

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN  
WRITING RECOUNT TEXT: A Case Study on The Eleventh  
Grade Students at SMAN 2 Praya in The Academic Year Of  
2017/2018.**

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## CHAPTER I INTRODUCTION

**Ozi Saputra, Aditia.** 2017. An Analysis of Students' Grammatical Errors in Writing Recount Text: A Case Study on Eleventh Grade Students At SMA N 2 Praya In Academic Years Of 2017/2018.

### ABSTRACT

The objectives of this study are to know the types and the dominant grammatical errors in student writing recount text of SMA N 2 Praya. There are 30 student were taken by this study be sample. The method of this study is descriptive analysis. The first, th student will write a recount text. After that, this study will analyze the student's writing and classify the errors in student writing. The result of this study shows 12 types of grammatical errors such (1) Irregular past form 42.7%, (2) language chunk 11.5%, (3)Spelling errors 10.4%, (4)missing linking verb 8%, (5)punctuation omission 7.5%, (6)regular past from 5.7%, (7) Ungrammatically 3.4%, (8)conjunction addition error 2.9%, (9)unintelligible sentence 2.9%, (10)personal pronoun error 1.7%, (11)omission verb 1.7%, (12)omission subject 1.1%.

Key Words : Analysis on Students' Grammatical Errors, Recount Text, "SMAN 2 Praya."

**Ozi Saputra, Aditia.** 2017. Analisis kesalahan tata bahasa siswa di penulisan recount teks: Kesalahan Pembelajaran pada siswa kelas sebelas di SMAN 2 Praya tahun akademik 2017/2018

### ABSTRAK

Pembelajaran ini untuk mengetahui jenis kesalahan dan kesalahan dominan tata bahasa di recount teks di SMAN 2 Praya. ada 30 siswa yang sudah mengambil tes untuk menjadi sampel. Metode dari pembelajaran ini adalah deskriptip analisa. Pertama, siswa menulis satu recount teks. Setelah itu, pembelajaran ini menganalisa tulisan siswa dan mengelompokan kesalahan tulisan siswa. Hasil dari pembelajaran ini menunjukkan ada 12 jenis kesalahan siswa yaitu : (1) Irregular past form 42.7%, (2) language chunk 11.5%, (3)Spelling errors 10.4%, (4)missing linking verb 8%, (5)punctuation omission 7.5%, (6)regular past from 5.7%, (7) Ungrammatically 3.4%, (8)conjunction addition error 2.9%, (9)unintelligible sentence 2.9%, (10)personal pronoun error 1.7%, (11)omission verb 1.7%, (12)omission subject 1.1%.

Kata kunci : analisa kesalahan tata bahasa siswa, recount text, " SMAN 2 Praya."

## CHAPTER I

### Background of Study

In Indonesia, English has long become one of the important compulsory subjects. It is taught from junior to high schools. To adjust with the advancement of language teaching theories, the English language curriculum has undergone a number of changes along the way, i.e. from 1975 up till now. Despite such changes, however, the teaching of English in Indonesia was still far from being successful and the progress was still slow in the last few decades. The failure of teaching of English in Indonesia was widely shown with students inability to use English for communication purposes.

In 2006, the government of Indonesia introduced a new English curriculum, known as School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan). With the coming of this curriculum, many educators have a new hope that the new curriculum will bring about some success in the teaching of English in Indonesia. The present School-Based curriculum is different from the previous curricula because the teaching of English skills is done interestingly: The language skills are not divided like before. This new curriculum demands every student to be able to use the four basic English skills such as listening, speaking, reading and writing integratedly. In spite of such a great design of curriculum, some of the problems related to the teaching of English remain unchanged. First, the time allocation is far from being adequate. In a week, the time of English language teaching is only four hours. This should cover 4 basic skills, i.e. listening, speaking, reading and writing, and 3 other sub skills, grammar, pronunciation and writing mechanics. This lack of learning period becomes a serious problem because the teacher can not cover the four basic skills adequately and therefore the mastery of these skills is far from the expectation. Clearly, this problem makes students unable to use the English skills as demanded by the new curriculum. Another arising problem is the big number of students in one English language class. The average number of students in an English class size is about 40 students. This overcrowded classes really far from being ideal for the teaching of English. The lack of time allotment and crowded classes, the teacher can not give their attention to every student in the class. Moreover, with the conventional way of teaching, i.e. one-way communication style, they just give their attention to those who sit in the front row of the class or those whom they think capable enough to interact with them. In other words, the teachers just give their attention to the smart students and disregard the less able students. As a result, this creates passive and apathetical learning environments. All of these are assumed to influence the quality of the teaching of English at school. From his own experience during the teaching practicum, the writer found that among the four skills taught, the writing was the most problematic. The writer found that students got difficulties to participate in the writing activity because they had problems with grammar and choice of words. The activity usually ran very passively and

students did not participate maximally. The writer also found that students had difficulties when they were assigned to write recount text genre. For this reason, the writer is interested in focusing his study on the development of high school students' writing production related to recount texts. The current study is important because the recent development of English language teaching in Indonesia indicates that writing has become one of the basic skills that students of high schools have to master (Ariyanti, 2016). As mentioned early, the School-based Curriculum (KTSP) requires teachers to incorporate writing into their teaching activities. With the inclusion of writing in the language learning, it is predicted that problems will arise. Ariyanti (2016) remarks that students of high schools still face difficulties in mastering writing skill because there are a number of structural and grammatical differences between their national language and English. Students often translate their ideas from Indonesian language to English. As a result, their writing product becomes difficult to understand. As regards the teaching of writing in the high school, the current curriculum mentions that students should master five kinds of writing genres, namely: Narrative, Recount, Procedure, Descriptive, and Report Text. By knowing how to write these text genres, students are expected to be able to share their life experiences through writing works. For the purpose of the current study, the writer will focus his study only on how students write a recount text. The reason for this is that problems of writing recount text is relatively easier to identify compared to other text genres because most of recount text is written in the past tense forms. Thus, the writing difficulties as Ariyati (2016) mentions above can be located.

With all of those ideas in mind, the writer proposes his study entitled "An Analysis of student's grammar errors in rewriting recount text"

### **Statement of the Problem**

The current study will focus to answer the following study questions:

1. What types of grammatical errors do students eleventh grade in SMAN 2 Praya make in the writing of a recount text?
2. What are the dominant grammatical errors made by student eleventh grade in SMAN 2 Praya in the writing of a recount text?

## CHAPTER II

### Review of Related Literature

#### 2.1 Errors Analysis

Errors are those deviations that learners make because of having not enough knowledge when they produce the language whereas mistakes are deviations that happen because learners lack attention, fatigue, carelessness of learners when they produce utterances or sentences in the target language like what Brown (2007) said that a mistake refers to performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly). Mistakes are not necessarily related to the learners’ performance.

A number of writers, such as Gorbet (1979) and Erdogan (2005) found the nature of errors, teachers are supposed to be familiar with errors with EA. Teachers will be able to understand the level of development of their students’ knowledge. Early in 1967, Corder (1967) released a publication of significance of learner’s errors. This publication pointed out that errors were common phenomena in the language learning and the negative vision of the errors were found out in most of foreign language teachings. The publication noted that mistakes were considered inevitable for the language learning process.

Related to Corder’s work, Brown (2000) comes up with a definition of error analysis. He defines error analysis as “the processes to observe, analyze, and classify the deviations of the rules of second language and then to reveal the systems operated by learners.” Furthermore, he explains that error analysis has some types, i.e. interlingual, intralingual, simplification (redundancy, reduction, communication based, and induced errors). To simplify the complexity of error analysis types, Brown (2000: 224) classifies errors into two main types, namely interlingual errors and intralingual errors.

A number of studies show that in the EFL setting learners of English language always face interlingual errors. This error is often influenced by their mother language Corder (1971). According to Corder learner’s mother tongue of learners will give effect when they want to produce the target language or English language because the mother language and target language have a different system. Corder provides an example of learner’s mistake from Spanish producing “is the book of my friend.” The sentence shows the omission of the subject pronoun and the use of the “of the” possessive appear due to the Spanish interference. This factor is supported by Selinker (1972) who introduced the concept of Interlingual to define the independent and unique linguistic system of the learners of foreign language. Interlingual errors are the same as the negative transference. Touchie (1986) suggests that interlingual errors are caused mainly by mother tongue interference. The students influence by their mother tongue

when their mother tongue is different with the target language. There few of example in interlingual errors:

Beside interlingual errors, there is another kind of errors made by EFL learners. It is intralingual errors. Intralingual errors are more similar to mistakes. Intralingual has different way of the defination. Intralingual will happen when learners do not master well the language learner or they lack target language knowledge. Those make the intralingual errors come into being. Based on errors that learners make in the learning process, we may know kinds of intralingual errors that occur. In brief, intralingual errors are divided into some categories. Richard (1974: 120) classifies the intralingual errors into four categories including overgeneralization, ignorance of rule restriction, incomplete application of the rules, and false concept hypothesized or semantic errors.

## **2.2. Classification of Errors**

### 2.2.1 Linguistic Category

According to Dulay, Burt and Krashen (1982: 146), linguistic category taxonomies classify errors according to either or both the language components or linguistic constituents. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse while constituents include the elements that comprise each language component.

#### 2.2.1 Surface Category

The categorizing of errors is according to how the surface structure of a sentence or expression is altered by the error (Shaffer, 2005). Such a classification would include omission, addition, misformation, and misordering.

##### 1. Omission

Omission error defines as the absence of an item that must appear in a well-formed utterance (Dulay, Burt and Krashen 1982:277).

The example: He playing football (omission on to be: is/was)

##### 2. Additions

Addition errors are the opposite of the omissions category. According to Dulay, Burt and Krashen (1982:156), they are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors:

- Double Marking

Double marking is an error in which a concept is expressed twice when the language requires its expression only once, e.g. double negation: 'you hardly never want' (Dulay, Burt and Krashen 1982: 277).

#### □ Regularization

Regularization errors occur when a marker that is typically added to a linguistic item is erroneously added to exceptions that can be found in English. Most of verbs can be changed into past form by adding -d/-ed after the basic verb, and most of nouns can be pluralized by adding -s/-es to singular forms, but not all of them.

#### □ Simple Addition

According to Dulay (1982: 158), no particular features characterize simple additions other than those that characterize all addition errors. The use of an item which should not appear in a well-formed utterance.

### 3. Misformation

According to Dulay, Burt and Krashen (1982:158), misformation errors are characterized by the use of the wrong form of the morpheme or structure. According to Dulay et al. (1982:158), there are three kinds of misformation, they are regularization errors, archi-form, alternating form.

### 4. Misordering

Dulay, Burt and Krashen (1982:162) pointed out that misordering error is the incorrect placement of a morpheme or group of morphemes in an utterance.

e.g.: 'I do not know who is he.' (X)

Here, the learner misorders the word 'is' and the well-formed sentence is

'I do not know who he is.' (□)

### 2.2.3 Word and Chunk

Cruse explains that words can range from being the smallest mobile units in a sentence, to the largest units that "resist interruption" (Cruse 1986: 35-36). There are several ways of classifying what constitutes a word. The foreign language student should memorize the English words. Another common way of classifying words is if they belong to the same word family. A lot of students lack or forget the English words and make some errors when they want to write the word. It's called by spelling error and chunk errors. There are many kinds of spelling errors. According to Kukich (1990), spelling errors can be divided into two parts: typographic errors and cognitive errors "Typographic errors have something to do with keyboard adjacencies (insertion, deletion, substitution, or



even transposition)". In Ellis (1997 ) stated one of the formulaic chunks which we saw in the case studies, fixed expression like 'how do you do?' , 'I do not know', 'can I have a \_\_\_?'

#### 2.2.4 Unintelligible Sentences

Unintelligible can not be understood. Unintelligible Sentences is when the sentences are really hard to understand. Like according to oxford dictionary Unintelligible is impossible to understand. This problem can be one of errors in student writing. Because there many students who did not have enough knowledge to write good sentences.

### 2.2 Grammatical Error

Every country has its own language and every language has its own structure, including the English language. When people use a language, they should be able to use the language well. The structure of English language is usually called grammar, and Thornburry (1999) defines Grammar as partly the study of what forms (or structure) are possible in the language. Grammar teaches learner of English department to understand English easily. Learners can analyze English language use in grammar, but grammar is one of the difficulties of learners' when they learn about English knowledge. Grammar has a lot of rules which make learners confused, even though they are native speakers. Besides the structure of language, the student's usually made error in a word like spelling. In English words, the students made some errors like spelling words. It is because the students do not have enough knowledge in target language or influence from their mother language. Besides the words, the student made errors in language chunk. Language chunk is more than words but the student still think that chunk is a words. According to English dictionary (2003) stated that the standards are combination of two or more than two words.

According to what has been discussed above, the errors analysis. The lack of learners' knowledge makes them do some errors called interlingual errors and intralingual errors. Learners might ignore their errors while they are learning a target language. Grammar is good thing in education and grammar is very important for learners as well as learners of EFL. According to my university, we should learn subject of English grammar until four grade and it needs two years for learn grammar. The level of grammar knowledge might be assumed as a high level for learners, considering it makes learners in EFL always make errors when they deal with grammar. However, learners might make English become easier to understand.

Base on my experience when I become a teacher, most of student made some grammatical errors when they were writing a sentence, especially when they

are still learning about English. It will provide feedback given by teachers, which makes learners realize or be able to know errors in grammar they make. Therefore, giving feedback should be a good positive thing for education. Hill and Flynn (2006:32) suggest that. “The best way to provide corrective feedback when grammar or pronunciation errors are made is simply to model the correct English without overtly calling attention to the error”.

Moreover, many students think that when teachers give feedback, it is interpreted as negative things, so that learners can understand the meaning of the giving feedback. In this relation, Long (1996) confirms that negative feedback can facilitate language learning at least for vocabulary, morphology, and language-specific syntax.

### **2.3 Writing Recount Text**

Writing is one of the language skills that learners should master in learning English. In writing skill, learners will be able to put their feelings, ideas, arguments, willingness, and their mind into words, sentences, even stories. However, writing skill needs good English knowledge because level of writing skill is more complex. In result, learners always make some errors when they write text, especially for the EFL learners.

For learners of EFL, writing a text in English is a very difficult thing, moreover for Indonesian learners. In here, learners should be able to write a text which in English is differentiated into four kinds of text. Those are narrative text, procedure text, report text and recount text. In each of text has its own structure that learners should know when they want to write. However, this study only discusses recount text.

#### **2.3.1 Recount Text**

There are some texts in English, such as descriptive text, procedure text, narrative text and recount text. Recount is a kind of genre that has a social function to retell event for the purpose of informing or entertaining. The tense that is used in recount text is past tense. In Addition, grammar is one of difficulties for English students, surprisingly even for native speakers of English.

#### **2.3.2 Kinds of Recount Text**

There are three types of recount, like Derewinka in Indah (2010) divide recount text. :

- a. The first is imaginative recount; it takes on the imaginary role and giving details of events (e.g. a day in the life of a Roman slave; how I invented).
- b. The second is factual recount; it records the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).

- c. The third is Personal recount; it retells of an activity that the writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

### 2.3.3 Structure of Recount Text

There are three structures of recount text, it is according According to Cliffwatt in wahyuni (2015).

- a. The first part of structures is orientation. It provides the setting and produces participants. It usually provides information about when, where and who.
- b. The second part of structures is a record of Events. It tells what happened, a present event in the temporal sequence. It is usually recounted in chronological order. Personal comments and or evaluative remarks, which are interspersed throughout the record of events.
- c. The third part of structures is re-orientation. Optional-closure of events. It is“rounds off” the sequence of events.

### 2.3.4 The Language Feature of Recount Text

- a. Focus on individual participant/a group participant. Recount text focus on what an individual or a group of people have done in the life. It can be written in the first or the third person. First person, is happening to the person writing the recount. Example: I went to the beach. The third person, an observer is telling it. Example: Era went to the beach; she saw a pond near that park.
- b. Using past tense

Past tense is the form a verb used to describe actions in the past. Many linguistics explain by the own term but most of them have the same content. In English language, there are two kind of past tense. First is irregular past form and regular past form.

## 2.4 Previous Studies

Writing is an important skill for those who want to learn about English. It makes a lot of writers study about writing. In here, there are some of studies in Indonesia who write about writing recount text. The examples of study below were taken from other school with this study. It made the different result of these studies.

Eviyani (2013) reported a study of grammatical errors made by the second grade students of MAN 10 Jakarta in the writing of recount texts. The sample of this study was 30 students. The method used by the study was descriptive analysis. The result of the study showed that problem with verb tense was the most grammatical error made by students. The numbers of errors of verb tense are 75 (22.2%). Then the second common error was 74 (22%). The third error was 34

errors or 10% from word form, 30 errors or 8.9% from spelling, 27 errors (8%) from word omission, 25 errors (7.4%) from word choice and add a word, 23 (6.8%) from singular-plural, 10 (3%) from word order, 8 (2.3%) from meaning not clear, and 7 (2%) from punctuation. However, there were no errors in article, incomplete sentence and run-on sentence. It could be concluded that most students of MAN 10 Jakarta got problem in verb tense, capitalization and word form.

Syams (2016) studied error analysis of use of the word order in recount text made by student at SMKN 1 Pinrang found similar finding. To conduct the study, Syam used descriptive qualitative method and error analysis procedures. Participants of the study consisted of 30 students. the study found that student made errors in following areas: the use of correct verbs (45.41 percent), correct linking verb (30.28 percent) and correct the errors noun phrase (24.31 percent). Based on the finding and discussion of the study, the study concluded that the most common error that made by the students was use of correct verbs.

Ramli (2013) conducted the study of errors in writing of recount text produce by tenth Grade Student of SMAN I Siantan in Academic Year 2012/2013. The method used in this study was a descriptive where the study explained the result of study by describing the data gained. Finding of this study, The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics. Based on the finding and discussion of the study, the study concluded that the most common error that made by the students was in writing content of the text. of genre that has social function to retell event for the purpose of informing or entertaining.

### **CHAPTER III RESEARCH METHOD**

#### **Population and samples of the study**

Out of the total population, 30 students were taken as samples of the study. The sample of this study were taken from eleventh grade in SMA N 2 Praya. The total of students in eleventh grade is 297 students. To guarantee that each student in the population had an equal chance of being chosen, his study used simple random sampling technique, Samples of this study were taken from all classes. From each class 3 or 4 students were taken as sample. This study took the students randomly. The criterion of sampling was the subject of the study should in the eleventh grade. In this case, Arikunto (2014: 176) explains that the sample should be able to cover all of the real conditions of the population; this is called sample representativeness. The following formulae was used to determine the number of the samples:

$$\frac{10}{100} \times n = \text{total samples}$$

With the total number of 297 members of population, the number of samples found as follows:

$$\frac{10}{100} \times 297 = 29,7 = 30$$

#### **Technique of Data Analysis**

After collecting the data from the test, the study analysed products of students' writing with a focus on their grammatical errors. The data analysis used in this study employed a descriptive quantitative technique which allowed the study describe some students' errors and to use numerical data in this study

## CHAPTER IV FINDINGS AND DISCUSSION

### 4.1 Study Finding

The study findings show that there were 173 errors made by students in their writing. All those 173 errors can be group into 12 types; i.e. (1) Irregular past form, (2) language chunk, (3) Spelling errors, (4) missing linking verb, (5) punctuation omission. (6) regular past form, (7) ungrammatically, (8) conjunction addition errors, (9) unclear sentence, (10) personal pronoun errors, (11) verb omission, (12) subject omission.

#### 4.1.1 Irregular Past Form

The type of errors that appeared from data show that students had difficulty to use irregular past forms. From 225 Irregular verbs written in the recount texts they wrote, there were 74 erroneous verb forms. The percentage of mis use of irregular verb was 42.7% of the total. In the examples below, students did not have good knowledge of past irregular verbs. These errors found in all of students' writing. The students wrote V1 while they have to wrote the V2 in their writing. These were examples in table 4.1 can cover all students' errors in the wrong use of irregular verbs. More examples can be seen in appendices.

Table 4.1: The Wrong Use of Irregular Verb

**Table 4.1: The Wrong Use of Irregular Verb**

Actual data	Correct version
we <i>go</i> to the beach	we <i>went</i> to the beach
my family <i>sit</i> and <i>see</i>	my family <i>sat</i> and <i>saw</i>
my brother <i>sink</i> and	my brother <i>sunk</i> and

#### 4.1.2 Language chunk

The term chunk here refers to the process of memorizing simply. Chunk is a group of words which go together as one unit. The data show that there were 20 errors of chunks in students' writing. All those chunks have perfectly the same mistake "I'am and my family". The percentage of the problems was 11.5% of the total. In the examples below, many of student do the same thing in their writing. The students assumed that "I am" was one unit of word. The examples in table 4.2 can cover students' errors in language chunk. More examples can be seen in the appendices.

**Table 4.2.: Language Chunk**

Actual data	Corrected version
<i>I'am</i> and my family	I and my family

### 4.1.3 Spelling errors

Spelling error is one of the grammatical problems that appear in this study. According to the data, there were 18 students' errors related to the problem. The percentage of spelling errors was 10.4% of the total data. Results of this study indicate that students did not have sufficient knowledge to write the correct spelling of target language. The examples below represent some of students' spelling errors. For more examples of spelling errors, it can be seen in the appendices.

**Table 4.3: Spelling Errors**

Actual data	Corrected version
Bicause	<i>Because</i>
<i>Bary</i>	<i>Vary</i>
<i>Valace</i>	<i>Palace</i>

### 4.1.4 Missing Linking Verbs

A linking verb is a traditional term for a type of verb that joins the subject of a sentence to a word or phrase that tells something about the subject. Related to linking verb, the study found these problems in students' writing of recount text. The data show that there were 14 students' errors in total related to problem. The percentage of missing linking verbs was 8% of total data. The result indicates that the students were influenced by their mother tongue. The examples in 4.4 cover students' errors in missing linking verb. For more examples, it can be seen in appendices.

**Table 4.4 Missing Linking Verbs**

Actual data	Corrected version
I very hungry	I was very hungry
My family going to a beach	My family were going to a beach
We swimming	We were swimming

### 4.1.5 Punctuation Omission

Punctuation is the part of the important thing in English grammar. Punctuation is used to mark the sentence or clause in language. The examples of punctuation are period, comma and etc. Many students can not use the punctuation correctly. This problem is proven by this study. There were 13 students' punctuation problems in total, the percentage of punctuation omission was 7.4% of total data. Results of this study indicate that student did not have enough knowledge how to use punctuation in English sentence. The examples in table 4.5 can represent students' errors in punctuation omission since those 13 errors share the same characteristic. For more examples, it can be seen in appendices..

**Table 4.5 Punctuation Omission**

Actual data	Corrected version
<i>on the way</i> I saw panorama	<i>on the way,</i>
<i>One day</i> family went to beach	<i>One day,</i>
<i>One day</i> family went to beach	<i>One day,</i>

#### 4.1.6 Regular past form

In English grammar, a regular verb is a verb that follows the usual rules for verb forms. Verbs in English are regular if they have the conventional -ed ending (such as asked or ended). The result shows that there were 10 errors in the total of students' errors related to regular past form. The percentage of regular past form was 5.7% of total data. The result indicates that the students did not know the correct word in past form for their writing. The examples in table 4.6 were mis use of regular past form in students' writing of recount text. The examples below can cover students' errors in regular past form. For more examples, it can be seen in appendices.

**Table 4.6 Regular past form**

Actual data	Corrected version
my family <i>prepare</i> the goods	my family <i>prepared</i> the goods
they <i>enjoy</i> the panorama	they <i>enjoyed</i> the panorama
family <i>look</i> at panorama	<i>family looked at</i> panorama

#### 4.1.7 Misordering

In this case, the student wrote the words in wrong place. The data show that there were 6 errors of students in word order. The percentage of ungrammatically was 3.4% of total data. Results of this study indicate that the students were influenced by their mother tongue. The examples in table 4.7 can represent students' ungrammatically problem. More examples can be seen in appendices.

**Table 4.7 Misordering**

Actual data	Corrected version
<i>I see the panorama is very parf</i> ac	<i>I see the perfect panorama</i>
tree coconut	Coconut trees
I see the panorama is very biutiful	very beautiful panorama
<i>very very happy,</i> <i>view very beautifull.</i>	<i>very happy</i> <i>very beautiful view</i>
Blue water so beautiful	so beautiful water blue

#### 4.1.8 Conjunction Addition Error



Conjunction is a word used to connect clause or sentence or to coordinate words in the same clause. While, addition error is the use of an item which should not appear in a well-formed utterance. There are many English students made addition errors especially in conjunction errors, this problem is proven by this study. The data show that there were 5 errors of all students errors related to problems. The percentage of conjunction addition errors was 2.9% of data total. The result indicates that the students are influenced by their mother tongue. The examples in table 4.8 were all errors in their writing related to the problems. More examples can be seen in appendices.

**Table 4.8 Conjunction Addition Errors**

Actual data	Corrected version
<i>and</i> after that family	after that family
and after that we	after that we
I get up early <i>and</i> darakly	I get up early darakly
There some tourism <i>and</i> in the beach	There some tourism in the beach
go to beach <i>and</i> at 08:00	go to beach at 08:00

#### 4.1.9 Unintelligible Sentences

The sentence should be understood when the reader read it. When the readers find it hard to understand the sentence, this is called as unintelligible sentence. Unintelligible sentence is one of the error in English grammar. The data show that there were 5 students' errors in students' writing related to this problem. The percentage of unintelligible sentence was 2.9% of total data. The result of this study indicates that students got influenced by their mother tongue. The examples in table 4.9 were all of the students' errors in their writing related to unintelligiblesentences. For more examples, it can be seen in appendices.

**Table 4.9. Unintelligible Sentences**

Actual data	Corrected version
<i>I very soctek make I goes raining go to my house goes cove white my techer</i>	<i>I was very shocked and made me running to my house with my teacher.</i>
<i>We road so happy</i>	<i>We enjoyed the journey</i>
sister <i>save</i> son.	my sister <i>helped</i> son.
<i>I hoe hel foe me to my family.</i>	<i>Hard to understand</i>

#### 4.1.10 Personal Pronoun Errors

The Personal pronoun is a word used to refer to someone when it does not need to be repeated. The data show that there were 3 students' errors related to personal pronoun with the same way. The percentage of personal pronoun errors was 1.7% of total data. Result of this study indicates that the student did not have enough knowledge in target language. The examples in table 4.10 were all of the

students' errors in their writing about personal pronoun. These errors can be seen in appendices.

**Table 4.10 Personal Pronoun Errors**

Personal pronoun error	Corrected version
Me and my friend	my friend and I

#### 4.1.11 Verb Omission

Verb is a word used to describe an action, state, or occurrence, and from the main part or predicate of a sentence. There are three sentences of students' errors in Verb omission. Omission error is defined as the absence of an item that must appear in a well-formed utterance. The data show that the student same thing in their writing. They omitted verb in their sentences. there were 3 students' errors related to omission verb. The percentage of omission verb was 1.7% of total data. Result of this study indicates that the students are influenced by their mother language. The examples in table 4.11 were all of the students' errors in their writing about omission verb. It can be seen in appendices.

**Table 4.11 Verb Omission**

Actual data	Corrected version
My family holiday to	My family went holiday

#### 4.1.12 Subject Omission

Subject is a noun equivalent denoting the actor of the action of a verb. Omission error is defined as the absence of an item that must appear in a well-formed utterance. The data show that there were 2 students' errors related to problems. The percentage of omission subject was 1.1% of total data. Result of this study indicates that the students are influenced by their mother language. The examples in table 4.12 were all of the students' errors in their writing about omission subject. The examples can be seen in appendices.

**Table 4.12. Subject Omission**

Actual data	Corrected version
Saw the panorama	We saw the panorama
When to come	When we came

## 4.2 Dominant Errors

Dominant errors according to the percentages of those errors were (1) Irregular past form 42.7%, (2) language chunk 11.5%, (3) Spelling errors 10.4%, (4) missing linking verb 8%, (5) punctuation omission 7.5%, (6) regular past form 5.7%, (7) Ungrammatically 3.4%, (8) conjunction addition error 2.9%, (9) unintelligible sentence 2.9%, (10) personal pronoun error 1.7%, (11) omission verb 1.7%, (12) omission subject 1.1%.

## CHAPTER V

### 5.1 Conclusion

Based on the data analysis, this study found 12 types of errors made by students of SMAN 2 Praya. Those errors were (1) Irregular past form 42.7%, (2) language chunk 11.5%, (3) Spelling errors 10.4%, (4) missing linking verb 8%, (5) punctuation omission 7.5%, (6) regular past form 5.7%, (7) Ungrammatically 3.4%, (8) conjunction addition error 2.9%, (9) unintelligible sentence 2.9%, (10) personal pronoun error 1.7%, (11) omission verb 1.7%, (12) omission subject 1.1%.

According to the percentages of data, the most common errors made by the students were irregular past verb, language chunk, and spelling errors. These errors occur because the students did not have sufficient knowledge in target language. These errors are called as intralingual error. Result of the data analysis shows that the students needed to learn more about English grammar. The other problem was interlingual error. Interlingual errors occur because the students are influenced by their mother tongue. Based on the data, these errors were the lowest problem in students' writing of recount text. The students should give more attention to this error to write recount text better.

### 5.2 Suggestion

After doing this study, there are some suggestion as follows:

1. Based on the conclusion, English teacher should give more attention about intralingual error in writing recount text especially for the teacher in SMAN 2 Praya. The teacher should think how to teach English grammar creatively.
2. To students of SMAN 2 Praya, they should realize about their weakness and correct their weakness. Based on the data, the student should learn more about English grammar. The students' skill will be better than before.
3. This study cannot cover all of the English students' error. This study has a number of weaknesses. Those weaknesses are expected to be studied by other studies in the future related to this problem.

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