



INVESTIGATING GRAMMATICAL ERRORS IN RECOUNT TEXT WRITTEN OF EFL LEARNERS

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Abstract

This research aimed to find out the most frequent errors that the students made in writing recount text. This research used descriptive method with quantitative data analysis technique to answer proposed question. The scope of this research is limited to grammatical analysis and the mechanics of writing components to the forty recount texts written by the third year students of STKIP Muhammadiyah Rappang. The errors were classified into six categories : errors in using verb form; the use of article; the use of preposition; noun pluralization; the use of pronoun; the use of conjunction. The research findings indicated that the most frequent errors made by the students were in using verb form, punctuation, preposition, noun, article, and pronoun. It can be inferred that the students have not mastered the grammar well. They face a lot of problems English language in general and in particular in writing the English language.

Keywords: *recount text, grammatical errors, writing*

Abstrak

Penelitian ini bertujuan untuk mengetahui kesalahan yang paling sering dilakukan siswa dalam menulis teks recount. Penelitian ini menggunakan metode deskriptif dengan teknik analisis data kuantitatif untuk menjawab pertanyaan yang diajukan. Lingkup penelitian ini terbatas pada analisis gramatikal dan mekanisme penulisan komponen teks recount keempat puluh yang ditulis oleh mahasiswa tahun ketiga STKIP Muhammadiyah Rappang. Kesalahan diklasifikasikan ke dalam enam kategori: kesalahan dalam menggunakan bentuk kata kerja; melalui penggunaan artikel; penggunaan kata depan; pluralisasi kata benda; penggunaan kata ganti; penggunaan konjungsi. Hasil penelitian menunjukkan bahwa kesalahan yang paling sering dilakukan siswa adalah dalam penggunaan bentuk kata kerja, tanda baca, kata depan, kata benda, artikel, dan kata ganti. Dapat disimpulkan bahwa siswa belum menguasai grammar dengan baik. Mereka menghadapi banyak masalah bahasa Inggris pada umumnya dan khususnya dalam menulis bahasa Inggris.

Kata Kunci: *teks recount, kesalahan tata bahasa, penulisan*

INTRODUCTION

Writing is getting more and more essential today, while in the process of teaching and learning English, writing ability is the most difficult and complicated language skill to be learned almost by the students in every level of education. Heaton (1988: 35) stated that the writing skills are complex and sometimes difficult to teach,

requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. Ironically, even though writing is perceived to be hardest skill to acquire, it is becoming more demanding in the age of entire communication via email and other communicative technologies.

Grammar is the first writing components that should be considered in composing a good writing. Grammar is the main component in language learning. Harmer (2001 : 12) defined grammar as the description of the ways in which words can change their forms and can be continued into sentences in that language.

Having a good grammar system of a language, will help the students in delivering their ideas, messages and feelings either to the listeners or the readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in writing. The students need to know the grammatical system of language they can communicate with others in order to transfer the message properly but differ from the pre-eliminatory observation by the third students of SMAN 6 Pinrang, almost all the students lack of grammar mastery, their teachers said that the students made grammatical errors when they made a composition, it because grammar is not taught specifically. According to James (1988) “ errors in writing such as tenses, prepositions and weak vocabulary are the most common and frequent type of errors that are committed by learners. Since grammar is seen only as a means to an end, some learners tend to re-emphasize its importance and in the process, they make many more errors. The learners usually face difficulties in learning grammatical aspects of the Target Language (TL), such as in subject-verb agreement, the use of prepositions, articles and the use of correct tense ”.

The students cannot avoid errors mostly occur in learning process. Littlewood (1992) stated that making errors during studying the second language can be considered as a means of building learners' abilities. Therefore, it is important to analyze the errors because by learning the errors there are many advantages for example, Sercombe (2000) explained that error analysis serve three purposes. Sercombe (2000) explained

that error analysis serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. In addition, Weireesh (1991) also argued that error analysis is a valuable aid to identify and explain difficulties faced by learners. It serves as a reliable feedback to design a remedial teaching method. Moreover, it can be said that error analysis is the best tool for describing and explaining errors made by the students. By investigating students written work, it will provide a means to help the teachers to recognize the importance of errors as one of the challenging areas in teaching English.

Based on the statement above the researcher realizes the importance to error analysis in the students' writing. That's why the researcher interested to conduct this research. Based on the curriculum, recount text is being taught at the first year and the second year, so the third year students have understood how to write a recount composition in English.

METHOD

Research Design

This research used descriptive quantitative research. According to Gay (2006 : 9), quantitative research is the collection and analysis of numerical data in order to explain , predict , and or control phenomena of interest the method was used to describe the errors made by the third year students of STKIP muhammadiyah Rappang in writing recount text

Research subject

The subject population of this research was the third year students of STKIP Muhammadiyah Rappang in 2016 – 2017 academic year . there were four classes that consist of two exact classes and two social classes , each class consisted of 4 students

the total number of subject population was 160 students

The researcher used purposive sampling method. according to gay (2006:113) purposive sampling is the process of selecting a sample that is believed representative of a given population. it meant that the researcher purposively selected.

The participant or the class that she believed would yield a good recount text. In addition, the english teacher suggested the class based on her observation during

Teach the class. The sample was 40 which consisted of 31 girls and 9 boys, it mean that there would be 40 recount texts to be analyzed. Most of the sample was 16 years old and all of the sample have studied english for 6-9 years.

Place and time of the research

This research will be held at stkip muhammadiyah rappang on second semester of 2016 -2017 academic year.

Instrument of the research

The instrument of this research is written text which made by the students of class the students will do the task in the classroom. The students are given 60 minutes for writing recount text about the students unforgettable experience in their life (personal recount). The text should be composed at least 3 paragraphs (orientation, event and re-orientation) which consist of 200 300 words the researcher will take the result of the students' recount writing to become primary data which will be analyzed in term of finding the grammatical errors the researcher classifies the grammatical errors into six categories verb forms, article, preposition, oun, pronoun, and conjunction.

Procedure of collecting data

In conducting the research, the researcher had a meeting with the headmaster and english teacher talked about the purpose. the arranged the time. in the class, the

researcher explained what is recount text to refresh the students understanding about recount itself. then the students wrote recount text in 60 minutes. after that the researcher collected their works and then analyzed the grammatical errors that they made.

Technique of data analysis

In analyzing the data, there were some steps had been done by the researcher, it was modified from Ellis (1997:15-19) as followed

1. Identification of errors

In this step, the researcher identified of found out the students errors by reading the students worksheet one by one and then underlining their errors.

2. Classification of errors

In this step, the researcher stated the classes of the errors that have been found into 6 categories, they were:

- a. Errors in using verb forms
- b. Errors in the use of article
- c. Errors in the use of preposition
- d. Errors in noun pluralization
- e. Errors in the use of pronoun
- f. Errors in the use of conjunction

Tabulating the result

In this step, the researcher tabulated the result of students errors in order to see how many students did those errors

Calculating the errors

In this step, the researcher calculated the errors in order to know how to frequent those errors have been made by the students. the researcher used descriptive analysis (percentage)

The Formula was:

Where:

P : percentage of each error

Fq : number of frequency

N : Total sample

DISCUSSION

Based of the findings above, generally, the students grammar mastery and writing

ability at STKIP Muhammadiyah Rappang were still slow, the frequency of the errors that made by students reached 92.5% in using verb forms, 85% errors in using preposition, 75% errors in using noun, 57.5% in using article, 52.5% errors in using pronoun, 37.5% errors in using conjunction and 22.5%.

The findings found that the most frequent error made by the students was error in using verb forms. there were 37 students made this error with the percentage 92.5% in using verb, there are some rules that have to be obeyed, such as the form of the sentence whether it is in active or passive, the tense of the sentence, transitive and intransitive verb, finite and non-finite verb, auxiliary verb and linking verb. since the students were asked to write recount text, it meant that the tense that used was past tense. the researcher found that some students failed to put verb 2 in their composition. they confused to use the tense correctly. they also failed to put verb 1 after modal and they couldn't differentiate whether use active and passive voice in using punctuation, the researcher found that the students didn't aware about which word they should use the true punctuation and whenever select the punctuation mark. in using preposition, the researcher found that the students couldn't differentiate whether use "on, in and at" in the composition, in using noun, the researcher found that the students failed to recognize whether countable and uncountable noun and which word referred to singular and plural noun in using the article, the researcher found that the students couldn't differentiate whether use definite and indefinite article. In using pronoun, the researcher found that the students failed to use personal pronoun, interrogative pronoun, demonstrative pronoun and reflexive pronoun. in using conjunction, the researcher found that the students failed to use the correct conjunction to connect word, phrase, even clause. moreover, in subject verb agreement to

construct a correct sentence structurally. the verb must agree with the subject. Thus, the students must be able to identify the subject whether it is singular or plural, so that it made the students failed to produce the correct form of the verb.

The findings found by the researcher were similar with the previous researcher found, Zheng and Park (2013), Watcharapunyawong and Usaha (2012), Ikhwana (2008), Ramba (2007) and Gunatang (2005) that the second and foreign language learners were not aware of rule of english writing. it generally felt that the second and foreign language learners face a lot of problems in english language in general and in particular in writing the english language. that's why error analysis is very important in students writing, as Corder (1974: 125) viewed "the study of error is part of investigation of the process of language learning. in this respect, it resembles methodologically the study of the acquisition of the mother tongues. it provides us with a picture of linguistic development of the learner and may give us indications as to the learning process. moreover Corder (1973:262) argued that studying students error also has some advantages for foreign language teachers: Errors provide feedback; the teachers something about the effectiveness of his teaching materials and his teaching techniques, and show him what parts of the syllabus need further attention. in terms of broader planning, they provide the information for designing a remedial syllabus of a programme of re-teaching.

In addition, based on the findings and previous related studies, the second language learner of chinese, korean, iran, india, thai, and indonesian have difference in the most frequent errors that they made in their composition. the most frequent error of chinese and korean students was error in using verb, noun, preposition and article. the students of iran did the most frequent error in punctuation and the minimum error

was in conjunction . in india the most frequent error that the students made was in the use of article and minimum error was in the spelling . whether in thai , the most frequent error that the students made in narrative writing was error in verb tense , then the desriptive writing was in article and the last in comparison writing was in error in noun pluralization . however the students of indonesia particulary at STKIP Muhammadiyah Rappang made the most frequent error in using verb form , preposition , and noun pluralization.

The researcher assumed that those errors caused by mother tongue interference or indonesian language , some students before wrote an english sentence , they made a draft in indonesia language , then they translated into english language , it made them usually maker erorr , for example : i went to the living room and i found everyone at there.

In addition to the six categories that the researcher analyzed , the researcher found that some students usually used inappropriate vocabulary , the studnets failed to recognize which one the vocabulary that they should use appropriate with the context of the sentences . Therefore , the researcher suggested for the next researcher to add the kind of errors that the students usually made in construct english sentences .

Moreover , the researcher found that some students didnt follow the instructions from the researcher . their compostions were not appropriate with the instrument of the researcher such as the total of paragraph that should consist of three (orientation , event and reorientation) and the total of wrods that should concist of 200-300 . However , those problems were not a constraint for the researcher ,because the students composition based on their own unforgottable experiences.

CONCLUSION

Based on the findings and discussions of the previous chapter in this study, the researcher

concluded that the most frequent errors made by the third year students of STKIP Muhammadiyah Rappang in writing recount text was in useng verb form, preposition, noun, article, and pronoun. According to the findings, it can be inferred that the students have not mastery the grammar well. They face a lot of problems in English language in general and in particular in writing the English language.

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