



Appraising Grammar Mistakes in English Students' Written Recount Text

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Abstract

This study aims to find out the most frequent errors students make in writing recount texts. This study used a descriptive method with quantitative data analysis techniques to answer the questions posed. The scope of this research is limited to the grammatical analysis and writing mechanism of the components of the fourth recount text written by third year students of UMS Rappang. These errors are classified into six categories: errors in the use of verb forms; the use of the article; use of prepositions; noun pluralization; use of pronouns; use of conjunctions. The findings of the study showed that the most frequent errors students made were in the use of verb forms, punctuation marks, prepositions, nouns, articles and pronouns. It can be concluded that students have not mastered grammar well. They face many problems in English in general and in writing English in particular.

Keywords: recount text, assessing grammatical errors, writing

Abstrak

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

Kata kunci: menghitung ulang teks, menilai kesalahan tata bahasa, menulis

Introduction

Writing is becoming increasingly important nowadays, whereas in the process of teaching and learning English, writing is the most difficult and complicated language skill to be learned by almost every student at every level of education. Heaton (1988: 35) states that writing skills are complex and sometimes difficult to teach, requiring mastery of not only grammatical and rhetorical devices but also conceptual and judgmental elements. Ironically, although writing is considered to be the most difficult skill to acquire, it has become even more demanding in the era of communication via email and other communicative technologies. Grammar is the first writing component that must be considered in compiling good writing. Grammar is the main component in language learning. Harmer (2001: 12) defines grammar as a description of how words can change form and can be continued into sentences in that language.

Having a good grammar system will help students convey ideas, messages, and feelings to both listeners and readers. Language without grammar will be messy and cause some communicative problems, such as grammatical errors in writing. Students need to know the grammatical system of the language that they can communicate with other people in order to be able to convey messages properly but it is different from the initial observations by the third student of SMAN 6 Pinrang, almost all students lack grammar skills, their teacher says that students make grammatical mistakes when they make compositions, because grammar is not specifically taught. According to James (1988) "errors in writing such as tenses, prepositions and weak vocabulary are the most common types of errors and are often made by learners. Since grammar is seen only as a means to an end, some learners tend to reemphasize the importance of grammar and in the process, they make more mistakes. The learners usually experience difficulties in learning the grammatical aspects of the Target Language (TL), such as in the subject-verb agreement, the use of prepositions, articles, and the correct use of tenses. Students cannot avoid the most common mistakes in the learning process. Littlewood (1992) states that making mistakes while learning a second language can be considered as a means of building

the learner's abilities. Therefore, it is important to analyze errors because by studying errors there are many advantages, for example Sercombe (2000) explains that error analysis has three objectives. Sercombe (2000) explains that error analysis serves three purposes. First, to determine the level of language proficiency that has been achieved by the learner. Second, to get information about common difficulties in learning languages, and third, to find out how people learn languages. In addition, Weireesh (1991) also argues that error analysis is a valuable tool for identifying and explaining difficulties faced by students. This serves as a reliable feedback for designing remedial teaching methods. In addition, it can be said that error analysis is the best tool to describe and explain the mistakes made by students. Investigating students' written work will provide a means to help teachers recognize the importance of errors as one of the most challenging areas of teaching English.

Based on the statement above, the researcher realizes the importance of error analysis in students' writing. Therefore researchers are interested in doing this research. Based on the curriculum, recount texts are taught in the first year and second year, so that the third year students already understand how to write recount essays in English.

Method

A. Research Design

This research uses quantitative descriptive research. According to Gay (2006: 9) quantitative research is the collection and analysis of numerical data to explain, predict, and or control phenomena of interest. write recount text

B. Research subjects

The population of the research subjects were UMS Rappang third year students for the 2021-2022 academic year. there are four classes consisting of two exact classes and two social classes, each class consisting of 4 students with a total subject population of 160 students. Researchers used purposive sampling method. according to Gay (2006: 113) purposive sampling is the process of selecting a sample that is believed

to represent a particular population. it means the researcher chooses voluntarily.

Participants or classes that he believes will produce good recount texts. In addition, the English teacher suggested classes based on his observations during teach class. There were 40 samples consisting of 31 girls and 9 boys, meaning that there were 40 recount texts to be analyzed. Most of the samples are 16 years old and all samples have studied English for 6-9 years.

C. Place and time of research

This research will be carried out at UMS Rappang in the even semester of 2021-2022.

D. Research instruments

The research instrument was in the form of written texts made by class students which students would work on in class. Students are given 60 minutes to write a recount text about an unforgettable student experience in their life (personal recount). The text must consist of at least 3 paragraphs (orientation, events and re-orientation) consisting of 200 300 words the researcher will take the results of the student's rewriting to become primary data to be analyzed in terms of finding grammatical errors the researcher classifies grammatical errors into six categories of forms verbs, articles, prepositions, ouns, pronouns, and conjunctions.

E. Data collection procedures

In conducting research, researchers held meetings with school principals and English teachers to discuss research objectives. managing time. In class, the researcher explains what a recount text is to refresh students' understanding of recount itself. then students write recount text within 60 minutes. after that the researcher collected their work and then analyzed the grammatical mistakes they made.

F. Data analysis techniques

In analyzing the data , there are several steps taken by the researcher , modified from Ellis (1997:15-19) as follows :

1. Fault identification

In this step, the researcher identified student errors found by reading student worksheets one by one and then underlined their errors.

2. Error classification

In this step the researcher grouped the errors found into 6 categories, namely:

- A. Errors in using the verb form
 - B. Errors in the use of articles
 - C. Mistakes in the use of prepositions
 - D. Errors in the pluralization of nouns
 - e. Error in the use of pronouns
 - F. Mistakes in the use of conjunctions
- Tabulate the results

At this step the researcher tabulated the results of student errors to see how many students made these mistakes.

Counting errors

In this step, the researcher calculates the errors to find out how often these errors are made by students. researchers used descriptive analysis (percentage)

The formula is:

Where :

P : the percentage of each error

Fq : number of frequencies

N : Number of samples

Discussion

Based on the findings above, in general, students' grammar mastery and writing skills at UMS Rappang are still slow, the frequency of mistakes made by students reaches 92.5% in the use of verb forms, 85% mistakes in using prepositions, 75% mistakes in using prepositions . using nouns, 57.5% in using articles, 52.5% errors in using pronouns, 37.5% errors in using conjunctions and 22.5%.

The findings found that the most frequent errors made by students were errors in using verb forms. there are 37 students who make this mistake with a percentage of 92.5% in using verbs, there are several rules that must be obeyed, such as whether the sentence form is active or passive, sentence forms, transitive and intransitive verbs, limited and indefinite verbs, the word auxiliary and linking verbs. because students are asked to write recount text, it means that the tense used is past tense. the researcher found that some students failed to place the verb 2 in their composition. they are confused about using tenses correctly. they also failed to place the verb 1 after the modal

and they could not distinguish whether to use active and passive voice in using punctuation, the researcher found that students were not aware of which words they should use the correct punctuation and when to choose amrk punctuation. in using prepositions, the researcher found that students could not distinguish whether to use "on, in and at" in composition, in using nouns, the researcher found that students failed to recognize which nouns were countable and uncountable and which words referred to in singular and singular. plural nouns in using articles, the researcher found that students could not distinguish between using definite and uncertain articles. In using pronouns, the researcher found that students failed to use personal pronouns, interrogative pronouns, demonstrative pronouns and reflexive pronouns. in using conjunctions , the researcher found that students failed to use the right conjunctions to connect words , phrases , even clauses . moreover , in the subject of the verb agreement to construct structurally correct sentences . the verb must agree with the subject. Thus, students must be able to identify whether the subject is singular or plural, so that students fail to produce the correct form of the verb.

The findings found by researchers are almost the same as those of previous researchers, Zheng and Park (2013), Watcharapunyawong and Usaha (2012), Ikhwana (2008), Ramba (2007) and Gunatang (2005) (Rahman, etl.) that second and foreign language learners are not aware of the writing rules. English. It is generally felt that second language and foreign language learners face many problems in English in general and in writing English in particular. that is why error analysis is so important in student writing, as Corder (1974: 125) sees "error study is part of the investigation of the language learning process. in this respect, methodologically it resembles the study of mother tongue acquisition. it gives us a snapshot of the learner's linguistic development and can give us an indication of the learning process. besides that Corder (1973: 262) argues that

studying student mistakes also has several advantages for foreign language teachers: Errors provide feedback; teacher about the effectiveness of teaching materials and teaching techniques, and indicate which parts of the syllabus need further attention. in terms of broader planning, they provide information for designing remedial syllabuses for re-teaching programs.

In addition, based on previous findings and related research, Chinese, Korean, Iranian, Indian, Thai, and Indian second language learners differ in the errors they make most frequently in their preparation. The most common mistakes made by students of Chinese and Korean are mistakes in the use of verbs, nouns, prepositions and articles. Iranian students make most mistakes in punctuation and minimum mistakes in conjunctions. in India the most frequent mistake students make is in the use of articles and the least error is in spelling. Is it true that in Thai, the most frequent mistakes students make in narrative writing are mistakes in verb forms, then in writing descriptions in articles and the last in writing comparisons is mistakes in noun pluralization. However, Indonesian students, especially at UMS Rappang, most often make mistakes in using verb forms, prepositions, and noun pluralization.

The researcher assumes that these errors are caused by interference from the mother tongue or Indonesian language, some students before writing English sentences, they make drafts in Indonesian, then they translate them into English, it makes them often make mistakes, for example: i go to living room and I found everyone there.

In addition to the six categories that the researcher analyzed, the researcher found that some students usually used inappropriate vocabulary, students failed to recognize which vocabulary they should use according to the context of the sentence. Therefore, the researcher suggests to the next researcher to add the types of mistakes that students usually make in constructing English sentences.

In addition, the researcher found that some students did not follow the instructions from the

researcher. the composition is not in accordance with the research instrument such as the number of paragraphs which should consist of three (orientation, event and reorientation) and the number of words which must be summarized 200-300. However, this problem is not an obstacle for researchers, because students compose based on their own unforgettable experiences.

Conclusion

Based on the findings and discussion of the previous chapters in this study, the researcher concluded that the most frequent mistakes made by third year students of UMS Rappang in writing recount texts were in the form of using verbs, prepositions, nouns, articles, and pronouns. Based on these findings, it can be concluded that students have not mastered grammar well. They face many problems in English in general and especially in writing English.

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