

**AN ANALYSIS ON GRAMMATICAL ERROR IN WRITING RECOUNT
TEXT**

AT THE SECOND GRADE OF SMP YAQIN BANDUNG

A RESEARCH PAPER

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Sarjana Pendidikan Degree



By

Name : Vika Daelany

Reg. No : 12220172

ENGLISH EDUCATION STUDY PROGRAM

LANGUAGE AND ARTS DEPARTMENT

SEKOLAH TINGGI ILMU KEGURUAN DAN ILMU PENDIDIKAN

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STATEMENT

I hereby certify that this research paper entitled “An Analysis on Grammatical Error in Writing Recount Text at The Second Grade SMP Yaqin Bandung” is completely my own work, except where due reference are made in the text and that contains no material which has been submitted for award of any other degree diploma in university or institution. I am fully aware that I have cited some statements and ideas from many sources, and all the citations are properly acknowledged. If any claims related no this paper persist in the future, I will be fully responsible for clarification.

Bandung, August 2016

Vika Daelany

APPROVAL SHEET
AN ANALYSIS ON GRAMMATICAL ERROR IN WRITING RECOUNT
TEXT AT THE SECOND GRADE SMP YAQIN BANDUNG



By:

VIKA DAELANY

Reg. No: 12.22.0172

Approved by:

Supervisor I,

Supervisor II

Dra. Evie Kareviati, M.Pd

NIDN: 0012036501

Eris Isnaini, S.Pd,M.Pd

NIDN: 0422029002

ABSTRACT

In learning English there are certain skills that students need to learn, namely: listening, speaking, reading, and writing. One of the most important things that students have to acquire in learning English is writing. Writing is not easy as the students think because they should use correct dictions, grammar and spelling especially in written text. The objective of the research was to identify and to analyze kinds of grammatical errors made by the eight grade students in their recount text. The method used in this research is descriptive analysis. The population of this research was the eight grade students of SMP Yaqin Bandung, consist of one class with 25 students and nine students are chosen as sample. The researcher used three instruments, consists of test, questionnaire and Interview. The result of the study showed the highest percentages errors was made in punctuation(capitalization) 31 or 41.69%, the second was verb tense 21 or 32,30%, and the last errors was spelling 13 or 20,00%. The cause of errors because they were still internalizing the new system of their new language and also the difference of tenses, when they write a paragraph they did not pay attention to the capital and non-capital letter and students' lack in vocabularies mastery. Concerning to the result of questionnaire, the researcher found five (56%) students who answered that they made error when writing recount text. Meanwhile, five students (56%) are less understanding about writing capitalization. It means that capitalization was the difficult element in writing for them. Beside that, there were three students (34%) always felt difficult in using past tense. It can be assumed that they always got confused in changing verb from present tense into simple past tense. In other word, simple past tense as one of aspects in grammar was very difficult part of students in making recount text.

Key Words : *Writing, Recount Text, Grammatical Error.*

PREFACE

Praise and thanks be to Allah SWT for the guidance and bless to the writer in completing this research *An Analysis on Grammatical Error in Writing Recount Text at the Second Grade SMP Yaqin Bandung* . This paper is written to meet the requirement for finishing the study program STKIP Siliwangi Bandung to obtain *Sarjana Pendidikan* Degree.

She would find it difficult to get this work done without academic and psychological guidance from Evi Kareviati, Dra. M.Pd as the first supervisor, Eris Isnaini, S.Pd., M.Pd as the second supervisor to help her finish this paper. For that reason there is no other word but deep and profound gratitude for their assistance. She considers that she will take many lessons for producing this paper. She does apologize for her entire attitudes during the supervisions phases.

Furthermore, the writer realized that criticism and positive suggestion are needed for better improvement of this research paper. Finally, she entirely hopes this paper to be useful for those who are interested in the field of teaching English.

Bandung, June 2016

The writer

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Bandung, August 2016

VikaDaelany

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MOTTO AND DEDICATION

MOTTO:

The success of someone in the future will be determined by the ability of learning (learning) and life skills. (DePorter)

DEDICATION:

- Allah who always give his fully of rohmah and blessing
- My beloved parents who always give sprit and as my inspiration (Father: Ating and Mother: Lala Darmila)
- My beloved sister Halif Adyansyah, Dina Nursyamsi, Alfi Ali, Anisa Fazriah Utami.
- My beloved best friends (Melani, Widi, Ani, Amelia, Kania, VikaR, Nurrisma), and all A1 2012 students in English Education Department of STKIP Siliwangi Bandung.

CHAPTER I

INTRODUCTION

In this chapter, the writer presents the introduction of this paper. It includes background of the research, research question, objective of the research, limitation of the problem, benefits of the research, definition of key terms, and organization of the research paper.

A. Background of the Research

In learning English there are certain skills that students need to learn, namely: listening, speaking, reading, and writing. Listening and reading skills are referred as receptive skills while speaking and writing skill are referred as productive skills (Harmer, 1989:16). One of the most important things that students have to acquire in learning English is writing.

The writer concerns to the writing skill because in English teaching and learning process, writing ability is the most difficult language skill faced by students in every level of education. The students express their feelings, thinking, share opinion or ideas by writing. Harmer 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" (2004: 31). Writing is not easy as the students

think because they should use correct dictions, grammar and spelling words especially in written text. Written text has a number of conventions with separate it out speaking. Apart from differences in grammar and vocabulary, there are issues of letter, words and text formation, manifested by handwriting, spelling and lay out punctuation (Harmer, 2007: 255).

Students need to learn certain kinds of texts in Secondary School. It is based on *KTSP (Kurikulum Tingkat Satuan Pendidikan* or School-Based Curriculum) that mentions in *SK (Standar Kompetensi* or Competence Standard) and *KD (Kompetensi Dasar* or Basic Competence). It was mentioned that they are five texts in the eighth grade students of junior high school, namely: Narrative, Recount, Procedure, Descriptive, and Report Text. The writer only used Recount text to be analyzed, one of the texts that close to the student's life. It is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time (Mark and Kathy: 1997: 26). The students can explore their interesting or unforgettable experiences they already had or people around them in recount text. Recount text is a text which re-telling to the readers about event or story in the past. Gerot and Wignell (1994: 194) define, "Recount text is a text that retells events for the purpose of informing or entertaining", while Cogan in Sari (2013: 75) confirms, "Recount text is written to retell events with the aims of either to inform or entertain their readers". Since recount text tells about past events or experiences, it uses past tense. In recount text, the student should know the social function, the generic structure and the language feature of recount text. The generic structure of personal recount text consists of orientation, events and

re-orientation. There are some grammatical features in making recount text, Mark & Kathy (1997: 28) mentioned that recount text usually includes the following grammatical features: (1) Proper nouns to identify those involved in the text; (2) Descriptive words to give details about who, what, when, where, and how; (3) The use of the past tense to retell the events; (4) Words that show the order of the events.

Students do not apply the rule in making recount text. Therefore, sometimes they still made errors in some area of grammar. English grammar is more complicated than Indonesian grammar. The writer got many students commonly make grammar mistakes in their learning especially in writing when they do not understand about recount text grammatical structure. The structure differences between Indonesia and English could make students make some grammatical errors.

Ellis (1997:15-20) created four procedures to analyze errors collect samples of learner language, identification of errors, description errors, explanation of errors, and evaluation of errors. Error analysis is a branch of apply linguistic. It is concern with the compilation, study and analysis of errors made by second language learners and aims at investigate aspects of second language acquisition. Error analysis can be a great tool in a writing class as there is a chance to collect errors on a large scale and document them.

Base on description above the writer is interested in analyzing students writing especially in their grammatical errors with the paper entitled “An analysis on Grammatical Error in Writing Recount Text at the second grade of SMP

Yaqin”. The writer hopes the result of the research will be useful not only for students of eight grade, but also for the teacher.

B. Research Question

The research question of this study is:

1. What kinds of grammatical errors in writing recount text at the eight grade of SMP YAQIN?

C. Objectives of the Research

The objective of the research is:

1. To find out the kinds of grammatical errors of writing recount text at the eight grade of SMP YAQIN.

D. Limitation of the Research

The writer focuses on an analysis of grammatical errors in writing recount text at VIII A students of SMP YAQIN. She concerned only in analyzing Tenses (Past Tense), punctuation(capitalization), and spelling. Because the students still need more practices dealing with verb forms since they were the basic knowledge needed for telling their past experiences.

E. Benefits

This study is expected have some benefits:

1. For teacher:

To find out the new methods to anticipate the making of the errors and to improve their teaching ability.

2. For student:

To improve their ability in writing especially in writing recount text.

3. For writer:

To find the best way to teach English order in the future

F. Definition of Key Terms

1. **Writing** is important in our lives and as a communicative act that transmit information and link people together (Ann, 1993: 2).
2. **Recount text** is a piece of text that retells past events, usually in the order in which they happened (Mark & Kathy, 1997: 28). In this case is about Holiday.
3. **Grammatical error** is a term used in procedure grammar to describe an instance of faulty, unconventional, or content usage, such as a misplaced modifier or an inappropriate verb tense, capitalization and spelling (Azar, 1996: 26).

G. Organization of the research paper

The research paper systematically consists of five chapters. The following is a brief key study about what each chapter contains.

CHAPTER I is introduction containing background of the research, research question, objective of the research, limitation of the problem, benefits of the research, definition of key terms, and organization of the research paper.

CHAPTER II discusses about literature review. It consists of theoretical framework and previous studies.

CHAPTER III presents research methodology. It contains research design, research method, population and sample, instruments, data collection techniques and analysis.

CHAPTER IV presents results and discussion. It consists of result and discussion.

CHAPTER V presents conclusions and suggestion. It consists of conclusion and suggestion

CHAPTER 2

LITERATURE REVIEW

The chapter deals with theories that are relevant to research problem. The theories are put forward to underline the study. They cover some theories of the differences between errors and mistake, analysis error, theory of writing, theory of type of writing: recount text, grammatical errors and Surface Strategy Taxonomy, and also previous studies.

A. Theoretical Framework

1. The Differences between Errors and Mistakes

a. Definition of Errors

Researchers and teachers of second language came to realize that the mistakes or errors a person made in the process of constructing a new system of language needed to be analyzed carefully.

In order to analyze learners' error in a proper perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. Kaswan (2014:41) states "An error is fault which result from incomplete knowledge".

An error related to student's systematic errors from being capable of reconstructing his knowledge of the language so far (Corder, 1981: 10). It is

dangerous for students to have error in understanding the tenses of English as a foreign language. This matter should be prevented by the teacher by giving clear and right explanations to their students. After having a right knowledge, it would give easier implementation in any exercise.

From the definitions above, it can be concluded that the definition of error is student's deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can not be self-corrected.

b. Definition of Mistakes

According to Kaswan (2014: 40), a mistake refers to a performance error that is either a random guess or a slip, or caused by lack of attention, fatigue, or carelessness. In short a mistake may occur when a person fails to utilize a known system correctly. Brown (2007: 257) claims "A mistake refers to a performance error that is either random or a slip of the tongue, in that is failure to utilize a known system correctly".

Harmer (2001: 99-100) claims mistake have three wide categories. They can be classified on *slip* as a mistake that has been explained to students after they correct themselves once; *error* is a mistake which they cannot correct themselves and they need explanation; and *attempt* is a mistake when a student tries to say something but he or she does not know the way to say is correctly.

It can be concluded that mistake is related to the students' quality performance caused by some factors such as fatigue, lack of attention and

motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on.

From those categories of the differences between error and mistake, the study uses error as the aspects to analyze the data. The reason why errors are chosen in analyzing the data is because the errors tend to be the crucial problem that should be solved. Error could be such dangerous problems because they are related to the misunderstanding of a concept of material. This study tried to analyze what kind of error made by the students to give possible problem solving.

c. Errors analysis

There is some definition that is suggested by some experts. According James, error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language (John, 1983: 7).

Moreover, Corder states error analysis is part of methodology of investigating the language learning process in order to find out the nature of these psychological processes (1981: 45).

According to Kaswan (2014: 39), human learning is fundamentally a process that involves the making of mistakes. Error analysis may by carry out in order to:

- 1) Find out how well someone knows a language.
- 2) Find out how a person learns.

From all the statements above, the writer summarizes that error analysis is the process of analyzing and investigating students' deviations of the language learning process in the second language.

2. Writing

a. Definition of Writing

In many studies seems to be commonly perceived as an activity to produce written work. Referring to the definition about writing, Feez and Joyce (1998: 1) claim that writing is a skill to make written texts.

Harmer (2004: 86) states that writing is process and that we write is often heavily influenced by constraints of genres, then these elements have to be present in learning activities. The act of writing, however, is not just a matter of transcribing ideas in the mind of the writer, but also a powerful process for discovering and shaping meaning.

According Nathan (2010: 1) writing is a complex and cognitively demanding activity. To be success, writers need an understanding of the components of a quality test as well as knowledge of writing strategies that can be used to shape and organize the process writing.

From the definition above, it can be concluded that writing is the way or the process to express or to represent writer's knowledge, feeling, and opinion into a textual medium by following the linguistic rules. In this study, the students will try to write a recount text based on their words and their texts will be source of data to be analyzed.

b. Aspect of Writing

According to Brooks (1998: 42) the students should focus on the aspects of writing to order that they are able to write well. The student's writing performance can be scored from the aspects of writing. There are five aspects of writing.

1. Content: main idea stated clearly and accurately, chances of opinion are very clear.
2. Organization: coherent and logic.
3. Vocabulary: choices of words, use of idioms, and word forms.
4. Grammar: control of structure.
5. Mechanics: mastery of spelling and punctuation.

c. Recount Text

There are types of writing according to Mark & Kathy (1997: 28) namely recount, narrative, procedure, descriptive, explanation and exposition.

Here the explanation of recount text from Mark & Kathy (1997: 28). They defined recount text is a piece of text that retells past events, usually in the order in which they occurred.

Derewianka defines "A recount is the unfolding of a sequence of events over time" (1990: 14). It is about recreating past experience in using language to keep the past alive and to interpret the experience. Based on the definition of recount about retelling events for the purpose of informing or entertaining, a recount text has text organization that consists of three parts. They are classified into *orientation* that provides the setting and introduces participants about the background information answering who, when, where, and why; *events* which are

about what happened and in what sequence; and *re-orientation* which is optional-closure of events (Gerot & Wignel 1994: 194).

From the explanation above, this study is conducted to analyze the student's abilities in writing their recount texts, the errors that relate to the text organization and the language features from the participants personal recount texts, and student's problem writing a recount text. Thus, error analysis will be discuss in the following section.

d. Example of Recount Text

[https://www.google.co.id/www.kuliahbahasainggris.com%2Frecount-text-pengertian-tujuan-generic-structure-dan-contoh-terlengkap%](https://www.google.co.id/www.kuliahbahasainggris.com%2Frecount-text-pengertian-tujuan-generic-structure-dan-contoh-terlengkap%2F)

Vacation to the Beach



Orientation :

Last week, I and my friends went to the beach after school. We used public transportation. We reached the beach at 4 p.m. The beach was beautiful and clean.

Events:

At the beach, it was fun. We played football in the coast line. After that, we built a castle from sand. In the night, we made bonfire together. We roasted fishes and squids then we ate them. In the midnight, it was time to share our scary stories. One by one, we told our story.

Reorientation:

At the morning, we went home. It was a moment I never forgot.

3. Grammatical Errors

Kaswan (2014:41) states “An error is fault which result from incomplete knowledge”.

Grammatical error is a term used in procedure grammar to describe an instance of faulty, unconventional, or content usage, such as a misplaced modifier or an inappropriate verb tense. (Azar, 1996: 26).

Harmer (2001: 12) states that grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. Gerot & Wignell (1994: 2) states that grammar is a theory of a language, of how language is put together and how it works.

Having known the definition of grammar, it is not hard being understood why grammar is useful and important. Without knowing the grammar of a language, one can not be said to have learned the language. Besides, it seems impossible to learn a language without learning the grammar because it tells him how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar.

4. Concept of Grammatical Error in Writing

Azar (1996: 26) states that the usage of grammar in writing skill as important, student always make errors when they use it in writing grammatical such as tenses, spelling punctuation, and part of speech. Error in learning English are natural. It is important for the writer to analyze students' grammatical errors in writing.

a. Past Tense

Wishon and Burks (1980: 192) state that tense means time. However it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener.

Maxom (2009: 227) claims that tenses are always labeled past/present/future and then simple/continuous/perfect/perfect continuous. The writer focuses on simple past tense. The forms are:

Table 2.1
The Formula of Past Tense

Past tense	The formula	Example Simple Past Tense
Positive (+)	S+ Verb2(past tense) S+ be(was/were)	The teacher came
		I was a stamp collector
Negative (-)	S+ did+not + bare infinitive S + be(was/were) + not	The teacher didn't come
		I wasn't a stamp collector
Interrogative	Did + S + bare infinitive	Did the teacher come

(?)	be(was/were) + S	Was I a stamp collector
-----	------------------	-------------------------

b. Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell **success** with only one 's', or **colleague** without an 'a'. Another thing that makes spelling difficulties is that some words in English do not sound exactly as they are spelled. In the word **definitely**, for example the second 't' sounds more like an 'a'.

Many English words are not pronounced the way they are spelled, and those who try to spell English word phonetically often make spelling errors. It is better to memorize the correct spelling of English words rather than relying on phonetics to spell correctly. "The following words are frequently misspelled word: Acquaintance, accomplishes, achievement, advantageous, flourish, maintenance, occurrence, perseverance, whether, wretched, etc" (Conner and Hixon, 1998: 83).

c. Punctuation

Punctuation is an established code of signs which allows people to make sense of writing, one of the skills of writing and a necessary part of any piece of writing. Punctuation marks are used in punctuation, for example: full stops/periods, commas, apostrophe, capital letters, etc.

1) Full stops

" Full stop or period is used at the end of statement, for initial such as a.m, p.m, R.S.V.P, abbreviations, and at the end of a request, an instruction, or a command

that is made in the form of an imperative sentence such as *drink a lot of water, please close the window*” (Aik and Hui, 1999: 221).

2) Commas

According to Conner and Hixon (1998: 58), commas should be placed according to standard rules of punctuation for purpose, clarity, and effect. Commas are used:

- a) To separate and emphasize when more than one adjective describes a nouns: *An elaborate, complex, brilliant plan.*
- b) To separate words, phrase, and whole ideas (clauses): it still takes the place of and when uses this way: *A lovely lady, and many admirers.*
- c) If an introductory phrase includes a verb form that is being used as another part of speech, it must be followed by a comma: *When eating, Mary never looked up from her plate.*
- d) To separate sentences with two main ideas: *He is supposed to leave tomorrow, but he is not ready to go.*
- e) Abbreviation after names: Martha Harris, Ph.D., will be the speaker tonight.
- f) Interjections (an exclamation without added grammatical connection): *Oh, I'm so glad to see you.*
- g) Direct address: *Hey, lady, watch out for that car!*
- h) Tag question: *I'm really hungry, aren't you?*
- i) Geographical names and addresses : *The letter was addressed to Mrs. Marion, 1881 Pine lane, Palo Alto, California 95824.*
- j) Transitional words and phrases: *On the other hand, I hope he gets better.*

k) Parenthetical words and phrases: *You will become, I believe, a great statesman.*

l) Unusual word order: *The dress, new and crisp, hung in the closet.*

m) To set off direct quotations: *“Please read your part loudly,” the director insisted.*

n) In dates: *In august 2013, she left me.*

3) Apostrophe

Hilton and Hyder (1995: 70) say that an apostrophe is a raised comma(‘) which shows that a letters or letters have been omitted a word or it is used to indicate ownership. Besides that, apostrophe also is used:

a) To indicate profession with nouns: *Jhon’s sister.*

b) To indicate possession with indefinite pronoun: *Somebody’s shoes.*

c) To form expressions of time, space, and amount of the following patterns:
Two years’ time.

d) To indicate omission in contracted words and figures: *I’m.*

e) To form the plurals of words that take the form of letters and figures: *He gave me five 20’s for my ring.*

4) Capital letters

Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters. Capital letters are used to:

a) The beginning of all key words in proper nouns: *The rocky Mountain.*

- b) The personal pronoun *I* and the vocative *O*: *I ask, O King , that you set me free.*
- c) At the beginning of the first sentence or statement: *The earth goes around the sun.*
- d) The first word in direct speech: *The director said, “please read your part loudly.”*
- e) Words that indicate family relationship: *Does Uncle Tom love me?*
- f) Words that indicate geographical; division: *Have you been to Western Australia?*
- g) Words that refer to things as if they are human. (Usually found in literary works): *“Gather ye rosebuds while ye may, Old Time is still a –flying.”*

B. Previous Studies

The writer takes two previous studies related her research which the title is an analysis of grammatical error in writing recount text. The detail explanation is below.

The first previous study was written by Amaliah (UIN 2012) entitled An Error Analysis on Students' Writing Recount Text a Case Study at Second Grade of SMP Al Kholidin Kebayoran Baru, Jakarta Selatan. The objective of her research was to analyze the students' error in writing recount text and to know the highest frequency of the students' types of error made by Second Grade of SMP Al-Kholidin. The Errors Classification in her research covers error in Article, 52 Capitalization, Omission, Punctuation, Spelling, Tenses, Word Choice, and Word

Order. The result of the research was 5.4% errors in Article, 0.5% errors in Capitalization, 11.4% errors in Omission, 1.6% errors in Punctuation, 5.4% errors in Spelling, 55.4% errors in Tenses, 4.4% errors in Word Choice, 15.2% errors in Word Order. It can be concluded that the highest error made by students was in Tenses area and the lowest was error in Article.

And the second previous study that conducted research analysis on grammatical error By Alam Universitas Pendidikan Indonesia (2012). This final project primarily dealt with grammatical error analysis. It described the grammatical errors on narrative texts made by the eighth graders at SMP Laboratory in the academic year of 2011/2012. The qualitative approach was used in which the data were obtained from the students narrative text writing. These writings were then analyzed to find the grammatical errors which finally divided into five groups. They made errors in the use of tenses, articles, noun pluralization, pronouns, and conjunctions. The result showed that the students made 729 grammatical errors which were classified into 449 errors in producing tenses, 83 errors in the use of articles 75 errors in pluralization, 69 errors in the use of pronoun, and 53 errors in the use of conjunction. It can also be found that the possible causes of errors were overgeneralization and interference.

The similarities of the previous study with this research are the previous study and this research want to investigate the grammatical error in students' recount text of the eight year students, used qualitative method and the previous study and this research use observation test, interview and

questionnaires as the instrument of the research. The differences of the previous study with this research are one of the previous study using a composition test type to collect the data while this research use test, interview and questionnaires.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method to analyze data and it consists of research design, research method, population, sample, instrument, data collection technique and data analysis.

A. Research Design

Research design stated by Tavakoli in Kaswan (2012: 546-7) refers to: the architectural plan of a research project. Decisions regarding what, where, when, how much, by what means concerning an inquiry or a research study constitute a research design. A research design is the arrangement of condition for collections and analysis of data in a manner that aims to combine relevance to the research purpose. In fact, the research design is the conceptual structure within which research is conducted: it constitutes the blueprint for the collection, measurement, and analysis data. Such as the design includes an outline of what the researcher will do from the formulation of the research questions and hypotheses to reporting the research findings.

Generally, the research design can be classified into three broad research categories, such as quantitative research designs, qualitative research designs, and mixed methods research designs. The writer used qualitative research.

B. Research Method

In this research the writer uses descriptive qualitative method. Descriptive method is a method of research that involves collecting data in order to answer question concerning the current status of the subject of the research in presenting the data, the writer employs a descriptive method (Mills in Kholifah: 2012:3).

Lambert (2012: 255) describes the goal of descriptive qualitative research as follows:

“The goal of qualitative descriptive studies is a comprehensive summarization in everyday terms, of specific events experienced by individuals or groups of individuals. To some researchers, such as qualitative design category does not exist. Unfortunately, this has forced other researchers, especially novices to the methods of qualitative research, to feel they have to defend their research approach by giving it ‘epistemological credibility’. This has led to the labeling of many research studies as phenomenology, grounded theory, or ethnography, when in fact these studies failed to meet the requirements of such qualitative approaches.”

As conclusion to the term of descriptive qualitative research, Lambert (2012:256) took a summary that a qualitative descriptive approach needs to be the design of choice when straight forward description of a phenomenon is desired. It is an approach that is very useful when researcher want to know, regarding events, who were involved, what was involved, and where did things take place.

C. Population and Sample

1. Population

According to Burns (1995: 62), a population is an entire group of people, objects, or events, that all have at least one characteristic in common, and must be defined

specially an unambiguously. Based on the definition above, the population of this research is the students of second grade SMP YAQIN, consisting of one class with 25 students.

2. Sample

According McMillan (2001: 69), sample is the group of element, or a single element, from the data obtained. The writer took 9 students VIII A at SMP YAQIN Bandung. Three students were taken three students of their highest score in the class, three students got middle score, and three students got the low score in the class. From the samples, the text organization and language features constructed by the students in their recount texts were analyzed.

D. Instruments

The writer used three instruments to collect the data by giving test to the students. The test instrument was to write recount text. The writer asked the student to make 100 words of recount text based on the topic given. After giving writing task to the students, the writer interviewed the students. And then to make data more complete the writer gave questionnaires to the students.

E. Data Collection Techniques

To collect the data, this study applied nine students as participants to find out the errors on forming past tense by students in writing recount text. There are several ways in collecting information which are used to collect data, such as documents,

observation, interviews, visual materials, etc (Creswell, 2003: 186). This study is associated with particular data collection instruments:

1. Collection of students' recount texts

The sources of the data in this study were the students' recount texts. In the texts, the students were asked to write their personal experiences in about 100 words. Then, all data is analyzed to know what kinds of error made by them. Before collecting the data, the writer taught the students by reviewing some learning materials about how to write a recount text and past tense.

2. Conducting interview

After submitting the data of students' recount text, some open ended questions were distributed in order to obtain thoughts and opinions from the participants, in this case is the students especially the students' problem in writing a recount text (Creswell, 2003: 187). The interview aimed to support the data from the students' text. This study used face to face interview with nine students as representatives of all participants. The interview sessions were carried out at school.

In this study, interview guide was used to find out the following ideas about the students:

- a. Concerning students' attention toward writing a recount text. The example of question are "Have you ever been taught about a recount text by your teacher?" and "do you understand how to write a recount text?"
- b. Concerning students' external factors English writing. The example of question is "how did your teacher teach a recount text in the class?"

- c. Concerning students' English grammatical difficulties in writing a recount text. The example of question is "what kinds of difficulties did you face in writing a recount text?"
 - d. Concerning students' strategies toward writing a recount text. The example of question is "how did you write a recount text?"
3. Conducting questionnaire

Questionnaire is a form of data collection in survey that participants in a study complete and return to the researcher. Ruddell (2005: 12) states that questionnaire are intended to give an overview of how students view their own literacy abilities and the kind reading and writing activities they do independently and of their own choice. Questionnaire in this study involves 10 statements. It's intended to obtain information about student's opinion towards the challenges in writing recount text.

F. Data Analysis

The data were calculated in terms of the frequency of students who answer the question that have given. The data was analyzed with the following procedures:

- 1. Classifying students' answer
- 2. Calculating students' answer with this numeral percentage formula:

$$P = \frac{f}{n} \times 100 \%$$

Note: P = numeral percentage

f = frequency of answer

n = number of sample

(Sudjana, 1996: 129)

3. Interpreting the computation by giving rank. Qodaruddin, 2010 in Qoentharaningrat) divided the categories into:

Table 3.2

The Students' Response Categories

Score (%)	Interpretation
0	No one of participant
1-25	A small number of participant
26-49	Almost half of participant
50	A half of participant
51-75	Much of participant
76-99	Almost all of participant
100	All of participant

The writer uses descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases.

In this research, the writer does the following steps:

- a. Listing all of the texts.
- b. Identifying and listing the erroneous sentences each text.
- c. Classifying/categorizing the kinds of error.
- d. Computing the percentage of the errors.

- e. Analysing/discussing how to minimize those errors.
- f. Drawing conclusion and giving recommendation.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data Analysis

1. The Data of Writing Test

This researcher focused on recount text writing errors made by the second grade students SMP YAQIN Bandung. Many errors in students' recount text writing were found, and then the classification of students' errors on grammatical aspect were made. The writer identified on student's grammatical errors based on Azar's classification, those verb tense, spelling, punctuation (full stops, commas, apostrophes, capitalization)

Each students' error writing was analyzed in their every sentence even in word, each table is divided into three columns consists of students' writing, second column consists of the correction of students writing, and the last column consists of kinds errors. The following table is the recapitulation of students' in writing recount text.

Table 4.1

The Recapitulation of the students' Error

Student 1	Capitalization
<u>Holiday to pangandaran</u> <u>beach</u> Pangandaran Beach One day when <u>i</u> and my family went to vacation on the beach. <u>when I</u> It was a daylight and the sun was really so hot in the car. I my sister were really thirsty and brother really <u>was felt thirsty</u>. Meanwhile the outside was jammed. finally I I gave up and <u>finally i</u> sleep in the car. It didn't feel we I was so happy wanted to change have arrived at the beach. <u>I felt so happy</u>, and then we <u>want to changed</u>	n Verb Tense

toilet our clothes in <u>Toilet</u> near the beach. And then, we swam together and had <u>have</u> fun in there together too.	
Student 2 Holiday to Bali Bali I went to <u>bali</u> to spend my holiday time with all of my family. Apart first of that the <u>First</u> intention I came to <u>bali</u> for taking picture with my family. visited Kuta I <u>visit(4)</u> some beach that famous surrounded <u>bali</u> like <u>kuta</u> beach, and Pandawa Bandung <u>pandawa beach</u>, it was very beautiful view that we couldn't find in <u>bandung</u> it was called	Capitalizatio n Verb Tense Spelling Bali Beach

My family also visited Garuda Wisnu Kencana, usually <u>it called</u> GWK. comfortable There were very beautiful views, clean and very <u>comfortable</u>. My family enjoyed this holiday and it was very unforgettable holiday for me.	
Student 3 Holiday to the <u>zoo</u> Zoo family Last week I went to the Zoo with my <u>Family</u>. I was very happy because I could refresh in the holiday. We left after dzuhur by car. At 13.00 crowded pm, we arrived at the Zoo. And it was very <u>crowdied</u>. And then we entered to the Zoo. We stayed in the river to eat and refreshing. After that we saw we prayed many wild and tame animals in there. And then <u>we</u> <u>pray</u> Ashar in the mosque, after that we went to home.	Capitalizatio n Verb Tense Spelling
Student 4 Holiday holiday I visited	Capitalizatio n

Last school holiday, <u>i</u> and my brother <u>visit</u> our grandfather in had vegetable <u>Bandung</u>. They <u>have</u> a big <u>vegetable</u> farm. The first day we were there, we helped lettuce <u>help</u> grandfather to water spinach and <u>letuce</u>. It was a lot of fun. And then grandmother took us to pick the watermelons, they were huge. After we <u>picked</u> them, grandfather put them in a truck and took them to the market. After helping grandmother picked more watermelons, we break went <u>brek</u> to the house to clean ourselves.	Verb Tense Spelling
--	-----------------------------------

Student 5 Holiday to the Zoo wanted Last week I and my family went to the Zoo. We <u>want</u> to the Zoo at	Capitalizatio Verb Tense
--	--

drove 08.00 am in the morning, by car <u>driven</u> my uncle. At 10.00 am we arrived at After the Zoo. <u>after</u> arriving my mother bought tickets to the Zoo, and then my mother took us to enter the Zoo. Once inside we started looking for a place looking to picnic. We were <u>loking</u> for a place around the field that was in the middle of the Zoo. After that we got a good spot under shady tree. My mother prepared immediately held a mat and <u>prepare</u> meals helped by my sister. After always ready my mother took my sister and I went around the zoo. We want around various all animals in the zoo and <u>varius</u> animals, such us monkeys, birds, elephant, crocodile <u>crocodlle</u> and so many more kinds of animals. After satisfied going around the Zoo, we returned to the picnic area to rest After cleaned	Spelling
--	---

and lunch. <u>after</u> that we <u>clean</u> up our picnic spot and then we went home at 13.00 pm.	
--	--

Student 6	Holiday to <u>lembang</u>	Capitalizatio
Lembang		n
Lembang		
Last week I went to <u>lembang</u> . I stayed in a village in		Verb Tense
a hill. I stayed in a house. The house was very big and		
clean. In the house had the floor, it had 5 bed rooms. I		Spelling
stayed at there for 2 days with my family.		
went		
last	went	
In first day, we <u>go</u> to floating market <u>lembang</u> . In		
the <u>las</u> day, we <u>go</u>		
waterfall		
wonderful		
to <u>waterfal</u> and swam and we took a picture that was		
<u>wonderfull</u> place. And		

that then at 2 pm we went to home by car. <u>that</u> was very happy moment.	
Student 7 Holiday in Tangkuban Perahu Last month I and my family went to the Tangkuban Perahu. We went to Tangkuban Perahu by car. I left my house at ten o'clock. arrived After we <u>arrive</u> at the Tangkuban Perahu me and my family walking paths around Tangkuban Perahu at there the air is very cold. I and my family saw the crater at the eruption of the first Tangkuban Perahu. We didn't forget immortalize this of moment. Finally, we went back to the house. I felt tired I was so happy holiday but <u>I felt so happy</u> <u>Holiday</u> in TangkubanPerahu with my family. But next time I will first again.	Capitalizatio n Verb Tense

Student 8 My Holiday sleep	Capitalizatio n
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Last week, I stayed at home. At home I <u>slepped</u>, watched television, and cleaned a home. I was very bored. March Ciater Saturday, <u>march</u> 25th 2016 my parents invited me went to <u>ciater</u>. We Ciater We left on Saturday evening. We went to <u>ciater</u> by car. <u>we</u> stuck by a huge Ciater traffic until 7 p. m. went we arrived at <u>ciater</u> first we were buying some ticket. relaxation In there we were playing water and <u>relactation</u> with hot water. We played there until 11 p. m. Finnaly we went back to the house. We do not forget to immortalize this moment. I was very happy holiday with my family. Next time I will visit again.	Verb Tense Spelling
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Student 9	Holiday to Garut	Capitalization
Garut	Garut	n
My holiday I went to <u>garut</u> to visit my grandfather. I		
was leaving on		Verb Tense
Saturday	Garut	Spelling
<u>saturday</u> . I arrived at the <u>garut</u> at 9 o'clock, after got		
my grandfather's		
house		
<u>houuse</u> I immediately slept. The next day I was invited		
my brother to		
play		
fishing, and in the afternoon I invited my friend to		
<u>playing</u> football. On		
went Tasikmalaya		
Tuesday I <u>go</u> to <u>tasikmalaya</u> to visit my brother, and		
the next day I returned		
Bandung		

to <u>bandung</u> .	
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2. The Result of the Data Analysis from Writing Test

According to the data above, we can classify the students' errors into their kinds of errors. And here is the tabulation of errors:

TABLE 4.2 Total Errors

Students	Kinds of errors			Total Errors
	Verb tense	Spelling	Punctuation (Capitalization)	
1	4	0	4	8
2	2	1	7	10
3	1	1	2	4
4	3	3	1	7
5	4	3	2	9
6	2	3	4	9
7	2	0	1	3
8	1	1	5	7
9	2	1	5	8
Total Errors	21	13	31	65

The data obtained from the students were computed and interpreted by using recount text analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases.

$$P = 100 \times \frac{F}{N}$$

Here are the percentages of students' grammatical errors in writing recount text:

Total Error = 55 = 100%

- | | | |
|---------------------------------|---|-----------------------|
| 1. Tenses | : | 21/65 X 100% = 32,30% |
| 2. Spelling | : | 13/65 X 100% = 20,00% |
| 3. Punctuation (Capitalization) | : | 31/65 X 100% = 41,69% |

From the description above, it can be concluded that the students made grammatical errors in writing recount text are in using Verb tense, Spelling and punctuation (Capitalization). With the percentage of them are Verb tense 32,30%, Spelling 20,00% and Punctuation (Capitalization) 41,69%.

3. The Discussion of the Data Analysis from Writing Test

The writer identifies the grammatical errors and classifies them into three aspects: verb tense, spelling, and punctuation (capitalization).

The writer concludes that the students made grammatical errors in writing recount text are in using verb tense, spelling, and punctuation (capitalization). With the percentage of them are the higher score 41,69% for capitalization, 32,30% for verb tense, and 20,00% for spelling. The writer would like to talk more about all the reasons error from the highest until the lowest frequency that occurred in student's writing as follows:

- a. Punctuation (Capitalization)

First, most of students' make errors in *capitalization* with the total errors is 30 or 41,69%. Students wrote the first letter of name of country, place, people, and the first letter of new sentence. When the students speak in English they didn't think about capital letter but when they write a paragraph they have to pay attention to the capital and non-capital letter. For example: "At 10.00 am we arrived at the zoo. after arriving...". The correct sentence is "At 10.00 am we arrived at the zoo. After arriving...".

b. Verb tense

The second type of error that students made is *verb tense* with the total error is 21 or 32,30%. The example of error in using verb tense: "In first day, we *go* to floating market Lembang...". The correct sample is "In the first day, we *went* to Floating Market Lembang... ". The writer assumes that the error caused by interlingual transfer because Indonesian language has different grammatical rules from English. Verb doesn't have to change from the present to past future to express the tense. Especially for the past verb is divided into regular and irregular verb is confusing enough for the students because it is not available in Indonesian language.

c. Spelling

And the last of errors that student often made is *spelling*, there are 13 or 20,00%. In this error students misspell in the words they write. It happens because of students' lack in vocabularies mastery. For example: "And it was very crowdied". The correct sample is "And it was very crowded".

B. The Data Analysis of Questionnaires

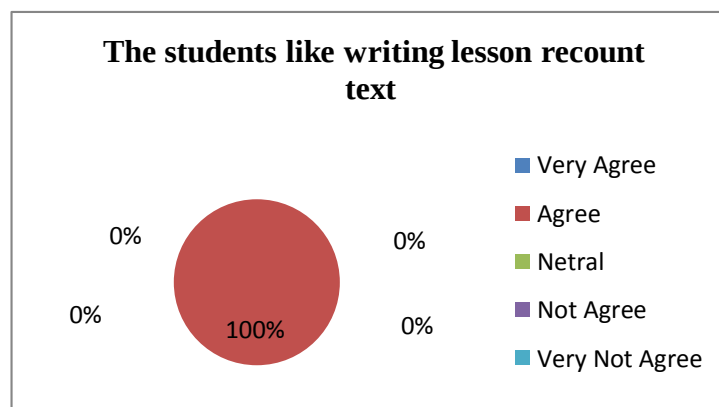
1. The Data from Questionnaires

The result of the questionnaire was shown in the charts as follows:

Statement number 1

This statement was about the students like writing recount text, the students' opinion was as follows:

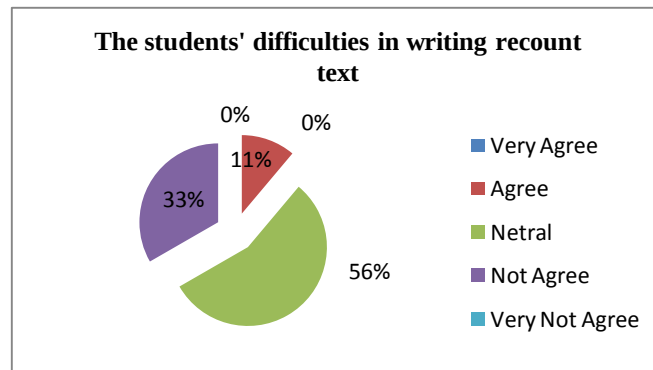
Statement 1



Regarding statement number 1, much of participant (100%) agree, students like writing lesson recount text.

Statement number 2

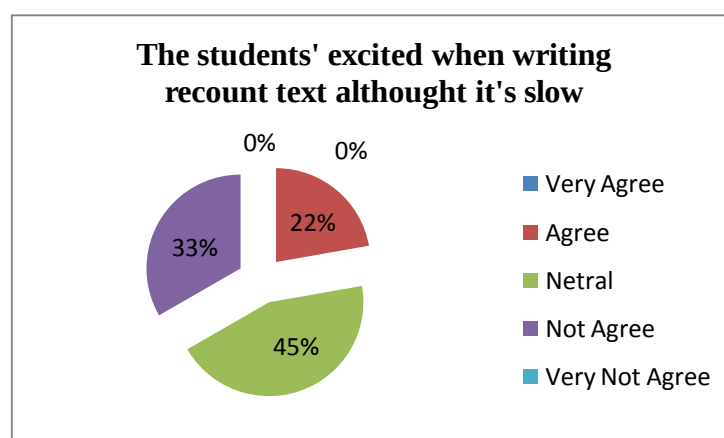
This statement was about the students' difficulties in writing recount text. The students' opinion was as follows:



Regarding statement number 2, a small of participant (11%) agree with the students difficulties in writing recount text, almost half of participant (56%) neutral with the students difficulties in writing recount text. While, a small number of participant (33%) not agree with the students' difficulties in writing recount text.

Statement number 3

This statement was about the students' excited when writing recount text although it's slow. The students' opinion was as follows:



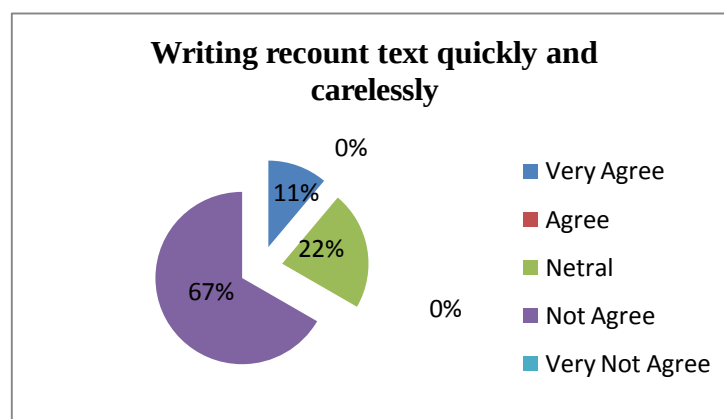
Regarding statement number 3, almost half of participant(33%) very agree with the students excited when writing recount text although it's slow. A small

number of participant(22%) agree with the students excited when writing recount text although it's slow. Almost half of participant(45%) neutral the students excited when writing recount text although it's slow

Statement number 4

This statement was about the students' writing recount text quickly and carelessly.

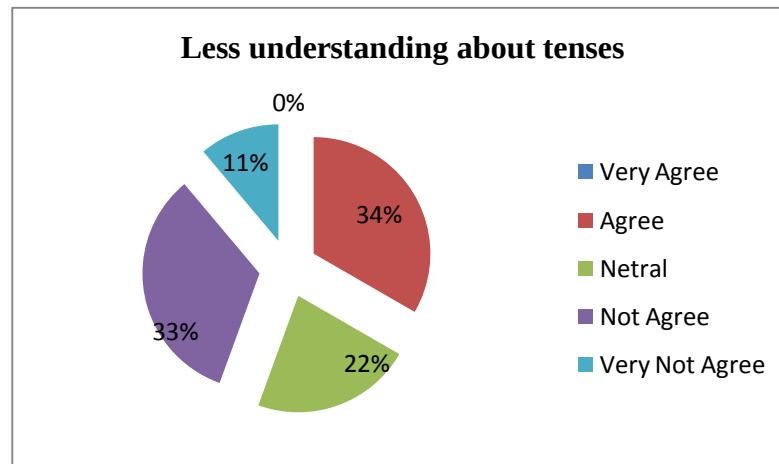
The students' opinion was as follows:



Regarding statement number 4, a small number of participants(11%) very agree with writing recount text quickly and carelessly.. A small number of participant(22%) neutral with writing recount text quickly and carelessly. Much of participant (67%) not agree writing recount text quickly and carelessly.

Statement number 5

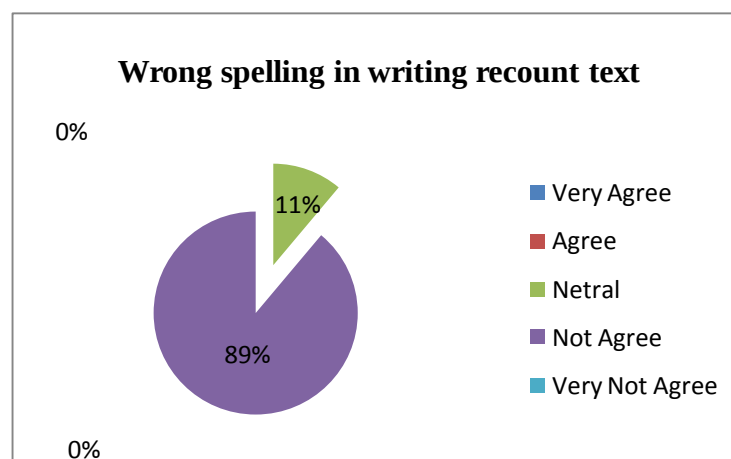
This statement was about less understanding about tenses. The students' opinion was as follows:



Regarding statement number 5, Almost half of participant (38%) very agree with less understanding about tenses. Almost half of participant(37%) agree with less understanding about tenses. A small number of participant(25%) neutral with less understanding about tenses.

Statement 6

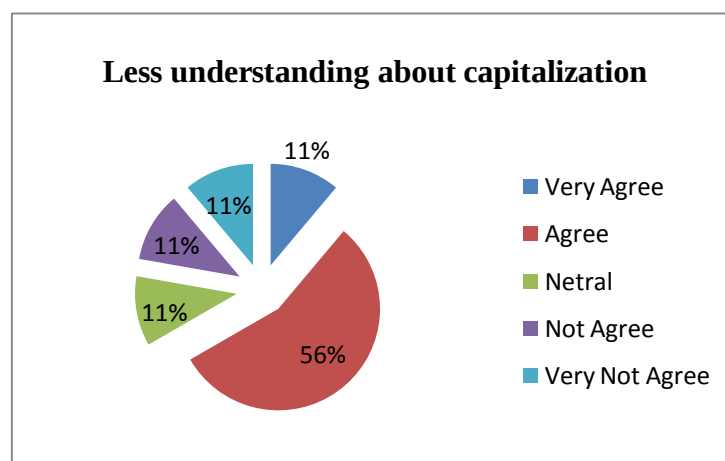
The statement about was wrong spelling in writing recount text. The students' opinion was as follows:



Regarding statement number 6, a small number of participant(11%) neutral with wrong spelling in writing recount text. Much of participant(89%) not agree with wrong spelling in writing recount text.

Statement 7

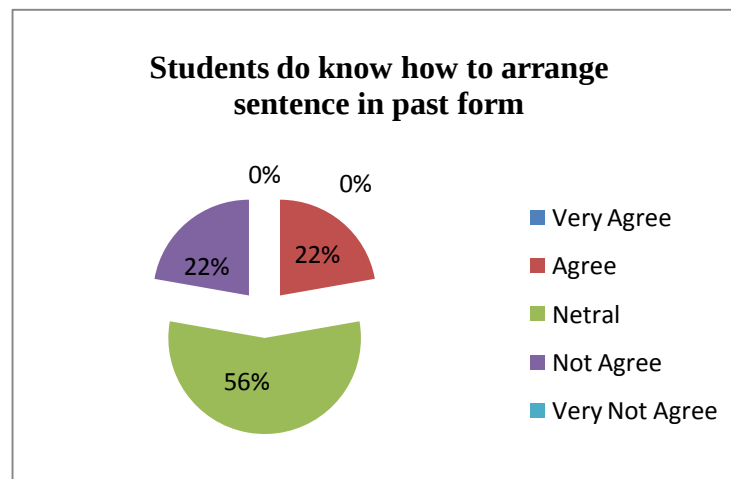
The statement was less understanding about capitalization. The students' opinion was as follows:



Regarding statement number 7, a small of participant (11%) very agree with less understanding about capitalization. Almost half of participant(56%) agree with less understanding about capitalization. A small number of participant(11%) neutral with less understanding about capitalization. A small of participant (11%) for the statement not agree and very not agree.

Statement 8

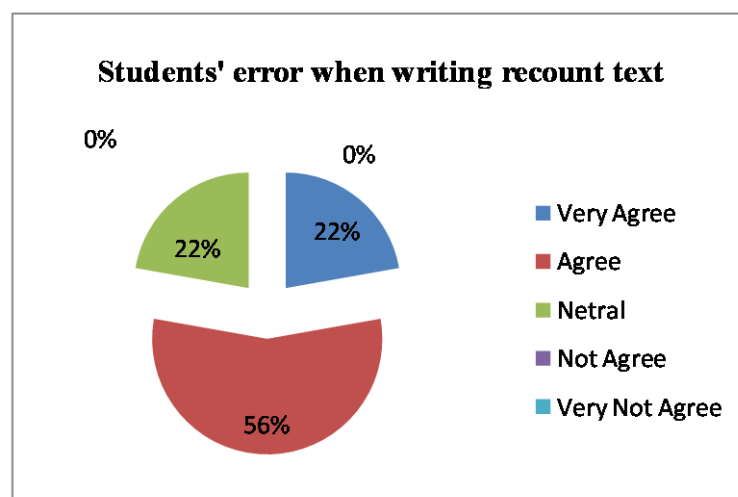
The statement was students do know how to arrange sentence in past form. The students' opinion was as follows:



Regarding statement number 8, a small of participant(22%) agree with students do know how to arrange sentence in past form. Almost half of participant(56%) neutral students do know how to arrange sentence in past form. A small of participant (22%) for the statement students do know how to arrange sentence in past form.

Statement 9

The statement was students' error when writing recount text. The students' opinion was as follows:

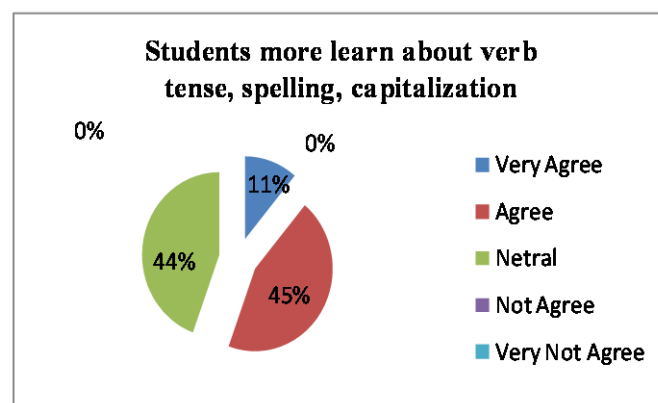


Regarding statement number 9, a small of participant (22%) very agree with students' error when writing recount text. Almost half of participant (56%) agree with students' error when writing recount text. A small of participant (22%) neutral with students' error when writing recount text.

Statement 10

The statement was students' more learn about verb tense, spelling, capitalization.

The students' opinion was as follows:



Regarding statement number 10, a small of participant (11%) very agree with students' more learn about verb tense, spelling, capitalization. Almost half of participant (45%) agree with students' error more learn about verb tense, spelling, capitalization. Almost half of participant (44%) neutral with students' error more learn about verb tense, spelling, capitalization.

Concerning to the result of questionnaire, the researcher found that most of the students felt difficult in using past tense, less understanding of students about write capitalization, and made students' error when writing recount text. It was

supported by the result percentage when they answered item 5, 7, and 9 in questionnaire. There were 56% students who answered student error when writing recount text. Meanwhile, 5 students (56%) less understanding about write capitalization. It means that capitalization was the difficult element in writing for them. Beside that, there were 3 students (34%) always felt difficult in using past tense. It can be assumed that they always got confused in changing verb from present tense from into simple past tense. In order word, simple past tense as one of aspects in grammar was very difficult part of students in making recount text. Furthermore, based on the result of questionnaire, most of students responded that they felt difficult in constructing grammatical sentence and it was appropriate with the result of the test

C. The Data of Analysis Interview

1. Kinds of Errors

a. Tenses

From nine students, 8 students had problems in using tenses. There were some problems occurred during the writing recount text: grammatical errors occurred in writing recount text, students have no clear explanation about the materials, students did not understand enough about tense.

From the identification above, it can be concluded that students need more explanation about the simple past tense.

Student 1, 2, 3, 4, 5, 7, 8, 9 she explained had problem in using tenses.

*Student 1 : Menyusun penulisan grammar nya bu yang membuat aku
engga mengerti.*

- Student 2 :Penulisan grammar dan tenses nya bu suka bingung ribet bu merangkai kata-katanya hehe*
- Student 3 :Nyusun kalimat tensesnya bu, tapi sebenarnya tau rumus penggunaan tenses nyatapi pas bikin kalimatnya masih sukasa lah*
- Student 4 :Grammar nya bu suka pabaliut nyusun kalimatnya soalnya aku gatau aturan cara menggunakan past tense*
- Student 5 : Nulis dengan pake bahasa inggrisnya, nyusun kalimat tenses nya bu bingung*
- Student 7 : Menyusun kalimat tense nyabu yang pake rumus pas tense itu lohh ribet banget dah sama penulisan huruf capital suka salah juga harus bener banget teliti bu soalnya kalau udah nulis pake tanda titik selanjutnya nulisnya harus pake huruf besar katanya bu*
- Student 8 : Hmmm apaya bu, kayanya aku suka susah nyusun kalimat grammar nya deh*
- Student 9 :Pemilihan kata nya bu terus sama menyusun kalimatnya lumayan susah kalau kata akumah, maklum bu masih proses belajar hahaha*
- Student 9 : Tenses nya suka sering bu selalu salah lagi salah lagi soalnya aku tuh bu gabisa ngubah v2 nyaitu bu*

b. Punctuation (Capitalization)

Four students had problems in using capitalization. Most of students made these errors because they often avoid the systematic of writing without capitalization. The students have no pay attention capital letter.

Student 1, 4, 7, 8 she explained had problem in using capitalization.

Student 1 : Penulisan huruf capital juga suka salah bu hehehe kalau nulis nama orang atau tempat suka lupa harus pake huruf besar

Student 4 : Menulis huruf capital nya suka terbalik nulisnya sama tenses nya juga sering salah bu

Student 7 : Menyusun kalimat tense nya bu yang pakerumus pas tense itu lohh ribet banget dah sama penulisan huruf capital suka salah juga harus bener banget teliti busoalnya kalau udah nulis pake tanda titik selanjutnya nulisnya harus pake huruf besar katanya bu

Student 8 : Pas kemarin aku bikin recount text sih banyak salahnya cara menulis huruf besar kecilnya nama tempat gitu huruf capital udah titik itu harus pake huruf besar bu. Kirain aku tense nya yang sering aku lakuin salahnya eh taunya penulisan huruf capital juga sering salah

c. Spelling

From nine students, four students have problems in spelling. These errors are

often experienced by the student because the students don't look carefully the English word they learn, so they write incorrect spelling, English words have different spelling with Indonesian words, and then the student don't write spelling completely

Student 3, 5, 6, 7 she explained have problem in using spelling.

Student 3 : Spelling nya bu soalnya aga beda gitu kalau penulisan antara bahasa inggris sama bahasa indonesianya. Terus sama tensis juga bu

Student 5 : Tenses sama spelling nya bu salah terus ada koreksian terus

Student 6 : Spelling nyabu yang suka lupa aja nulisnya salah ceroboh sih hehe

Student 7 : Kayanya semuanya deh bu suka sering salah kalau bikin recount text hahaha nulis spelling nya suka salah gegara akunya ga teliti

2. Solutions

a. Learning more

The solutions was agreed by seven students of the problems are learning more again, learn with my friend to minimize their grammatical errors in writing recount text.

In learning more again, the students hoped not make mistake when arranging grammar in writing recount text.

She claimed that:

Student 1 : Konsultasi sama temen yang udah ngerti bu dan konsultasi sama guru bahasa inggris

Student 2 : Berlatih menulis bu dan membaca recount text

Student 3 : Belajar sendiri mencari tau sampai bisa paham menulis grammar dan tensesnya ,terus bertanya kepada guru sampai bisa mengerti

Student 4 : Berdiskusi belajar grammarnya sama temen dan bertanya kepada guru

Student 5 : Searching tentang past tense dan belajar lagi sampai bisa bu

Student 6 : Berlatih belajar cara meyusun grammar yang lebih baik lagi dan selalu bertanya kepada guru kalau saya ada yang ga ngerti

Student 7 : Saya akan berusaha belajar lebih baik lagi agar saya lebih mengerti bagaimana membuat recount text dan belajar lagi apa itu tenses dan bertanya sama orang yang udah mengerti cara membuat recount text

b. Asking to the Teacher

The solutions was agreed by six students of the problems are asking to the teacher, it can to minimize their grammatical errors in writing recount text. The teacher gives the solution to the students who have trouble in writing recount text.

She claimed that:

- Student 1 : Konsultasi sama temen yang udah ngerti bu dan konsultasi sama guru bahasa inggris*
- Student 3 : Belajar sendiri mencari tau sampai bisa paham menulis grammar dan tensesnya ,terus bertanya kepada guru sampai bisa mengerti*
- Student 4 : Berdiskusi belajar grammarnya sama temen dan bertanya kepada guru*
- Student 6 : Berlatih belajar cara meyyusun grammar yang lebih baik lagi dan selalu bertanya kepada guru kalau saya ada yang ga ngerti*
- Student 8 : Belajar lagi sama guru bahasa inggris dan bertanya sampai bisa mengerti*
- Student 9 : Bertanya dan belajar lagi kepada guru sampai bisa paham bu, kan ada pepatah gini: malu bertanya sesat di jalan haha*

CHAPTER 5

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data in the previous chapter, the writer would like to draw a conclusion that the second grade students of SMP Yaqin Bandung still made many grammatical errors in writing recount text using capitalization, verb tense, and spelling. From nine students as sample the most common types of errors made by the students are capitalization with the number of error is 30 or 64,87%, verb tense with the number of error is 21 or 32,81%, and spelling with the number of error is 13 or 20,31%.

According to the findings, it can be concluded that the students have not mastered the use writing recount text, it can be seen from the number of the errors made. The students still need to learn writing grammatically. Although they had been taught about it before, they were still confused in making capital letter, it could be because student don't pay attention to make capital letter

Concerning to the result of questionnaire, the researcher found that most of the students felt difficult in using past tense, less understanding of students about write capitalization, and made students' error when writing recount text. It was supported by the result percentage when they answered item 5, 7, and 9 in questionnaire. There were 56% students who answered made student error when writing recount text. Meanwhile, 5 students (56%) less understanding of students about write capitalization. It means that capitalization was the difficult element in writing for them.

them. Beside that, there were 3 students (34%) always felt difficult in using past tense. In other word, simple past tense as one of aspects in grammar was very difficult part of students in making recount text.

Furthermore, based on the result of questionnaire, most of students responded that they felt difficult in constructing grammatical sentence and it was appropriate with the result of the test.

B. Suggestion

Considering the conclusion, the researcher would like to give some suggestions.

1. The student

The student should learn more about verb tense, capitalization, and spelling in order to reduce their grammatical errors in making paragraph. The students should do self learning and try to make more practice concerning to the materials about the grammar.

2. The teacher

The teacher should give more easily understood explanation in order to make the students more interested in learning English, especially the grammar before asking the students to write a paragraph.

3. The Future Researchers

For the future researchers in analyzing the grammatical errors can be applied not only in writing recount text, but also it can be used in other types of texts.

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Vacation to the Beach

<https://www.google.co.id/www.kuliahbahasainggris.com%2Frecount-text-pengertian-tujuan-generic-structure-dan-contoh-terlengkap>.