

**ARTICLE**

**Grammatical Error in Writing Recount Text:  
A Survey Study at 2<sup>nd</sup> Grade Students  
of SMP Negeri 4 Mataram**



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#### **RATIFICATION**

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## **GRAMMATICAL ERROR IN WRITING RECOUNT TEXT:**

### **A Survey Study at 2<sup>nd</sup> Students of SMP Negeri 4 Mataram**

**By:**

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#### **ABSTRAK**

Survey ini bertujuan untuk menemukan atau mengetahui jenis kesalahan gramatikal siswa dalam menulis teks recount, jenis kesalahan yang paling dominan, dan faktor apa saja yang menyebabkan kesalahan dalam menulis teks recount. Subjek penelitian adalah siswa kelas 2 SMP Negeri 4 Mataram. Dalam studi ini, dari 323 jumlah populasi, 81 orang di antaranya ditetapkan sebagai sampel.

Dalam mengumpulkan data, penulis menggunakan tes objektif yaitu siswa membuat teks recount secara mandiri. Penelitian ini merupakan penelitian deskriptif. Setelah mengumpulkan, menghitung, dan menganalisa data, telah teridentifikasi bahwa 31 dari 81 siswa atau 38.27% siswa melakukan kesalahan omission, 34 dari 81 siswa atau 41.97% melakukan kesalahan addition, 73 dari 81 siswa atau 90.12% melakukan kesalahan misformation, dan yang terakhir adalah kesalahan misordering yang dilakukan oleh siswa sebanyak 42 dari 81 siswa atau 51.85%. berdasarkan hasil penelitian, kesalahan yang paling dominan terjadi pada siswa dalam menulis teks recount adalah kesalahan misformation dengan 90.12% atau 73 dari 81 siswa. Berdasarkan penelitian tersebut ditemukan pula bahwa faktor yang berkontribusi dalam terjadinya kesalahan terhadap siswa kelas 2 SMP Negeri 4 Mataram dalam menulis teks recount adalah interferensi bahasa.

*Kata kunci: Kesalahan gramatikal, menulis, teks recount text*

## **ABSTRACT**

This survey study is aimed at finding out or knowing what kinds of grammatical errors students make in writing recount text, the most dominant error, what is the factor contributing the error in writing recount text. The research subjects were the 2<sup>nd</sup> grade students of SMP Negeri 4 Mataram. In this study, 81 students were taken as the samples out of 323 student population.

In collecting the data, the writer employed objective test namely independent construction of the text. This study could be regarded a descriptive research. After collecting, computing, and analyzing the data, it was identified that 31 of 81 students or 38.27% made omission errors, 34 of 81 students or 41.97% made addition errors, 73 of 81 students made misformation errors or 90.12%, and the last is misordering errors 42 of 81 students or 51.85%. From the finding of the research, the most dominant errors in writing recount text which were made by students is the misformation errors with 90.12% or 73 students of 81. From the research, the factor contributing to the error in writing recount text at 2<sup>nd</sup> grade students of SMP Negeri 4 Mataram is language interference.

*Key words: grammatical errors, writing, recount text*

## **BACKGROUND OF STUDY**

Language, based on Longman Dictionary of Language Teaching and Applied Linguistics (2010), is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. In this world, there are thousands of languages, one of them is English.

English is an international language. As an international language, English plays the role in establishing social communication or relationship with all nations in the world. Nowadays, in Indonesia, English is programmed as a main subject starting from elementary school, although most of students state that English is a difficult lesson. Basically, English consists of four skills; listening, speaking, reading, and writing. Writing skill is the most difficult skill among the four skills. Someone who is able to speak English very well cannot be guaranteed that he or she is reliable in writing (supplement module MGMP, 2012, p.1).

Writing involves some language components like spelling, vocabulary, grammar, and punctuation. According to Braine and May in Arnillah (2011, p.9) that writing clear sentence requires students to learn the English grammar and mechanics, such as the correct use of verbs and pronouns, as well as commas, and other marks of punctuation. Many students often get confused when their teacher demands them to make kinds of written text, especially in writing recount text. They are often confused about what the first thing they should do and the grammar they must use. Although students have done their activity maximally, they still make some errors in writing.

Errors in learning English as a second language always occur. In Indonesia, English has been starting from elementary school up to University level. However, learners cannot avoid making errors. Based on the writer's teaching experience, some students made errors when they write recount text especially in terms of grammatical features, such as the use of past tense, personal pronoun, verb, adverb, articles, and the sequence of event. Ellis (1997:17) stated that, "Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct". So, Student's error is caused by the lacks of competence because they have never known the correct form. Because of that, the researcher expects that the teachers be able to improve their methodology in teaching and learning process and that the students be able to identify the errors they produce, so that they can increase and improve their ability in writing skill.

This study will focus on surveying the grammatical errors made by the students in writing recount text. It has been known that recount text is one type of the text in high school level (KTSP, 2006), especially at the 2<sup>nd</sup> Grade Students in Junior High School. A few of terms used in Based Competence of English lesson are some types of the text (genre) being used, namely transactional/interpersonal, descriptive text, and recount text.

The use of recount text is unavoidable when someone wants to tell the past event or something that is related to personal experience. Because of the fact recount text is telling past event, the tense which is used is past tense.

The writer chooses SMP Negeri 4 Mataram to conduct a survey study because of a certain factor. The writer was the graduate of SMP Negeri 4 Mataram. This research could be a devotion to the alma mater. The writer chooses the 2<sup>nd</sup> grade students because at this grade students are taught about recount text. Therefore, the writer chooses the 2<sup>nd</sup> grade students of SMP Negeri 4 Mataram to conduct a survey study to know

what kinds of error students make in writing in terms of grammatical features of recount text.

## **RESEARCH METHOD**

This research could be categorized as descriptive research because this research is survey study, and try to describe the grammatical errors in terms of grammatical features of recount text made by students, it could be seen from its title that consists of one variable, namely, students grammatical errors in writing recount text.

The data will be collected by administering independent construction of recount text to know what kinds of grammatical errors that students make in writing recount text, the most dominant error, and what the factor contributing the error. The topic will be developed by students to be a good recount text with time allocation 75 minutes.

The populations of this study are the second year students of SMP Negeri 4 Mataram who sit in 10 classes, from VIII.1 up to VIII.9 and VIII bilingual class which consists of 29 up to 37 students per class. So, the total population is 323 students.

Considering the circumstances, this study took 25% of the population in the sample.

$$n = N \times 25\%$$

$$n = 323 \times (25/100)$$

$$n = 80.75$$

$$n = 81 \text{ (rounded up)}$$

So, the number of sample is 81 students

## **FINDINGS AND DISCUSSION**

The writer generated a table of general information to be elaborated into a more detailed discussion of every errors involved. In order to find the percentages of error for each category, the writer used the following formula.

$$\text{Percentage (\%)} = \frac{n}{N} \times 100\%$$

n= number of error on each category

N= total number of respondents

Table: 2

No	Types of Errors	Number of students committed errors (of 81 students)	Percentages
1	Omission	31	38.27%
2	Additional	34	41.97%
3	Misformation	73	90.12%
4	Misordering	42	51.85%

Table above showed that most of students made misformation errors in writing recount text with 90.12%, misordering errors 51.85%, additional errors 41.97%, and omission errors 38.27%.

In finding the data of the most dominant error in writing recount text, the writer categorized the error through synchronizing the students products based on surface strategy taxonomy which proposed by Dulay and the writer found that the most dominant error in writing recount text is misformation error with 90.12% or 73 respondents.

The contributing factors of errors in writing recount text are omission or leaving out the ‘-s- of plural noun, omission of action verb, omission of preposition, omission of past form of to be, double marking of tense, overlapping of verb, regularization, addition of preposition, addition of suffix –s, addition of article ‘a’ and ‘the’, overgeneralization of to be, overgeneralization of past form of verb, interference, alternating form of verb, incorrect order of word, and misordered of the sentence.

There are four types of errors students make in writing recount text namely: Omission errors, Addition errors, Misformaton, and misordering.

From 81 students, there are 31 students or 38,27% of sample made omission errors. Omission errors is where some elements are omitted which should be present like leaving out the articles such as ‘a’ and ‘the’ and leave the ‘-s’ of plural nouns.

Table: 4

No	Omission errors	Correction
1.	There I visited <b>some place</b> like rice field and garden.	There, I visited some places like rice field and garden.
2.	There are <b>many tourist</b> there.	There are many tourists there.
3.	I went to Kuta beach holiday.	I went to Kuta beach for holiday.
5.	I visited <b>some place</b> like Kuta	I visited some places like Kuta

	beach, magelang, and Borobudur.	beach, magelang, and Borobudur.
6.	Suranadi beautiful place	Suranadi was a beautiful place.
7.	I and my father went to beach holiday.	I and my father went to the beach for holiday.
8	I to Suranadi	I went to Suranadi
9	4 month ago	Four months ago
10	Narmada beautiful place	Narmada was a beautiful place.
11	There are <b>many temple</b> there.	There are many temples there.
12	I was together my friend.	I was together with my friend.
13	Two month ago.	Two months ago.
14	Two day.	Two days.
15	Two week ago.	Two weeks ago.
16	I happy with my family.	I was happy with my family.
17	There are many tree.	There are many trees.
18	After that I to suranadi.	After that I went to Suranadi.
19	Wedding ceremony my neighbor.	Wedding ceremony of my neighbor.
20	Before I to Lembar.	Before I went to Lembar

After conducting the research with the student's writing, the researcher found that there are four sub-types of the omission errors, those are: omission of suffix –s, omission of preposition, omission of action verb, and omission of past form of to be.

The writer provided some sample of omission errors made by students below:

a. Omission of suffix –s.

1. There I visited *some place* like rice field and garden.
2. There are *many tourist* there.
3. I visited *some place* like Kuta beach, Magelang, and Borobudur.
4. *4 month* ago.
5. There are *many temple* there,
6. *Two month* ago.
7. *Two week* ago.
8. There are *many tree*.

In the sentence above, the omission of suffix –s is written in italics. The students are failed and did it consistently because they did not know the correct order of pluralities. It should be written in right order like 'some place' instead in English allows 'some places' and 'there are many tourist', 'there are many temple', 'there are many tree' instead in English

should be written 'there are many tourists', 'there are many temples', and 'there are many trees'. Be 'are' in 'there are many tourist', 'there are many temple', and in 'there are many tree' is used to sign the plural or more than one but some students made errors because they use the be 'are' but omitted the suffix -s as the plural form at the noun.

b. Omission of preposition

1. I went to Kuta beach holiday.
2. I was together my friend.
3. Wedding ceremony my neighbor.

The errors above happen consistently because the students have not enough knowledge in using preposition because they transfer their knowledge in Indonesian. In English allows 'I went to Kuta beach for holiday', 'I was together with my friend', and 'wedding ceremony of my neighbor'.

c. Omission of action verb

1. I to Suranadi.
2. After that I to Suranadi.
3. Before I to Lembar.

The errors above happen because they transfer their knowledge in Indonesian language. In Indonesian 'saya ke Suranadi', we may omit the action verb 'pergi' but in English we could not omit the action verb. Thus, students have to write 'I went to Suranadi' and 'before I went to Lembar'.

d. Omission of past form of to be

1. Suranadi beautiful place.
2. Narmada beautiful place.
3. I happy with my family.

The errors above happen because the students omitted the past form of to be. In recount text, we have to use the past form because it tells the past event.

Addition errors are the opposite of omission. They are characterized by the presence of an item, which must not appear in a well formed utterance. There are 34 students made addition errors or 41.97% from the samples. Addition errors are divided into three sub-types of additional errors, namely: double marking, regularization and simple addition. Simple addition is an addition that is not double marking or regularization.

- Addition errors due to double marking

Table: 5

No	Errors	Correction
1	<b>Went go</b> home	Went home
2	I <b>am was</b> so glad	I was so glad
3	I <b>am met</b> with my friend	I met my friend
4.	I and family <b>went go</b> home.	I and family went home.
5	<b>Went go</b> house.	Went home.
6	I <b>am took</b> a picture	I took a picture.
7	I <b>am saw</b> beautiful view.	I saw beautiful view.
8	I <b>am went</b> there.	I went there.
9	I <b>am ate</b> a sate.	I ate a sate.

From the table above, we can see the addition errors due to double marking. The writer provided some explanation about double marking as follows.

- a. Two marks of tense
  1. I *am was* so glad.
  2. I *am met* with my friend.
  3. I *am took* a picture.
  4. I *am saw* beautiful view.
  5. I *am went* there.
  6. I *am ate* a sate.

The sentences above showed that there are two marks of tense or time marking, those are “am” and “past form of verb”. Be “am” used for present progressive tense and the word ‘was’, ‘saw’, ‘met’, ‘took’, ‘went’, ‘ate’ are the past form of verbs. In English, we have to omit to be “am” because recount text is telling past event and in the other sides, the structure of English sentence does not allows the above.

- b. The overlapping of verb
  1. *Went go* home.
  2. I and my family *went go* home.
  3. *Went go* house.

The sentence above showed that there are two forms of verb are overlapping each other. The verb “went” used for past form and the present form “go” used for present form. Thus, we have to omit the present form of verb, because they could not occur together and recount text is telling past event.

- Addition errors due to regularizations

Table: 6

No	Errors	Corrections
1	Sailor <b>catched</b> fish.	Sailor caught fish.

2	There we <b>eated</b> together	There we ate together
3	I <b>goed</b> to home	I went home

The table above showed that students overgeneralized or regularized the verb form. The writer provided the examples as follows:

1. Sailor *cathced* fish.

The sentence above showed that the students regularized the verb form, the students wrote “caught” instead of “caught” in English as a correct form. The correct sentence is “sailor caught fish”.

2. There we *eated* together.

The sentence above showed that students regularized the verb “eat” become “eated” instead of “ate” in English. The correct sentence is “there, we ate together”.

3. I *goed* to home.

The sentence above showed that students overgeneralized the past form of “go” instead in English allows “went”.

- Addition errors due to simple additions

Table: 7

No	Errors	Corrections
1	Holiday in <b>the</b> Batu Bolong.	Holiday in Batu Bolong.
2	We <b>to</b> pray there.	We prayed there.
3	One <b>a</b> year ago	One year ago/ a year ago
4	I and my friend <b>went to home</b> .	I and my friend went home.
5	One years ago	One year ago
6	One weeks ago	One week ago
7	I met <b>with</b> my friend	I met my friend
8	I <b>went of to</b> buy food	I bought food
9	In <b>the</b> tanjung.	In tanjung.
10	I met <b>with</b> grandmother.	I met grandmother.
11	Went <b>to</b> home.	Went home.

From the table above showed that some students gave simple addition or gave preposition in the sentences, which is in English that does not exist. The writer provided examples as follows:

a. Addition of preposition

1. We to pray there.
2. I and my friend went to home.
3. I met with my friend.
4. I went of to buy food.

5. I met with my grandmother.
6. Went to home.

The sentences above showed that the students gave additional preposition like 'to', 'with', and 'of', in the sentences which is in English does not allow the additional preposition like the sentences above. We have to omit the preposition because the English structure does not allow those.

b. Additional of suffix –s

1. *One years* ago.
2. *One weeks* ago.

The sentence above showed that the students gave suffix –s in singular form, instead in English does not allow those form. We should write 'one year ago' and 'one week ago'.

c. Additional of article a and the

1. Holiday in *the* batu bolong.
2. One *a* year ago.
3. In *the* Tanjung.

The sentences above showed that the students gave simple addition, those are article 'a' and 'the'. English allows 'holiday in Batu Bolong', 'one year ago' and 'in Tanjung'.

Misformation errors are characterized by the use of the wrong form of morpheme or structure, while in omission errors the item is not supplied at all. There are 73 from 81 students made misformation errors or 90.12% of samples. Misformation errors are divided into three sub-types, namely: regularizations, archi-forms, and alternating forms.

1. Regularizations

This sub-type error is when a learner uses regular and irregular types of word in a wrong place. Example: "this study **would took** three years, instead in English allows this study **would take** three years".

Table: 8

No	Errors	Correction
1.	I am very happy.	I was very happy.
2	My family will sleep.	My family would sleep.
3	My father sit on the side beach.	My father sat on the side of the beach.
4	We go home.	We went home.
5	I'm there	I was there.
6	I go to Senggigi beach.	I went to Senggigi beach.
7	There we eat together.	There, we ate together.

The table above showed that the misinformation errors due to regularization or overgeneralization. The students overgeneralized the verb form. The writer provided examples from students' product as follows:

a. Overgeneralization of to be.

1. I am very happy.
2. I'm there.

The sentence above showed that students used present progressive form of to be. In writing recount text, they must use past form of to be but students overgeneralized. In English allows 'I was very happy' and 'I was there'.

b. Overgeneralization of past form of verb.

1. My father sit on the side beach.
2. We go home.
3. I go to Senggigi beach.
4. There we eat together.

The sentences above showed that student overgeneralized the verb form. In recount text, we have to use the past form of verb. The sentences above should be 'my father sat on the beach side', 'we went home', 'I went to Senggigi beach', and 'there we ate together', because in writing recount text we must use the past form of the verb.

2. Archi-forms

Is the choice of a class form to represent or describe another class form in different situation. Example: "that pens is mine instead those pens mine", or "these book is yours instead this book is yours", and "another criteria instead another criterion".

Table: 9

No	Errors	Correction
1	Cooked the fish which I <b>able to</b> in the house.	Cooked the fish which I have got.
2	<b>Three clock</b>	Three hours.
3	Three <b>diving</b> in the sea.	Three divers in the sea.
4	There are three <b>swimming</b> .	There are three swimming pool.
5	I happy with <b>friend's</b>	I was happy with my friends
6	I stand <b>by</b> tiger	I stand beside the tiger
7	<b>Friend,s</b>	Friends
8	I woke up <b>instantly</b> .	I woke up immediately.
9	<b>Break fast</b> .	Breakfast.
10	<b>Drink2x</b>	Drink together.
11	My family and friends <b>go on vacation</b> to the malimbu beach.	My family and friends went to malimbu beach for holiday.
12	Walk again and <b>reached</b>	Walk again and arrived home.

	home.	
13	There is futsal <b>ground</b> .	There is futsal court.
14	There are <b>street road stop</b> .	There are traffic lights.
15	<b>I ended up</b> with my father to home.	Finally, I went home with my father.
16	I ate and <b>straight</b> swam.	I ate and swam directly.

The writer discusses the archi-form in general as follow.

We can see in the left (errors) column which is written in bold type are the several cases of archi-form. It happens because the students do not have enough knowledge in terms of mastering vocabulary and they choose another word which has the similarity in meaning because they got trouble in choosing a right diction. The right diction, we can see in the right (correction) column.

### 3. Alternating forms

When the learner has mistakenly used some form alternatively but its result is producing wrong word. Examples: “she’s book instead her book”.

Table: 10

No	Errors	Corrections
1	I felt <b>aslept</b> .	I fell asleep.
2	I <b>so</b> people	I saw people
3	<b>Soo</b> cold	So cold.
4	Last wake	Last week

#### a. Alternating past form of verb.

1. I felt **aslept**.
2. I **so** people.
3. Last **wake**.

The sentence above based on students’ product, the writer found that the students alternated the word past form freely. These errors happened because students lack of knowledge about the right form of past form. As a result, students could not distinguish between the use of regular and irregular verb or the right form of word.

#### b. Incorrect order of word ‘so’

The sample above is the example of students’ product which is failed in making correct form of the word ‘so’. One of them written ‘soo cold’ instead in English allows ‘so cold’.

Misordering errors are characterized by the incorrect placement of a morpheme or group morpheme in an utterance. In this study, the writer found 42 from 81 students made misformation errors or 51.85% from the samples. The misordering errors are provided in the table as follows:

Table: 11

No	Misordering	Correction
1	I am together my friend.	I was with my friend
2	I holiday go to Bogor.	I went to Bogor for holiday
3	Beach nimpah	Nimpah beach.
4	Mountain great	Great maountain.
5	Places beautiful	Beautiful places.
6	The foods delicious	The delicious food.
7	Temple batu belong	Batu Bolong temple
8	Night yesterday	Yesterday night
9	The view so was beautiful	The view was so beautiful.
10	I there saw many tourist.	There, I saw many tourists.
11	Sand beach beautiful	Beautiful sand beach.
12	There I too saw beautiful fish.	There I saw beautiful fish also.
13	There I too playing	There, I played too
14	My family and home with.	Went home with my family
15	My family and the holidays with.	Holiday with my family.
16	I saw sea the beautiful.	I saw the beautiful sea.
17	Afternoon day I saw sunset.	In the afternoon, I saw sunset.
18	We many see monkey.	We saw many monkey
19	Friends I.	My friends
20	I and brother I go in.	I and my brother went in.
21	Ship TNI AL.	TNI AL ship
22	Ticket in Nirwana price cheap	The price of the ticket in nirwana was cheap.
23	My and friends go	I and my friends went
24	After resting we all road again heading to Malimbu.	After resting, we headed to malimbu.
25	View clean and beautiful.	Clean and beautiful view.
26	After a month of fasting.	After fasting month.

The writer discussed misordering errors in general as follow:

From the list above, errors happened because students got difficulties in word for word translation and lack of their knowledge in

English grammar. The writer provided some examples taken from students products above as follows:

- a. View clean and beautiful.
- b. After a month of fasting.
- c. There I too playing.
- d. Night yesterday.

The sentences above a, b, c, and d indicated that students made misordering errors because they did not know the correct structure of the English language. They made interference or transfer their knowledge from Indonesian into English. Thus, as a result they made misordering errors.

## 2. The most dominant error in writing recount text

Based on the data gained, it showed that 90.12% or 73 students made misformation error. The writer collected the data through synchronizing the students product with the sample of error which proposed by Dulay et.al (1982:150) in '*language two*' which classified into three sub-types of misformation error, those are regularizations, archi-forms, and alternating form.

### 1. Regularizations

Example: this study **would took** three years

- Regularization of to be.

1. I am very happy.
2. I'm there.

The sentence above showed that students used present progressive form of to be. In writing recount text, they must use past form of to be but students regularized. In English allows 'I was very happy' and 'I was there'.

- Regularization of past form of verb.

1. My father sit on the side beach.
2. We go home.
3. I go to Senggigi beach.
4. There we eat together.

The sentences above showed that student regularized the verb form. In recount text, we have to use the past form of verb. The sentences above should be 'my father sat on the beach side', 'we went home', 'I went to Senggigi beach', and 'there we ate together', because in writing recount text we must use the past form of the verb.

### 2. Archi-forms

Example: that pens is mine instead those pens mine and these book is yours instead this book is yours.

Table: 12

No	Errors	Correction
1	Three <b>diving</b> in the sea.	Three divers in the sea.
2	There are three <b>swimming</b> .	There are three swimming pool.
3	I happy with <b>friend's</b>	I was happy with my friends
4	I stand <b>by</b> tiger	I stand beside the tiger
5	<b>Friend,s</b>	Friends
6	I woke up <b>instantly</b> .	I woke up immediately.
7	<b>Break fast</b> .	Breakfast.
8	My family and friends <b>go on vacation</b> to the malimbu beach.	My family and friends went to malimbu beach for holiday.
9	Walk again and <b>reached</b> home.	Walk again and arrived home.
10	There is futsal <b>ground</b> .	There is futsal court.
11	There are <b>street road stop</b> . I <b>ended up</b> with my father to home.	There are traffic lights. Finally, I went home with my father.
12	I ate and <b>straight</b> swam.	I ate and swam directly.

We can see in the left (errors) column which is written in bold type are the several cases of archi-form. It happens because the students do not have enough knowledge in terms of mastering vocabulary and they choose another word which has the similarity in meaning because they got trouble in choosing a right diction. The right diction, we can see in the right (correction) column.

### 3. Alternating forms

- Alternating past form of verb.

1. I felt aslept.
2. I so people.
3. Last wake.

The sentence above based on students' product, the writer found that the students alternated the word past form freely. These errors happened because students lack of knowledge about the right form of past form. As a result, students could not distinguish between the use of regular and irregular verb or the right form of word.

- Incorrect order of word 'so'

The sample above is the example of students' product which is failed in making correct form of the word 'so'. One of them written 'soo cold' instead in English allows 'so cold'.

Thus, the factor contributed the error in writing recount text at 2<sup>nd</sup> grade students of SMP Negeri 4 mataram is language interference or transfer. It could be seen from the omission of suffix -s, omission of action verb, addition of preposition, overgeneralization of past form, and misordered the sentence. The data provided as follows:

1. Omission of suffix -s

1. Some place
2. Many tourist
3. 4 month
4. Many temple
5. Two month
6. Two week
7. Many tree

The data above indicates that students transfer the knowledge of Indonesian where in Indonesia there is not plural form of noun instead I English the suffix -s should be added.

2. Omission of action verb:

1. I to Suranadi
2. After that I to Suranadi
3. Before I to Lembar

The sentence above indicate that students transfer their Indonesian knowledge into the English. In Indonesian, the omission of verb could be happen but in English should be exist. For instances 'Saya ke Suranadi' and 'Saya ke Lembar', action verb does not exist but in English should be 'I went to Suranadi' and 'I went to Lembar', action verb should be exist.

3. Addition of preposition

1. I and my friend went **to** home
2. I met **with** my friend

In English, the additional of preposition like the sentences above does not allowed but in Indonesian the preposition is existed, for instances 'saya dan teman-teman pulang **ke** rumah' and 'saya bertemu **dengan** teman'.

4. Overgeneralization of past form

1. My father sit on side beach
2. We go home
3. I go to Senggigi
4. There we eat together

The sentences above showed that student overgeneralized the verb form. In recount text, we have to use the past form of verb. The sentences above should be 'my father sat on the beach side', 'we went home', 'I went to Senggigi beach', and 'there we ate together'. In Indonesia, there is not the past form of the verb, for instances 'bapak saya duduk di pinggir pantai', 'saya pergi ke pantai Senggigi', 'di sana kami makan bersama'. The form of the verb is absolutely the same.

#### 5. Misordered sentence

1. I am together my friend
2. I holiday go to bogor
3. Beach Nimpah
4. Mountain great
5. Places beautiful
6. The foods delicious
7. Temple Batu Bolong
8. Night yesterday
9. I there saw many tourist
10. There I too saw beautiful fish
11. There I too playing
12. I saw sea the beautiful
13. Afternoon day I saw sunset
14. Friends I

From the sentence above, we can see that the structure of the sentences are misordered, the students transferred the Indonesian sentence structure to the English. 'Saya bersama teman saya' transferred become 'I am together my friend' instead in English allows 'I was with my friend', 'Saya pergi berlibur ke Bogor' transferred become 'I holiday go to Bogor' instead in English 'I went to Bogor for holiday', 'Pantai Nimpah' become 'Beach Nimpah' instead 'Nimpah beach', 'Gunung besar' become 'mountain great' instead 'great mountain', 'tempat-tempat indah' become 'places beautiful' instead 'beautiful places', 'makanan enak' transferred become 'the foods delicious' instead 'the delicious foods', 'Pura Batu Bolong' become 'Temple Batu Bolong' instead 'Batu Bolong Temple', 'kemarin malam' become 'night yesterday' instead 'yesterday night', 'di saa saya melihat turis' become 'I there saw many tourist', instead 'there, I saw many tourists', 'di sana saya juga melihat ikan yang cantik' become 'there I too saw beautiful fish' instead 'there I saw beautiful fish also', 'di sana saya juga bermain' become 'there I too playing' instead 'there, I played too', 'saya meihat laut yang cantik' become 'I saw sea the beautiful' instead 'I saw the beautiful sea', 'sore hari saya melihat

matahari tenggelam' become 'afternoon day I saw sunset' instead 'in the afternoon, I saw sunset', 'teman saya' become 'friends I' instead 'my friends'. From the explanation above, it can be seen that the students transfer their knowledge of Indonesian sentence structure into English.

## **CONCLUSION AND SUGGESTION**

Based on the data gained, the writer finally came to the conclusion as follows, (1) The students' errors in writing recount text are classified into four types: omission, addition, misformation, and misordering. The research findings, showed that 31 of 81 respondents (38.27%) made omission errors. Then, 34 of 81 respondents (41.97%) made addition errors. Next, 73 of 81 respondents made misformation errors (90.12%), and the last is misordering errors 42 of 81 respondents (51.85%). (2) From the finding of the research, the most dominant errors in writing recount text which were made by students are the misformation errors with (90.12%) or 73 respondents of 81. And (3) The factor contributing error in writing recount text at 2<sup>nd</sup> grade students of SMP Negeri 4 Mataram is language interference.

After concluding the results of this research, the writer gave the some suggestions related to the findings of the research to suggest the next research or teaching and learning process. (1) English teacher are expected to explain clearly how to construct the paragraph and treat the writing recount text, especially about grammatical rules in using past tense and the construction of the sentences in terms of recount text. (2) The teachers are expected to give students some basic knowledge in constructing the text in terms of recount text to improve their knowledge. The teacher may use the media in teaching and learning process as reinforcement in every process. (3) The teacher are expected to find some solution in teaching in order to students could master the recount text and its grammatical features or give more knowledge about recount text trough the practice in writing recount text or telling story about students' experiences. They can practice by writing their own experiences. (4) Teacher must explain briefly to the students the rule in English regarding grammar, vocabulary, pronunciation, and not to bring the language features of their mother tongue when learning English. (5) For the next researcher, the writer suggested to do class action research in improving the students' ability in writing recount text.

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