

An Analysis of Grammatical Errors Made by the Tenth Grade Students of SMA N 1 Cluring in Writing Recount Texts

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ABSTRACT

This study aimed to find out the types of grammatical errors made by the tenth grade students of SMA N 1 Cluring and classify the causes of the students' errors that influenced their errors in writing recount texts. Descriptive qualitative research was used in this study to explore the data which focused on students' grammatical errors in writing recount texts. There were 34 recount texts as the sources of the data which were analyzed by using Dulay and Betty's theory to classify the types of grammatical errors committed by the students. In this study, Richard's theory was used in analyzing the causes of students' errors, which consist different 3 types, namely *intralingual transfer*, *interlingual transfer*, and *developmental error*. The result of this study shows that there were 399 grammatical errors and consisting of 12 types of errors, namely *omission of article*, *omission of preposition*, *omission of marker*, *omission of conjunction*, *simple addition*, *regularization error*, *alternating form*, *misordering*, *word choice*, *spelling*, *punctuation*, and *capitalization* found in the students' recount texts. The type of grammatical error mostly made by the students was *alternating form* which was 309 (77.44%) in total number. The most frequent source of errors which mostly influenced the students' errors in their writings was *intralingual transfer* which had 325 (81.45%) of the total number of errors. However, the students still had problems in using grammatically correct sentences in paragraph, especially in writing recount texts.

Keywords: *error analysis, grammatical error, recount text*

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ABSTRACT

Penelitian ini bertujuan untuk menemukan jenis-jenis kesalahan grammar yang dibuat oleh siswa kelas sepuluh di SMA N 1 Cluring dan mengklasifikasi penyebab-penyebab kesalahan yang mempengaruhi kesalahan siswa dalam menulis teks recount. Kualitatif deskriptif digunakan dalam penelitian ini untuk menyelidiki data yang berfokus pada kesalahan grammar siswa dalam menulis teks recount. Ada 34 teks recount sebagai sumber dari data yang dianalisis dengan menggunakan teori dari Dulay dan Betty untuk mengklasifikasi jenis-jenis kesalahan grammar yang dilakukan oleh siswa. Teori dari Richard digunakan dalam menganalisis penyebab-penyebab kesalahan siswa yang terdiri dari 3 jenis berbeda, yaitu *intralingual transfer*, *interlingual transfer*, dan *developmental error*. Hasil penelitian menunjukkan bahwa ada 399 kesalahan grammar dan terdiri dari 12 jenis kesalahan, yaitu *omission of article*, *omission of preposition*, *omission of marker*, *omission of conjunction*, *simple addition*, *regularization error*, *alternating form*, *misordering*, *word choice*, *spelling*, *punctuation*, and *capitalization* ditemukan dalam teks recount siswa. Kesalahan grammar yang paling banyak dibuat oleh siswa adalah *alternating form* yaitu berjumlah 309 (77.44%). Penyebab kesalahan yang paling sering mempengaruhi kesalahan siswa dalam tulisan mereka adalah *intralingual transfer* yang memiliki jumlah 325 (81.45%). Bagaimanapun, siswa-siswa masih memiliki masalah dalam menggunakan kalimat yang benar sesuai grammar dalam paragraf, khususnya dalam menulis teks recount.

Kata kunci: analisis kesalahan, kesalahan grammar, teks recount