AN ANALYSIS OF STUDENTS
GRAMMATICAL ERROR IN WRITING RECOUNT TEXT
BY THE EIGHTH GRADE STUDENTS OF SMP N 1 KEMUSU 2023/2024

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ABSTRACT

This study aims to analyze the types of grammatical error of writing recount text. Writing is considered as the most complicated skill to be mastered required not only great vocabularies but also grammar. As Harmer (2004:31) cited in (Wati & Nursyaebah, 2017) states that, when writing, learners often have more time to think than they do in spoken activities. Therefore, they can stimulate their brain, even consult dictionaries, grammar books or other reference material to help them. The researcher used descriptive research. The researcher used written test for students to make a recount text in collecting the data. Test was used to collected the data. The method of this study was descriptive research which was conducted from September until October in 2023/2024 academic year. This subject of the research was students of 8th grade b with 27 students. Miles and Huberman theory was used to analyze the data consisted of data collection, data reduction, data display, and data verification. The result of this research shows that there are two types of errors occurred in this research. The most error is addition (103 or 64%), the second place goes to omission (57 or 36%). In this research can be concluded that addition error type is mostly found in the students' writing text. The researcher hope this study can reference students to improve their writing by focusing their errors. This study also provide an overview for teacher to determine the appropriate method in learning.

Key words *:* Error analysis, Grammatical, Writing, Recount text

INTRODUCTION

Language is a communication tool in daily life people all around the world. According to Walija (1996) Language is the most comprehensive and effective tool for communicating ideas. People used language as a medium of communication to obtain information, express themselves, and share ideas, opinions, and messages. Every country uses its own language to communicate. In Indonesia, language has been taught as a national language and English has been taught as a foreign language. Teaching English is taught from the elementary school level until the university level in Indonesia. The most basic knowledge of English is acquired in elementary school, and the most complicated is at the university level. This study will concentrate on English at the junior high school level.

. According to the government rule at article 70 number 3 *"pada jenjang SMP/MTs/SMPLB atau bentuk lain yang sederajat Ujian Nasional mencakup pelajaran Bahasa Indonesia, Bahasa Inggris, Matematika dan Ilmu Pengetahuan Alam (IPA)"*. At SMP/MTs/SMPLB level or other equivalent forms, the National Examination includes Indonesian language, English language, Mathematics, and Science lessons. It means students of junior high school level should learn English for their lesson. It also needed for their national examination. English becomes one of the lessons that affect scores on national exams or determines students at graduation.

In learning English, there are four basic skills for example speaking, listening, reading and writing. According to Harmer (2006) Writing is an essential language skill, alongside speaking, listening, and reading. Students need to know how to write letters, put written reports together, respond to advertisements, and increasingly, how to write using electronic media.

. In brief, the most recording of ours is in writing form. In practice, Indonesian students still find difficult in skill. In writing students have to creating and organizing their ideas, then students have to translate their ideas into readable text. Competence of writing is more complex. It includes structure, diction, spelling, punctuation, etc. the writing skill is complex and difficult to teach. It requires students' mastery in conceptual and judgment element. Moreover, Heaton (1975) states that in order to perfect writing skills, pupils need the following abilities: Grammatical skill refers to the capacity to write accurate sentences; stylistic competence is the ability to alter sentences and use language effectively mechanical talent, which is the ability to appropriately use certain conventions unique to the written language;

and judgment skill which is the ability to write in an appropriate manner for a particular purpose with a particular audience in mind together with an ability to select, organize in order relevant information. In this process students must using the rules in writing English. The use of rules of grammar, punctuation, and spelling are very important to make explicit sentences. Besides of pre-observation that the researcher conducted by talking with the teacher of SMP N 1 Kemusu, the most students face difficulty in writing, especially constructing sentences, sometimes they have an idea but they can not compose the sentences well. It is because the students not understanding enough about grammar One important component that should be correctly used is grammar. English learning at SMP level is targeted so that students can reach the functional level so that they can communicate in spoken and written English

in daily life. At SMP N 1 Kemusu to support the learning process, teacher and students use learning books where the books are expected to be able to make students learn writing well and make them feel motivated and have an impression to develop their ideas. The teacher used Medali book to gather the student's knowledge of writing.

Writing is a crucial part of learning a language, such as English. Where there are several things that students must pay attention to, such as subject verbs and objects. The researcher was conduct a research in analyzing students grammatical errors in writing recount text at eight grade SMP N 1 kemusu to know the students' grammatical error in writing recount text.

The researcher took previous the study to make sure this research could be done. The research was from The first previous study was a thesis conducted by Shaila Sukma Wijayanti "The Analysis of Grammatical Eerror in Students Recount Text Made by the Eight Grade Students of SMP N 1 Gombong in the Academic Year of 2016/2017".

In this article, we discuss the types of grammatical error made by students of the eight grade of SMP N 1 Kemusu in writing recount text and the most common types of grammatical errors made by the students of the eight grade of SMP N 1 Kemusu in writing recount texts.

RESEARCH METHOD

The research would be conducted at SMP N 1 Kemusu 2023/2024 academic year which is located on Jl. Raya Klewor, Kec. Kemusu, Kab. Boyolali, Prov. Jawa Tengah 57383. In this research, researcher used descriptive qualitative method. According to Bog dan and Taylor in Moleong (2017:4), a qualitative research is a research procedure that can produce descriptive data in the form of words in spoken or written form from the subject

and the behaviour of the subject observed in the field. One of qualitative characteristic is research is descriptive so the data was collected in form of words, pictures rather than number (Bogdan & Biklen, 1982).

In this study is included in the type of descrotive qualitative method. The source of the data in this research was taken from the students of SMP N 1 Kemusu. The researcher was taken the data from class VIII B.

The researcher used process of qualitative research based on Sugiyono (2015:19), there are three stages: description/orientation, reduction and, selection.

In analyzing the data, the researcher used interactive data analysis techniques based on, Miles and Huberman (1994 : 10) Analysis includes four tasks in addition to data analysis: data collection, data reduction, data display, and data verification
.

According Yin, (765:2014) The researcher employed triangulation to ensure the veracity of the data. Data triangulation, investigator triangulation, theory triangulation, and methods triangulation are all used in research to ensure data validity.

RESULT AND DISCUSSION
A. RESULT

In this part, the answers of the stated problem were described by the researcher. The problem of this study was about types of grammatical error made by students of the eight grade of SMP N 1 Kemusu in writing recount text.

In learning English there are four basic language skills in learning English, there are speaking, listening, writing and reading. Writing skill one of the English language skills is very

important to be taught. Accordingly, Cox (2007) tells that writing is a way of knowing, of discovering what you know as what you put it down not only in the form of words and phrases but of scribbles and drawings, ideas and images and all other wonderful stuff in your mind that may only become clear as you engage in the process of writing it down.

Error has several of types, and there are types based of Dulay (1982:138). Dulay categorizes error into four sorts: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy types. In this study, researchers will investigate the type of inaccuracy caused by surface strategy taxonomy. Type of Inaccuracy stemming from surface strategy taxonomy. There are four varieties of this kind of mistake. They are : omission, addition, misinformation and misordering. In this study, the researcher would research grammatical error writing recount text found by researcher was addition and omission. The discussion is as follows :

According to Dulay (1982:138), when students lack the form or grammar that should be in the sentence but is missing or removed, they commit omission errors.

The following is an example of the results of research by SMP N 1 Kemusu students about ommision and addition errors :

a. *We visit Japan*, the sentence still used verb 1, namely in the word visit the word should have been "visited". So the correct sentence is *we visited Japan.* This type of error is omission.

b. *This trip so fun, I so happy because I could spend time with my family.* The sentence did not have a verb. The sentence should be *this trip was so fun, I was so happy*. Because it happened in the past, we use verb 2. This type of error is omission.

c. *Me and my family play the water fall*, in the sentence still used verb 1 where it should have used verb 2 to be "played" because it happened in the past. The correct sentence should be *me and my family played the waterfall.* This type of error is omission.

d. *I so happy*, the sentence was not complex because there was no additional verb. The correct sentence is *I'm so happy* because it expresses how it feels at this moment. In grammar, this sentence is present tense. This type of error is omission.

e. *The view very beautiful*, where the sentence was also incomplete because there was no additional verb. The correct sentence is *the view was very beautiful* because it states an event in the past so you should add verb 2 after the subject. This type of error is omission.

f. *Last year me and my family were went to the Jakarta*, the student wrote were and went, if it had gone there should be no need to add were because "went" is already included in verb 2. So the correct sentence is *last year me and my family went to Jakarta.* This error is addition included in the double marking category

g. *After that, we were prepared our meals,* where the student wrote were and prepared, there should be no need to write were because "prepared" is included in verb 2. The correct sentence is *after that, we prepared our meals.* This error is addition included in the double marking category

h. *Me and my family go to the Borobudur temple,* the student used the word go when he should have used the word went because this incident was a past event so he should have used verb 2. So the correct sentence is *me and my family went to the Borobudur sample.* This error is addition included in the simple addition category.

A. DISCUSSION

In this part it is discussed the finding and how it answers the objectives of the study which about types of grammatical errors writing recount text. The types of error are error based in linguistic category, Inaccuracy stemming from surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy types. In this study, there were only Inaccuracy stemming from surface strategy taxonomy. Inaccuracy stemming from surface strategy taxonomy divided into four varieties of this kind of mistake. They are : Addition, omission, misinformation, and misordering. In this study researcher focused on addition and omission. The percentage of omission is 36%, and the percentage of addition is 64%. The example of omission were : *I so happy, The view very beautiful, This trip so fun, I so happy, We visit Japn, Me and my family play the water fall.* And example of addition were : *Last year me and my family were went to the Jakarta, After that, we were prepared our meals, We were really enjoyed at Parangtritis, In Bali we wont go to some interesting places, Me and my family go to the Borobudur temple.*

CONCLUSION

Based on this study, it can be concluded that types of grammatical errors writing recount text are : 0error based in linguistic category, Inaccuracy stemming from surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy types. In this study the researcher focused on Inaccuracy stemming from surface strategy taxonomy, divided to four varieties are Addition, omission, misinformation, and misordering. the researcher focused on addition and omisiion. The researcher analyzed both of these and found percentage of addition is 64% and the percentage omission is 36%.

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