THE GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT AT TENTH GRADE SMA NEGERI 4 PEMATANGSIANTAR

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ABSTRACT

This research intended to find out the grammatical errors made by the students at tenth grade SMA Negeri 4 Pematangsiantar in writing recount text. The method of research was qualitative content analysis. The instrument of the research was the writer herself. The sample constituted 36 students or 15% of the total 249 population. The result of this research can be showed as follow: the grammatical errors in writing recount text at tenth grade SMA Negeri 4 Pematangsiantar the error of omission was 46 (35.5%), error of addition was 5 (3.8%), error of mis-formation was 77 (59.2%), and error of disordering was 2 (1.5%). The dominant errors that the students made were error of mis-formation, 77 (59.2%). It could happen because the lack of using simple past tense, misplacement of adjective words, incorrect usage of singular and plural verb, the wrongness of using personal pronoun, limited knowledge of vocabulary, the mistake of using the article, the wrong form of to infinitive verb, and carelessness.
Keywords: Writing, Grammar, Errors, The Recount Text.

INTRODUCTION

English is the language which used by people in the whole world. It is an international language that unifies people of all nations.English as a foreign language in Indonesiaalmost learned in every schools start from kindergarten, junior school, junior high school, senior high school, up to university level. Eventhough some of kindergartens and junior schools level didn't decidedto teach English. In fact, English is very necessary in various part of life and it believed very difficult to acquire and understand by the students.

In learning English at school, teachers must apply the four skills of learning language,they are reading, writing, speaking and listening. These are often divided into two types. Receptive skill is a term used for reading and listening, skills where meaning is extracted from the discourse. Productive skill is the term for speaking and writing, skills where students actually have to produce language themselves by Harmer (2007: 265).

Writing is the one of language skills that used for indirect communication to convey a message or information to the readers. In writing a text, we can explore our ideas, feelings and thoughts which are arranged in words, sentences, and paragraph by using eyes, brain and hand by Een& Eva (2013: 11). Writing is a process to write an idea into a written form, using thought, tools and language by following the rule of writing which has the specific purposes. The goal of the writing is to turn the idea into visible product.

Writing is basically the process of expressing ideas and thoughts by using knowledge of structure and vocabulary to combine our ideas as a means communication. From this point, it can be perceived that writing skills are very useful to help students communicate their ideas. However, students in the senior high school are still very weak in developing their writing skills.

Writing didn't produce an instant product. But we need some processes to make it. They are planning and thinking (getting your though and idea down in the paper, it can be a free writing, make an outline, write some notes, and the discussion), drafting (putting your ideas

and thoughts together, and start to forming some sentences and paragraphs), turning the draft into a text (arrange all the sentences and paragraphs into a text), editing and revising (rewriting and rearranging the sentences. Getting feedback and proofreading), producing a product (producing a typed or written product, sharing and publishing your work).

One aspect that must be considered in writing is genre. The genre that the writer wanted to analyze is writing recount text.Recount text is a type of text that is learned in tenth grade senior high school. It is considered easier to write or to compose by students than the other texts because it is accordance with the problems faced by the students and it is based on the students' personal experiences.

Grammardefined by Brown in Ambawi (2014:1) "as the system of rules governing the conventional arrangement and relationship of words in a sentence is very important since it takes role in the idea of delivery". Grammar is one of language component has an important role in delivering the message correctly. Mistakes/errors in the area of grammar can lead to the misunderstanding in both spoken and especially, written communication.Grammar is one aspect that needs to be mastered in English. So, the language becomes a good language. But in fact, grammar is a difficult point to be mastered and students often make grammaticalerrors in writing English text.

In other study, Shamsan (2016: 282) stated that grammar is a very significant language component which requires knowledge of both morphology and syntax that stand as two interrelated linguistic discipline.That is, morphology studies morphemes and how they operate in the structure of aword and syntax is about how these words are combined to form grammatically correctsentences.

Because of these errors in students' writing, the writer chose the title the grammatical errors in writing recount text at tenth grade SMA Negeri 4 Pematangsiantar.The research intends to find out the grammatical errors made by the students at tenth grade SMA Negeri 4 Pematangsiantar in writing recount text.

REVIEW OF LITERATURE
The Concept of Writing

Writing is a language skill that is used for indirect communication to convey a message or information to the readers. In writing a text, we can explore our ideas, feelings and thoughts which are arranged in words, sentences, and paragraph by using eyes, brain and handby Een&Eva (2013: 11).

The writer concluded that writing is one way to produce language and express the opinion into a written text that can be read and understand for the readers. In short, writing is one way of communication or transfer the message between the writerand the readers which has a specific purpose. So, the writer established the definition of writing is a process to write an idea into a written form, using thought, tools and language by following the rule of writing which has the specific purposes. The goal of the writing is to turn the idea into visible product.

There are some ways to make word processing a part of our writing by Langan (2005: 16):

1. Prewriting. Get the ideas onto the paper or computer quickly as theyoccur to you. A passing thought that could be productive is not likely to get lost. Don't worry about the grammarinsteadyou can concentrate on getting down as many ideas and details as possible about your subject.
2. First Draft. You may want to write your first draft by hand and then type it into the computer for revision.

3. Revising. It is during the revision that the virtues of word processing really shine. All substituting, adding, deleting, and rearranging can be done easily within an existing file.
4. Editing and Proofreading. Editing and proofreading also benefit richly from wordprocessing. Instead of crossing or whiting out mistakes, or rewriting an entire paper to correct numerous errors, you can make all necessary changes within the most recent draft. Mark any correction, and then transfer them to the final draft.

Then, James in Heydari (2012: 1585) in his study, showed the different types of learners' errors relating to omission, over inclusion, miss-selection (use wrong words not wrong forms),miss-ordering,blends (blending arises when two alternative grammatical forms are combined to produce an ungrammatical blend).

There are errors in writing caused by mother tongue interference, learners' difficulties in learning English, learner's assumptions, knowledge of grammar and personal experiences. Errors were divided into three categories: semantic, morphologycal, and syntacticby Buriro (2015: 173).

The Concept of Grammar

Grammar is a very significant language component which requires knowledge of both morphology and syntax that stand as two interrelated linguistic disciplines. That is, morphology studies morphemes and how they operate in the structure of a word and syntax is about how these words are combined to form grammatically correct sentencesby Shamsan&Attayib (2016: 282).

The writer defined that grammar is study of word, phrase, clause, and sentence. And the grammar which used in recount text is verb, noun, adjective, adverb, article, preposition, pronoun, and conjunction.

Then, Nida (1949: 1) defined that "morphology is the study of morphemes and their arrangements in forming words. Morphemes are the minimal meaningful units which may constitute words or parts of words (e.g. re-, de-. un-, -ish, -ly, -ceive, -mand, in the combination receive, demand, untie, boyish, likely)". The morpheme arrangements which are treated under the morphology of a language include all combinations that form words or parts of words. Combinations of words into phrases and sentences are treated under the syntax.

Next, Prayogo (2006: 4)stated that "syntax is the branch or sub field of linguistics that studies the internal structure of sentences and phrases and the interrelationships among the internal parts".In syntax, phrases consist of minimally a head, and it is thesyntactic category of the head that determines the category of the phrase.A phrase with an adjectival head is an adjective phrase, a phrase witha noun as head is a noun phrase, etc.

Error

The experts, Dulay, Burt and Krashenin Sermsook (2017: 103) divided errors into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and misordering.

Then, James in Sermsook (2017: 103) proposed five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

Likewise, RunkatiinSermsook (2017: 103) categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word order, tenses, capital letters and

punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers.

Based on some discussions above the writer concluded that grammatical errors include morphological and syntactic error. Morphological errors are the mistakes in the affixation field of improper use of affixation and the least of which are affixations that are not broken. And syntactic errors are syntactical errors found in the phrases, clauses and sentences. Examples are illogical phrases, the addition of auxiliary verbs in the equational or nominal clause, and the separation of the perpetrator (subject) and the word in the active clause.

According to Brown in Heydari (2012: 1584) further classified sources of errors into the following categories:

1. Interference transfer: that is the negative influence of the mother tongue of learner
2. Intra-lingual transfer: that is the negative transfer of items within the target language. In other words, the incorrect generalization of the rules within the target language
3. Context of learning: this overlaps both types of transfer. For example, the classroom with the teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learner to make wrong generalization about the language
4. Communication strategies: it is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons. There are five main communication strategies, namely:
    1. Avoidance
    2. Prefabricated patterns
    3. Cognitive and personality style
    4. Appeal to authority

Text

A text can be any meaning-producing event, be it a book, afilm, an advertisement, a phone conversation and so on.A text canbe seen from two key perspectives: a thing in itself that can berecorded, analysed and discussed, and also a process that is the out-come of a socially produced occasionby Knapp&Watkins (2005: 13).

Based on some definitions above, the writer determined the definition of text, which text is a written or printed thought which arranged base on the goals, genre, and structure of the text

According to Gerot & Wignell (1994: 192) there are many types of functional texts, they are short functional texts and long functional text. Short functionaltext divided into 10 types, such as announcement, advertisement, memo, invitation letters, label, greeting cards, short message, postcard, and notice. Long functional texts divided into 13 types,such as narrative text, recount text, descriptive text, procedure text, report text, anecdote text, hortatory text, spoof text, explanation text, discussion text, news item text, review text, and analytical exposition text.

Recount is unfolding of a sequence of events over time by Derewiankain Ilmiah (2016:11). 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.

According to Gerot & Wignell (1994: 194) mentioned some generic structures or text elements of recount text, they are:

1. Orientation   : provides the setting and introducesparticipants.

2. Events   : tell what happened, in what sequence
3. Re-orientation   : optional closure of events

The language features in recount Texts include the following indicatorsby Gerot&Wignell (1994: 194):

1. Focus on specific participants.
2. Use of material processes.
3. Circumtances of time and place.
4. Use of past tense.
5. Focus on temporal sequence.

RESEARCH METHODOLOGY

Research Design

The research design used in this research is qualitative research. The expert defined qualitative methodology is a research procedure which produces descriptive data in the form of written or oral words from people and observable behavior by Bogan&Taylor in Moleong (2016: 4).

In another study, the experts gave their opinion about qualitative content analysis. The Qualitative Content Analysis is a mixed methods approach: assignment of categories to text as qualitative step, working through many text passages and analysis of frequencies of categories as quantitative step by Mayring (2014: 10).

The method of this research is qualitative content analysis method. Marvasti (2004: 73) stated, qualitative content analysis that the type of analysis in some respects follows the conventions of qualitative research. It makes use of random sampling techniques, coding schemes, andpossibly numerical representations of visual data.Content analysis, as applied tovisual data, brings together the qualitative interest in the substance of socialexperience and the quantitative emphasis on objective, unbiased research.

Based on some discussion above, the writer's reason usedqualitativecontent analysis because it's a research method that intends to understand the behavior, motivation, and words presented by words and language description. The instrument of the research is the writers themselves. Qualitative research used qualitative methods, namely observations, interviews, document, or text content analysis.

The data of research is grammatical errors include morphological and syntactic errors in writing recount text made by thetenth grade students in SMA Negeri 4 Pematangsiantar.

The Technique of Data Analysis

Analyzing and interpreting the data involves drawing conclusions about it; representing it in tables, figuring, and picture to summarize it, and explaining the conclusions in words to provide answers to your research questions. You report analysis and interpretation in sections of a research report usually titled results, findings, or   discussions by Creswell (2012: 10). During or immediately after data collection, you need to make sense of the information supplied by individuals in the study. Analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it.

In qualitative research typically you gather a text database, so the   data analysis of text consists of dividing it into groups of sentences, called text segments, and determining the meaning of each group of sentences. Rather than using statistics, you analyze words or pictures to describe the central phenomenon under study. The result may be a description of individual people or places. In some qualitative studies, the entire report is mostly a long description of several individuals. The result may also include themes or broad categories that represent your findings. In qualitative studies in which you both describe individuals and identify themes, a rich, complex picture emerges. From this complex picture, you make an interpretation of the meaning of the data by reflecting on how the finding relate to existing

research; by stating a personal reflection about the significance of the lessons learned during the study; or by drawing out larger, more abstract meanings.

In the study of mothers' perspectives of trust in school principals by Shelden et al. in Creswell (2012: 18), we can see these data analysis steps. The authors analyzed text data based on transcribed verb in the passages as mentioned in the section on interviews. In their section on data analysis, they talk about the "line-by-line coding" of their data in which they used the words of the participants to form categories.

A detail descriptive portrait of participants in their studies, nothing the ethnicity, type of disability, grade level, and other personal information. In the results section we find the various themes that they identified, such as principal attributes and principal actions. In the conclusion section, they review all of these findings, thereby creating a complex picture of the relationship. Although their personal reflections are minimal in this study, the authors discuss their challenges in recruiting participants to the study and how they sought to protect the identity of the participants by Creswell (2012: 18).

Here are the data analyzing according to Mayring (2014: 24):
1. Formulation of issue or problem
2. Determination of the material sample
3. Establishment and definition of the variables to be examined
4. Determination of the scale values (features per variable), with valence analyses bipolar (e.g. plus - minus), with intensity analyses multi-graded (e.g. very strong - strong - medium - less strong - null)
5. Definition and possible addition of examples for the scale values of the variables (variables and scale values together constitute the category system of these analysis types)
6. Determination of analysis units (recording unit, context unit, unit of classification)
7. Scaling of the assessment units according to the category system
8. Description and interpretation of the results.

Based on some discussions above, the writer conclude that to analyze the data the writer used these steps, formulating the purpose of the research, determining the genre of text which would be tested, establishing the type of errors which will be tested, determining the scale values from the students errors correct or incorrect, compare the students' errors with the scale of errors, scaling or make into a percentage from all of the errors, interpreting the results.

RESEARCH FINDING AND DISCUSSION

The grammatical errors in writing recount text at tenth grade SMA Negeri 4 Pematangsiantar the error of omission was 46 (35.5%), error of addition was 5 (3.8%), error of mis-formation was 77 (59.2%), and error of disordering was 2 (1.5%). But the dominant errors that the students made were error of mis-formation, 77 (59.2%). It could happen because the lack of using simple past tense, misplacement of adjective words, incorrect usage of singular and plural verb, the wrongness of using personal pronoun, limited knowledge of vocabulary, the mistake of using the article, the wrong form of to infinitive verb, and carelessness.

CONCLUSION

Based on the data analysis and discussion in chapter IV, it could be concluded that the grammatical errors in writing recount text at tenth grade SMA Negeri 4 Pematangsiantar the error of omission was 46 (35.5%), error of addition was 5 (3.8%), error of mis-formation was 77 (59.2%), and error of disordering was 2 (1.5%). But the dominant errors that the students made were error of mis-formation, 77 (59.2%). It could happen because the lack of using simple past tense, misplacement of adjective words, incorrect usage of singular and plural

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