

AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT TEXT

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Abstract

The final project primarily deals with grammatical error analysis. This artikel aimed at finding out the grammatical error in recount text produced by the third semester students of English Department in Makassar Muhammadiyah University. The researcher used the descriptive analysis approach of which the data were obtained by the student's recount text writing that consisted of 80 students. Than those writing were errors in producing verb groups, articles, pronouns, proposition, and conjunction. The researcher found that the students made 440 grammatical error of the Orientation, Events, and Reorientation which were classified into: 302 errors in producing verbs, 25 error of use article, 19 errors in the use of pronoun, 29 errors use of proposition, and 65 errors in the use of conjunction. It can be concluded that the students have not deep understanding in using grammatical composition in composing the next into a good structure. It is suggested that the students need more practice dealing with verb forms and tense since they were the basic knowledge needed for telling their experience.

Keywords: Grammatical Error, Writing, Analysis

Abstrak

Analisis Kesalahan Tata Bahasa dalam Penulisan Recount Text. Jurnal ini bertujuan untuk mengetahui kesalahan tata bahasa dalam teks recount yang dihasilkan oleh mahasiswa semester tiga Jurusan Bahasa Inggris di Makassar Universitas Muhammadiyah. Peneliti menggunakan pendekatan analisis deskriptif dimana data diperoleh dengan menulis recount teks oleh siswa yang terdiri dari 80 siswa. Kesalahan menulis yaitu dalam memproduksi kelompok kerja, artikel, kata ganti, proposisi, dan kata penghubung. Peneliti menemukan bahwa siswa membuat 440 kesalahan gramatikal orientasi, acara, dan reorientasi yang diklasifikasikan ke dalam: 302 kesalahan dalam memproduksi verba, 25 kesalahan penggunaan artikel, 19 kesalahan dalam penggunaan kata ganti, 29 kesalahan menggunakan proposisi, dan 65 kesalahan dalam penggunaan kata penghubung. Dapat disimpulkan bahwa siswa memiliki pemahaman dangkal dalam menggunakan komposisi tata bahasa dalam menyusun struktur yang baik. Disarankan bahwa siswa perlu berlatih lebih yang berkaitan dengan bentuk kata kerja karena mereka membutuhkan pengetahuan dasar untuk menceritakan pengalaman mereka.

Kata kunci: Kesalahan Tata Bahasa, Menulis, Analisis

INTRODUCTION

Nowadays writing activity is getting more and more essential. It should be mastered in order to be educated and knowledgeable. However, Indonesian students, especially in university, commonly have a little enthusiasm for managing their writing tasks. Whenever they have writing tasks, they feel it is difficult to do. Nevertheless, they should have strong foundation for their writing skill before entering a higher level of education. Therefore, it is crucial for them to master this skill. writing is the

most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time.

Important of those aspects that should be master in order to make a well-structure writing, but writing in different language is not always as easy as writing in our own language since there are some different rules in the writing. Moreover, these differences sometimes find us make errors. In fact, most of them consider writing as a burden because of some reasons relate in using the proper lexical and grammatical rules. The researcher decides to choose recount text as students' writing activity in this research. The objective of this research is to find out the grammatical error in writing the orientation of recount text produced by the third semester students of English Education Department in Makassar Muhammadiyah University

Error Analysis

According to James (1998: 1), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. As a learner, making errors in language process is very common. It involves making mistakes and errors. Errors help the learners to establish the closer and closer approximations to the system of the target language. Brown (1980: 163) stated by gradual process of trial and error and hypothesis testing, the learner slowly and tediously succeeds in establishing closer and closer approximation to the system used by native speakers of the language. The students get problems in learning English because there are many differences between Indonesian and English in terms of grammar, vocabulary, etc. The study of learner's errors has been a primary focus of foreign language research. It is called error analysis.

According to Ellis (1997: 15-20) there are procedures to analyze data in error analysis that consist of:

1. Identification of errors

In identifying errors, the sentences that produced by students are compared with the normal and correct sentences in the target language.

2. Describing error

In this step, the errors are classified into language feature in the generic structure of recount text categories relating to the distribution of noun phrase in sentence or construction of sentence. Beside that, describing error is to identify the differences of disordering of word between students' utterances and there constructed of target language utterances.

3. Explanation of errors

Explaining is a step to analyze the kinds of errors. In other words, in this step the researcher tries to explain how and why a sentence called to be erroneous.

4. Evaluation of errors

Evaluation is a process to collects, clarifies and verifies relevant values and standard. It is designed to reduce, revised and devise remedial lessons in teaching learning process. However, in this research, the researcher uses evaluating the errors

as a step that involves drawing conclusion. The researcher will analyse the error based on the scope of the study namely: language features (verb, pronouns, articles, preposition, and conjunction) of the generic structure in recount text.

Grammar

Harmer (2001: 12) defined grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Gerot & Wignell (1994: 2) stated that grammar is a theory of a language, of how language is put together and how it works. Having known the definition of grammar, it is not hard for us to understand why grammar is useful and important. Without knowing the grammar of a language, one could not be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

Writing

According to Harmer, writing is a way to produce language and express idea, feeling, and opinion. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. Writing can be defined as the activity to make letters or numbers on a surface, especially using pen or pencil. The use of grammar and vocabulary correctly are very requiring in writing to show how well the students' mastery in writing. The students must think about the process and the use of language also. They will be interested in writing if the kind of writing is suitable with their age, language ability, and interest. The students will enjoy in writing about topics that are familiar with them, such as writing about themselves, their families, their activities, their best friends, and their hobbies. Richards hints that Writing is used either as evidence of successful learning or as a means of learning.

Recount Text

Recount is unfolding of a sequence of events over time (Derewianka 1990:14). It is about recreating past experience in using language to keep the past alive and to interpret the experience. Since recount tells about the past experiences, it uses past tenses. A recount describes events, so plenty of use is made of verbs (action words) and to describe or add more detail to verbs. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses; such as simple past, past perfect, past continuous, past perfect continuous tenses.

Research Method

This research used descriptive method. It aimed to classify the errors of language features of generic structure (orientation, events, and reorientation) in recount text produced by the third semester students of English Education Department

in Makassar Muhammadiyah University. The sample of this research was the third semester students of English Education Department in Makassar Muhammadiyah University. It consisted of ten classes. This research used proportional random sampling technique. The researcher taken 25% of each classes. The researcher gave the test to the third semester students of English Education Department in Makassar Muhammadiyah University. The students did the test in the classroom. The researcher gave the students 60 minutes to do the test. The researcher classified the grammatical error of writing recount text in five aspects namely: verb, article, pronoun, preposition and conjunction in collecting the data. The researcher gave the instrument or a test for the students. The instrument/test consists of instruction to compose a recount text. In completing the data, the next step of this research was analyzed the data; the function of data analysis was to determine the result of the research.

FINDINGS

Grammatical Error Made by The Students in Writing the Orientation of Recount Text

The researcher identified their test of result which are divided in five components, namely: verb, article, pronoun, preposition and conjunction. The following table is the recapitulation of students' error in the orientation.

Table 1 Result of Grammatical Error Analysis the Orientation

No	Type of error	Total of error	Percentage
1	Error in using Verb	100	70.92%
2	Error in using Article	13	9.22%
3	Error in using pronoun	9	6.38%
4	Error in using preposition	10	7.10%
5	Error in using conjunction	9	6.38%
	Total	141	100 %

Based on the table 1 above show that there are five types of grammatical error in the orientation made by students, namely: verb, article, pronoun, preposition and conjunction. The frequency of students' error in using verb in the orientation is 70.92%. The frequency of students' error in the use article of he orientation is 9.22%. The frequency of students' error in the use pronoun of the orientation is 6.38%. The frequency of students' error in the use preposition of the orientation is 7.10% and he frequency of students' error in the use conjunction of the orientation is 6.38%.

The table above reveals the grammatical error and error percentage of the orientation in writing recount text. The most errors occurred in grammatical error aspect was verb with the total of errors 100 or 70.92%, the second common errors were article 13 or 9.22%, pronoun with 9 or 6.38%. preposition with 10 errors or 7.10% and conjunction with 9 or 6.38%.

Grammatical Error Made by The Students in Writing the Events of Recount Text

Table 2 Result of Grammatical Error Analysis the Events

No	Type of error	Total of error	Percentage
1	Error in using Verb	120	67.04%
2	Error in using Articles	8	4.47%
3	Error in using pronoun	4	2.24%
4	Error in using preposition	13	7.26%
5	Error in using conjunction	34	18.99%
	Total	179	100 %

Based on the table 2 above show that there are five types of grammatical error in the orientation made by students, namely: verb, article, pronoun, preposition and conjunction. The frequency of students' error in using verb in the orientation is 67.04%. The frequency of students' error in the use article of he orientation is 4.47%. The frequency of students' error in the use pronoun of the orientation is 2.24%. The frequency of students' error in the use preposition of the orientation is 7.26% and he frequency of students' error in the use conjunction of the orientation is 18.99%. The table above reveals the grammatical error and error percentage of the orientation in writing recount text. The most errors occurred in grammatical error aspect was verb with the total of errors 120 or 67.04%, the second common errors were article 8 or 4.47%, pronoun with 4 or 2.24%, preposition with 13 errors or 7.26% and conjunction with 34 or 18.99%.

Grammatical Error Made by The Students in Writing the Reorientation of Recount Text

Table 3 Result of Grammatical Error Analysis the Reorientation

No	Type of error	Total of error	Percentage
1	Error in using Verb	82	68.33%
2	Error in using Article	4	3.34%
3	Error in using pronoun	6	5%
4	Error in using preposition	6	5%
5	Error in using conjunction	22	18.33%
	Total	120	100 %

Based on the table 3 above show that there are five types of grammatical error in the orientation made by students, namely: verb, article, pronoun, preposition and conjunction. The frequency of students' error in using verb in the orientation is 68.33%. The frequency of students' error in the use article of he orientation is 3.34%. The frequency of students' error in the use pronoun of the orientation is 5%. The

frequency of students' error in the use preposition of the orientation is 5% and he frequency of students' error in the use conjunction of the orientation is 18.33%.

The table above reveals the grammatical error and error percentage of the orientation in writing recount text. The most errors occurred in grammatical error aspect was verb with the total of errors 82 or 68.33%, the second common errors were article 4 or 3.34%, pronoun with 6 or 5% preposition with 6 errors or 5% and conjunction with 22 or 18.33%.

DISCUSSIONS

Grammatical Error Made by The Students in Writing the Orientation of Recount Text

Verb

Errors in using verb are the most frequent ones made by the students. In using verb, there are some rules to be obeyed, such as: the form of the sentence whether it is regular and irregular form, and the tense of the sentence. In this area, the students make errors that can be illustrated as follows:

- 1) Errors in the use of Regular verb:
 - a) It was the first time for me to *visit Zoo
It should be:
 It was the first time for me to visited Zoo.
 - b) My brother and me came to the Island to celebrate it.
It should be:
 My brother and I came to Island to celebrated it.
- 2) Errors in the use of Irregular Verb
 Unfortunately, I *get experience that not ever I felt.
 It should be:
 Unfortunately, I got experience that not ever I felt.

Errors in The Use of Article

The use of article is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of articles; they are definite article (the) and indefinite article (a/an). they make errors as follows:

- 1) I hesitated when friends of *me *ask me to *join them on *a one-night camping and mountain nearing activity.
It should be:
 I hesitated when my friends asked me to joined them on one-night camping and mountain nearing activity.
- 2) After *a long drive they *arrive at the woods and found a good camping site.
It should be:
 After long drive they arrived at the woods and found a good camping site.

Errors in the Use of Preposition

In using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context. In this area the students make errors as follows:

- 1) I brought camera, freshcare, handphone and money of course. I didn't bring food because it was forbidden to bring food *in there.

It should be:

I brought camera, freshcare, handphone and money of course. I did not bring food because it was forbidden to bring food there.

- 2) Let's set up tents *in here, said the teacher.

It should be:

Let's set up tents here, said the teacher.

Errors in the Use of Pronouns

Pronoun is used to substitute nouns. It has many types; they are personal, reflexives, indefinite, relative, interrogative, demonstrative, and expletive pronouns. In this area the students make errors as follows:

- 1) Errors in the use of possessive pronoun

- a. We wake up early in the morning, my father and *him friend prepared the car *of garage while mother was preparing food for breakfast and some snack for us.

It should be:

We wake up early in the morning, my father and his friend prepared the car in the garage while mother was preparing food for breakfast and some snack for us.

- b. His very smart and kind

It should be:

He was very smart and kind.

- 2) Errors in the use of subject and object pronoun

- a. It is a famous island in Selayar. My friend and me was interested in vocation at that time.

It should be:

It was famous island in selayar. My friend and i was interested in vocation at that time.

- b. My brother and *me came to the Island to celebrate it.

It should be:

My brother and i came to the Island to celebrated it.

Errors in the Use of Conjunctions

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. In this case, the error occurs in the use of but. But, in written grammatical language is inappropriate to use in the beginning of sentences. The errors are that can be illustrate as follows:

- 1) But when i wanted to cross the road suddenly i was hitten by a motorcycle.

It should be:

Nevertheless, when I wanted to cross the road suddenly i was hitten by a motorcycle.

- 2) So we road our bikes to Barombong beach which only three km from my home.

Grammatical Error Made by the Students in Writing the Events of Recount text Verb

Errors in using verb are the most frequent ones made by the students. In using verb, there are some rules to be obeyed, such as: the form of the sentence whether it is regular and irregular form, and the tense of the sentence. In this area, the students make errors that can be illustrated as follows:

- 1) Errors in the use of Regular verb

- a. If you want to finishing your homework you must studied hard

It should be:

First of all, we visit our uncle. We stayed *in there for an hour then we went to Samur beach.

- b. First of all, we visit our uncle. We stayed *in there for an hour then we went to Sanur beach.

It should be:

First of all, we visited our uncle. We stayed there for an hour then we went to Sanur beach.

- 2) Errors in the use of irregular Verb

- a. In Bantaeng, we took a litle bit trekking to find pitape waterfall.

It should be:

In Bantaeng, we took a litle bit trekking to found pitape waterfall.

- b. It is too bad for me because the distance to see waterfall was too far.

It should be:

It was too bad for me because the distance to saw waterfall was too far.

Articles

The use of article is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of articles; they are definite article (the) and indefinite article (a/an). they make errors as follows:

- 1) Improper use of a/the

- a. But in the six post *the senior of English department angry with us and we don't know what happen and what the problem.

It should be:

But in the six post, senior of English department angried with us.

- b. When senior graduation i entered in *a university in makassar and he also.

It should be:

When senior graduation i entered in university in makassar and he also.

Prepositions

In using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context. In this area the students make errors as follows:

- 1) Actually every weekend i always went to my grandmother's house because *in there i *can enjoy my weekend.

It should be:

Actually every weekend I always went to my grandmother's house because there i could enjoy my weekend.

Pronouns

Pronoun is used to substitute nouns. It has many types; they are personal, reflexives, indefinite, relative, interrogative, demonstrative, and expletive pronouns. In this area the students make errors as follows:

- 1) Errors in the use of possessive pronoun

I was very surprise see his, because he come suddenly from Bandung he is working Bank in there.

It should be:

I was very surprise saw him, bacause he came sudently from bandung he was working Bank there.

- 2) Errors in the use of subject and object pronoun

We wake up early in the morning, my father and *him friend prepared the car in the garage while mother was preparing food for breakfast and some snack for us.

It should be:

We wake up early in the morning, my father and *his friend prepared the car in the garage while mother was preparing food for breakfast and some snack for us.

Conjunction

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. In this case, the error occurs in the use of but. But, in written grammatical language is inappropriate to use in the beginning of sentences. The errors in this area are that can be illustrate as follows:

- 1) But the teacher said our presentation would be started next week.

It should be:

Nevertheless, the teacher said our presentation would be started next week

- 2) In the second day I followed a competition again, but I was not alone, because my friends.

It should be:

In the second day I followed a competition again, nevertheless I was not alone, because my friends.

Grammatical Error Made by The Students in Writing the Reorientation of Recount Text

Verb

Errors in using verb are the most frequent ones made by the students. In using verb, there are some rules to be obeyed, such as: the form of the sentence whether it is regular and irregular form, and the tense of the sentence. In this area, the students make errors as follows:

1) Errors in the use of Regular verb

- a. One day she invites me to Bali for holiday in her village.

It should be:

One day she invited me to Bali for holiday in her village.

- b. I see her always study hard every night.

It should be:

I saw she always studied hard every night.

2) Errors in the use of Irregular Verb

- a. But, I didn't go in there because i want to *continue my education to more high in south sulawesi.

It should be:

Nevertheless, i did not went there because i want to continued my education to more high in south sulawesi.

- b. I see her always study hard every day.

It should be:

I saw she always studied hard every day

Article

The use of article is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of articles; they are definite article (the) and indefinite article (a/an). They make errors as follows:

3) Improper use of a/the

- a. After that we drove to semarang at 8.00 o'clock p.m and arrived *in the village at 11.00 p.m we were tired but happy.

It should be:

After that we drove to semarang at 8.00 o'clock p.m and arrived village at 11.00 p.m we were tired nevertheless happy.

- b. First teaching middle school is a very interesting experience and become as an unforgettable experience.

It should be:

First teaching middle school was very interesting experience and became as an unforgettable experience

Preposition

In using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context. The errors make by students in this area are as follows:

- 1) In there we can take a picture to make memory. I am very happy have the memory.

It should be:

There we can take a picture to make memory. I am very happy have the memory.

- 2) Not only that, when i spend my holiday *in there i can did my favorite activities like swimming in the river and read my novels.

It should be:

Not only that, when i spend my holiday there i can did my favorite activities like swimming in the river and read my novels.

Pronouns

Pronoun is used to substitute nouns. It has many types; they are personal, reflexives, indefinite, relative, interrogative, demonstrative, and expletive pronouns. In this area the students make errors as follows:

Errors in the use of possessive pronoun

- a. Suddenly, i saw the motorcycle that similiar like my motorcycle, but it was my motorcycle. Oh my god! actually that was a motorcycle like *mind.

It should be:

Suddenly, i saw the motorcycle that similiar like my motorcycle, nevertheless it was my motorcycle. Oh my god! actually that was a motorcycle like mine.

- b. I was so very happy, lost contact with *his during two mounts and he was directly in my face.

It should be:

I was so very happy, lost contact with him during two mounts and he was directly in my face.

Conjunction

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. In this case, the error occurs in the use of but. But, in written grammatical language is inappropriate to use in the beginning of sentences. The errors in this area are that can be illustrate as follows:

- 1) After that we drove to Bandung at 8.00 o'clock p.m and arrived in the village at 12.00 p.m we were tired but happy.

It should be:

After that we drove to Bandung at 8.00 o'clock p.m and arrived village at 12.00 p.m we were tired nevertheless happy.

CONCLUSION

The result of the research in the Orientation, it could be concluded that the students have not mastered the use of verb. the student was also still confused in differentiating the define or indefinite articles. The errors that are also made by students are in deciding which pronoun The following errors are in deciding

preposition which preposition are. The last errors made by students are in forming conjunction.

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