

## Grammatical Errors Analysis in the Recount Text Writing of the Semester 3 Students of English Education Department of IAIN Takengon

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**ABSTRACT:** The aim of this research study was at finding out the types of grammatical errors in writing recount text of the semester 3 students of English education department of IAIN Takengon. The participants were 50 students of the semester 3 students of English education department of IAIN Takengon in the academic year 2017/2018 that chosen randomly. The study consists of five steps, namely data collection, error identification, error quantification, error description, and error explanation. The research instrument was in the form of a writing assignment. The data were obtained from the students' writing products. The results of the study are as follow: The total errors found in the students' writing test are 1179 that divided into fourteen types of error, as they: spelling (14.16%), finite verb (13.15%), preposition (10.96%), error in verb tense (10.52%), pronoun (8.31%), content of usage (7.55%), content of meaning (5.68%), redundancy (5.51%), non-finite verb (5.43%), agreement of singular and plural (4.75%), unintelligibility (4.41%), word choice (3.99%), word order (2.97%), and error in punctuation (2.71%).

**Keywords:** Errors, Error Analysis

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## INTRODUCTION

Writing is one of the basic skills in communication. Learning to write is sometimes hard for the students when they have limited grammatical mastery. It is happened not only in the second language learning, but also happened in first language learning. It is to be the reason that writing is the most difficult skill to master than the other language skills. Brown (2004: 335) states that writing is simply the graphic representation of spoken language and that written performance, is much like oral performance, the only difference lying in graphic instead of auditory signals. Writing is a complicated job, moreover, writing in foreign language. There are some aspects that should be concerned in learning to write, as they: the coherence, cohesion, and the unity. Moreover, grammar plays important role in English language. It is the fundamental aspect in writing. It reflects the meaning, genre, and the discourse of the writing product. Besides, it reflects the content and meaning of the writing product. Sometimes, grammar seems very hard for the second language learner.

Learning writing in the second or foreign language is close to the grammatical errors. Error is the gap between the mother tongue and the target language that usually occur when learners do not know the correct usage in their performance (Ellis, 2008). Error can be classified as the error of competence and error of performance. The competence error are systematic and continuously. Meanwhile, the performance errors are unsystematic and the learners are able to correct themselves.

Brown (2000) stated that a mistake refers to a performance error that is either a random guess or a slip in that it is failure to utilize a known system correctly. Otherwise, an error is a noticeable deviation from the adult grammar of a native speaker. It reflects an incompetence of learners' language use. According to the explanation above, it can be conclude that grammatical error is the gap of the learners' incompetence about the usage of grammatical pattern in their productive skills. The category of grammatical error which is used in this study is proposed by Nation in Hendriwanto and Bambang Sugeng (2013). They are the error of verb tense, finite verb, non-finite verb, pronoun, preposition, spelling, agreement of singular and plural, punctuation, context of meaning, redundancy, word order, word choice, and unintelligibility.

Richards & Schmidt (2010: 210) state that error analysis is the study of error made by second and foreign language learners. The error analysis may be carried out in order to find out strategies which the learners use in language learning, find out the causes of the learners' errors, and obtain information on common difficulties in language learning, as an aid in teaching or in preparing teaching materials. Based on the theories above, the significant of errors analysis can be seen as follow. It is useful for the teachers to know that their students have not yet mastered certain forms but capable of self-correcting them. It is helpful to improve the target language made by learner.

## METHOD

This study was categorized into a case study by using a descriptive qualitative approach. The research was conducted in IAIN Tekengon. The subjects of the research were semester 3 students of English education

department of IAIN Takengon. The participant of this research is 50 students. The data were collected by using test. The essay test was used to gather writing performance. The content validity was used as the test instrument and it was consulted to the expert. The data analysis technique used in this research was descriptive qualitative which consists of five steps, namely: data collection, error identification, error quantification, error description, and error explanation.

In the step of data collection, the students' writing forms were collected. The students were asked to write the recount text that consists of 150-200 words. The topic of the writing is 'Experience of Last Holliday'. In doing this writing test, the students did not need specific preparation. The students completed the writing test spontaneously. It was used to get the authentic data. The collected writing forms were identified. Next, the identified data were classified according to the error category. After that, the frequency of each error was counted. The next step was explaining the error.

## RESEARCH FINDING

The gathered data were classified into each category. Then, it was counted to get the percentage of each type of error. The result of the calculation was described. Bellow is the calculation table and the explanation.

Table 1: The result of the Error

No	Type of Error	Frequency	Percentage of Error
1	Verb Tense	124	10.52%
2	Finite Verb	155	13.15%
3	Non-Finite Verb	64	5.43%
4	Pronoun	98	8.31%
5	Preposition	128	10.96%
6	Spelling	167	14.16%
7	Agreement of Singular and Plural	56	4.75%
8	Punctuation	32	2.71%
9	Context of Usage	89	7.55%
10	Context of Meaning	67	5.68%
11	Redundancy	65	5.51%
12	Words Order	35	2.97%
13	Words Choice	47	3.99%
14	Unintelligibility	52	4.41%
Total Number		1179	100%

The total errors found in the students' writing test are 1179 that divided into fourteen types of error. The result of the error analysis data shows that the most prominent error is the error in spelling. There are 167 errors or 14.16% from the total number of the errors. In this type, it can be understood that students produced a lot of mistakes. It is because they completed the test without consulted a dictionary. It was done to hinder whether they access the internet.

The error in spelling was followed by the error in finite verb. The total number of this error is 155 or 13.15%. There are two errors that the students produced. They are missing the substitutions of the progressive of past tense: "I waiting for the bus" and missing the finite verb in: "We very happy". The error in preposition is in the third rank with the total number of 128 or 10.96%. In this type of error, students produced the wrong preposition in their sentence, for example: "On the afternoon, we came in home."

In addition, the next position is the error in verb tense with total number 124 or 10.52%. In this group of error, students produced sentences with the double marking of the past verb tense: "We were went to Lut Tawar Lake." Besides, students sometimes write the incorrect verb for past tense: "I get up early morning."

Error in verb tense was followed by error in pronoun with the total number 98 or 8.31%. In the pronoun error type, three types can be found, namely the incorrect use of subjunctive pronoun in the subject position: "I and my family vacation to Kuala Simpang."; the relative pronoun: "She talked about student whom lazy."; and the incorrect use of subjective pronoun in object position: "We were worry about she.". The context of usage was produced by the students with total number of error 89 or 7.55%. The error in this type is the use of article. Students still confusing in the using of article a and the for repetition, for example: "I went home to a village one-one".

Next, the error of context of meaning founded 67 or 5.68%. In the context of meaning there is some error in: "She met my sister herself."

The eighth position is redundant with the total number 65 or 5.51%. In this type of error, the students usually produced compound sentences. The example of the error is: "Last week I went together my family to the garden where we break time".

The non-finite verb is in the ninth position with the total number of error 64 or 5.43%. The error can be found in the correct use of non-finite verb after the main verb. The examples of these errors are the addition of the suffix: "I called my father to ate together" and "He took it to feds the cat." The other error is the missing of to in: "I was very sad because I forgot bring the pineapple."

The error in agreement of singular and plural was in the ten ranks. The total number of this error is 56 or 4.75%. In the agreement of singular and plural, there are three type errors, namely a singular noun: "I got some pineapple"; a plural noun: "There are so much way to Lut Tawar."; and a subject verb agreement: "We was very happy."

The next position was placed by error in unintelligibility with the total number 552 or 4.41%. In this type, students usually make error in using the noun, and adjective. The example of this type of error is "The air very cool can destroyed us". In the twelve position, there is error in word choice that presented 47 error or 3.99%. Students produces error in choosing verb: "I story my father about my experience"; noun: "I called my sister a midwife"; adjective: "my mother is coldness"; and verb phrase: "the nature is still green which me experience".

In addition, the error in words order was produced by the students with the total number of error is 35 or 2.97%. They usually produced error in using the interrogative question: "you know?".

The last is error in punctuation with total number 32 or 2.71%. There are three kinds of punctuation error in the students' work. They are the use of comma in sentence: "We bought fruit vegetable and fish"; the use of apostrophe: "We went to grandparents house"; and also the use of capital letter: "lut tawar is a lake in Aceh tengah".

## CONCLUSION

The finding of the research is that the total errors found in the students' writing test are 1179 that divided into fourteen types of error. The result of the error analysis data shows that the most prominent error is the error in spelling. There are 167 errors or 14.16% from the total number of the errors. The error in spelling was followed by the error in finite verb. The total number of this error is 155 or 13.15%. The error in preposition is in the third rank with the total number of 128 or 10.96%. In addition, the next position is the error in verb tense with total number 124 or 10.52%. Error in verb tense was followed by error in pronoun with the total number 98 or 8.31%, context of usage was produced by the students with total number of error 89 or 7.55%, error of context of meaning founded 67 or 5.68%, redundant with the total number 65 or 5.51%, and non-finite verb with the total number of error 64 or 5.43%. The error in agreement of singular and plural was in the ten ranks. The total number of this error is 56 or 4.75%. The next position was placed by error in unintelligibility with the total number 552 or 4.41%, word choice presented 47 error or 3.99%, and words order with the total number of error is 35 or 2.97%. The last is error in punctuation with total number 32 or 2.71%.

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