AN ANALYSIS OF GRAMMATICAL ERRORS MADE BY THE TENTH GRADE STUDENTS OF SMAN 12 PEKANBARU IN WRITING RECOUNT TEXTS

Destriani[1], Supriusman[2], Dahnilsyah[3]
E-mail:anidestri3@gmail.com, supri62@yahoo.co.id, danil_71@yahoo.com
Contact: +6282285772699

English Study Program
Language and Art Department
Teachers Training and Education Faculty
Riau University

Abstract: *The aims of this study are intended to find out the types of grammatical errors are made by the tenth grade students of SMAN 12 Pekanbaru academic year 2018/2019 in writing recount texts. The error collected was classified based on Corder's theory. This research used a descriptive method. The participants of this research were 65 students of class X MIPA 3 and class X IPS 6 of SMAN 12 Pekanbaru. The students were selected to be the sample using cluster sampling technique. The writer collected the data by using a writing test with the topic "unforgettable Experience. This research showed that the students made errors into four types: error of omission, error of addition, error of selection and error of ordering. The research findings provide the most common types of errors made by the students was error of selection with the number of error was 363 or 67%. Moreover, it is followed by error of omission with the number of error 93 or 17.2%, error of addition with the number 62 or 11.40%, and whereas, for error of ordering only took 24 or 4.40%. The errors performed by the students of tenth grade of SMAN12 Pekanbaru were caused by the influence of the first language and the second language.*

Key Words: Error, Error Analysis, writing, Recount Text

ANALISIS KESALAHAN TATA BAHASA YANG DIBUAT OLEH SISWA KELAS SEPULUH SMAN 12 PEKANBARU DALAM MENULIS TEKS RECOUNT

Destriani[1], Supriusman[2], Dahnilsyah[3]
E-mail:anidestri3@gmail.com, supri62@yahoo.co.id, danil_71@yahoo.com
Contact: +6282285772699

Program Studi Bahasa Inggris
Departemen Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau

Abstrak: Tujuan penelitian ini adalah untuk mengetahui jenis kesalahan tata bahasa yang dilakukan oleh siswa kelas X SMAN 12 Pekanbaru tahun akademik 2018/2019 dalam menulis teks recount. Kesalahan yang dikumpulkan diklasifikasikan berdasarkan teori Corder. Penelitian ini menggunakan metode deskriptif. Peserta dalam penelitian ini adalah 65 siswa kelas X MIPA 3 dan kelas X IPS 6 SMAN 12 Pekanbaru. Para siswa dipilih untuk menjadi sampel menggunakan teknik cluster sampling. Penulis mengumpulkan data dengan menggunakan tes menulis dengan topik "Pengalaman yang tak terlupakan. Penelitian ini menunjukkan bahwa siswa melakukan empat jenis keslahan yaitu *omission, addition, selection*, and *ordering*. Hasil penelitian ini menunjukkan jenis kesalahan tata bahasa yang sering dilakukan oleh siswa terdapat pada kesalahan *selection* yaitu 67%. selanjutnya terdapat pada kesalahan *omission* yaitu 17.2%, kesalahan *addition* berjumlah 11.40%, dan kesalahan *ordering* berjumlah 4.40%. Kesalahan yang dilakukan oleh siswa kelas sepuluh SMAN 12 Pekanbaru disebabkan oleh pengaruh bahasa pertama dan bahasa kedua.

Kata Kunci: Kesalahan, Analisis Kesalahan, Menulis, Teks Recount

INTRODUCTION:

Grammar is an important part of language processes usage, both in spoken and written languages. Grammar is the system of rules that constructs the formation and connection of every word in a sentence. (Brown, 2001) also states that "grammatical competence occupies a prominent position as a major component of communicative competence". While grammar is the basic element of knowledge in communication.

In learning English, it is common that students make mistakes or errors in written form, especially in how to use the verb correctly based on tenses that will be used. Error that the students make when they learn a language is very common. They often make grammatical errors. In this case, they make some errors because of the language habit in mother tongue is very different from English. For example, "birds have a two legs" it should be "birds have two legs" then, "tigers are eat meat" it should be "tigers eat meat".

An error is an action which is inaccurate or incorrect. In some usage, an error is synonymous with mistakes. Errors are typically made by learners who do not yet fully command some institutionalized language system. In other words, errors arise due to imperfect competence in the target language. If the learners do not understand about system of language, it will cause them to make many errors in their learning. Brown (2001) states that in the process of language learning, students will get more problems and face great difficulties when they learn a foreign language. For example, it might be in their pronunciation, vocabulary, grammar and other aspects of language, and of course, this problem will cause the errors, it sometimes happens due to the interference from the mother tongue.

Errors to language learners are unavoidable things and a part of their language learning. Errors in language learning, therefore play an important role in this study. There are many understandings of error which linguist present. According to Corder (1974), errors are typically produced by people who do not yet fully command some institutionalized language system. It means errors represent a gap in learner's knowledge and it implies that the learner's system is incorrect.

Student does several errors because of some factors, factors deal with knowledge. Every student has a different knowledge background. Because of that, they have so many ways to translate their ideas and transform them into their writing. For instance, they don't know how to change a verb into a noun, they will put it without change or adding something. In addition, they don't know how to construct correct or simple sentences. Besides grammar, past tenses are also difficult for students to learn. They admit it because sometimes they don't know the rules of regular and irregular verbs.

This research used recount text. According to Djuharie (2008), recount is a reconstruction of something that happens in the past. It is an unfolding sequence of an event over time and the purpose is to tell what happened. Recount is used to relate experiences or events. Recount text also represents variable, which can use to attract, motivate, and entertain the students. As a result, the students would be interested in studying English by using recount text to increase their mastery in using the simple past tense.

In this case, errors in writing English text are something unavoidable for students. The teachers need to give an error analysis lesson in teaching a class. They can help students' with their problems. Teachers may ask the students to check and recheck their work in pair group. Error analysis is an activity that helping the teacher to

evaluate, find a system and grammatical errors in every aspect of writing. This activity is very important for the teacher or for someone that has enough in writing to help or solve the students writing problem.

METHODOLOGY

According to (Arikunto, 2010), research design is a program or plan that is made by the researcher as the preparation of activities that will be done. This research is descriptive research. This type of research is used to describe the students' errors in writing recount text. According to William (2007), descriptive research is a research design used to examine the situation involving the identification of attributes of a particular phenomenon based on an observational basis. The research was conducted at SMAN 12 Pekanbaru from July until August 2019. To determine the sample, cluster random sampling used in this research, since the population of the data has similar characteristics. 65 students decided to the sample.

In this research, the researcher used the writing task as the instrument to make a report text according to the material that had been learned before. To make the students not confused in determining what about they would write, the researcher gave a topic about "Unforgettable Experiences" to the students. Then, the procedures of the research were determining, administering, identifying data, and reporting the research finding. In analyzing the errors, the writer did the error analysis and referred to the theory of error analysis proposed by Corder (1984).

In calculating the frequency of these each error, the writer employs the following formula given by Sudijono (2010):

$$P = \frac{F}{N} \times 100\%$$

By which:
P= Percentage of the presence of a certain type of error
F= Frequency of the presence of a certain type of error
N= Total number of all errors

By calculating the frequency of each error, the writer can identify the most frequent error and the least frequent error made by the students.

This research only focused on the analysis of grammatical errors. However, the whole data were not presented in this chapter and only described by some representative data. The data in this research were analyzed descriptively by Surface Strategy Taxonomy. In the analysis, the findings were presented in the types of error, the sample of sentences that contain errors, the revised version of the sample sentences, and the frequency of the occurrence. Based on Corder's theory, errors were classified into error of omission, addition, selection, and ordering. Below is the table of types of errors and percentage of errors.

Table 1. The Types Of Errors And Its Percentage

NO	TYPES OF ERRORS	FREQUENCY OF ERRORS	PERCENTAGE OF ERRORS
1	Error of Omission	93	17.2%
2	Error of Addition	62	11.40%
3	Error of Selection	363	67%
4	Error of Ordering	24	4.40%
Total Errors		542	

Having analyzed the students' result of recount text writing, the researcher found that there were 93 items (17.2%) errors of omission, 62 items (11.40%) errors of addition, 363 items (67%) errors of selection, and 24 items (4.40%) errors of ordering error. From these data, it can be seen the highest frequency of grammatical errors in students' recount text writing was selection type that covered (67%) of errors. The next types were omission (17.2%) followed by addition (11.40%) and the lowest one was ordering (4.40%). The data derived from the students' recount text writing shows that there is a different number of errors occurring in the text they wrote. The following are the explanations of the errors committed by the students in their recount text writing based on Corder's theory.

Error of omission is the absence of an item that should appear or living some required linguistic elements. "Omission has two types of morpheme that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes consisting of nouns, pronouns, verbs, adjectives, adverbs. The following data are presented as samples.

Sentences error:
a.   The beach was Very good. I think ___ is suitable for adolescents who want to take pictures there.
b.   I decide to____ breakfast with my family at a local restaurant

The sentence should be:
a.   The beach was Very good. I think **it** is suitable for adolescents who want to take pictures there.
b.   I decide to **eat** breakfast with my family at a local restaurant.

In the first sentence, there is an absence in using a content morpheme which is the pronoun of the word beach. So it is suggested to add a pronoun to avoid repetition. In the second sentence, there is an absence in using verb in this sentence. Some verbs are followed by the infinitive, and one of them decides, so after the verb 'decide to', it should be followed by an infinitive verb.

Addition error is characterized by the presence of an item, which must not appear in a well-formed utterance in spoken or sentence in written form. The kinds of addition which are found in students' writings are double marketing and simple addition. The students knew about the using of verb 2 in simple past tense but they add *to be* which is not needed in the sentence and they put two items marked for the same feature (double marketing).

Sentences error:
a.   We **didn't went** to Singapore
b.   When in Malaysia my friends **are celebrated** the birthdays.

The sentence should be:
a.   We didn't go to Singapore
b.   When in Malaysia my friends celebrated the birthdays.

In the first sentence, they put two items marked for the same feature or (double marketing). In the second sentence, they add *to be* which is not needed in the sentence.

Errors of selection are characterized by the use of the wrong form of morpheme or structure. Different from omission where the items are not supplied at all, in error or selection, the student supplies something even though it is incorrect.

Sentences error:
a.   I meet my friend when holiday in Malaysia.
b.   During the trip, I feel happy and enjoy the situation.

The sentences should be:
a.   I meet my friend holiday in Malaysia.
b.   During the trip, I felt happy and enjoyed the situation.

Both two sentences before, they use V1 in the past event. Actually, it should use V2 in simple past.Error of ordering is characterized by incorrect placement of morpheme or group of morphemes in an utterance in spoken or sentence in written form. It is an error where the items presented are correct but wrongly sequence.

Sentence error   : Last holiday, I and all the students went to Singapore.
The sentence should be: Last holiday, all the students and I went to Singapore

The sentence above shows its incorrect placement. The use of personal pronouns must be put after the use of possessive adjectives normally.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

In English writing, understanding grammar is very important in order to produce good writing. There must be some difficulties that the learners face in learning English because the influence of their native language cannot be avoided. For the reason, making errors in learning will be surely done by the students. The acquirement of grammatical rules and structures are learners' problems in writing, therefore most of them commit to some errors. In relation to the result of the research, most of the students still committed all four errors types based on Corder. The errors came from many factors, the students still confused to choose the right word in a sentence because of the lack of knowledge or poor vocabulary and its use. Besides, errors happened because of their first language (Indonesian logical thinking), or we could say the

learners' mother tongue interference (inter-lingual source), some students tried to translate the words one by one from the Indonesian language into English without paying attention to the English structure rules. It means the students still had a problem with English writing, especially in grammar.

Recommendations

The English teachers may use the information of the types of students' errors as guidance to evaluate the weakness or progress of the students' ability in learning English, especially in their recount text writing. In order to minimize the students' errors, the teacher should improve the students' knowledge of English grammar by teaching how to form or construct the sentences appropriately and meaningfully, and by telling the functions of the language area themselves. Besides that, the teacher has to set the first priority to the errors that mostly occurred (selection and local error). The students need to be more practice in writing and improve their grammar since it is the basis of knowledge in learning English. Then, this research is expected to be used as a reference for further research and to be a contribution in teaching-learning process for error analysis in the future in order to enable the students to increase the knowledge of English, especially in grammar.

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