

**An Analysis Of Students' Grammatical Errors In Writing A Recount Text
(A Case Study To The Second Grade Students of SMAN 1 Karang Baru)**

Thesis

Submitted in Partial Fulfillment of the Requirement for Degree of Bachelor
of Education in English Education

By :

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**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN
WRITING A RECOUNT TEXT (A CASE STUDY TO THE SECOND
GRADE STUDENTS OF SMAN 1 KARANG BARU)**

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**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN
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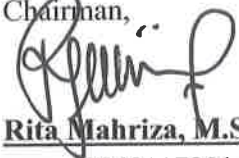
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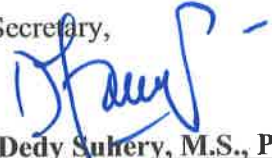
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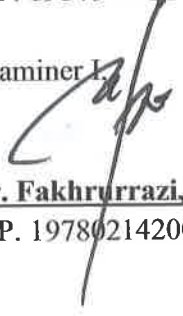
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Menyatakan dengan sebenarnya bahwa skripsi yang ditulis dengan judul *“An Analysis Of Students’ Grammatical Errors In Writing A Recount Text (A Case Study To The Second Grade Students of SMAN 1 Karang Baru”* untuk memperoleh gelar Sarjana Pendidikan merupakan hasil karya saya sendiri.

Apabila dikemudian hari terbukti atau dapatdibuktikan bahwa skripsi ini adalah hasil jiplakan, maka saya bersedia menerima segala sanksi yang diberikan atas perbuatan saya tersebut.

Langsa, 22 Mei 2023

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ABSTRACT

Nurul Hidayah, 2023 *An Analysis Of Students' Grammatical Errors In Writing A Recount Text (A Case Study To The Second Grade Students of SMAN 1 Karang Baru).*

Supervisor (1). Rita Mahriza, M.S, (2). Dedy Suhery, M.S., Ph.D.

Most of the Second Grade Students of SMAN 1 Karang Baru lack of capability in writing recount text correctly, especially to write the structures of contents in the text such as orientation, record of events and re-orientation. The purpose of this study is to find out the most common grammatical errors in writing recount text and to know the causes of errors made by students of SMAN 1 Karang Baru in writing recount text. In this study, descriptive analytical research with qualitative approach was applied. The subject of this study was the second grade students of SMAN 1 Karang Baru. The total number of the second grade students were 176 that consist of seven class. The writer used the students in class XI IPA 2 that consist of 25 students as the subject of the research due to the preliminary research shown that the students in XI IPA 2 have a low ability in writing the text and often do grammatical error in writing the text. The technique of collecting the data were observation, interview, and documentation. The researcher founded that the most common grammatical error that made by the second grade students of SMA N 1 Karang Baru in writing recount text was verb forms. The second grade students of SMAN 1 Karang Baru made the error in writing recount text because they used Indonesian as mother language. The cause of errors can be divided into; the first language interference, the students still confused and did not understand about the rules in writing the text in English. Low ability of vocabulary also become the cause of errors made by students of SMAN 1 Karang Baru in writing recount text.

Keywords: *Grammar, Writing, Recount Text, Errors*

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The researcher realized that in writing this thesis, there are many people have given their valuable suggestion, guidance, advices, and assistance for the completion of writing this thesis. Therefore, the researcher would like to give the deepest sincerely appreciation for:

1. The researcher's supervisors, for their assistance in guiding and advising the researcher to complete writing this thesis.
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4. For the names who has not been mentioned by the researcher above, May Allah SWT be with us, Aamiin.

The researcher hopes that this thesis could provide valuable and useful information for the people that read this thesis. The researcher appreciates all the critics and suggestions from readers and will accept all of it.

Langsa, May 12nd 2023
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a means of communication. People can communicate each other by using a language. Using a language is not as simple as we thought because a set of grammar rules must be followed. In reality, grammar refers to the structure of a language. It is an essential element of both spoken and written languages. It would be impossible to learn language effectively if one did not understand the grammar, because it helps learners identify that enhance and sharpen the expression of meaning.

The learners will enable in conveying their thought, messages and emotions to the listeners or readers if the language they are learning has a good grammar system. Without grammar, a language would be unstable and liable to communicate issues like grammatical mistakes in written work. In order to use a language well, learners should learn the rules of language or to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feelings or messages. So, they need considerable amount of time to be able to master the target language well. Besides, by making errors, learners will build their new knowledge to use the target language as Littlewood stated that making errors during studying the second language can be

considered as a means of building learners' abilities because they can learn something from making errors.¹

On the other hand, Robert and Freida state that learning English is not easy, the language learners may have difficulties. The difficulties that are encountered by every student will vary according to his or her native language. Because of these, there will be errors that can be found in their learning especially in writing.²

Additionally, James C. Raymond states that, "in writing, it needs other ways to signify meaning, punctuation, attention to word order, even the use of blank space. These devices do not come naturally.³ Therefore, the students need to improve their writing skill and to practice all of them to make a readable and meaningful writing. Meanwhile, writing text, from James' statement above, is the idea from one tool and make efforts to connect the idea cohesively and coherently. In essence, most of the students can write a text, but it is not based on the correct structures and language features of the text itself. Therefore, the teachers are expected to be able to guide the students in learning writing, especially writing a recount text.

Most of the Second Grade Students of SMAN 1 Karang Baru where the researcher had ever taught during the teacher's training practice, do not understand how to write a recount text correctly, especially to write the structures of contents in the text such as orientation, record of events and re-orientation. However, in this

¹Littlewood, *Communicative Language Teaching: An Introduction*, (Cambridge: Cambridge University Press, 1992), p. 34.

²Robert Louis and Freida, *Teaching English as a Second Language*, (Lexington: Xerox College Pub, 1972), p. 86.

³James C. Raymond, *Writing is Unnatural Act*, (New York: Harper & Row, 1980), p. 13.

study, the researcher does not concentrate on the structures of contents. The researcher only focuses on students' grammatical errors in mastering recount text such as *tenses (verb form), to be, prepositions and pronouns*. For example, the students may use incorrect verb for simple past tense; such as, *I buy some food yesterday*; in this sentence, the verb “buy” must be written “bought” because the tense is in the past form. Meanwhile students might also make mistake in using correct preposition in sentences, for instance; *I put my bag in the table*; in this sentence, “on” is the correct preposition to be used. The same case might also occur in using pronouns in sentences; for example, *He comes home by hissself*; the correct pronoun is “himself”. Therefore, the researcher would like to conduct a research under the title **“An Analysis of Students' Grammatical Errors in Writing a Recount Text” (A Case Study to the Second Grade Students of SMAN 1 Karang Baru)”**.

The researcher chooses the eleventh year students at SMA Negeri 1 Karang Baru as the subject for this thesis because the researcher would like to know and find out the most common grammatical errors made by the students of SMAN 1 Karang Baru in writing recount text and the causes of errors made by students of SMAN 1 Karang Baru in writing recount text.

B. Research Question

Based on the above background, this study focuses on the following questions:

1. What is the most common grammatical error made by the students of SMAN 1 Karang Baru?

2. Why do the students of SMAN 1 Karang Baru make the errors in writing recount text?

C. Research Objective

The objectives of this study are as the following:

1. To find out the most common grammatical errors made by the students of SMAN 1 Karang Baru in writing recount text.
2. To know the causes of errors made by students of SMAN 1 Karang Baru in writing recount text.

D. Research Scope

This study will be conducted at SMAN 1 Karang Baru to find out students' grammatical errors in mastering recount text and the difficulties faced by students in mastering recount text. In this study, the researcher only concentrates on the use of verb forms, to be, prepositions and pronouns.

E. Research Significance

This study is expected to provide meaningful contribution either for theoretical or practical concerns. Theoretically, the result of this study is expected to enrich the existing theory of teaching writing. Practically, the result of this study is expected to give a broader overview for the teachers on teaching writing a recount text. In addition, the teachers would understand how to minimize difficulties faced by

the students in writing a recount text and in understanding grammatical features needed in its text.

Meanwhile, for the students, they are hoped to gain better understanding on writing a recount text and understanding grammatical features needed in writing a recount text. Besides, for the school, it would give contribution in developing students' ability in writing a recount text that in the same time would increase the output of the students that graduate from the school. In addition, it is hoped that the result of this study can be used as a reference for other researchers to solve the same problem in teaching writing recount text. Meanwhile, for the researcher herself, it can be a great input on how to help students minimize the grammatical errors in writing a recount text and overcome their difficulties on grammar.

F. Definition of Key Terms

To avoid misunderstanding, the researcher defines key terms used in this research as follows:

Errors, according to Harmer, are mistakes which cannot be corrected by students themselves and, therefore, need explanation.⁴ Meanwhile, Krashen defines errors as the parts of the students' language production that deviate from the norm of language.⁵

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (Harlow: Pearson, 2007) p. 137

⁵ Stephen Krashen, *Principles and Practice in Second Language Acquisition*, (California: Pergamon Press Inc, 1982), p.59.

Writing, according to Lyons, is a form of problem solving in which the researcher forces two main aspects; generate ideas in language and composing these ideas into a written structure adapted to the needs for the reader and the goals of the researcher.⁶

Recount text, according to Knapp, it is written out to make a report about an experience of a series of related event. A recount text is written out to inform an event or to entertain people.⁷

⁶John Lyons, *Natural Language and Universal Grammar*.(Cambridge: Cambridge University Press, 1991), P.1.

⁷Peter Knapp, *Genre, Text, and Grammar*, (Sydney: University of New South Wales, 2005), p. 224.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter named research finding and discussion. The researcher will shows and discusses all the data which found during research process in this chapter. Furthermore, the research problem of this research are also answered in this chapter.

A. The Research Finding

1. The Most Common Grammatical Error Made by The Students of SMAN

1 Karang Baru

To find out the types of errors, the researcher used three steps on describing the errors that found in students' writing. The steps were identifying the errors, classifying the errors, and finding out the frequency of each error in form of a table. The classifications of grammatical errors are based on Betty S. Azar. These types were calculated and the number of each errors were converted into percentage. In the next page, the table describes the findings of the grammatical errors in students' writing recount text.

Table 4.1
Students' Grammatical Errors in Writing Recount Text

No	Students' Code	Types of Grammatical Errors				Total
		Verb Forms	To be	Prepositions	Pronouns	
1	S1	4	0	0	1	5
2	S2	4	0	1	0	5

3	S3	1	0	2	3	6
4	S4	4	0	1	0	5
5	S5	4	0	1	1	6
6	S6	4	0	0	2	6
7	S7	8	0	1	6	15
8	S8	4	0	1	0	5
9	S9	8	0	1	6	15
10	S10	1	0	2	3	6
11	S11	4	0	0	2	6
12	S12	4	0	1	1	6
13	S13	4	0	1	0	5
14	S14	8	0	1	6	15
15	S15	2	1	1	1	5
16	S16	1	0	2	3	6
17	S17	4	0	1	0	5
18	S18	4	0	1	1	6
19	S19	1	0	2	3	6
20	S20	1	0	2	3	6
21	S21	1	0	2	3	6
22	S22	4	0	1	0	5
23	S23	4	0	1	1	6
24	S24	6	1	2	3	12
25	S25	4	0	0	2	6
TOTAL		94	2	28	51	175
PERCENTAGE		53.7 %	1.15 %	16 %	29.15 %	100%

The table above shows the distribution of four types of grammatical errors in students' writing recount texts. The further descriptions of type

grammatical errors which range from the highest number to the lowest number are provided throughout this section.

a. Verb Forms

Verb forms was the highest number of types of grammatical errors. The number of the total errors of verb forms were 94 errors or 53.7%. The students still hard to choose the correct verb or correct vocabulary in writing the sentences. The students also confused to arrange the sentences and did not know where to put the verb in the sentences. For the example:

1. Decided we wanted to grill

Correct: Decided to grill

2. Not forgetting

Correct: Did not forget

3. The semester exams finished school

Correct: The semester exams finished

4. When the announcement of the victory for Class XI IPA 2

Correct: When the comitte announced the victory, the winner was Class XI IPA 2

5. The maghrib and isya prayers

Correct: I prayed at maghrib and isya

b. Pronouns

The following type of grammatical error is pronouns. The total number of this type were 21 errors or 29.15%. The students made the error in

the sentences because the students still did not know about the different function of pronouns. Then, they did not know how to made the subject for sentences. They still confused to arrange where is the verb and where is the subject. Then, they felt confused to put the pronoun and the compliment in the sentences. For the examples:

1. The afternoon and we decided

Correct: At afternoon, we decided

2. After we waited him for a moment we entered into Borobudur temle area

Correct: After we waited him for a moment, we entered into Borobudur temple area

3. Te sausage

Correct: The saussage

c. Preposition

The next category of grammatical errors is preposition. The number of the preposition errors were 28 errors or 16%. The researcher saw that the students did not understand about the function of each preposition in the text. The students also often put unimportant preposition in the text. Even though the students should just put punctuation marks in the text so the students did not need to put unimportant preposition in the text. Sometimes, when the sentences need preposition, the students did not put the preposition. For the examples:

1. After we waited him for a moment we entered into Borobudur temple area

Correct: After we waited him for a moment, we entered into Borobudur temple area

2. With the theme of education and a healthy environment

Correct: The theme of event was education and a healthy environment

d. To be

To be was the lowest number of types of grammatical errors. The number of the total errors of to be were 2 errors or 0.15%. The researcher saw that the students have know about the function of each to be and how to put the correct to be in the sentences. It could be seen by the text that made by the students. From the text, the students have put the correct to be.

Based on the explanation above, it could be concluded that the most common grammatical error made by the students of SMAN 1 Karang Baru was verb forms in the first place, pronouns in the second place, preposition in the third place, and to be in the fourth place.

2. The Causes of Errors Made by Students of SMAN 1 Karang Baru in Writing Recount Text

The researcher conducted the interview by eleven students in the second grade of SMAN 1 Karang Baru. There were six interview questions that were given by the researcher. The researcher took the research in SMAN 1 Karang

Baru at February 20, 2023 in order to know about the cause of errors made by students of SMAN 1 Karang Baru. The result of the interview were described in the following below.

a. Students' knowledge about recount text

In the first question, the researcher wanted to know about students' knowledge in recount text, The researcher asked the students about the definition of recount text. Based on the answers, all of the students have known about the definition of recount text. All of the students said that recount text is the text that explain the event or experience in the past. It could be seen by the students' answer. One of the students, Siti Khadijah, answered *"Recount text is the text that have the function to retell the event of experience in the past"*.

b. Students' ability in writing recount text

When the researcher asked the students about their ability in writing recount text, all of the students said that they were able in writing recount text because recount text was only the text that have the function to explain the experience in the past. The students felt that if they were able to explain their experience in the past. It made the students felt able in writing recount text. One of the students, Ciptaning Hawa, said *"Already, because we only retell experiences and events in the past"*.

c. Students' obstacles in writing recount text

The researcher asked the students about their obstacles in writing recount text. Based on the answers, all of the students said that they have obstacles in

writing recount text. The students said that when they wrote recount text, they would face some obstacles because the students have a low ability in vocabulary. They did not know about some vocabularies in English. When they stucked in vocabularies, they could not write the text well. Besides, the grammar rules made the students felt difficult in writing the text. One of the students, Salman Al Farisi, said *“In our opinion, in writing a recount text, we felt a little difficult”*.

d. Kinds of obstacles that faced by the students in writing recount text

The researcher wanted to know about kinds of obstacles that faced by the students in writing recount text. When the researcher asked the students about their obstacles, the researcher found some obstacles. The students said that they felt difficult in arranged the paragraph in order to tell the event in their experience. They still did not know about the rules in made sentences in past tense. Then, they could not determine the subject and object in the text well. Besides, some of the students still did not have a good ability in vocabularies. They could not translate some vocabularies from Indonesian Language to English Language.

Then, the students felt confused in arrange the generic structure of recount text. They confused to put the sentences in each generic structure. The students also did not know how to start in explaining their experience in recount text. The students could not finish in writing recount text if the teacher gave not enough time for them because the students need a long time in finishing their text. One of the students, Alike Zahara, answered *“We felt hard if the teacher gave a short*

time, confused in using formal and perfect sentences, and did not fluent in translate the vocabularies yet”.

e. The First Language Interference

The researcher asked the students about the influence of the first language interference when they write recount text in English, all of the students said that the first language interference gave the influence for them. The students said that their habit in writing the text in Indonesian language made them usually write the text in English as same as Indonesian language. It made the text looks ambiguous and made the reader confused about the meaning of the text. Then, the students still did not know about how to write text in English well with formal sentences.

When the teacher gave the task for the students in writing the text in English, the students would write the text in Indonesian language. If they have finished their writing, they would translate the text into English language word by word. It made their writing ambiguous and made the reader confused about what the students mean in their text. Although the students still influenced by the first language interference, the students would try hard in order to able in writing recount text well. One of the students, Wirda Alya, said *“Still, because I’m not very fluent in English, but I will still try to write recount text without being influenced by Indonesian properly and precisely”.*

f. Checking the text after the writing finished

If the teacher gave the task about writing recount text, the researcher wanted to know about the students' habit in checking the text before they submitted the text to the teacher. Ten students said that they would check their writing before they submitted the task and one student said sometimes. The students who checked their writing before submitted the said that they felt worry if there were some errors in their text. Then, the students said that they would check their writing in order to decrease the error in their writing. One of the students, Annisa Syafitri, said *"Yes, I will check the text because I do not want if there were some error in the text"*.

B. Discussion

This research has the purpose to find out the most common grammatical errors made by the second grade students of SMAN 1 Karang Baru in writing recount text and to know the causes of errors made by students of SMAN 1 Karang Baru in writing recount text. The researcher did the research in February 20, 2023 with observed 25 students and interviewed 11 students of the second grade students of SMAN 1 Karang Baru.

Based on the result of this research, the researcher found that the most common grammatical errors that made by the second grade students of SMAN 1 Karang Baru in writing recount text was verb forms. In this case, the students still confused to chose the correct verb when they made the sentences in their recount text. It could be seen by the number of the total errors of verb forms is 94 errors or 53.7%.

The students still hard to choose the correct verb or correct vocabulary in writing the sentences. The students also confused to arrange the sentences and did not know where to put the verb in the sentences.

At the second place, pronouns were the common grammatical error that made by the students. It could be seen by the total number of error in this type were 21 errors or 29.15%. The students made the error for pronoun in writing the sentences in recount text because the students still did not know about the different function of pronouns. The students did not know how to made the subject for sentences. They felt confused to arrange the subject and the verb in each sentence. Then, they felt confused to put the pronoun and the compliment in the sentences.

The third common grammatical error that made by the second grade students of SMAN 1 Karang Baru in writing recount text was preposition. It could be seen by the number of the preposition errors were 28 errors or 16%. The researcher saw that the students did not understand about the function of each preposition in the text. The students also often put unimportant preposition in the text. Even though the students should just put punctuation marks in the text so the students did not need to put unimportant preposition in the text. Sometimes, when the sentences need preposition, the students did not put the preposition.

The last grammatical error that made by the students were to be. Based on the research, the students have known about the function of to be and how to put to be in the sentences. The researcher saw that the students have a good knowledge about to

be and able to use to be in writing the sentences. It could be seen by the number of the total errors of to be is 2 errors or 0.15%.

The result was appropriate with the research that has been done by Erna Safitri. In her research, she got the result that verb forms were the first place as the most common grammatical error that made by the students.⁴⁰ Besides, Muammar Rifqi also found in his research and stated that verb forms were the most common grammatical error that made by students in writing the text.⁴¹

The causes of errors that made by the students of SMAN 1 Karang Baru in Writing Recount Text were the the students have a low ability in vocabulary. Some of the students still did not have a good ability in vocabularies. They did not know about some vocabularies in English. The students could not translate some vocabularies from Indonesian Language to English Language. When they stucked in vocabularies, they could not write the text well. Besides, the grammar rules made the students felt difficult in writing the text. The students said that they felt difficult in arranged the paragraph in order to tell the event in their experience. They still did not know about the rules in made sentences in past tense. Then, they could not determine the subject and object in the text well.

This research was appropriate with the theory of Norris. Norris states that error refers to fault that was made by learners who had lack performance and

⁴⁰ Erna Safitri, Thesis, "*Analysis Of Students' Grammatical Errors In Writing Narrative Text*", (Banda Aceh: UIN Ar-Raniry, 2019), p. 67.

⁴¹ Mumammar Rifqi, Thesis, "*The Analysis of Students' Common Grammatical Errors in Writing*", (Banda Aceh: UIN Ar-Raniry, 2020), p. 56.

knowledge about grammar. In addition, states that error is the failure in competence. In other words, error is a failure which always happens in the same situation due to the lack of knowledge, performance, or competence about the rule or system of language.⁴²

Besides, the first language interference influence become the causes of error that made by the students of SMAN 1 Karang Baru in Writing Recount Text. The students usually arrange the text in Indonesian language. When the teacher asked the students to make recount text, the students would make the text in Indonesian language. After the students finished the text, the students would translate the text word by word. It made the text ambiguous in English language and made the reader confuse about the meaning of the text.

This result was appropriate with the research that has been done by Sigit Dwiyanto. He said that the students' errors in using tense because the most students still were interfered by their mother tongue-Indonesian language. Since, in Indonesian language, there is no change of using the verbs whether it is in past, present or future tense or there is no verbal conjugation. They translated the Indonesian language into English directly without considering the tense and auxiliary verb.⁴³ Lestari also said

⁴² S.P. Corder. *Error Analysis and Interlanguage*, (New York: Oxford University Press, 1981), p. 10.

⁴³ Sigit Dwiyanto, Thesis, "*An Analysis Of Students' Grammatical Errors in Writing Recount Text (A Case Study at the Eleventh Grade Students of SMA Muhammadiyah Disamakan Makassar)*", (Makassar: Universitas Muhammadiyah Makassar, 2020), p. 85.

that Indonesian definitely affected the writing style so that when students make sentence, the sentence is weird.⁴⁴

Based on the explanation above, it could be conclude that the most common grammatical error that made by the students in writing recount text was verb forms in the first place, pronoun in the second place, preposition in the third place, and to be in the fourth place. The cause of errors made by the second grade students of SMAN 1 Karang Baru in writing recount text were the first language interference. The students definitely affected the writing style so that when students make sentence, the sentence was weird and looked ambiguous. It made the readers confused to understand the meaning of the text. Then, the students still confused and did not understand about the rules in writing the text in English. Low ability of vocabulary also become the cause of errors made by students of SMAN 1 Karang Baru in writing recount text.

⁴⁴ Lestari, Thesis, *"The Interference of First Language Grammatical Form towards EFL Students" Written Work*", (Malang: Universitas Brawijaya, 2019), p. 76.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of study that have been explain before, the researcher founded that:

1. the most common grammatical error that made by the second grade students of SMA N 1 Karang Baru in writing recount text was verb forms. The students still hard to choose the correct verb or correct vocabulary in writing the sentences. The students also confused to arrange the sentences and did not know where to put the verb in the sentences. The second place for common grammatical error was pronoun, the third was preposition, and the fourth was to be. The researcher saw that the students have able to understand the function of to be so they did not make much error in writing recount text.
2. The the second grade students of SMAN 1 Karang Baru made the error in writing recount text because they used Indonesian as mother language. The cause cause of errors made by the students were the first language interference. The students definitely affected the writing style so that when students make sentence, the sentence looked ambiguous and was weird. It made the readers did not understand and confused about the meaning of the text. Then, the students still confused and did not understand about the rules in writing the text in English. Low ability of vocabulary also become the cause of errors made by students of SMAN 1 Karang Baru in writing recount text.

B. Suggestion

According to the conclusion, the researcher gives some solution as follows:

1. The English Teachers are suggested to use effective method in teaching writing in English language.
2. The students should be more active in learning English to increase their writing abilities in English.
3. Other researchers are recommended to do deep research about the most common grammatical error in order to find more perspective about the research.