

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN  
WRITING RECOUNT TEXT: A CASE STUDY IN THE EIGHTH-  
YEAR STUDENTS OF SMP N 2 GUNUNGSARI IN THE ACADEMIC  
YEAR 2017-2018**



**JOURNAL**

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An Analysis of Students' Grammatical Errors in Writing Recount Text: A  
Case Study in the Eighth-Year Students of SMP N 2 Gunungsari in the  
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***Abstract***

This study was aimed to analyze (1) the types of grammatical errors, (2) the possible causes of errors, and (3) the most dominant errors made by the students. This study was conducted in the eighth-year students of SMP N 2 Gunungsari. There were 63 students in the eighth-year students divided into three classes as population. From the population of this study, it was taken one class (class C) with 20 students as the sample by applying cluster random sampling with a qualitative descriptive method. This study used error classification proposed by Azar's in Ma'rif (2013) classifying errors into fourteen categories, namely singular-plural, add a word, verb tense, omit a word, word form, word choice, word order, incomplete sentence, punctuation, capitalization, article, spelling, meaning not clear, and run-on sentence. The instruments which were used were an essay test and interview, and they were submitted in form of documentation. In the test, the students were asked to write an essay in fifty words with the topic *holiday*. Meanwhile, data from interview was used to obtain the sources of errors made by the students. They were calculated in percentage afterward. From the error analysis, it was found that there were 166 errors in details of the the errors of the verb tense 51 errors (31.32%), word choice 27 errors (16.26%), word form 20 errors (12.04%), capitalization 14 errors (8.43%), omit a word 12 errors (7.22%), spelling 13 errors (7.83%), add a word 8 errors (4.81%), singular-plural 6 errors (3.61%), punctuation 5 errors (3.01%), meaning not clear 5 errors (3.01%), and word order 4 errors (2.40%). Meanwhile, I did not find any errors in in-complete sentence, article, and run-on sentence. The sources of errors were mostly dominated by intralingual errors with 103 errors (62.05%) and followed by interlingual errors with 63 errors (37.95%). The most dominant errors showed verb tense with 52 errors (31.32%).

Keyword: Recount Text, Past Tenses, Error Analysis, Grammar

# Analisa Kesalahan Tatabahasa Siswa dalam Menulis Teks Rekon: Studi Kasus Siswa Kelas Delapan SMP N 2 Gunungsari Tahun Ajaran 2017-2018

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## ***Abstrak***

Penelitian ini bertujuan untuk menganalisa (1) jenis-jenis kesalahan tatabahasa, (2) kemungkinan penyebab kesalahan, dan (3) kesalahan yang paling dominan oleh para siswa. Penelitian ini dilaksanakan pada siswa. Populasi terdiri dari 63 siswa kelas delapan SMP N 2 Gunungsari yang terbagi menjadi tiga kelas. Dari populasi penelitian ini diambil satu kelas (kelas C) berjumlah 20 siswa sebagai sampel dengan cara teknik sampel kelas acak metode deskriptif kualitatif. Penelitian ini menggunakan pengelompokan kesalahan dari miliknya Azar dalam Ma'rif (2013) yang mengelompokkan kesalahan menjadi empat belas kategori, yaitu kesalahan jamak-tunggal, tambahan kata, tensis kata kerja, penghilangan kata, bentuk kata, pilihan kata, urutan kata, kalimat tak lengkap, tanda baca, huruf besar, kata sandang, ejaan, ketidakjelasan makna, dan organisasi kalimat. Instrumen yang digunakan adalah tes esai dan wawancara yang dikumpulkan dalam bentuk dokumen. Pada bentuk tes, para siswa diminta menulis esai sebanyak lima puluh kata dengan topik *liburan*. Sementara itu, data dari wawancara digunakan untuk memperoleh sumber kesalahan para siswa. Kemudian dikalkulasi dalam bentuk persentase. Dari analisa kesalahan, ditemukan bahwa ada 166 kesalahan dengan rincian tensis kata kerja 51 kesalahan (31.32%), pilihan kata 27 kesalahan (16.26%), bentuk kata 20 kesalahan (12.04%), huruf besar 14 kesalahan (8.43%), penghilangan kata 12 kesalahan (7.22%), ejaan 13 kesalahan (7.83%), tambahan kata 8 kesalahan (4.81%), jamak-tunggal 6 kesalahan (3.61%), tanda baca 5 kesalahan (3.01%), ketidakjelasan makna 5 kesalahan (3.01%), urutan kata 4 kesalahan (2.40%). Sementara itu, tidak ditemukan kesalahan pada kalimat tak lengkap, kata sandang, dan organisasi kalimat. Sumber kesalahan paling banyak adalah kesalahan intralingual dengan 103 kesalahan (62.05%), diikuti oleh kesalahan interlingual dengan 63 kesalahan (37.95%). Kesalahan yang paling dominan adalah kesalahan tensis kata kerja dengan 52 kesalahan (31.32%).

Kata Kunci: Teks Rekon, Waktu Lampau, Analisa Kesalahan, Tatabahasa

## **Introduction**

In Indonesia, English has been studied by students at many levels of education as a foreign language, such as schools and universities. It has been a demand for them since it was a crucial position as an international language. In addition, Jarmansyah (2008, cited in Mustamir, 2011) states that there are some reasons why English is important and many people try to study it. Some of them are for finding job, traveling, interacting with each other, doing business, and writing in the foreign language. Mastering English is difficult like other languages. It basically has four skills: listening, speaking, reading, and writing. Among the four skills. The students mostly get difficulty in developing their writing skill. Since writing is categorized as a productive skill, it means the students try to produce it in written English.

Writing an English essay for Indonesian students is not a raw thing, they produce it when they study at schools until higher levels of education as in universities. In addition, writing is a way of communicating indirectly as well as to develop the idea in each paragraph and can use the grammar and vocabulary well. According to Allen and Campbell (1972), one should be able to form ideas, put them into an organized discourse effectively and expressed well in accordance with the grammar, diction, and syntax which are acceptable.

One of the writing practices which has been taught in schools, especially at junior high school is learning to write monologue texts. Monologue texts are generally divided into four texts, namely descriptive text, recount text, narrative text, and procedure text. The distinctions between the four skills rely on generic structure, language feature, and social function.

During my experience teaching English at the school, I found out that the students still found it difficult to write a recount text well. From this reason, I was inspired to do research entitled "*An Analysis of Students' Grammatical Errors in Writing Recount Text: A Case Study in the Eighth Year Students of SMPN 2 Gunungsari in the Academic Year 2017-2018*".

This study was limited to analyze the students' grammatical errors in writing recount text. The errors included Azar's classification of errors (singular-plural, add a word, verb tense, omit a word, word form, word choice, word order, incomplete sentence, punctuation, capitalization, article, spelling, meaning not clear, and run-on sentence), the sources of errors (interlingual errors and intralingual errors), and dominant causes of errors made by the students. Other conditions or influences beyond the scope of this study was not included by the researcher. In addition, this study was intended to the students at eighth year of SMPN 2 Gunungsari in the academic year 2017-2018.

### **Review of Related Literature**

Grammar is one of components of language that should be taught besides speaking, writing, reading and listening as the skills of language. Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. This means that the language learners should master the language in order to be able to communicate with other people. English teacher has to master or has to be able to use English grammatically because when she or he teaches the language, he or she has to know how that language works.

Brown (1980) defines an error as a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. Meanwhile, he defines mistake as a performance error that is either random or a slip of the tongue, in that it is a failure to utilize a known system correctly. It clearly shows that a mistake is the error that can be corrected directly with the knowledge they already know about it. Error, on the other hand, is the errors that cannot be corrected with their background knowledge.

Every language has its own rules of language which are very crucial to study. The lack of learners' knowledge leads them to make some errors. Learners might

ignore their errors while they are learning a target language. The difference between the two different language systems in case of Indonesian and English often makes students confused. So, the second language learners should obey the rules of the target language.

Azar in Ma'rif (2013) classified errors into 14 categories, namely:

NO	Category	Example	Correction
1	Singular-plural	He <i>have</i> been here for seven <i>month</i> .	He <i>has</i> been here for seven <i>months</i> .
2	Word form	I saw a <i>beauty</i> laptop.	I see a <i>beautiful</i> laptop.
3	Word choice	He got <i>on</i> the bus.	He got <i>into</i> the bus.
4	Verb tense	He <i>is</i> here since April.	He <i>has been</i> here since April.
5	Add a word	He <i>wantgo</i> to the hospital.	He <i>wants</i> to go to the hospital.
6	Omit a word	She entered <i>to</i> the hospital.	She entered the hospital.
7	Word order	I saw <i>six times that</i> movie.	I saw <i>that movie six times</i> .
8	Incomplete sentence	<i>He went to bed. Because he was tired.</i>	<i>He went to bed because he was tired.</i>
9	Spelling	An accident <i>occured</i>	An accident <i>occurred</i> .
10	Punctuation	What did she say.	What did she say?
11	Capitalization	I am studying <i>english</i> .	I am studying <i>English</i> .
12	Article	I have <i>a</i> apple.	I have <i>an</i> apple.
13	Meaning not clear	She borrowed some(the meaning is not clear)	She borrowed some <i>books</i>
14	Run-On sentence	It was already 9 p.m, we haven't arrived home yet.	-It was already 9 p.m. we haven't arrived home yet. -It was already 9 p.m—we haven't arrived home yet.

Figure 1: Azar's Error Classification in Ma'rif (2013)

Besides Azar's classification, James (1998) classified errors into two categories as follows:

1. Linguistics Category

The linguistic category is the errors occurred in phonology (pronunciation), syntax (grammar) and morphology, semantics (meaning) and lexis (vocabulary).

2. Surface Category

The errors in this category are divided into four types of errors, namely omission, addition, misformation, and misordering.

- a. Omission occurred when the learners omit one or more components that should appear in an utterance.
- b. Addition, on the contrary, the learners add one or more components that should not appear in an utterance.
- c. When the learners use the wrong form in an utterance called as misformation.
- d. The error occurred in wrong order named misordering.

Meanwhile, Richards (1974: 124) distinguishes two sources of errors, namely interlingual errors and intralingual errors. He defines an error as a result of the use of element from one language while speaking another. For example, "*I not go*" instead of "*I do not go*". Meanwhile, he defines an error which refers to the items produced by learners, which reflect generalization based on partial exposure of the target language, not the structure of mother tongue.

Intralingual errors are divided into four categories as follows:

a. Overgeneralization

Overgeneralization is made by learners when they make a deviant structure from what they got from their experience of other structure in the target language. For instance, forming the plural by adding "S" to irregular plural noun, also generalizing the "-ed" past form.

b. Ignorance of Rule Restriction

Ignorance of rule of restriction denotes the learners fail to observe the restrictions of existing structure. Learners do not know about the structure of the target language.

c. Incomplete Application of the Rules

Incomplete application of the rules denotes the learners fail to apply the rules completely due to the stimulus sentence.

d. False Concept Hypothesized

False concept hypothesized in which the learners faulty understand the differences of the target language items lead to false conceptualization.

Writing is one of the important skills to know an idea or main idea of the writer. Just like speaking, writing is a way of sending a message to express thoughts, ideas, and feelings to other people. By writing, the students can share their ideas and concepts to others, as well as knowledge and experiences. According to the English Syllabus of School Unit Level Curriculum (KTSP), the teaching of writing for junior high school students involves the teaching of paragraphs or text. The texts advocated are recount, narrative, descriptive, procedure and report.

Recount text is a kind of text that can be found or presented in journals, diary, personal letter, biography, travel report, police report, sports report, history, etc. The generic structure of this text is orientation, the list of events and the writer tells the events that occur chronologically. In the reorientation, the writer concludes the story by giving comments. Narrative text is a kind of text that tells a story. The generic structure of this text is orientation, complication, resolution, evaluation, and reorientation. In orientation, the writer tells the characters of the persons in the story, their names and the place they live, their ages, their condition, and their willing. In the complication, the writer presents the unexpected event that happens to the characters. In the resolution, the writer tells how the complication is solved. In the evaluation, the writer invites the reader to think what meanings or values that are taken from the story. In the reorientation, the writer concludes the story by giving comments.

In a recount text, the students must retell the sequence of events or experiences which they have ever got in the past (Nafisah and Kurniawan, 2007:65). Retelling past event intends to entertain or inform others what happened and when it happened (Gerot and Wignell 1995:194). It means that the students are expected to be able to write their past experience by learning a recount text. It can be their personal diaries, letters, biographies, and speeches.

There are some characteristics of recount text; such as using simple past tense, past continuous, past perfect, and past perfect continuous tense. It focusses on individual participants, use of past tense, use a temporal sequence of events, use of material (or action) clauses. For examples diary entries, newspaper reports, interviews, conversation, and letters.

Recount text has some language features as stated by Gerot and Wignell (1995: 194), the language features of recount text that should be fulfilled:

1. *Focus on specific participants*

Recount text focuses on what an individual or a group of people were doing. It can be written in the first or the third person.

2. *Use of material process*

The Material processes are processes of material doing. They express the notion that some entity physically does something which may be done to some other entity.

3. *Circumstances of time and place*

The circumstances of time and place must be mentioned in the series of events.

4. *Use of past tense*

Past tense is the form of a verb used to describe actions in the past. Many linguistics explain it by their own term but most of them have the same content.

5. *Focus on temporal sequence (temporal conjunction)*

Conjunction is connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses or sentences, as in *last year, on the weekend, then, etc.*

In addition, Recount text has some social functions, which are:

1. *To retell something happened*

Recount text retells a past event. Recount begins by telling the reader who was involved, what happened, where this event took place and when it happened.

2. *To inform something to the readers*

It informs the readers about what happened, where this event took place and when it happened.

3. *To entertain*

Sometimes, recount text retells a funny experience. Its function is to entertain the readers.

There were many previous studies about grammatical errors of recount text. One of them was done by Indahsari (2010) entitled "*An Analysis of Participant and Process in Recount Text Made by the Eighth Grade Students in SMP Alhuda Semarang in Academic Year 2009/2010*" with 30 students as the sample by using descriptive analysis. Her findings showed that the students' ability in writing recount text was 68.80% as the mean of mastery, and 67, 17% was regarded as fair in the mean of mastery participant and process. It was also found out that 66, 67% students of the eighth grade students had mastered writing recount text and 33, 33% students still had some difficulties.

The similar study was also conducted by Masjudin (2011) entitled "*A Study on the Students' Ability in Writing Simple Recount Text: A Case Study at the Second Year Students of Islamic Senior High School MA Darul Kamilin Jati Bakan in Academic Year 2010/2011*" with 38 students as the sample. His findings showed that the students' achievement in writing the simple recount text indicated that 16 students (14%) were *good*, 17 students (45%) were *sufficient*, 5 students (13%) were *low*. He also found that most of the students had difficulties in word choice and sentence structure. In addition, he assumed that the students' ability was influenced by their external and internal factors.

Besides the two previous studies above, the studies of grammatical errors were also done by Iamsiu entitled “*An Analysis of Grammatical Errors in Srinakharinwirot University Students’ Writing*” with 20 second year English minor students as the sample. His findings showed that the students made 278 errors in their essay. The frequency of five errors was found 41.13% of word choice, 34.40% of sentence structure, 13.48% of subject-verb agreement, 10.64% of connecting word, and 0.35% of word order. It meant the most frequent types of errors made by the students were word choice.

The three previous studies above discussed the students’ ability and grammatical errors in writing. Although they had a similarity with this recent study, they did not investigate and describe further the types of errors and sources of errors. In this study, I used a different subject, that was by the eighth-year students of SMP N 2 Gunungsari. I also investigated and described further the types of errors, sources of errors, and dominant errors in writing a recount text made by the students. In addition, the population of this recent study was the eighth-year students of SMP N 2 Gunungsari. From this population, I applied the cluster random sampling technique by drawing of a lottery. This was used to avoid the subjective sample. The lottery was done by putting three papers into a plastic bottle. Each paper contains three classes (VIII A, VIII B, and VIII C) written on it. After drawing of the lottery, it was found that the class one class (VIII C) was as the sample at the eight-year of SMPN 2 Gunungsari.

## **Method**

The research design used in this study was a qualitative research which was conducted in June 6, 2018, at SMP N 2 Gunungsari, Mambalan village, West Lombok, West Nusa Tenggara. The population in this study was all the eight-year students of SMPN 2 Gunungsari, comprising class VIII A, VIII B, and VIII C (63 students) by applying a cluster random sampling technique with a draw of a lottery. It was found that class VIII C as the sample at the eight-year of SMP N 2 Gunungsari. Data which was needed for this study was the students’ grammatical errors by applying Azar’s classification in

Ma'rif (2013) classifying the errors into fourteen categories, namely singular-plural, add a word, verb tense, omit a word, word form, word choice, word order, incomplete sentence, punctuation, capitalization, article, spelling, meaning not clear, and run-on sentence. The students were given an essay test with fifty words in writing to write any activity they liked in the past with the same topic "holiday". In analyzing the students' errors, the steps were grouped into four steps, namely identifying the errors, classifying the errors, calculating the errors, and describing the errors. The frequency of the students' errors in each category was calculated in number and percentage to indicate the most dominant errors of students' writing in a recount text. Besides, I collected the possible causes of students' errors. The causes of errors were derived from Richards (1974), namely interlingual errors and intralingual errors. To investigate the causes of errors, the students' writing was checked objectively, and an informal interview was conducted after the essay test. I also collected the most dominant errors made by the students in writing a recount text taken based on Azar's classification.

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

P: percentage of each error

F: frequency of each errors in each category

$\sum N$ : a total of the whole errors

## Findings and Discussion

### 1. *Types of Grammatical Errors*

Based on the findings, it was found that there were 166 errors made by the students. From the total of errors, there were 6 errors found in singular-plural, 8 errors found in add a word, 52 errors found in verb tense, 12 errors found in omit a word, 20 errors found in word form, 27 errors found in word choice, 4 errors found in word order, 0 error found in in-complete sentence, 5 errors found in punctuation, 14 errors found in capitalization, 0 error found in article, 13 errors found in spelling, 5 errors found in meaning not clear, 0 error found in run-on sentence.

The frequency of errors was presented in the table below:

No.	Category of Errors	Frequency of Error	Percentage
1	Singular-plural	6	3.61%
2	Add a word	8	4.81%
3	Verb tense	52	31.32%
4	Omit a word	12	7.22%
5	Word form	20	12.04%
6	Word choice	27	16.26%
7	Word order	4	2.40%
8	In complete sentence	0	0%
9	Punctuation	5	3.01%
10	Capitalization	14	8.43%
11	Article	0	0%
12	Spelling	13	7.83%
13	Meaning not clear	5	3.01%
14	Run-on sentence.	0	0%
	Total	166	100%

Figure 2: Frequency of Types of Grammatical Errors

From the table above, it can be seen that the highest percentage of errors was the verb tense (31.32%), word choice (16.26%), word form (12.04%), capitalization (8.43%), omit a word (7.22%), spelling (7.83%), add a word (4.81%), singular-plural (3.61%), punctuation (3.01%), meaning not clear (3.01%), and word order (2.40%). Meanwhile, I did not find any errors in in-complete sentence, article, and run-on sentence.

The types of errors were described as follows:

a. Singular-Plural

The total error is 6 errors (3.61%). Most of students do not put the suffix *-s* or *-es* to indicate that they want to use the plural noun in their sentence. For example of

error is, “*I spent my time in Nusadua about five day*”. The noun *day* is said as an error since the numerical indicates more than one day, so the *day* should be in plural form *days*. This is what Azar classifies as an error in singular-plural form. The correct sentence should be, “*I spent my time in Nusadua about five days*”. This error is influenced by their Indonesian language because Indonesian does not take the suffix –s at the end of the plural noun, as Richards (1974) said that the interlingual error is the error occurred because of the interference of the learners’ mother tongue.

b. Add a Word

The total error of this error is the same with word choice, there are 8 errors (4.81%). Students eliminate the important word needed in their sentence. For example, “*I ^ just at home*”. The error is seen from a missing word *was* (past tense) between subject *I* and *adverb of place*. As Azar classifies an error into *add a word* by adding the word *was*. The right sentence should be “*I was just at home*”. This error is interlingual error, in which it occurs when the students do not clearly understand the structure of the sentence for the interference of the target language (Richards, 1974).

c. Verb Tense

Most students make many errors in verb tense with 52 errors (31.32%). This error happens because the students confused with the verb in past tense especially for irregular verbs. For example “*Yesterday, I go to the beach...*“. This error is also classified by Azar, so it should be “*Yesterday, I went to the beach...*”. Besides irregular verbs, the students are also confused with the regular verbs by adding –d/ed. For example: “*I and my family travel to Surabaya last month...*” It should be “*I and my family travelled to Surabaya last month...*”. Since this sentence is talking about the events in the past *yesterday* and *last month*, the verbs *go* and *travel* should be changed into the past *went* and *travelled*. They make this error because

they have a lack of the basic knowledge and understand the grammar rules and known as intralingual error.

d. Omit a Word

There were 12 errors (7.22%). The students put the unimportant words or double words in their sentence so the sentence is unclear. For example, “*I’m have many moment...*”. The sentence might say “*I had many moments*”. The source of this error is their interlingual transfer. The students do not use the rule of their target language well. Omit a word is a type of error in which a word that must not exist in a well utterance. This is what Azar classifies omit a word as part of error.

e. Word Form

The next type of errors is word form with 20 errors (12.04%). In this type of errors, the students often made the errors of choosing the correct part of speech, such verbs, adjectives or nouns, etc. The source of this error is quite same with the verb tense because of mother tongue interference (interlingual error) as proposed by Richards (1974). The example of this error was “*My friend invited me for cooked..*”. The correct sentence should be “*My friend invited me for cooking..*”.

f. Word Choice

There are 27 errors (16.26%) of word choice. These errors happen because the students have a lack of vocabulary and its use. The students are confused in choosing the appropriate word or part of speech as Azar’s classification of error. The example of this error; “*to many tourist*” (x). It should be “*too many tourists*”.

g. Word Order

The next type of error classified by Azar is the word order with 4 errors (2.40%). The error happens as the result of the students’ interlingual transfer (Richards, 1974). The students get the influence of the structure or order of their native language in Indonesian language. The example of this error; “*went to the beach Losari*” should be “*went to the Losari beach*”.

h. Punctuation

The total error in punctuation is 5 errors (3.01%). For example; “*During my holidays and my mother and family*”, and should be “*During my holidays, my mother and family..*”. In this case, the students do not put the *comma* after the word *holidays*. This error occurs because the students do not understand well how to use an appropriate punctuation, so they make an error.

i. Capitalization

The total of error in word capitalization is 14 errors (8.43%). Students write the first letter of the name of country, place, people, and the first letter of the new sentence. Most of students make these errors because they often avoid the systematic writing without capitalizing it. For example: “*I visited my Grandmother in ampenan*”. It should be “*I visited my grandmother in Ampenan*”. Since Ampenan is the name of place, it should be capitalized into *Ampenan*.

j. Spelling

Another type of errors is spelling with 13 errors (7.83%). The students misspell the words they wrote. It happens because of the students’ lack in mastery of vocabularies. For example: “*we continyu trevel*”. It should be “*we continue traveling*”.

k. Meaning Not Clear

The total error of this error is 5 errors (3.01%). The students do not know what the students want to write. Sometimes they just assume what they want to write in their writing based on their own opinion. This error happens because of their intralingual transfer, in which they have a lack of knowledge in vocabulary and grammar area of the target language. Besides that, the example of this error was “*...there somebody cadgor the sit in edge rood*”. The student might say “*...there somebody who sit in the edge of the road*”.

## 2. Sources of Grammatical Errors

The sources of each type of grammatical errors were also taken from the students' writing in a recount text.

The sources of errors were presented in table as follows:

No.	Cataegory of Errors	Interlingual	Intralingual
1	Singular-plural	0	6
2	Add a word	8	0
3	Verb tense	0	52
4	Omit a word	12	0
5	Word form	20	0
6	Word choice	0	27
7	Word order	4	0
8	In complete sentence	0	0
9	Punctuation	5	0
10	Capitalization	14	0
11	Article	0	0
12	Spelling	0	13
13	Meaning not clear	0	5
14	Run-on sentence.	0	0
	Total	63	103

Figure 3: Sources of Grammatical Errors

From the table 4.2, it indicated that there were 63 errors (37.95%) caused by interlingual. In this case, the students were influenced by their first language in terms of patterns or rules. As Richards (1974) defined an error as a result of the use of element from one language while speaking another. Meanwhile, there were 103 errors (62.05%) caused by intralingual. The intralingual errors occurred because of the lack of competence in learning foreign language. These errors refers to the items produced by learners, which reflect generalization based on partial exposure of the target language, not the structure of mother tongue (Richards, 1974).

The sources of errors were also supported with the students' interview done informally. The results of the interview indicated that the students' errors are caused

by their interlingual. Meanwhile, mostly influenced by intralingual errors in tenses, singular-plural, word choice and some others relating to the field of essay writing in a recount text such as using a bilingual dictionary to look up the meaning and write the English spelling as well as its structures in Indonesian.

### 3. *The Most Possible Errors Made by the Students*

From the error analysis already mentioned above indicated that the most dominant errors made by the students were *verb tense* with 52 errors (31.32%). These errors were caused by the intralingual errors in which the students did not have knowledge of grammar rules that reflect their language competence. The most three common errors were verb tense with 52 errors or 31.32%. followed by capitalization with 74 errors or 22%, and add a word form with 34 errors or 10%. It meant that the students needed to learn more about how to write a recount text well.

## **Conclusion and Suggestion**

Based on the error analysis, it was concluded that it was found 166 errors made by the students in details of 51 errors (31.32%) in verb tense, 27 errors (16.26%) in word choice, 20 errors (12.04%) in word form, 14 errors (8.43%) in capitalization, 12 errors (7.22%) in omit a word, 13 errors (7.83%) in spelling, 8 errors (4.81%) in add a word, 6 errors (3.61%) in singular-plural, 5 errors (3.01%) in punctuation, 5 errors (3.01%) in meaning not clear, and 4 errors (2.40%) in word order. Meanwhile, the sources of errors were caused by interlingual errors with 63 errors (37.95%) and intralingual errors with 103 errors (62.05%). The most dominant errors made by the students were the *verb tense* with 52 errors (31.32%).

Since the errors were the common problem for the learners, the English teachers should keep monitoring and evaluating their students by giving daily exercises. They also had to find more attractive ways of language teaching in learning English. The students were also suggested that they were not shy or afraid of asking questions if they did not understand the English lesson.

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