AN ANALYSIS OF STUDENTS' GRAMMATICAL ERROR IN WRITING RECOUNT TEXT AT THE NINTH GRADE OF SMPN 1 KOPANG

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Abstract: An analysis of the students' grammatical error in writing recount text. The purpose of this study is to know the kinds of students' grammatical error in writing recount text at the ninth Grade Students of *SMPN 1 Kopang* in Academic Year 2022/2023. The method used in this research is Descriptive Qualitative where the researcher explained the result of research by describing the data gained. The instrument used to collect the data was written test. Based on the finding in this research, there are 570 total errors made by the students in writing recount text. The errors of verb tense are 499 or 87,5%, the errors of word choice/diction are 23 or 4%, the errors of word form are 8 or 1,4 %, errors of conjunction and word connectors are 4 or 0,7%, and errors of pronoun are 36 or 6,3%.

Keywords: recount text, errors, writing.

INTRODUCTION

Writing is a part of the four main skills in learning language. It is one of the courses that should be taught to all learners since primary school to secondary school. Moreover, writing is also taught in higher education or campus level. That reason shows that writing is such a prominent aspect of language that need to be learnt by the students. Between three other skills in learning language, writing is assumed as one of the most significant skill to be taught to the students. Writing could be significant to the students because the purpose of this skill is to encourage the students to write and express themselves through writing. The students will be able to express anything they want or need through speaking especially when they got difficulties to express themselves through spoken language. (Setiawan, Sujana, & Apgrianto, 2017). As stated by Ramli (2013) that writing skill helps the students to communicate in form of written language. Not only important in communication aspect, but writing also has important roles in improving the learners' academic performance. Recount is one of many types of texts that the students learn in junior high school (Ramli, 2013). Recount text is the text that explains the readers about the writer's past experience. In creating a recount text, students must write it based on the correct components. According to Boardman (2008), those components of recount text including (1) social function, (2) generic structure, and (2) language features,

Grammar takes an important role in recount text writing. The students need an adequate understanding in grammar. As stated by Marashi (2014), the learners will apply the accurate

grammar in communication when they have proper understanding of grammar. It will also ease the learners to make effective communication either verbally or orally (Setyorini, Dewi & Masykuri, 2020). Grammar aspects of recount text can be found in its language feature. Having strong understanding and mastery in grammar, enable the learners to create the text with a structured and understandable explanation. Besides, the ideas or messages contained in recount text will be conveyed properly. By using grammar, students can explain their thoughts vividly and meaningfully Otherwise, lack understanding of grammar will make the students find difficulty to write a structured or correct recount text. It will also cause the incorrect use of grammar in writing the recount text. Incorrect grammatical use in recount text will confuse the readers about the ideas, or messages contained in the text (Septiani, 2014).

Analyzing the errors made by language learners is an important activity for the teachers and the learners. The error analysis result will be a useful information for the teacher and learners that will be a standard of developing the teaching strategies and methods (Mohammed & Abdahussein, 2015). (Therefore, having a proper understanding about error will be a very meaningful feedback for evaluating, planning, and implementing teaching materials and strategies (Wulandari & Harida, 2021).

However, the current situation shows the opposite of the expected situation. In the currents situations, the students still have problem in producing a good recount text writing. Writing can be relatively difficult because in writing the students must use correct word choices, time sequence, and word spelling. The main reason is grammar aspect that writing should be grammatically correct such as word combination, word form, verb tenses, and also arranging paragraph in writing practice will spend a lot of time. Because of the difficulties in writing, it is often found incorrect grammatical use in students writing.

Therefore, conducting grammatical error analysis is an urgent thing for the teachers. In conducting it, the teacher needs to analyze the learners' grammatical errors and to find the factors causing the grammatical errors in learners' writing. This is significant to do since it could be positive feedback for the teachers in improving the learners' learning achievement. Because of those reasons, this currently research focused on the identification of the learners' grammatical errors made by students of the ninth grade of Junior High School 1 *Kopang*, Central Lombok, in order to be able to find the kinds of grammatical errors and to identify the possible factors causing those errors. The present study employed the theory of Betty Schrampfer Azar (1989) and the language features of recount text proposed by Boardman (2008) in analyzing the grammatical errors. This present study focuses on analyzing the grammatical errors based on the language features of recount text. According to Boardman (in Asni & Susanti 2018), recount text has six language features including (1) using nouns and pronouns to recognize the actor involved in the story; person, animals or things, (2) using verbs to explain the past events, (3) using past tense related to the time when did the events occur, (4) using conjunctions times, and word connectors of event sequence, (5) using adverbs and adverbial phrases to explain about where and when the event occurred, and (6) using adjectives to explain and describe nouns (Asni & Susanti, 2018). Based on the comparison between kinds of grammatical errors proposed by Betty Schrampfer Azzar and the language features proposed by Boardman, the kinds of grammatical errors which were analyzed in this research are; verb tenses, pronoun, word choice/diction, word form, and conjunction and word connectors.

RESEARCH METHODS

The aim of this study is to find the kinds of grammatical errors in the students' recount text writing, to find the dominant error, and to find the factors causing those grammatical errors. The researcher used descriptive method and employed a qualitative approach to collect the data. The subject of this study is the ninth grade students of SMPN 1 Kopang, Central Lombok. The data of this research were collected by using writing test and interview. The procedure used to analyze the data in this research is the method proposed by Corder (1967). Those procedures are including collecting samples of learners' language, identification of errors, classification of errors, explanation of errors, and evaluation of errors. In this research, the researcher validated the data by using triangulation of data. It is slightly similar to the research conducted by Sari (2019). Sari (2019) used triangulation of researchers to validate the data and findings of her research. The significance of using triangulation in research is to make the result of the research more accurate and responsible.

FINDINGS AND DISCUSSION
Findings

1. The Kinds of Grammatical Errors

This study was aimed at identifying and analyzing the major types of grammatical errors committed by the ninth students, determining the dominant grammatical error and finding the factors causing those grammatical errors. To find out the types of grammatical errors, the students' recount texts were observed and analyzed using theory of Betty Schrampfer Azar (1989) and Boardman (2008).

Table 1 below displays the errors that occurred in the students' recount text writing.

Table 1. Kinds of Grammatical Errors

No	Kinds of Grammatical Errors	Frequency	Percentage
1	Verb Tenses	499	87,5%
2	Pronoun	36	6,3%
3	Word Choice/Diction	23	4%
4	Word Form	8	1,4%
5	Conjunction and word Connectors	4	0,7%

Table 1 shows that the description of kinds of grammatical errors of students' writing. They committed verb tenses, pronoun, word choice/diction, word form, and conjunction and word connectors.

2. **The Most Common Grammatical Error**

As the second research question, the most common grammatical error should be found in this research. There are five kinds of students' grammatical error in recount text. From those kinds of grammatical errors, Verb Tenses is the kind of grammatical error that has the highest percentage (87,5%). The number of verb tenses errors found in students' recount text is 499 errors from 570 errors. This number of errors makes verb tenses as the most common kind of grammatical error in students' recount text.

3. **The Factors causing Grammatical Errors**

The factors that causing the grammatical errors in students' recount text writing can be found from the result of interview. In the interview, there are 7 questions asked to the students. From the result of the interview which has been given to the students, the researcher acquired the data about the factors causing grammatical errors in the students' recount text writing.

The factors causing the students' grammatical error which are elaborated as follow:

1. Difficulty of English
2. English as Foreign Language
3. Students' Lack of Motivation

Discussions

1. Kinds of Grammatical Errors

Based on the research findings, there are five kinds of grammatical errors. Those kinds of grammatical errors based on classification of Grammatical errors proposed by Betty Schrampfer Azar (1993) and Boardman (2008) those grammatical errors are Verb tenses, pronoun, word form, word choice, conjunction and word connectors.

a. Verb Tenses

From the five kinds of grammatical errors, the highest percentage of error is verb tenses with 87,5% followed by pronoun errors 6,3%, and word choice with 4%, then word form with 1,4 %. The lowest number of grammatical error is conjunction and word connectors with 0,7%. Furthermore, it can be concluded that the dominant grammatical error is verb tenses error.

These percentages are resulted from students' recount text writing. Recount text is a text that re-tells past events, that use past tense to tell the readers about the story. Below is the example of verb tenses errors which are found in students' recount text writing:

"I **go** to beach last month." The sentence belong to verb tenses error because the using of incorrect verb. Based on it's language feature, the writing of recount text should use Past Tense which is use verb II. The verb "go" is verb I that is used in Present Tense. In the sentence there are also time marker "last month", that showed us that the verb in the sentence should use verb II. So the sentence should be corrected to be "I **went** to beach last month." Furthermore, the factor that causes the student's make verb tense error is because Indonesian language has different formation of verb from English. The regulation of tenses in a language system of English that is strange for the students

b. Word choice/diction

The second kind of grammatical error made by the students in writing recount text is word choice errors. This kind of error is characterized by the use of an inappropriate diction, sometimes misuse of synonym, homonym, or specific terms of words. Several factors could make the students commit word choice errors. Pyle & Munoz (1991) states that the factors causing word choice error could be from the similarities between some words that have different meaning, or sometimes several kinds of idiomatic expressions, etc. (Sujana, 2018).

Below is the example and analysis of word choice error based on the research findings; "I have **so much** friends". This is incorrect and belongs to word choice/diction error. It is because the student use an inappropriate diction to explain the noun "friends". The regulation of using **much** is depended on the noun. Much is one of the quantifier that shows the quantity of noun. The quantifier **much** is used to quantify uncountable noun. Meanwhile the noun **friends** is countable noun. Thus, the correction of the sentence "I have so **much** friends" is "I have so **many** friends".

c. Word Form

The third kind of grammatical errors found in the research findings is word form error. Errors of word form are characterized by the incorrect use of words based on its function in the text. This is the example and analysis of word form error based on the research findings. "on the way to beach we **song..**" This sentence is incorrect in the use of it's verb. This sentence belongs to word form error because it uses incorrect form of verb. Instead of using verb, the student use noun to explain the activity in the sentence. Thus, the correct sentence is "..on the beach we sang…". This sentence should use verb II because one language features of Recount Text is using Past Tense. In this case, the factors that cause the students' grammatical error is the difficulty of English. The students haven't mastered English Language yet and they got problem in translating the sentence.

d. Pronoun

Pronoun error is the fourth kind of grammatical errors that are found in the students' recount text writing. Pronoun errors are characterized by the incorrect use of pronoun to replace the noun which it refers in the sentence. One example of pronoun errors that was made by the students is elaborated as follow: "..my **brother** house." The sentence "my **brother** house" is incorrect because it has no pronoun to replace the noun "house". In this sentence, the student wants to tell about whose house which they mean. So, they need to put pronoun, but because of some factors, the students did not add the pronoun in the sentence. Because of the pronoun error, this sentence is not understandable. So, the correct sentence should be " My **brother's** house". The factor that causing this grammatical error is the role of English as foreign language. English has different system from Indonesian language in form of the possessive of noun. Indonesian possessive noun is different from English and the student still used Indonesian language way in the sentence.

e. Conjunction and Word Connectors

The fifth kind of grammatical errors which are found is the errors of conjunction and word connectors. Errors of conjunction and word connectors are

characterized by the incorrect use or placement of conjunctions and word connectors. The findings of conjunction and word connectors errors could be seen from the following example; **"After,** I go home." This sentence belongs to error of conjunction and word connectors because the time connector that used in this sentence is incompletely written. This sentence also use incorrect verb. Because recount text use past tense, so the sentence should use Verb II. Because of that reason, the sentence should be "**After that,** I went home." The factor of this error is the disability of the student in translating the sentence.

2. The Most Common Grammatical Error

As the second research question, the most common grammatical error should be found in this research. There are five kinds of students' grammatical error in recount text. From those kinds of grammatical errors, Verb Tenses is the kind of grammatical error that has the highest percentage (87,5%). The number of verb tenses errors found in students' recount text is 499 errors from 570 errors. This number of errors makes verb tenses as the most common kind of grammatical error in students' recount text.

The findings of this research were rather different from the research that was conducted by Cholipah (2014). She analyzed the students' grammatical error by referring to the theory of Betty Schrampfer Azar (1989) about grammatical errors. She found that there were thirteen kinds of the students' grammatical errors including; Singular Plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentence, spelling, punctuation, capitalization, article, and meaning not clear. She concluded that the most dominant kinds of grammatical errors made by the students are capitalization with the number of errors are 200 or 23,90%. Meanwhile, this present research found that the most dominant error is Verb Tenses error with frequency 499 or 87,5%. This is slightly similar to the research conducted by Haryanto (2007). Based on the finding of his analysis, it shows that the most common grammatical error made by the students is verb Forms. There were found 153 or 65 % grammatical errors made by the learners in their writing.

3. The Factors causing Grammatical Errors

The factors that causing the grammatical errors in students' recount text writing can be found from the result of interview. From the result of the interview which has been given to the students, the researcher acquired the data about the factors causing grammatical errors in the students' recount text writing.

The factors causing the students' grammatical error which are elaborated as follow:

a. Difficulty of English

The first factor causing the learners' grammatical errors is the difficulty of English. The interview result shows that there are almost all of the students stated English is difficult to be understood. From 28 students, 22 of them consider English as a very difficult language. The most common difficulties that the students face are from (1) translating the sentence, (2) changing verb form into past form/ tenses, (3) using pronoun, and (4) explaining their ideas because of lack of vocabulary.

b. English as Foreign Language

The second factor causing the students grammatical errors is because English is foreign language for the students. Unlike Indonesian and local language as the mother tongue, English is hard to be understood because it is foreign language and the students are not accustomed to using it in daily communication. On the other hand, English language system is also strange for the students.

c. Students' Lack of Motivation

The third factor causing the students' grammatical error is the lack motivation of students in learning English. Most of the students have lack encouragement in learning English because of the difficulty of English. That reason also caused the students to feel unhappy to learn English either in class or at home. Based on the interview, the students confirm that Recount Text Subject had been thought to them. But, almost all of them did not relearn it at home. From 28 students, 11 of them state that they do not like learning English subject.

CONCLUSION

Based on the findings and discussions above, there are three points that can be concluded in regards to the problems of this research. First, there were five kinds of grammatical error made by the ninth grade students of *SMPN 1 Kopang* in writing recount text based on theory of Betty Schrampfer Azar related to the kinds of grammatical error and the theory of Boardman (2008) related to the language features of recount text. Those grammatical errors were verb tenses, pronoun, word choice/diction, word form, and conjunction and word connectors. The total grammatical errors found in this research were 570 errors. Second, the most common grammatical errors was verb tenses which the total result was 499 or 87,5%. Meanwhile, the lowest type of grammatical errors was conjunction and word connectors which the error was 4 or 0,7%.

Third, there were found three factors causing students' grammatical errors such as 1) difficulty of English, 2) English as foreign language, 3) students' lack of motivation. These factors then analyzed based on the theory about the sources of grammatical errors proposed by Brown (2007: 263). Those sources analyzed were interlingual transfer, and intralingual transfer. Intralingual transfer occurred when the learners have not mastered the target language but they apply it in the new rule. Intralingual transfer related to the grammatical aspect of second language such as regular or irregular verb, tenses, word form, word order, word connectors, conjunction, and incomplete sentence. That reason make the learners create an incorrect structure in writing because they generalized one rule to others. Meanwhile, interlingual transfer could be occured when the learners are influenced by the first language in using the target language. (Suwastini & Manik, 2020). In conclusion, the students do not have a deep understanding and mastery in using verb tenses in composing recount text.

Consequently, it is necessary for the English teachers to use a fun and interesting teaching strategies to increase the students' motivation in learning English especially grammar and recount text. The students should also learn and practice more seriously in learning English especially in writing recount text, in order to develop their knowledge and they should also be more collaborative by studying English with their friends to have a better understanding about English subject.

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