omission, addition, misinformation, and misordering.

4) Coding each data.
   After the data are already grouped, they will be given a code to help the writer in calculating the data. The error of omission will be coded with OM, and the total of omission will be coded with POM. The error of addition will

be coded AD, and the total of addition will be coded PAD. The error of misinformation will be coded with MF, and the total of misinformation will be coded PMF. The error of misordering will be coded MO and the total of misordering will be coded PMO.

5) Calculating all the coded data.
   In calculating the data, the percent of each data will be calculated by Hatch and Farhady (1982).

Table 1 The frequency and percent of Students' Errors in writing Recount Text

No	Name	Type of Errors				Total Errors	%
		OM	AD	MF	MO		
Total							

$$POM = \frac{Total\ Omission}{Total\ Error} \times 100\% = \ldots\%$$

$$PAD = \frac{Total\ Addition}{Total\ Error} \times 100\% = \ldots\%$$

$$PMF = \frac{Total\ Misinformation}{Total\ Error} \times 100\% = \ldots\%$$

$$PMO = \frac{Total\ Misordering}{Total\ Error} \times 100\% = \ldots\%$$

Explanation:

POM = Percentage of Omission
PAD = Percentage of Addition
PMF = Percentage of Misinformation
PMO = Percentage of Misordering

RESEARCH FINDINGS

The Data Description

The result of the errors made by the students can be seen as the following tables.

Table 1 The Recapitulation of Error Types, Frequency, and Percentage of Errors

No	Types of Errors	Frequency of Errors	Percentage of Errors
1	Error of Omission	117	31.62%
2	Error of Addition	35	9.46%
3	Error of Formation	203	54.86%
4	Error of Ordering	15	4.05%

It can be seen that the total errors of omission are 117 errors or 31,62%, errors of addition are 35 errors or 9,46 %, errors of formation are 203 errors or 54,86%, and errors of ordering are 15 errors or 4,05%. From the calculation of the data, error of formation is the most frequent errors made by the first year students of English Study Program FKIP Universitas Riau with the percentage 54,86%, and the lowest is error of ordering with 4,05%.

The Interpretation of the Data

The result of the error showed that students committed error into four types: error of omission, error of addition, error of formation, and error of ordering. From the frequency of each error types, error of formation was the error which most frequently produced by the students. It took 54.86% of the total errors. Moreover, 31.62% errors fell into error of omission and 9.46% errors fell into error of addition; whereas, for error of ordering, it only took 4.05%. These errors were conducted because most of the students did not understand about the rules of target language as well, so that the students generalized the rule and applied it incompletely. Besides, errors occured because their mother tongue and their Indonesian logical thinking. To sum it up, it showed that the usage of the grammar in writing recount text is difficult for students. Therefore, they still lack of understanding the English grammar in term of tenses because in the Indonesian does not have the tense system that show the time of the event unlike English. Therefore, they tend to make errors in writing. The most frequent errors that done by the first year students of English Study Program FKIP Universitas Riau is in *error of formation.*

CONCLUSION AND RECOMMEMDATIONS

Conclusion

The result of this research showed that the students committed error into four types: error of omission, error of addition, error of formation, and error of ordering. The most frequent type of errors made by the students is error of formation with the number of error is 203 (54.86%) and followed by error of omission with the number of error is

117 (31.62%), and error in ordering and addition which are fewer than 10%. Error of addition with the number of error is 35 (9.46%) and error of ordering with the number of 15 (4.05%).

Recommemdations

Error is something unavoidable in teaching and learning process of foreign language. The writer would like to offer some suggestions:

1. To minimize the omission error which is caused by the interference of mother tongue, the teacher should explain more about the differences native language (Indonesia) and the second language (English) and give the students more exercises.

2. To minimize the Addition error, which is caused by the strategies of second language learning, it is advisable that teacher stresses to the students not to translate word by word from their native language into the second, language as it may trap them into unnecessary word.

3. To minimize the formation and ordering error which is caused by overgeneralization of target language linguistics material, it is suggested that teachers should stress the students to pay attention in every explanation that is given especially because it is related to tenses. The students also need to practice forming simple sentences first so that they are used to write in correct forms.

4. The teacher should give feedback toward the students' writing and communicating their progress in writing.

5. Writing is a skill which needs a process and practice. Therefore, the students should practice writing started from the simplest one such as writing a daily activity or writing their past experience like recount text.

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