

**ANALYSIS OF STUDENT'S GRAMMATICAL ERRORS IN WRITING
RECOUNT TEXT THE THIRD GRADE AT SMP N 21 TANJUNG
JABUNG TIMUR**

SKRIPSI

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ABSTRAK

Fajar, Ahmad. 2021. Skripsi. **An Analysis of Student's Grammatical Errors in Writing Recount Text The Third Grade at SMP NEGERI 21 Tanjung Jabung Timur**. English Language Education Faculty of Teacher Training and Education University of Batanghari.

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Recount text is a text retelling past event. It begins by telling the reader who was involved, what happened, where it took place and when it happened. This text aims to list and describe past experiences by retelling events in which they happened chronologically. This research is one type of quantitative research. The data that the author collects from tests related to recount text. taken from 10 samples. Sampling was carried out at SMP Negeri 21 Tanjung Jabung Timur. The researcher's finding showed that the common kind of errors that the students made was error in Verb Tense which received 30 errors from 80 errors or 27.3 percent. The other students' error was in Add a Word which the result was 59 errors or 19.60 percent, and 33 or 10.96 percent errors in spelling. researcher's result, students made errors in verb. the student wrote "after i eat, i and my friends go around the street". Whereas, the correct answer is 'after i ate, i and my friends went around the street. Because they are confused in their mother tongue, verb do have to change from the present to past or future and in English verb needs to change from the present to past or future to express the tense. Especially for the past verb which is divided into regular and irregular verb is confusing enough for the students because it is not available in Indonesian language.

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Jambi, Januari 2022

Ahmad Fajar

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

As an international language, English plays an important role as a mean of communication among people in the world. In Indonesia, English has been a subject in schools starting from Elementary School up to university level. Students learn English because it will be useful for them in the future. They simply wish to learn to read, speak and write the language effectively. In Indonesia English has been taught for students as a foreign language since they are at basic level of education. According to Curriculum of 2013, English is learned by students since they are in seventh grade. When students learn English they focus on mastering four macro skills of English: listening, speaking, reading and writing. Listening and reading are receptive skills while speaking and writing are productive skills. Among those four, writing is considered as the toughest skill.

Writing isn't like speaking or other receptive skills. Writing skill not only needs a lot of vocabulary in composing a paragraph, involving correct grammars, apart from other writing rules, in order to be comprehensible. Therefore, composing a paragraph in writing activity takes a lot of time, that writing and speaking are totally different. In writing, students have a lot of time to think about the ideas as they do in oral activities instead. Students should think what's on their mind and create a good paragraph based on dictionaries and book references. But to express the ideas in the process of writing are the most difficult skill to be mastered by students.

In the context of Second Language or English foreign Language (EFL) learning, the difficulties of writing is not only mistake in planning and organizing the idea, but also in translating the idea into readable writing. Learners have to get involved on higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choices and so on. The differences element found between two language are considered as the main problem. This leads students to make grammatical errors in process of writing because most of students tend to translate their ideas from first language to second language.

Second language learners often misuse the element of a language when they speak another language. This is what is called interference errors. The students make intalingual errors when generalizing characteristic of learning rules, for examples a general plural from of noun in English is by adding-s or – es a the suffix.

Finally, second language learners whose basic knowledge is limited try creating hypothesis of second language they learn. An error is what comes to be known as developmental errors. These three sources of errors are frequently made by senior high school students when writing some kinds of text obliged by the curriculum, recount text in particular.

Recount text is a text retelling past event. It begins by telling the read who was involved, what happened, where it took place and when it happened. This text aims to list and describe past experiences by retelling events in which they happened chronologically. In order to achieve its aim the text should be written through a different set of stages. The earliest stage is orientation which let the readers know about the background of the event including who, when, where and

why. The next one is sequence event which refers to indentifying and describing chronological order.

In process of writing recount text students should be aware of understand about the language features of recount text. Since recount text retells about experiences ,the must use past tense such as simple past, perfect continuous, and past perfect continuos tense. To describe events the verbs used are made of verbs (action words) and adverbs which describe and more details to verb. To describe events in chronological order students should use next, later, when, after, before, first and etc.

There are some problems faced by students in writing recount text. The grammatical error is the most serious problem made high school students in writing recount text. It comes up when students apply past tense with regular and irregular verbs. The organization of the text may also cause difficulty in composing coherent and cohesive texts. Other problems come up in the part of content, vocabulary and spelling. This happens when students demonstrate to the main ideas, to care of diction and to concern on mechanism and punctuation. Additionally, the researcher ever once experienced finding such a problem when researcher was in practice field experienced in vocation high school such a writing problem emerged seemingly due to total differences those two language have in term of sentence forms.

The explanation above lead the researcher in analyzing student's grammatical errors in writing recount text. The researcher would like to carry out his research under title "an analysis of students grammatical erros in writing recount text at SMPN 21 Tanjung Jabung Timur".

1.2 Identification of the problems

1. Lack of student's vocabularies when learning how to writing recount text.
2. The student's can not identify the mistakes in written text.

1.3 Limitation of Research

Based on the identification of problems, the researcher know there are many aspect that can be analyzed in student writing. it is fact that students are lack of the vocabularies, grammar difficulties, and having low motivation in English. Thus, students often make errors in writing. To reduce the students errors. The researcher should know about the kinds and the causes of errors made by students in writing.

1.4 Formulation of the Problems

Based on the Background of the problems above, the researcher formulates of the problems as following:

1. What are the most common errors which student made in writing recount text ?
2. What are the sources of errors in recount text writing text?

1.5 Objectives of the research

1. To find out most grammatical error when student to written recount text
2. To find out sources of errors when student to written text.

1.6 The Significance of the research:

1. For the teacher, student's can read this study as one of references for additional information
2. For student, the student can improve writing skill to selection grammar in written

1.7 Definition of Key Term

The following are definitions of important terms that are used in this study by the experts:

1. According to Knapp and Warkins (2005), recount text is defined as telling of a series of events. It describes sequences of events which is written by experienced writers to show what occurred in the past. The aim of recount text is to inform about an event or to entertain people.
2. Grammatical errors emphasized the four grammar errors that people most often notice. Those errors are addition, omission, misformation, and misordering (Daublay, Burt, Krashen, Ellis and Barkhuizen 2005;61).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 The Definition of Text

In literary theory, a text is any object that can be "read", whether this object is a work of literature, a street sign, an arrangement of buildings on a city block, or styles of clothing. It is a coherent set of signs that transmits some kind of informative message. Within the field of literary criticism, "text" also refers to the original information content of a particular piece of writing; that is, the "text" of a work is that primal symbolic arrangement of letters as originally composed, apart from later alterations, deterioration, commentary, translations, paratext, etc. Therefore, when literary criticism is concerned with the determination of a "text", it is concerned with the distinguishing of the original information content from whatever has been added to or subtracted from that content as it appears in a given textual document (that is, a physical representation of text).

Since the history of writing predates the concept of the "text", most texts were not written with this concept in mind. Most written works fall within a narrow range of the types described by text theory. The concept of "text" becomes relevant if and when a "coherent written message is completed and needs to be referred to independently of the circumstances in which it was created.

2.2. Recount Text

Texts are written for a variety of purposes, using different forms and standards of composition. These forms of writing are known as text types. Broadly speaking, there are two main text types, factual and literary.

Within these are many more narrowly defined text types. Factual text types include such types as factual description, recount, or persuasive. Literary text types include such types as poetry, narrative or personal response Procedure text, narrative text, recount text, descriptive text, news item, report text and analytical exposition. A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

Recount text can be factual information, such as a news story or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject. Here are the generic Structure of Recount Text:

1. **Orientation** : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
2. **Events** : Describing series of event that happened in the past. Telling what happened and in what sequence.
3. **Reorientation** : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story.

Here are the language features of Recount text:

1. Introducing personal participant; I, we, my group, etc.
2. Using chronological connection; then, first, after that, etc.
3. Using linking verb past tense.

4. Using action verb present tense.

2.3 The Purpose of Writing

Writing is one of four macro skills beside listening, speaking and reading. Among those four, writing is considered as the most difficult skill to be mastered by learners. It needs well knowledge and hard thinking when learners produce words, sentences or paragraphs with correct practice to develop this skill, both for native learners and foreign learners. Hornsby (1987) defines the writing as the process of making a letter or the symbol on the surface. It means that writing is a representation of a language in textual medium through the use of a set of signs or symbol. Raymond (1987) states Writing is more than a medium of communication. It is a way of remembering and a way of thinking as well. Write makes words permanent, and thus expands the collective memory of human beings from the relatively small store that we can remember and pass on orally to the infinite capacity of a modern library.

In written language there are many genres of writing such as novels, newspapers, biography, essays, reports, stories, scripts, poems, journals, articles, reviews and many others. Those all have the basic purpose of getting idea from one mind to another. Penny (1991) says that to express the idea and convey the messages to the reader is the primary purpose of writing. Diestch (2003) states that the general purpose of writing are to inform, to persuade, to entertain and to express, while the specific purpose is to answer the certain need of a writing.

According to Miller (2006) describes the purpose of writing into some points. The first purpose is to understand experiences in which the meaning is to find the truth that is conveniently comes across the writer's mind. This purpose often

leads to create a new perception. The second one is to report information which refers to giving or providing information to readers. This is arranged in pattern in order to make it sense. Thirdly, to explain information means that the writer analyzes or classifies information, examines causes and consequences and defines concepts by distinguishing them from others.

The fourth one is to evaluate something by determining benefit, important and worth. The writer should be able to determine the quality of what he judges, and to make sure that the writer is credential to the subject. Fifth, to analyze images and text which refer to analyze the certain images and text in order to increase readers' understanding about the subject. The next purpose is to persuade, inspire and amuse others. This purpose relates to how the writer influences readers through writing. The last one is to experiment with form which refers to invent something then document it through writing. Based on the above description, it can be summed up that the primary purpose of the writing is to express the ideas. The ideas can be transferred in form of written activity in various kinds of writing.

2.4 Grammatical Error

Grammar is regarded as a whole system and structure of a language. It consists of syntax, morphology, phonology and also semantic (Oxford Dictionary). Penny (1996) says that grammar sometimes is defined as a group of words that put together to create an ideal sentence. This is done by using or applying a set of rules that can generate a grammatical utterance of a language. Harmer (2001: 12) defines grammar as the description of the ways in which words

can change their forms and can be combined into sentences in that language. In the same vein, Larsen and Freeman (1997, as cited in Hsu, 2013) indicate that grammar covers three domains of a language; that are morpho-syntax (form and meaning) and pragmatics (use in social context).

A specific part of grammar is often called “structure”. Tenses, plural nouns, comparison of adjectives and others are examples of structure in English grammar does not only affect how units of language are combined in order to create a good look of a sentence, but also affects their meanings. In addition, Penny says that the meaning of a grammatical structure may be quite difficult to teach. It is simple to explain that adding –s in the end of a noun indicates the plural, more than one item. This case is relevant to some other languages. But in other cases, teachers will find some difficulty in explaining some grammatical structures to learners because some other languages do not have the same structure such as present perfect (I have gone) or past tense (I went). Having known the definition of grammar, it is not hard to say that grammar is quite useful and important in learning a language. People learn how to construct a good message to others based on the rules they have known.

The use of incorrect grammar in writing or reading can make readers misunderstand the message. This case is considered as errors in grammar, which is often caused by the lack of students’ competence about the application of grammar rules. Thus, it can be concluded that grammatical errors are defined as inaccurate forms, semantic meanings and use of a language, particularly in English. In addition, grammatical errors are also classified into local error and global errors. The first denotes linguistic errors such as morphological, lexical,

syntactic and orthographic, while the later deals with communicative errors where L2 learners misinterpret conversational messages (Burt and Kiparsky, 1972).

2.5 Types of Grammatical Errors

Grammar is an essential source of information since communication could be chaotic without grammar. However, errors cannot be avoided in learning process, especially in second language or foreign language class. Classifying errors into several categories is an important step in conducting an error analysis. Various classifications of errors have been proposed. James (1998) classifies the types of errors into two classification; linguistic category classification and structure surface taxonomy.

2.5.1 Linguistic Category Classification

This type of taxonomy specifies errors in terms of linguistic categories and in terms of where the error is located in the overall system of the target language. First, it indicates at what level of language the error is located: in phonology, grammar, lexis, text or discourse and if it is at grammar level. Some possibilities they list are: the auxiliary system and passive sentence complements. Second, after establishing the level of the error for example it is the grammar error, it is important to determine the class of errors in grammar such as noun, verb, adjective, adverb, preposition, conjunction, or determiner. This class of errors is what called as the types of grammatical errors. (James, 1998; Tono, 2005).

2.5.2 The Surface Structure Taxonomy

This is the second type of descriptive taxonomy first proposed by Dulay, Burt and Krashen (1982). Many researchers (e.g., Dulay et al., 1982; Ellis & Barkhuizen, 2005; James, 1998; Kaeoluan, 2009) describe this taxonomy as being based on how learners alter surface structures of the language when they use it incorrectly. Dulay et al. (1982, as cited in Sompong, 2015) state that errors can occur because of change in surface structure in specific and systematic ways. Based on this taxonomy, four categories were proposed to explain how sentences deviate from the correct forms because the learners change the surface structure. Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition, for example my sister very pretty (omitted is). Addition is indicated by the presence of an „unwanted“ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language, for example he didn't to come (added to). Misinformation is the use of wrong forms of certain morphemes or structures, for example me don't like (I don't like). The last, misordering is indicated by the incorrect placement of certain morphemes, for example He every time come late home (correction: He comes late every time). Despite the two classifications of grammatical errors above, in this study the writer suggests another classification of grammatical errors based on Betty S. Azar. This classification is the one employed in this study. Azar (1989) classifies the type of grammatical errors into thirteen categories; Singular-plural (He have been here for six months), Word Form (I saw a beauty picture), Word Choice (she got on taxi), Verb Tense (he is

here since June), Add a Word (I want go to zoo), Omit a Word (she entered to the university), Word Order (I saw five times that movie), Incomplete Sentence (I went to bed. Because I was tired), Spelling (an accident occurred). Punctuation (what did he say.), Capitalization (I am studying English), Article (I had a accident), Meaning not Clear (he borrowed some smoke) and Run-on Sentence (my roommate was sleeping, we didn't want to wake her up).

2.6 Sources of Errors

It is quite important to understand about the sources of errors in order to identify the students' problems in writing, particularly in writing recount texts. Brown (2000) divides the sources of errors into four categories; Interlingual transfer, Intralingual transfer, Context of learning and Communication strategy. Before learners become familiar with the systematic of second language (L2) they tend to use the linguistic system of first language. The negative effect of this situation is known as Interlingual Transfer. The second is what called Intralingual. Transfer is the negative effect of the second language itself. Learners misuse over generalization in the second language.

Context of Learning refers to the situation of classroom or social situation and the teaching material. In the classroom context the teacher and the text-book can lead the learners to make faulty hypothesis about the second language. It means the learners get wrong hypothesis from the teacher and text-book transfer. The last one refers to learning style. The use of some techniques in transferring messages can lead the learners to make errors in second language. Such an errors is what come to be known as communicating strategy.

Similar to Brown's theory, James (1998) also has the same explanation about the sources of errors in second language learning, but he uses different terms in classification. He classifies the sources of errors into mother language influence, target language cause, communication strategy based-errors and induced errors. Besides the term "sources of errors", there is also an expert who used the term "causes of errors". Norrish (1987, as cited in Emmaryana, 2010) classifies the causes of errors in the second language acquisition into three points, carelessness, first language interference and translation. The first one closely relates to the lack motivation of learners. It does not always mean that they lose the interest. Sometimes, the materials and learning strategies do not suit them. When learners try to learn the new one (second language) the old one (first language) will interfere the target language. This error denotes as first language interference. In the case of translation learners tend to translate a message or a sentence into the target language word by word. Mostly, this becomes the common causes of errors for high school students.

The sources of errors in studying a language might be derived from the interference of the learners' mother tongue and the general characteristics of the rule learning. The errors that are caused by the general characteristics of the rule learning are also called the intralanguage errors. And the errors caused by the interference of the learners' mother tongue are called the interlanguage errors. Based on his explanation, it can be summed up that errors are classified into three categories. Interference Error denotes the results of using the elements of first language (L1) while speaking or writing the second language. For example, learners use the elements of Bahasa while speaking or writing in English. In this

case, the interference errors occur because Bahasa and English have different linguistic system, for an example students say “my age now 15 year old” instead of “my age is 15 years old” or “I am 15 years old”.

Intralingual Error demonstrates the general characteristics of learning rules in the second language acquisition. Its origin is found within the structure of English itself and through reference to the strategy by which a second language is acquired and taught. Furthermore, Richard (1970) divides the intralingual errors into 4 subdivisions. The first is overgeneralization error; learners create a deviant structure on the basis of other structures in the target language such as “he can sings” where English allows “he can sing” and “he sings”. The second is Ignorance of rule restrictions; learners apply rules to context where they are not applicable, such as “he made me to go rest” through extension of the pattern “he asked/wanted me to go”. The third is Incomplete application of rules; learners fail

In addition to the wide range of intralingual errors which have to do with faulty rules learning at various levels, there is a class of Developmental Error which derives from faulty comprehension of distinction in the target language. Developmental error illustrates learners attempt to build up hypotheses about the English language from their limited experience of it in the classroom or text-book.

There are sometimes due to poor gradation of teaching items. The form was, for example, may be interpreted as a marker of past tense and the form is may be understood to be a marker of the present tense. Based on this limited knowledge the student tries to create a hypothesis by writing “one day it was happened” and “He is speaks French”. One another example comes up in the use of synonym words such as very and too. These two words are different in the

context of use, but from the viewpoint of a student who has limited experience, they have the same meaning. However, in this study the writer uses Richard's theory that consist of three sources of error classification to identify students' errors in writing recount text because the classification corresponds.

2.7 Previous Study

In this research, the researcher take two previous studies as inspiration and consideration. The discussion of those previous studies in the detail will be explored on the following paragraph.

The first previous study is a thesis conducted by Cholipah (2014) entitled 'An analysis of students' Error in Writing Recount Text a Case Study in the Second Grade Student of SMP Trimulia Jakarta '. The method used in this study included as qualitative research. The data are presented in descriptively and the procedure of error analysis used is based on Ellis and Barkhuizen's theory. The result of the study shows that there are the highest-three common errors are capitalization with the number is 200 (23.90%) errors, word choice with number is 110 (13.14%) errors and verb tense with the number is 105 (12.54) errors. The lowest-three errors are 3 (0,36%) incomplete sentence errors 13 (1.55%) meaning not clear errors, and 21 (2.51%) singular- plural errors.

The second previous study is also a thesis conducted by ramadhani(2015) entitled ' The Error Analysis of students ' Grammar in Descriptive Texts at the Eighth Grade of MTS Ma'arif kepil in the Academic Year of 2015/2016'. It is descriptive qualitative research. The sample of this research is 24 students. The

result shows that there are 59 (30%) omission, 42 (21) addition, 89 (45) missformation, and 9 (5%) misordering.

Comparing between the first previous study and this study, there are similarities and differences between them. Both are qualitative research and focuses on student's errors. The differences is on the types of errors; this study classification , while the first previous study classifies errors based on Betty Schramper azar's grammatical errors classification.

Also, there are similiarities and differences between this study and the second previous study. The similiarities are on the research design, descriptive qualitative research and about error anaylsis, while the diffrences is on the place of the research; this research use SMP N 1 Gelombang, wherreas the second previous study uses MTS Ma'arif kepil.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this research the researcher uses a qualitative method. Creswell (1994: 15) states that qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words. Descriptive qualitative method is applied by giving a description of the result of grammatical errors test made at third grade students at SMP NEGERI 21 Tanjung Jabung Timur Jambi Academic Years 2020/2021.

3.2 Population and Sample

A population is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. The following is the population and sample that the author uses in this study.

3.2.1 Population

According to sugiyono (2017:80), population is a generalization area consisting of; object or subject that have certain qualities and characteristics determined by researcher to study and then draw conclusions. Totaling 30 Students, in Class IX A and IX B in detail the number of each class can be see in the following table :

Tabel 1. Population

NO	CLASS	STUDENTS
1	IX A	15
2	IX B	15
TOTAL		30

3.2.2 Sample

The researcher decides to use total sampling in conducting research in the IX A and IX B Class. The first reason why this class chosen in this study is because this class is a suitable research object. The second reason is a consideration because English students in the Junior High School are expected to become English teachers or later pursue profession in the field of English. Totaling 10 students as sample from 30 population

Table 2. Sample

NO	CLASS	STUDENTS
1	IX A	5
2	IX B	5
TOTAL		10

3.5 Instrument of the Research

The researcher give text recount text theme is “experiences personality”. Student’s made recount text use simple past tense and three paragraphs of sentences.

3.5.1 Technique of data collection

To collect data the researcher uses of the instrument of test. The researcher conducts the research at third grade know how far the students are able to complete the sentences with good grammar in 30 minute.

3.5.2 Technique of Data Analysis

In analysis the data, the researcher uses the following steps:

1. Introducing personal participant; I, we, my group.
2. Using linking verb; past tense.
3. Using action verb; present tense

The researcher distributes a recount text story to students, then students circle the grammatical error word in the text. For evaluation, one circle has one wrong point and all points are correct 10. Sugiyono (2012) with the formula:

$$P = \frac{\text{Number of each errors}}{\text{total number of errors}} \times 100$$

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

Chapter IV present details, interpretation of data and discussion of the study finding. This object of the chapter was to address the problem statement question in chapter I. The researcher claimed in the previous chapter that the research data related to the analysis grammatical errors in writing recount text at SMPN 21 Tanjung Jabung Timur.

After collecting the student's text to make recount text, the researcher present the result of analyzing data in this chapter. From this data the researcher identifies there were 80 sentences errors related with word order either in using verb or to be or distributing word in noun phrase committed by responden and the data is explained below there were many errors that the researcher found after the text but as stated in the preceding chapter that this research is focused the kind of errors made by the student's of SMPN 21 Tanjung Jabung Timur on the word order in past tense and noun phrases. The data was gathered by giving tests which focused on word order in past tense and noun phrases. There were 30 student's on the attendance list, but there were only 20 student's in the class. Show there researcher only took 10 student as the sample. The researcher conduct to test the student's to write recount text. The kind of errors were frequently occurred in the use of word order in recount text made by student's at SMPN 21 Tanjung Jabung Timur:

4.1.1 Grammar Errors Test

This part presents the result of the data analysis. The researcher had analyzed about the common error of word order were made by the students. From the result of the test, the researcher found some findings of average percentage errors made by the students as follows: the error of the verb (27.3 percent), error, It could be concluded that the most common error that made by the students is a verb

1. Student 1.

Third grade students of SMPN 21 Tanjung Jabung Timur made mistakes in using the simple past tense in writing recount text, students told about their experience of "traveling around the world" in three paragraphs and all paragraphs were arranged correctly based on the concept of recount text.

In the first paragraph the student wrote "deri save his money and spend two mont traveling around the world" should be, "deri saved his money and spend two mounth traveling around the world. in the second sentence the student wrote " he write his journey in his diary " should be "he wrote his journey in this diary". in the third sentence the student wrote "i spent a week in new york and then flight to london and enjoyed several weeks at europa, i took a train to instabul and visited many places in asia. Should be" i spent a week in new york and then flew to london and enjoyed several weeks in europa, i took a train to instanbul and visited many places in asia ". in the fourth sentence the student wrote "after throught asia. i go to south america and finally back home two indonesia" should be "after thourgh asia, i went to south america and finally back home to

indonesia" the following is the student's error in writing the recount text which
Where many mistakes are found in grammar writing but students ignore it.

2. Student 2

A student of SMPN 21 Tanjung Jabung timur tells of his experience of "vocation to mutun beach". This student wrote 5 paragraphs of recount text according to the concept of the recount text.

The first sentence this student wrote "one day, my sister named putri said to me that she really wanted to go to the beach. should be" one day my sister named putri said to me that she really wanted to want the beach. Second sentence the student wrote "so i promise her that the next week we would went mutun beach in lampung" should "so i promised her that the next week we would went to mutun beach in lampung. in the third sentence the students wrote "the next week we prepared everything need in the morning" should be "the next week we prepared everything needed on the morning.

3. Student 3

Students write recount text using simple past "my experience vocation to the garden" in the first sentence students write "last month, to be precise on sunday october, 25/2020, my father invited me to go to the garden" should be "last month, to be precise on Sunday October 25 2020, my father invited me want to the garden. In the third sentence the student wrote "when ready i go to the garden about a 20 minute trip to the garden" should be "when ready i went to the garden. in the fourth sentence the student wrote" when we reach my father and i walk around the garden and saw a shearing plant, i was delighted to see a fruit full palm

and manggo of my garden surrendered by tenches to make the water flow " should be " when we reached my father and i walkhed around the garden and sawed a shearing plant. i was delighted to see a fruit full palm and many garden surrendered by throunes to make the water flow.

4. Student 4.

In the 4th test the students shared their experiences with the holidays. The student tells it in 3 paragraphs but there are several mistakes in writing grammar such as:

In sentence 1 paragraph 1 the student writes "The story of my vocation during the pandemic, my routine is very boring, everythink is only related to home, like doing homework, stay at home and studying at home" should be student wrote "The story of my vocation during pandemic, my routine was very boring, everythink is only related to home, like doing homework, stayed at home and studying at home. In the second paragraph the student wrote "i really miss all the conditions before the pandemic, like studying class, playing, chatting, and doing all kinds of fun things with dear friends and teachers. the student should write" i really missed all the conditions before pandemic like studying in the class, playing, chatting and doing all kinds of fun things with dear friends and teachers. in the thrid paragraph the student wrote "because everyday my eyes have to look at my HP to study online, and when I go where I bother using a mask to protect my self from the spread Covid-19". the student should write "because everyday my eyes have to looked at my HP to studied online, and when I went to where I bothered used a mask to protec my self from the spread Covid-19".

5. Student 5

In the fifth test the student told "activities during the covid holiday 19" the student told a story in paragraphs and all paragraphs had been arranged with the concept of recount text, but there were still some errors in grammar writing.

the student wrote in sentence the 3rd sentence the student wrote "always wash your hands always wear a mask and keep your distance" should be "always washed your hands always wear a mask and keep your distance". In the second paragraph of sentence 1, students wrote "while at home during school holidays, i fill my time by helping mothers clean the house and rooms and assignments given by the teacher. students should be write "while at home during school hoidays, i fill my time by helping mothers cleaned the house and rooms and assignments given by the teacher. In paragraph 2 the 3rd sentence students write "i miss school and played together" students should write "i missed school and palyed together" seharusnya siswa menulis " i missed school and palyed together.

6. Student 6

In the 6th test the student told "my activities during the pandemic" the student told a story using the concept of recount text which was correct, but there were several errors in writing vocabulary that the researchers got like this in paragraph 1 the student wrote during this pandemic "i left bored because i couldnt go where i usually can't and also i miss school, usually we can interact directly with friend no have to study online, and enter school using sip" should be " i

bored because i couldn't go where i usually can't and also i missed school usually we can interact directly with freind no have studying online and enter school using sip”. In the third paragraph the student wrote "i do all of these activities with pleasure and i am still worried about carrying out health protocols such as washing my hands, leaving the house using a mask" should the student write "i did all of these activities with pleasure and i was still worried about carried out health protocols such as washing my hands, leaving the house using a mask ".

7. Student 7

In the 7th test the student wrote about his experience "during the current pandemic" this student wrote 3 paragraphs but there were various errors in writing grammar such as:

in the second paragraph the students wrote "which is helping mothers do home work with the tasks assigned by the teacher to watch television and plays callphones sometimes my sister and i like to try new things like cooking what we have never cooked" should be "which was helping mother did homework with the tasks assigned by the teacher to watching television and playing callphones sometimes my sister and i liked to try new things liked cooked what we had never. In third paragapch the student wrote “ sometimes if i have free time , my father goes to the garden to find sweet” should be “sometimes if i had free time_,my father went to the garden to find sweet” in the last paragraph student wrote “ i go with my mom and my father fishing” should be “ i went with my mom and my father fished”.

8. Students 8

In the 8th test the students told their experiences as much as 2 paragraphs, in the tests made by these students there were several errors in grammar writing, but student didnt know about that. In the first paragraph of the fourth sentence the student wrote "it is an intersting film about a plan which is erashed on a small empty island in the pacific asean " should be " it was an interasting film about a plan which was erashed on a small empty island in the pacific asean ". however the student did not realize his mistake.

9. Student 9

In the 9th test the student wrote his experience when he was first in Jogjakarta "The student described his experience as much as 2 paragraphs, in the test for this student there were several difficulties in writing grammar, including:

in the 1st paragraph the student writes "my family and i go to my grandmother house in jogjakarta last" the student should write "i went my granmother house in jogjakarta last" in the 2nd sentence the 1st paragraph the student writes "it is my first trip to this city. it should be "it was my fist trip to this city". in the third paragraph 1 "we go there two day after my sister graduation ceremony in semarang" should be "we went there two day after my sister graduation ceremony in semarang".in the second paragraph of sentence 1 the student wrote "at the first morning" the student should wrote "on the first morning" in the second sentence the second paragraph student writes "we are still to tired after a long trip from semarang to jogjakarta" should be "we had still to tired after a long trip from semarang to jogjakarta " there were several errors that the researcher found but the students did not realize it.

10. Student 10

In the 10th test, when writing about his experience "a trip to the zoo" this student wrote 2 paragraphs which had been adjusted to the concept of recount text, but there were some errors in writing grammar like this in paragraph 1 the student wrote "yesterday my family go to the zoo to see the elephant and other animal. when we get to the zoo, we go to the shop to buy some food to give to the animal. after getting the food we go to the natural house where we saw bird and reptiles with only come out at night " should be " yesterday my family went to the zoo saw the elephant and other animal. when we get to the zoo we went to the shoop to buy some food to give to the animals. after gett the food we went to the natural house where we saw bird and reptiles which only come out at night". In the second paragraph the student wrote "before lunch we go for a ride on the elephant, it is a thrill to ride it. dad nurly fell of when he let go of the rope. during luch we fed some bird in the park.in afternoon we saw the animal being fed when we returned home we where tired but happy because we had so much fun" should be " before luch we went for a ride on the elephant. it was a thrill to ride it. dad nurly fell of when he let went of the roped. during lunch we fed some bird in the park in afternoon we saw the animal being fed when we returned home we where tired but happy because we had so much fun ".

Table 3.

Result Test

	True	False

Students		
M. S	7	3
A.f	9	4
D.A.N	8	3
K	6	4
A.A	7	2
M.H	8	5
S.R	9	3
S.E.J	5	1
A.J	11	3
B.S	10	2
Total	80	30

4.2 Discussion

This part presents the result of the data analysis. The researcher finding showed that the common kind of errors that the students made was error in Verb Tense which received 30 errors from 80 errors or 27.3 percent. The other students' error was in Add a Word which the result was 59 errors or 19.60 percent, and 33 or 10.96 percent errors in Spelling. But result from the researcher and result from Nurwahid above could prove that the students still faced

difficulties in using word order. For example, in the researcher's result, students made errors in verb. the student wrote "after i eat, iand my friends go around the street". Whereas, the correct answer is 'after i ate, i and my friends went around the street. Because they are confused in their mother tongue, verb dot have to change from the present to past or future and in English verb needs to change from the present to past or future to express the tense. Especially for the past verb which is divided into regular and irregular verb is confusing enough for the students because it is not available in Indonesian language. Although it seems natural, students should learn more about grammar to enhance their knowledge and decreased their errors in word order. Also, the key factors that cause the error committed by respondent come from the internal of individual him/ herself. So, it is important for the teachers to pay more attention about the ability and interest of students when learning English in order for the students could improve their knowledge and they could use English better.

BAB V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on research finding and data interpretation in the previous chapter, the researcher found that the common kind of word order error made by the students is a verb received 30 errors from 80 errors or 27.3 percent.

The grammatical errors the third grade students of SMPN 21 Tanjung Jabung Timur in their recount text writing from the highest to the lowest average percentage were error of verb.

It can be concluded that the third grade students of SMPN 21 Tanjung Jabung Timur still made errors in word order.

5.2 Suggestion

Based on conclusion above, there are some suggestions for the English teachers and for the students. The suggestions for English teachers:

1. The teacher should give special time to the students to explain word order, especially in the use of verb because it still makes them confused.
2. The teacher should improve himself/herself in transferring the material to overcome students' problems in learning verb.
3. The English teacher should be more creative in choosing strategy in teaching word order to make the students become more interested in their study.
4. The teacher should give feedback to the students' assignment in order to that the students know about the errors and mistake they have made in verb.

5. The suggestions for students:

- a. The students should pay more attention on word order.
- b. The students must do all the test or homework given by their teacher.
- c. The students should read any kinds of grammar books,

6. The suggestion for the next researcher:

- a. In doing research, the researcher found there were other error that the students made such as spelling and incomplete sentences. So, it could be a reference to be researched.

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TEST

1. Make the recount text at least 3 paragraphs!.
2. The title is holiday (tell about experiences)
3. Rumus S + V 2 + O

S + Tobe (was/were) + not

WAS/WARE + S

Example :

My Holiday Experience in Jogjakarta

My holiday

Last month, i got chance to visit yogyakarta with my family members. In family members, we visited famous and amazing place around.

The first day of our holiday, we went to prambanan temple. When we got there. I could see that pambanan temple is very huge temple. there are many small temples around the location with some big temples.

After went to prambanan temple, me and my family visited gembira loka zoo. Gembira loka zoo is a famous zoo in yogyakarta with various kind of animals inside. i could see snakes collection butterfly, fish, elephant, crocodiles and even tigers. There, i took appealing pictures of animals.

In the next day, we went seung beach. Seung beach was very beautiful i played the white sands, i swam there and i saw some people practiced rock climbing there. Seung beach was in Gunung Kidul, about 2 hours from the center of Jogjakarta. I played for some hours until i felt tired and decided to go back to our car. After

that, we went to Malioboro to buy some souvenirs. Malioboro was about 30 minutes from Sahid Raya Hotel. Malioboro is a busy street, there were many sellers who sold many kinds of souvenirs. Then we felt hungry, so we went to a Chinese restaurant. After we finished our dinner, we decided to go home. For me, that was a good moment because I could spend my time with my family members. We really enjoyed it.

APPENDIXES

TEST 1

Name : Muhammad Sadri

Class : IX A

Traveling Around The World

Deri save ^{→ saved} his money and spend two month ^{→ months} traveling around the world. He wrote ^{→ wrote} his journey in his diary. ^{→ flew}

I spent a week in New York and then flight to London and enjoyed several weeks at ^{→ in} Europe, I took a train to Istanbul and visited many places in Asia.

First, I flew from his home in Mexico City to New York City. After through Asia, I go ^{→ went} to South America and finally back home to Indonesia. Deri felt tired but he was very excited and wanted to travel again.

TEST 2.

Name : alfira
Class : IX A

GIRL We Are Millennials

No. _____ Date: _____

Vacation to Mutun Beach

ONE DAY, MY SISTER NAMPD PUTRI SAID TO ME ^{Promised} THAT SHE REALLY WANTED TO ^{went} GO TO THE BEACH. SO I ^{Promised} HER THAT THE ^{Next} NEXT WEEK WE WOULD ^{went} GO MUTUN BEACH IN LAMPUNG.

The next week, we prepared everything ^{Needed} need in the morning. We brought some foods and beverages, such as chocolate, wafers, potato chips, water and orange juice. before ^{went} go TO BEACH. I ASK OUR BROTHER, BAYU TO JOIN US.

He agreed to join and we went there together with our parents. We went there by car. it took 3 hours to arrive there. Then, we bought tickets in the entrance gate. before ^{swam} Swimming, we ^{Changed} change our clothes first. We swam there for more than one hour.

We felt so tired that we decided to eat the foods that we had brought. next, three of us created a very big sand castle, while my parents were enjoying the beautiful scenery there. After that, we decided to go home because it was getting dark.

on the way home, we still felt hungry. so we stopped at a restaurant to have dinner. I ordered fruit, Lampungese traditional food, while my brother, my sister, and my parents ordered fried rice. after finished eating we paid our bills. Then we went home. we arrived at home at 9 o'clock. we were tired but we were absolutely happy.

TEST 3.

Date: _____


Darma Aji Nugraha

My Experience Vacation to the Garden

Last month, to be precise on ^{went} Sunday October 25 2020, my father invited me to go to the garden. Before leaving for me to prepare tools and supplies. When ready go to the garden, about a 20 minute trip to the garden.

When we reach ^{reached} my father and I walked around the garden, and saw ^{sawed} a shearing plant, I was delighted to see a fruit ful palm and many of my gardens surrounded by trenches to make the water flow flow.

After walking ^{walked} around my father and I were sitting ^{sit} in his ^{big} cabin telling him that our ditch was shallow and that we had to clean it so that the drain would flow. Cleaning it with dad down to the ditch and I was upstairs to take out the ditch after I finished cleaning the ditch and dad washed his hands and we had lunch in the cobbage after that. It turns out that gardening on holidays is fun, we can be creative work learn, and get results



TEST 4.

LOVE THINGS

No. _____ Date: _____

Nama : Karlinah


Kelas : 1x D Tugas IPA

The story of my vacation during the pandemic, my routine is very boring, everything is only related to home, like doing homework, stay at home, and studying at home.

I really miss all the conditions before the pandemic, like studying in class, playing, chatting and doing all kinds of fun things with dear friends and teachers.

Bored too, because every day my eyes have to look at my Hp to study online, and when I go where I bother using a mask to protect myself from the spread Covid-19.

Coupled with a pile of assignments from each field of study, there are easy tasks to tasks that can make the brain hot. Wich makes my boredom even worse.



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TES 5.

NEIGHBORHOOD HERO


No. _____ Date _____

Activities during the covid holiday 19

I started studying at home because of the outbreak of the corona virus starting on march 16, 2020. At first I was happy to be on vacation. But it turned out that after a long time I felt bored, because there were many rules for this holiday. Always wash your hands, always wear a mask and keep your distance.

While at home during school holidays, I fill my time by helping mothers clean the house and rooms and do online assignments given by the teacher. But after a long time I got very tired of studying at home. I want to meet my friends. I miss school and play together.

But I have to realize all these rules are for the good of all of us, by staying at home, studying at home, working at home, worshipping at home and avoiding crowds or crowded places can break the chain of spreading the corona virus. Hopefully all of us are always healthy and avoid the corona virus. Don't forget to always keep clean.



KKY

TES 6

My Activities During the Pandemic

During this pandemic, I felt bored because I ~~to~~ couldn't go where I usually can't get together with friends now I can't and also I miss school, usually we can interact directly with friends no have to study online, and enter school using SIP.

I only do daily activities, I only do it around my home environment, such as helping my parents gardening and playing.

I do all of these activities with pleasure, and I am still worried about carrying out health protocols such as washing my hands, leaving the house using a mask.

And to keep my body in shape, I always exercise in the afternoon and morning such as exercising volleyball, jogging, maraton, besides that nutritious food.

TES 7

BATTLE LEGEND

Date: _____

Name: Suberi Ramadhani

Class: IXB.

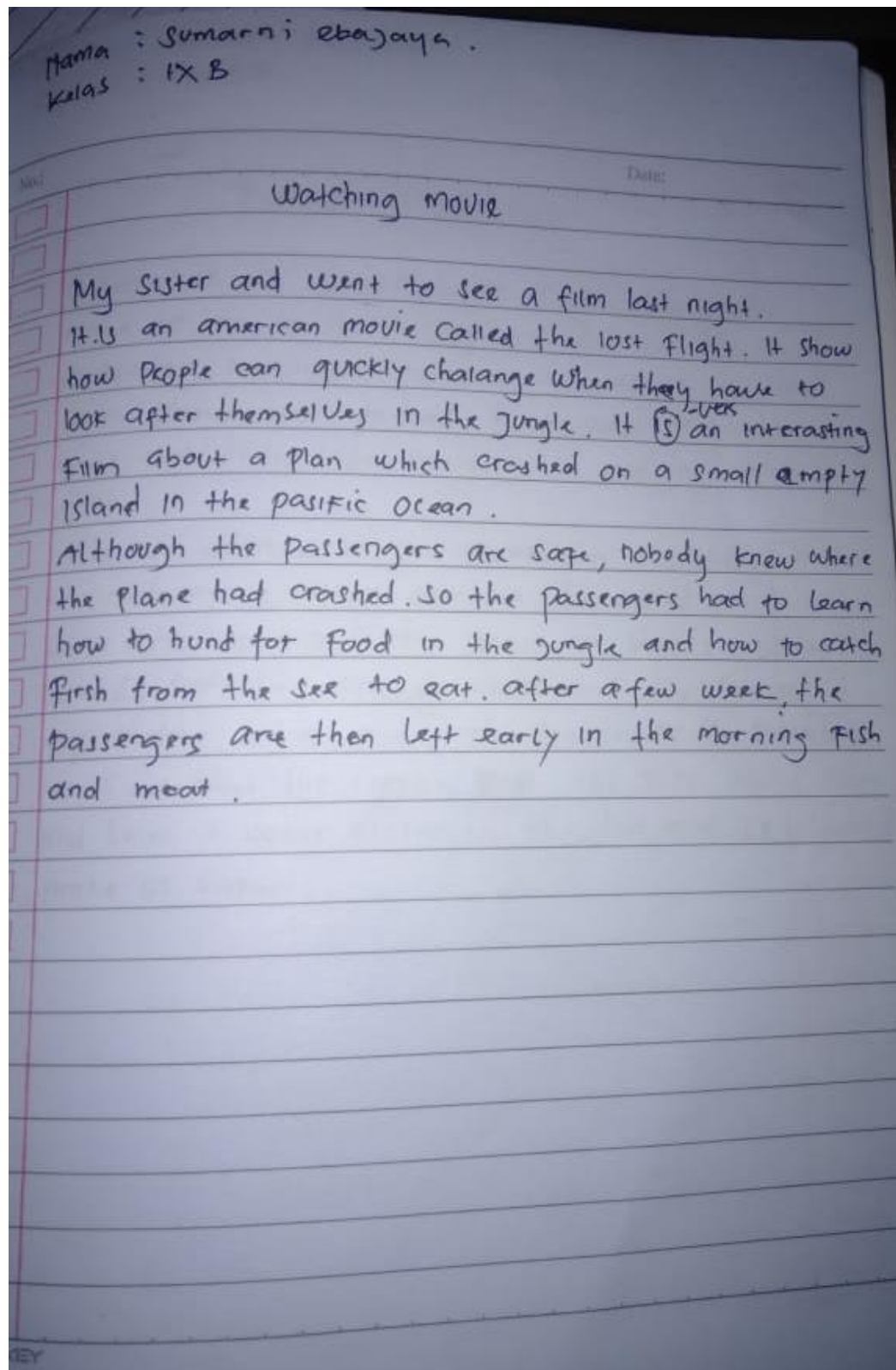
During the current pandemic, I spend more time at home because we also have to obey the government's appeal to stay at home everyday I am at home.

which is helping mothers do homework with the tasks assigned by the ~~too~~ teacher to watch television and play cellphones sometimes my sister and I like to try ~~new~~ new things like cooking what we have never cooked.

Sometimes if I have free time, my father goes to the garden to find sweat, sometimes wish family even though it's just refreshing in the fields but think it's very fun if it doesn't rain, usually ~~when my brother~~ I go with mom and my brother fishing.



KRY Impossible is nothing

TES 8



TES 9


14: ANDI JUNUHU

 BUNY & SUNY 

My First time in Yogyakarta

my family and I ^{went} go to my grandmother house in Yogyakarta last month. It ^{was} is my first trip to this city. We ^{went} go there two day after my sister graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent a week stay in my grandmother house which is 5 minute away by food to Malioboro street.


^{at} in the first morning. We ^{was} are still too tire after a long trip from Semarang to Yogyakarta. So we decided to stay at home to recharge our energy. I walk around the neighborhood with my sister just to be in Yogyakarta. there ^{were} were too many house, I think, which made the space between house and the other ^{was} so small. even the road ^{was} was also small that only bicycle and motorcycle can went through.



Belanja Terus Ke Tropi

TES 10

NAMA: BUDI SUDARSONO (9A)

 BUNYUSONY

A trip to the zoo

Yesterday my Family ^(go) to the zoo to see the elephant and other animal. When we get to the zoo, we ^{went} go to the shop to buy some food to give to the animals.

After getting the food we ^{went} go to the nocturnal house where we saw bird and reptiles which only come out at night.

before lunch we ^{went} go for a ride on the elephant. It ^{was} a thrill to ride it. dad nearly fell off when he let go of the rope. during lunch we ^{feed} some bird in the park. in the afternoon we saw the animal being fed.

When we returned home we ^{were} ~~was~~ tired but happy because we had so much fun.

Belanja Terus Ke Tropi

LAMPIRAN 3

RIWAYAT HIDUP PENULIS



Ahmad Fajar dilahirkan di Kota Jambi pada tanggal 26 Oktober 1998. Terlahir dari pasangan Bapak Drs, Khairudi dan Ibu Dra, Mastura. Anak ke dua dari dua bersaudara. Penulis memulai Sekolah dari pendidikan Dasar (SD) selama enam tahun di SDN 205 Kota Jambi. Kemudian melanjutkan di SMP IT Nurul Ilmi selama tiga tahun. Setelah itu melanjutkan di MAN 2 Kota Jambi. Setelah lulus, penulis melanjutkan pendidikan di Universitas Batanghari Jambi dan diterima di Fakultas Keguruan Ilmu Pendidikan jurusan Bahasa Inggris. Program Studi Pendidikan Bahasa Inggris. Selama menjalani pendidikan di Universitas Batanghari, penulis mengikuti Praktek Pelaksanaan Lapangan (PPL) di SMKN 4 Kota Jambi. Penulis menyelesaikan pendidikan di Universitas Batanghari dengan menyelesaikan skripsi yang berjudul “An Analysis Of Student’s Grammatical Errors In Writing Recount Text The Third Grade At Smp N 21 Tanjung Jabung Timur”.