THE ANALYSIS OF STUDENT'S GRAMMATICAL ERROR IN WRITING SKILL OF RECOUNT TEXT AT THE ELEVENTH GRADE OF SMK NEGERI 17 WEST JAKARTA

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Abstract

The article investigated about Grammatical error in writing skill of recount text at the eleventh grade of SMK Negeri 17 West Jakarta. The purpose of this study was to know the grammatical error of the students in part of speech and tense in recount text writing. The indicators are: (a) error in sentence pattern, (b) error in tense, (c) error in omission. From these indicators, the researcher would know the kinds of error that students made in their writings.
To achieve this goal, this research uses descriptive qualitative methods. The population was class XI in SMK Negeri 17 West Jakarta. The samples were 10 students majoring in management. The researcher used total sampling to take the samples. The Instrument was writing test.

Keywords: *Grammatical Writing Error, Recount Text*

INTRODUCTION

English is an one of important languange in the world. English, being the first world language, is said to be the first global lingua franca and it is the most widely used language in the world in international trade, diplomacy, mass entertainment, international telecommunications and scientific publications as well as publishing newspapers and other books (Rao, 2019). In English there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills. Writing is a skill, which is not only helpful in writing to English, but also useful to improve other considerably. Writing seems to have taken on different definitions for different groups of people in order to suit their different needs and purposes for writing (Huy, 2015). In writing, many of learners might express their ideas, feelings, thoughts, desires and experiences written to the readers and the listeners, but there are also the learners who cannot express them in written form. This is caused by the learners who still get difficult to develop all of them. There are several elements of writing, including grammar, paragraph organization, and vocabulary. Also, there are mechanics of writing which are necessary in making a good writing. Those are punctuation, capitalization, spelling, cohesion, unity, and organization. These things are very important to be mastered in supporting our writing to be a good writing.

To students, good at writing will bring many benefits for their. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. With those benefits, writing is really very important to every student. The writer concludes that writing is a process of making sentence or even text by a good organization, vocabulary grammatical structure and mechanism to produce a language in order to reach the goal of a good writing (Isti Rokha, 2019).

LITERATURE REVIEW
Writing and grammar cannot be separated each other because grammatical rules are one of

aspects that the learners should consider before they write something. Grammar has always been one of the key factors in languages (Altun & Dİnçer, 2020). Grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning. Grammar mastery is very important in writing skill, it can help the students to produce good sentences. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language—that is, the rules of making meaning. Students who are native speakers of English already know English grammar. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences.

Error is a systematic deviation, when a learner has not learnt something and consistently gets it wrong. Error is different from mistake. Yet, making errors and mistakes are commonly done by the second language learners and foreign language learners. Error analysis is a term that when applied to numerical analysis refers to the mathematical analysis that describes the various aspects of error behavior in numerical methods (or algorithms). It means that an error analysis is studying the types and causes of language errors. Grammatical error is a term used in prescriptive grammar to describe an instance of foulty, unconventional or controversial usage. The grammatical errors is kind of important to be considered by the learners because it does not match with the grammatical system of a language. The English learners have to be able to understand what the grammatical rules of English and how to apply them well, especially in writing. The grammatical errors found in students' text writing sometimes will influence the meaning of the text. Therefore, learning the grammatical errors enables the students to produce a good writing.

The types of error can be divided into some categories, namely error in sentence pattern (subject and verb), error in tenses, and error in omission.

1. Error in Sentence Pattern

A sentence pattern is an arrangement of words. This arrangement needs to be in a grammatically correct structure. It means the placement of verbs and nouns should be correct to form a meaningful sentence. The explanations related to four sentence patterns are depicted below (Hendrawaty, 2018).

a. Simple Sentence
   One independent clause (SV.)
   Example: Mr. Potato Head eats monkeys.
                    I refuse.

b. Compound Sentence
   Two or more independent clauses. They can be arranged in these ways: (SV, and SV.) or (SV; however, SV.)
   Example compound sentences:
   Mr. Potato Head eats them for breakfast every day, but I don't see the attraction.
   Eating them makes him happy; however, he can't persuade me.

c. Complex Sentence
   One independent clause PLUS one or more dependent clauses. They can be arranged in these ways: (SV because SV.) or (Because SV, SV.) or (S, because SV, V.)
   Examples of complex sentences:
   - He recommends them highly because they taste like chicken when they are hot.
   - Although chicken always appeals to me, I still feel skeptical about monkey.

d. Compound-Complex Sentence
   Example of compound-complex sentence:
   Mr. Potato Head said that he would share the secret recipe; however, if he does, Mrs. Potato Head will feed him to the piranhas, so we are both safer and happier if I don't eat monkeys or steal recipes.

2. Error in Tenses

Tense is a grammar term used to indicate whether a sentence (or verb) is an action in the past, the present or the future. So in the recount text, the tenses used are simple past tense, past continuous tense, and past perfect tense.

a. Simple past tense
   The main function of the Simple Past Tense is to express specific events or events in the past. That's why the Simple Past

Tense often uses time adverbs like **yesterday, ago, last.**

Example: Last week we **went** to the theater. we **had** a very good seat. We **watched** a very interesting movie. The movie **told** us about love story. We **were** very excited in that time.

b. Past Continuous Tense

Past Continuous Tense is often used to express an ongoing event when another event occurred. These two events must have happened the same in the past, aka happened before they were told.

Example: Yesterday, I went to a gadget store. While I **was selecting** a suitable phone, a friend came and greeted me. He then helped me to choose the best phone. While I **was paying** for the phone he said that he was the owner's shop.

c. Past Perfect Tense

Past Perfect Tenses are used in expressing an event that has already happened when another event occurs. these two events occurred in the context of the past, aka had happened before being told. It's just that one event begins to happen and ends before another event occurs.

Example: Two days ago I had big works for decorating my room. One day before, I **had bought** 4 paint buckets with different colors. Before painting my room, I **had moved** the furniture. I was tired but happy.

3. Error in Omission

Omission is an error when the learner omits the required part of the expression to fulfill the grammatical requirements.

Example: Teacher not here.

The sentence above is not true because there is an omission of "is" in the sentence so that the sentence is not grammatical.

Correct sentence: Teacher **is** not here.

There are many kinds of text learned by the students of senior high school. One of them is recount text. Recount text is one of the text genres that the students learn. This text is written with the purpose to inform the readers or people about something that happens in the past. It can be experiences and events. Recount is a reconstruction of something happened in the past. It is the unfolding sequence of events over time and the purpose is to tell what happened. Formally, recounts are sequential texts that do little more than sequence a series of events (Sitorus & Sipayung, 2018). Recount text consists of orientation which introduces the participants, place and time, series of events that happened in the past, and re – orientation which states personal comment of the writer. The sequence of event is then described in some sort of order, for instance a time order. Purpose of a recount text is to list and describe past experiences by retelling events in the order in which they happened. Examples of recount can be found in a biography, an autobiography, news item, history, a letter, a journal, or a testimony of a witness of an event or incident, accident report.

Concerning this matter, the researcher chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represents variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense. Based on the preliminary research in SMKN 17, the researcher found that the students had many problems in using grammar, especially in writing recount text.

RESEARCH QUESTION
1. What are the aspects of grammar that happened on the students?
2. What types of Errors that can be found between student 1, student 2, and student 9?

RESEARCH METHODOLOGY
Research Design
This research was designed by using descriptive qualitative research because it was aimed to An Analysis On The Student's Grammatical Error in Writing Skill Of Recount Text. The data about grammatical errors in students' writing were analyzed based on the results of the data collection instruments.

Qualitative descriptive research is a broad inquiry method that uses unstructured data-collection methods, such as focus groups, observations, or documents.

The function of a research design is to ensure that the evidence obtain enables us to answer the initial question as unambiguously as possible. In this research, the writer used qualitative approach because this study focuses on the analysis or interpretation of the written material in context. Materials can include

textbooks, newspapers, magazines, papers, films, manuscripts, articles, etc.

Technique of Collecting the Data
To collect the data, the researcher asked the students to make a recount text. Then the researcher read the student's recount text to determine errors. After that the researcher analyzed the error by underlining the error items and classifying the errors based on the types of grammatical error. Namely: error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation.

Technique of Analyzing the Data
After collecting the data, the researcher classified the data into five aspects of grammatical error: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, and Punctuation. The data was explained in description analysis. Then the finding was discussed with the related theories.

DESCRIPTION AND ANALYSIS
Description
This research was done at SMK Negeri 17 on about grammatical errors in part of speech and tense in recount text writing by the eleventh grade of SMK Negeri 17. First, there were 1 student error in sentence pattern. Second, there were 6 errors in tense found in students' recount text writing. The third, there were 3 errors in omission. The researcher used written test as the instrument to measure of grammatical error in recount text.

Analysis
The researcher analyzes the data which has grammatical error in the students' composition about recount text writing. The types of error can be divided into some categories, namely error in sentence pattern (subject and verb), error in tenses, error in pronoun, error in preposition and error in punctuation.

1. Error in Sentence Pattern (Subject and Verb)
In the data, it was found 1 error in sentence pattern in students' recount text writing. Most of errors are making a sentence by wrong subject-verb agreement.

2. Error in Tenses
There were 6 errors in tense made in their writings. All of students still wrote a recount text by simple present tense.

3. Error in Omission
The researcher listed 3 errors in pronoun. The errors they made did not put the right pronoun in the sentence.

DISCUSSION
Each students' error of writing is analyzed in their every sentence even in word; each table is divided into three columns: first column consists of students" original writing, second column consists of the classification of students' errors, and third column consists of the correction of students' writing.

Student 1

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, me (1) and my family went to Japanese (2) for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.	1. Sentence Pattern 2. Sentence Pattern	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 2

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, me and my family go (1) to Japanese for visit (2) my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.	1. Tenses 2. Tenses	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 3

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, me and my family went to Japanese for visited my grandmother. I go (1) to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I arrived at Japan me (2) and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.	1. Tenses 2. Tenses	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 4

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I go (1) to Japan by airplane. I go (2) from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I	1. Tenses 2. Tenses	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant.

Students' writing	Types of Error	Reconstruction
was invited with Alien went to his home.		After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 5

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I see (1) UFO and felt so by Alien language. Finally I was invited with Alien went to his home.	1. Tense	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 6

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After eat (1), suddenly I saw UFO and feel (2) so by Alien language. Finally I was invited with Alien went to his home.	1. Tense 2. Tense	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 7

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, I and my family went to Japan for visit (1) my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from	1. Tense	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta

Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.		at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 8

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, I and my family went (1) Japan (2) visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.	1. Omission 2. Omission	Last Holiday On my last holiday, I and my family went **to** Japan **for** visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 9

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan (1) airplane. I went from Jakarta at 07.00 am and came (2) Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.	1. Omission 2. Omission	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan **by** airplane. I went from Jakarta at 07.00 am and came **to** Japan at 13.00 pm. I Arrived at Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so by Alien language. Finally I was invited with Alien went to his home.

Student 10

Students' writing	Types of Error	Reconstruction
Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived (1) Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so (2) Alien language. Finally I was invited with Alien went to his home.	1. Omission 2. Omission	Last Holiday On my last holiday, I and my family went to Japan for visited my grandmother. I went to Japan at 07.00 am. I went to Japan by airplane. I went from Jakarta at 07.00 am and came to Japan at 13.00 pm. I Arrived **at** Japan I and my family found restaurant. After ate, suddenly I saw UFO and felt so **by** Alien language. Finally I was invited with Alien went to his home.

CONCLUSION
Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, unconventional, or controversial usage, such as a misplaced modifier or an inappropriate verb tense.

Based on the result and discussion related to the grammatical errors which the students of Eleventh Grade SMK Negeri 17 West Jakarta made, it concluded that there were some conclusions, there are caused by many causes. Such as: tenses, omission, and sentence pattern. And class XI students of the Management Department still have too many wrong tenses because they don't understand how to use the second verb.

SUGGESTION
Based on the conclusions from the research results, the writer recommends some suggestions for overcoming the mistakes made by students and the inter-language process that occurs in students, including that mistakes are not failures so that students should not do that. So that the teacher must analyze the mistakes made by students to find out what students need. And students have to learn more and find out more about the second verb.

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