



Analysis Of Gramatic Errors In Recount Text Writing For Class Viii Students In State 4 Candipuro Junior High School

RizkaFitriaYuliana
Postgraduate University of Jember
Email: rizkafitria957@gmail.com

Article details:

Published: 31nd August 2022



Abstract

The research aims to explain the types of errors made by VIII grade students of Junior High School State 4 Candipuro in writing recount texts. This type of research is descriptive quantitative. The data is from 30 students' essays. Data are collected from the results of the student errors in writing the recount text. After collecting data, all errors are identified in several grammatical categories. After being identified, errors are explained to find the source of the error, then classified into the

surface strategy taxonomy. The research revealed that the learners committed five types of grammatical errors made by students in their essays, and the five errors are tenses, plural form, article, preposition, subject-verb agreement. Then classified into surface strategy taxonomy, name lyo mission, addition, mifformation and misordering. The common errors that are done by VIII grade students of SMP 4 Candipuro were omissions of tenses. This research also showed that the errors mostly resulted from different linguistic principles of Indonesian and English (interlingual transfer), and partly from the faulty of overgeneralization of English rules (intralingual transfer). The overt influences of Indonesian to English as well as the generalization of English rules can be used as a reference for teachers and improve teaching techniques. which in turn, can help them to apply the more appropriate to overcome the foreign language learners' errors of the students.

Keywords: Grammatical errors, taxonomy of surface strategies, Interlingual, Intralingual.

To cite this article :

Rizkafitriayuliana. (2022). Analysis Of Gramatic Errors In Recount Text Writing For Class Viii Students In State 4 Candipuro Junior High School. *International Journal Of Health, Education And Social (Ijhes)*, 10–19.



Introduction

Basically, learning a language must have skills in listening, speaking, reading (reading), writing (writing), as explained by Harmer (1989: 16) that "There are four skills that students need to learn namely: listening, speaking, reading, writing skills. Listening and reading skills that involve receiving messages are regarded as receptive skills. While speaking and writing skills which involve language production are considered to be productive skills" (That is, there are four skills needed by students in learning English including: listening, speaking, reading, writing skills, while listening and reading skills are skills in receiving messages are considered as receptive or passive skills, while speaking and writing involve language production are considered productive or active skills).

English is a second language learning that is different from the first language / mother tongue (mothertongue). Most students will have difficulty learning a second language because second language learning occurs after the acquisition of the mother tongue. So that in the process of learning English there are errors. Difficulties and failures experienced by students in the process of learning a second language occur and are related to writing skills. In the process of writing, it does not only require mastery of grammar but also involves various aspects of language such as punctuation, spelling. Errors in English that occur need to be studied in depth, because these errors are an integral part of the language learning process. Dulay, Burt and Krashen (1982:138) state that studying students' language errors has two main objectives; The first objective is to provide data from which conclusions about the nature of the language learning process can be made. The second objective is to indicate which teachers and curriculum developers are the parts of the target language learners have the most difficulty producing correctly and which types of errors reduce learners' ability to communicate effectively. Therefore, compiling an essay in writing activities takes a long time. Harmer (2004: 31) states that "Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them". (That is, writing is not often time bound in conversation. When writing, students often have more time to think than to do speaking activities. They can work on what they know in their minds, and students can even consult dictionaries, books grammar and reference books to help students).

The principle of writing in English and Indonesian is not much different. However, the grammatical structure rules used in English are different from the grammatical structure rules in Indonesian. An example of this difference is that English has tenses (kala) to indicate time, while Indonesian does not have a specific grammatical form to express time. For example:



*I went to school yesterday.

(I went to school yesterday)

In the example above, the grammar in English changes the form of the verb (went) as a marker of the past sentence, while in Indonesian, the verb (go) is not changed into the past tense.

Language errors, especially in writing competence, also occur in class VIII students where students often use their mother tongue which is translated into a second language. In fact, the grammatical structure of the mother tongue (B1) is different from the structure of the second language (B2). This can be seen in the example below:

"I went to Jember yesterday".

The informal variety in Indonesian allows the formation of sentences using verbs. In English, this is not possible. As in the example below:

*I to Jember yesterday.

(I went to Jember Yesterday)

The sentence above requires the verb to be placed before the adverb of place. If you don't use a verb, the sentence is wrong and doesn't obey the grammar rules in English. These grammatical errors are influenced by several factors, such as the lack of understanding in learning a second language and the influence of the mother tongue. Students face many problems in learning English, because of the difference between the structure of English (target language) and Indonesian (first language). There are three problem formulations that will be analyzed in this study

1. Types of errors in writing recount text
2. types of mistakes that are often made in writing recount text
3. What are the causes of errors in writing recount text

In learning English, error evaluation is one of the most important teaching processes, some teachers know about error analysis and related theories, they often take a negative attitude towards mistakes so that they cannot tolerate mistakes and tend to correct them. As a result, although students work hard and spend a lot of time and energy, their efforts are not effective, on the contrary they often feel bored. Thus, students need input and tolerance to develop their skills in making English essays.

Literature review

Rahmani & Kasmani (2012) analyzed the pronunciation errors of Kurdish and Persian students, especially in translating English as a foreign language. The subjects of this study were 60 students studying at Azad Islam University, Tonekabon branch, and 30 students studying at Azad University, Sanandaj branch Iran. The results of this study indicate that interference from the student's mother tongue is the main cause of errors, which confirms the strong hypothesis of



the contrastive analysis. Watcharapunyawong & Usaha (2013) analyzed the EFL writing errors of Thai students in various types of texts. There are three types of writing, namely narrative writing, descriptive and comparison. Students write 120 paragraphs in English, then analyzed using error analysis. The results showed that there were errors in the first language disorder in 16 categories, namely: verb tense, word choice, sentence structure, article, preposition, modal/auxiliary, singular/plural form, fragment, verb form, pronoun, run-on sentence, infinitive/gerund, transition, subject-verb agreement, parallel structure, and comparison structure. The number of mistakes that are often made in each different type of written assignment is narrative writing, there are five errors that are most often found, namely verb tense, word choice, sentence structure, preposition, and modal/auxiliary. In the narrative and descriptive paragraphs, the comparison of structures was found to have the least number of errors. Sukarno (2016) analyzed a grammatical error found in the essays of first semester students majoring in English. The purpose of this study was to analyze ten types of grammatical errors made by students majoring in English in the first semester in 2014. The results of this study indicate that the six most prominent errors are plural form, conformity between subject and verb (subject verb). agreement), verb tenses, verb omission, and the use of passive voice. Data were analyzed by interpretive descriptive method to find the cause or source of the error.

Despite the fact that there are several previous studies that investigated the English errors made by students in examining the grammatical errors made by students in writing essays. In that case, to confirm if they made a grammatical error systematically or unsystematically (error vs. error, according to Ellis, 1997). Grammatical errors in essays made by students considered a data source, and errors made by students are classified into several types of errors. Next, errors are discussed and interpreted to find the source of the error.

Error is the side that has a defect in the student's speech or writing. These errors are part of the composition that "deviates" from the standard or selected norms of adult language performance. We should really realize that people cannot learn language without making systematic mistakes at all (Tarigan, 2011: 126). Language errors in language learning are something that we cannot avoid. A person's mistakes in language can be a problem if the person understands the concept of error itself, but on the other hand it can be a simple thing if the person is not aware of his mistakes in speech or language actions.

In Indonesian, error and mistake have the same equivalent meaning, namely error, but in English there is a difference. Some people have different perceptions between the two, error is defined as a mistake while mistake is an error.

Errors and mistakes have a negative impact on students to know and measure their competence in the language learning process. Ellis (1996:51) explains that the error reflects the knowledge gap of students who cannot identify between right and wrong. On the other hand, a mistake is an error that reflects inefficient performance, it occurs because students are not able



to do what they already know correctly.

Brown (2007: 283) states that error refers to performance errors, in which language learners know the system, but fail to use it. Errors are also defined as grammatically incorrect forms of language.

To find out if there is a language error or not, it is necessary to fully understand the source of the error. The source of the error can be interlanguage or intralanguage. Brown (1987: 177-181) says that "the classification of errors in comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of construction. He also states about sources of errors related to comparative taxonomy, namely: interlingual errors, intralanguage and developmental errors". (That is, the classification of errors in the comparative taxonomy is based on the comparison between the error structure of the second language and other types of constructions. He also says about the sources of errors related to the comparative taxonomy, namely: inter-language errors, intra-language errors and developmental errors).

1. Interlingual Error

Interlingual transfer often occurs in the early stages of learning English, when the mother tongue is still the only known language system, so there is often confusion between the two languages. The source of this error can be called negative transfer. Richards (1985:173) states that:

"If the learners of a foreign language make mistakes in the target language by the effect of his mother tongue that is called as interlanguage". (that is, if a foreign language learner makes a mistake in the target language with the influence of his mother tongue it is called an interlanguage). For example, every student in Indonesia who is learning English can write "Ahmad and Fatma are married" in his mother tongue, and he may transfer his old habits to the target language (B2). The result will be Ahmad married with Fatma, which cannot be used in English which should be Ahmad married to Fatma.

2. Intralingual Errors

Students can make mistakes in the target language, because they do not know the target language well, they have difficulty in using it. According to Richard (1985: 174) "Intralanguage errors are those which show the general characteristics of learning regulation and failure to learn conditions under which rules apply". Moreover, he stated that the development of errors illustrates the learner's attempt to build hypotheses about English from his limited experience in the classroom or textbooks. In short, developmental errors occur because the learner has limited experience in trying to construct hypotheses about the English language. The causes of intralingual errors and developmental errors include: a) overgeneralization, b) ignorance of rule restrictions, c) incomplete application of rules, and d) false concepts hypothesized.



Dulay, et al (1982; 146) say that people cannot learn a language without systematic errors from the start of their learning. There are four descriptive taxonomies to analyze errors, namely linguistic category taxonomy, surface strategy category taxonomy, comparative category taxonomy and communicative effects category.

1. Taxonomy Category Linguistics

Dulay, et al (1982: 147) classify several thousand English errors made by students who learn English in a foreign environment or in their own environment. There are several examples of linguistic category taxonomic errors.

Morpheme error example

- a. a ant, an eraser, an book (error in the use of the article) “a/an” should be an ant, an eraser, a book.
- b. The Indonesia (error in the use of the article "the" should be Indonesia.

Syntax error example

- a. He no go inhole (article omission error)
- b. I go play (error omission to Infinitive on identical subject construction)
- c. He in the water (omission error to be: is)

2. Surface Strategy Taxonomy

Dulay, et al (1982: 149) explain that how the strategy of the surface structures of a language is changed specifically and systematically. One of the common mistakes is as follows.

- a. Omission error in words in sentence structure.

Dulay, et al (1982:149) argue that omission errors are characterized by the absence of something that should be in good and right speech. Although morphemes or words in a sentence are potential to be removed, some types of morphemes are omitted more often than others. Full morphemes (content morphemes). Like adjectives, nouns, verbs, adjectives, adverbs are the biggest supporters of referential meaning in sentences. In everyday conversation, For example: "Marry president of new company." Should be “Marry is the president of the new company”. Is, the" and "of" are grammatical morphemes, small words that play little role in conveying the meaning of a sentence.



b. Addition Error

Addition errors are the opposite of omissions. This error usually occurs at a later stage

c. Misformation

Dulay, et al (1982: 149) explain that: Incorrect formation is characterized by the use of the wrong form of morpheme or structure. Meanwhile in the omission error, this element is not present or not available at all. For example in English, "The dog eaten the chicken". The past tense used by the learner is not correct, the use of "eaten" should be "ate".

d. Misordering (Misordering)

Errors in ordering or misordering are characterized by incorrect placement of a morpheme or group of morphemes in an utterance. Composition errors occur systematically for students B2 and B1 in the constructions that have been obtained, especially simple questions (direct) and coverage (indirect) for example: "I don't know what is that". By using declarative sentences, which have been obtained by students in making preparation errors because it is not a question sentence but a statement sentence.

3. Comparative Taxonomy

Comparative taxonomy classifies errors based on comparisons between second language errors and certain other types of constructs. For example, if we use a comparative taxonomy to classify the errors of Indonesian students who learn English, so that we as teachers can compare the structure of errors made by students who acquire English as a first language. Example: I have black shoes (Indonesian structure) I should have black shoes.

4. Taxonomy of Communicative Influence

The taxonomy of communicative influence emphasizes the aspect of error, the classification of communicative influence deals with errors from the perspective of their effect on listeners or readers. This taxonomy focuses on the differences between the errors seen in the causes of miscommunication. This taxonomy classifies errors into global errors and local errors.

a. Grammar (grammar)

Grammar (grammar) is an important aspect in learning English. Patel (2008: 141) states that grammar is a language study that is carried out to establish rules and principles in correct speech and writing. Rules and Principles are followed unconsciously by native speakers. This statement is in line with Gleason and Ratner (2009: 231) which states that grammar is a set of rules that explore the form and structure of sentences used in language. Meanwhile, Carter and McCarthy (2006: 2) state that grammar is related to how sentences and utterances are formed.

**b. TextRecount**

Anderson (1977:48) recount text aims to provide an overview to the reader about an event that occurs according to the time and place of the incident that is focused on events that are written sequentially. There are three types of recount texts, namely (1) personal recount: recounting experiences in which the author has been directly involved, (2) factual recounts: retelling events such as news in newspapers, accident reports, and (3) imaginative recounts: recounting the role played by the author. imaginative and relates imaginary events.

Research Methods

In this study the approach used is a quantitative approach. It is called quantitative because it is a research that views the truth as a single, objective, universal and verifiable one (Sugiyono, 2015: 201). Quantitative research methodology maintains the assumptions of the empirical paradigm (Creswell, 2003; 19). The research itself does not depend on the researcher. As a result, the data is used to measure reality objectively. Quantitative research creates meaning through the objectivity found in the data collected.

The type of research used is descriptive research. According to Arikunto (2000:309) descriptive research is research that is intended to collect information about the status of an existing symptom, namely the state of symptoms according to what they were at the time the research was conducted.

The data collected in this study is not used to test hypotheses but to describe what it is about a variable, symptom or situation or answer questions that have been formulated, because the data obtained will be used as a basis for drawing conclusions, the data collected must be correct.

Data collection techniques in this study using documentation techniques and library techniques. Through the recording technique, the researcher reads and analyzes the recount text of the students. In the documentation technique, the researcher collects student essays as evidence of documentation.

Results and Discussion

In this section, the results of grammatical errors made by students in essays (essays) in writing recount texts contained 166 errors which were categorized into 5 types of grammar. Table 1 presents the categories, number and percentage of errors made by students in making essays.



Table 1
Category Error Writing Student recount text

No	CategoriesError	number of Errors	Percentage Error
1	Tenses	110	66,26 %
2	Plural marker	15	9,04 %
3	Article	15	9,04 %
4	Preposition	16	9,64 %
5	Subject and verb adjustment	10	6,02%
	Amount	166	100%

Based on the results of the analysis of the recount text made by the students, there were 166 types of errors found. Among them are: omission of tenses (43 errors), addition of tenses (38 errors), incorrect formation of tenses (29 errors), omission of plural markers (7 errors), incorrect formation of plural markers (8 errors), omission of articles (7 errors), incorrect formation of articles (8 errors), omission of prepositions (7 errors), incorrect formation of prepositions (9 errors), omission of subject and predicate adjustments (10 errors). So it is known that the highest error is in tenses with a total error of 110 with a percentage of 66.26%. While the smallest error is in the adjustment of the subject and verb with the number of errors 10 with a percentage of 6.02%.

Conclusion

The results of this study indicate that the types of errors in writing recount texts made by students of class VIII Junior High School 4 Candipuro are categorized in grammatical errors, namely tenses, plural markers, articles, prepositions, subject and predicate adjustments and mistakes that are often made by students. is an error in the use of tenses. This error is caused by differences in language principles between Indonesian and English (Interlingual error) and is caused by the averaging of linguistic rules (Intralingual error). Thus the influence of language can be used as a reference to improve better teaching techniques.



References

- Anderson, Mark and Kathy Anderson. 1997. *Text Types in English 2*. South Yarra: Macmillan Education Australia PTY LTD.
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Brown, H Douglas. 1987. *Principal of Language Learning and Teaching*. New Jersey: Englewood Cliffs. Prentice Hall Inc.
- Carter, Ronald & Michael McCarthy. 2006. *Cambridge Grammar of English*. Cambridge: Cambridge University Press.
- Creswell, John W. 2003. *Qualitative, Quantitative and Mixed Methods Approaches*. (2nd ed). London. Thousand Oaks SAGE Publications.
- Dulay, Heidi C, Marina K Burt, & Stephen Krashen. 1982. *Language Two*. New York: Oxford University Press.
- Ellis, Rod. 1996. *The Study of Second Language Acquisition*. Oxford: Oxford: University Press.
- Gleaso, Jean Barko & Ratner, Nan Bernstein Ratner. 2009. *The Development of Language*. Boston: Pearson. Chicago.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Essex: Pearson Education Limited.
- Patel, M.F. & Praveen M Jain. 2008. *English Language Teaching: Methods, Tools, and Techniques*. Jaipur Sunrise Publisher and Distributors.
- Richards, Jack C. 1985. *Error Analysis; Prospective on Second Language Acquisition*. Singapore: Ban Wah Press.
- Sugiono. 2014. *Metode Penelitian kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Tarigan, Henry Guntur. 2011. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa.