Error Analysis on Students' Writing of Recount Text at Grade Ten in SMK Negeri 1 Bandar Masilam

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Abstract: *This study aimed to find out students' grammatical errors and know the dominant errorsin writing recount text made by grade ten students in SMK Negeri 1 Bandar Masilam. The writer used some theories of expert: Shaw (1905), Corder (1967), Richards (1973), Brown (1980), Crystal (1987), Hormby (1987), Norish (1987), Ur (1996). It used qualitative study. After the data had been collected, the writer found that the students in grade ten of SMK Negeri 1 Bandar Masilam got problems in grammatical.Their problems were such as : tense (41,45%), spelling and punctuation (32,76%), sentence pattern (19,77%), pronoun (3,08%) and preposition (2,57%). It can be concluded that the students in grade ten of SMK Negeri 1 Bandar Masilam didn't know how to write recount text grammatically.*
Keywords: *Illocutionary act, locutionary act, perlocutionary act, Sayur Matua death ceremony, speech act,*

I. INTRODUCTION

English is an international language used by many people in many countries in the world as a tool of communication. It is generally a goal of either oral or written communication. People use English in order to make relationship among people in different countries intheworld. In the process of teaching and learning English, the most difficult skill among the four skills is writing skill. In writing, the students express their feelings and ideas into a word, a sentence, a paragraph up to a text. Of course, it needs high knowledge and hard thinking to produce a good writing. As Wyrick (2011:27) says that "Writing helps us explore our own thoughts and feelings". Writing forces us to articulate our ideas, to discover what we really think about an issue. Harmer (2004:31-32) says that "Writing as one of the four skills has always formed part of the syllabus in the teaching of English, writing has always been used as a means of reinforcing language that has been taught. In other words, writing is a good way for students who learn English.

Writing is one of language skills. It has taught from primary school to senior high school. Writing as the productive skill is considered more difficult than another productive skill. Speaking and writing are both form of communication that used language as the medium, they are actually slightly different (Knapp and Watkins, 2005:15). Writing text is the ability of the students to arrange the idea from one paragraph to others and make efforts to connect the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that is meaningful. Sometimes, many students write text, but not many of them are able to write the text based on the correction structures and features of the text itself.

Making error is a natural and unavoidable part of the process of learning English. Many kinds of errors arise when the learners write because they do not master the English structure well. Also, errors are the inability of the students in using rules of the components and elements of the second language. A learners' error can provide evidence of a system of language that they use. Learners' errors are significant in three ways (Richards:1973,25). The first is for the teacher, he/she can undertake a systematic analysis and how far the goal of learning has progressed. The language teacher, therefore, has to deal with these errors by devising some strategies after he or she has done error analysis, although it is quite challenging since they become fossilized, and fossilization is related to interlanguage. The second, they provide to the studyer evidence of how language is learned or acquired,. And the third is the learner himself. We can regard the making of error as a device the learner uses in order to learn.

Recount text is one of the text that should be learnt by the students. The purpose of recount text is to retell events with the purpose of either informing or entertaining their audience. Many students do not understand how to write this text correctly, especially to write the structures of contents in the text such as orientation.

All of the sentences must be in past form.The purpose of a recount text to list and describe past experiences by retelling events in the order in which they happened. Concerning this matter, the writer chooses recount text as a teaching material in teaching English because it mostly tells about past events. Recount text also represent variable, which can be used to attract, motivate, inform and entertain the students. As a result, the students would be interested in studying English by using recount text in order to increase their mastery in using simple past tense.

Considering the phenomena above, the writer conducted study on second grade students of SMK Negeri 1 Bandar Masilam. The writer wanted to know the students' ability in writing recount text by asking the students to write their past experiences. Writing recount text is one of writing skills that should be acquired by the students. The generic structures of this are orientation, record of event and reorientation. In this writing, the students write recount text by following the sequence of generic structures in the form of the past tense. According to the explanation above, it was important by the teacher to give error analysis in students' writing. Error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carry out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teacher, it is required to evaluate themselves whether they are successful or not in teaching English.

II. THEORETICAL REVIEW

Error analysis is an activity to reveal errors found in writing and speaking." Error analysis may be carried out in order to (1) find out how well someone knows a language, (2) find

out how a person learn a language and (3) obtain information on common difficulties in language learning, as an aid in teaching or in the preperation of teaching materials. Another concept of error analysis is given by Brown (1980:166) says:" Error analysis as the process to observe,analyze,and classify the deviations of the rules of the second language and then to reveal the systems operated by learner." It seems this concept in the same as the one proposed by Crystal (1987:112) says " Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the priciples and procedures provided by linguistics". The three definitions above clarify that errors made by someone in speaking or writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences.

Corder (1967) distinguishes three types of error according to their systematically:
a. Pre-systematic error occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
b. Systematic error occur when the learner has discovered a rule but it is the wrong one.
c. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistenly.

The other type of errors is elaborated by Dulay et al who clasify error into four descriptive classification of errors. They are linguistic category,surface strategy taxonomy,comparative taxonomy, and communicatve effect taxonomy.
According to Shaw (1905:27), the examples of the grammatical errors that are found in the students' writing.
a) Sentence Pattern
Subject is the world that tells you who performed the action of the verb. Almost all English sentences contain a Subject (s) and verb (V). The verb may or may not be allowed by an object (o). This means that the subject comes before the verb, which comes before the object.
Example:
1. Bird (s) flew (v)
2. The girl (s) cried (v)
3. The student (s) need (v) a book (o)
4. My friend (s) enjoyed (v) (o) the party

(taken from Frank. 1972)

Verb is a world or phrase that describes an action, condition or experience. Verb that are not followed by an object are called " intransitives verb". Common intransitive verbs agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called " transitives verb". Common transitives verbs: build,cut, fnd, like, make, need, send, use, want. Some verbs can be either intransitive or transitives, example (5): a student studied/ a student studied

books. Subjects and objects of verbs are nouns (pronouns). Example of nouns : Person,place, thing etc.

b) Tenses
Tenses in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occured in the past and is over.
Formula : Subject + V2 +Object
Example (6) : he bought a new bag yesterday
Example (7) : My grandpa's Funeral in Toraja

c) Pronoun
A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. Personal pronoun are word such as:
   1. First person pronouns, example words that represent or include the speaker or writer. Singular: I, me, my, mine, Plural : we, us, our,ours.
   2. Second Person pronouns,example words that represent the person or people who is/ are being addresed. Singular : You,your, yours Plural: you,your, your.
   3. Third person pronouns, example words that represent people or things other that the speaker/ writer and the listener/reader. Singular : he, him, his, she, her, it, its. Plural: they, them, their, theirs.

d) Preposition
Preposition have been called the biggest little word in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (pronouns). They are connective words that show the relationship between nouns following them and more and one of the basic sentence element: subject, verb, object, or complment. They usually indicate relationship, such as position, place, direction time, manner, agent, position, and condition between their objectsand others part of the sentence.

e) Punctuation and spelling
Punctuation is the use of special marks that you add to writing to seperate phrases and sentences, to show that something is a question etc. Puctuation is not something you improve upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write well you must punctuate well, but to punctuate well, you must also write well.

Antem (2005) defines recount paragraph is a paragraph which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Generic structures of the recount are:
1. Orientation: introducing the participants, place and time.
2. Events: Describing series of events that happened in the past.
3. Reorientation: it is optional, Stating personal comment of the researcher to the story.

Some language features of recount are:
- Introducing personal participant: I, my group, etc
- Using chronological connection: then, first.etc
- Using linking verb : was, were, heard, etc
- Using action verb: look, go, change, etc
- Using simple past tense. Subject + Verb 2 = she went.

III. RESEARCH METHODOLOGY

This research is a study on the students ' error analysis in students' recount text at grade ten of SMK Negeri I Bandar Masilam. The writer focuses on qualitative research.This study used a descriptive method, specifically, survey method with a questionnaire as the instrument in collecting the data. The participants of this study were the students of the secondGrade SMK Negeri I Bandar Masilam. The data deals with what happen in teaching learning activities. A study of the classroom realities means to see the students' grammatical error in writing recount text

The participant of the research is grade ten students of SMK Negeri I Bandar Masilam. There is only one class of grade ten in the school. There will be 30 students as participants of this research. The students will be choosen randomly to avoid bias in the research. In collecting the data the researcher asks the students to create or to write a recoun text with a topic " my best experience". Students write recount text by using their own words. Then the students write down their work on the paper which consist of minimally 100 words. In addition, the researches gives 30 minutes that used by the students for doing the task. The researcher collect the data from the students writing recount text which conclude in social function, language features, and grammatical features and then the researcher will analyze the students' errors.

IV. DATA ANALYSIS AND INTERPRETATION

4.1. Data Analysis

In all kinds of reseach, data is very improtant to prove the truth of the theory. That is the reason why the validity is very useful to support the result of the study. In this reaseacrh, the writer recedes the teaching learning classroom realities for taking the data. The data are taken from the students' writing recount text at Grade Ten of SMK Negeri 1 Bandar Masilam. There are 30 data that have been collected by the writer.

In analyzing the data, the writer collected all the students' recount text result firstly. Then, identified and underlined the grammatical error. After that, the writer classified the grammatical

error based on its types and analyzed the grammatical errors based on its types such as tense, spelling and punctuation, sentene pattern, pronoun and preposition in students' recount text and found the most dominant type of grammatical errors in students' writing recount text.

Data (1)

<div align="center">Holiday in Puncak</div>

Last holiday, in fact **_I'm_** confused to choose place **_porrefresing_**, and then my family visited his home in Pangururan.[(1)]

One day, on my holiday I went to the Puncak with my **_pamily_**[(2)]. In the morning, were invited by my older brother for **_joging_** and then I breakfast in Puncak[(3)].

There **_are_** some tourist to get knowledge and experience in this place, I was very happy could see one of great place in my town and **_Im_**also happy **_can_** play together with my family[(4)]. And there I stayed in my brother's home[(5)].

Data Analysis (1)

From the data 1, the writer found the grammatical errors in student's writing recount text. There are 3 errors in sentence pattern. They are : **_I'm_** in the sentence 1, **_are_** and **_Im_** in the sentence 5 . There is 1 error in tense, **_Can_** in the sentence 4 . And the last there are 4 errors in spelling an. They are: **_por_** and **_refresing_** in the sentence 1, **_pamily_** in the sentence 2, and **_joging_** in the sentence 3. So, from the data 1 the writer found the types grammatical errors in the student in writing recount text are sentence pattern, tense and spelling.

Reconstruction of Errors Data (1)

<div align="center">Holiday in Puncak</div>

Last holiday, in fact I confused to choose place for refreshing, and then my family visited his home in Pangururan.

One day, on my holiday I went to the Puncak with my family. In the morning, we were invited by my older brother for jogging, and then I had breakfast in Puncak.

There were some tourist to get knowledge and experiences in this place, I was very happy could see one of great place in my town and I was also happy could play together with my family. And there I stayed in my brother's home.

Data (2)

Last holiday _ with my sister went to PasirPutih[(1)] . Journey **_go_** there for about three hours [(2)] .**_during_** the trip, I along with my sister **_singing_**[(3)]. And we **_get_** there by car [(4)]. After **_ariving_** there, we **_play_** the water, **_changing_**clothes [(5)] . There we **_do_** not just play the water but we also **_play_** sand, **_surf_** dam up the banana boat [(6)] .**_we_** finally decided to go home because it was already dark days [(7)]. We **_come_** home to bring beautiful smile [(8)].

Data Analysis (2)

From the data 2, the writer found the grammatical errors in student writing recount text. There is 1 error in sentence pattern, in the sentence 1 the student do not put the sentence patternt to complete the first sentence. There are 9 errors in tense, they are : ***go*** in the sentence 2, ***singing*** in the sentence 3, ***get*** in sentence 4, ***play*** in sentences 5 and 6, ***changing*** in sentence 5, ***do***, **surf** in sentence 6 and ***come*** in sentence 8. There are 3 errors in spelling and punctuation. They are ***.during*** in sentence 3, it is error in puntuation and ***ariving*** in sentence 5, it is error in spelling , ***.we*** in sentence 7, it is error in punctuation. So, from the data 2 the writer found the types grammatical errors in the student in writing recount text are sentence pattern, tense and spelling and punctuation.

Reconstruction of Errors Data (2)

Last holiday I with my sister went to PasirPutih. Journey went there for about three hours. During the trip, I along with my sister sang. And we got there by car.
After arriving there, we played the water, changed clothes. There we did not just play the water but we also played sand, surfed dam up the banana boat. We finally decided to go to home because it was already dark days. we came home to bring beautiful smile.

Data (3)

<u>***When***</u> for Fishing
Last Sunday, I and my brother ***whento*** fishing [1]. I went for fishing for hours without ***catching*** anything [2] . But this ***does*** not worry me [3] . Instead of catching fish, we **catch** old boots and rubbish [4] . I never ***catched*** anything not even old boot after having spent whole morning on the river [5] . I went home with an empty bag [6] . I did not interest in fishing [7]. I only interested in sitting in a boat and doing nothing at all [8].

Data Analysis (3)

From the data 3, the writer found the grammatical errors in student writing recount text. There is 1 error in sentence pattern, it is ***does*** in the sentence 3. There are 3 errors in tense, they are : ***catching*** in sentece 2, ***cacth*** in the sentence 4 and ***catched*** in sentence 5. There is 1 error in preposition, ***to*** in sentence 1 . There are 2 errors in spelling , they are : ***When*** in the title and when in sentence 1. So, from the data 3 the writer found the types grammatical errors in the student in writing recount text are sentence pattern, tense and spelling.

Reconstruction of Errors Data (3)

Went for Fishing

Last Sunday, I and my brother went for fishing. I went for fishing for hours without caught anything. But this did not worry me. Instead of catching fish, we caught old boots and rubbish. I never caught anything not even old boot after having spent whole morning on the river. I went home with an empty bag. I did not interest in fishing. I only interested in sitting in a boat and doing nothing at all.

Data (4)

I **_have_** a terrible day when I **_am_** in junior High School [(1)]. First, I woke up an hour late because my alarm clock **_don't_** go **_of_**[(2)] . Then, I **_have_**breakfast[(3)] . After breakfast, I got dressed so quickly then I **_forge_**t to wear **_soks_**[(4)] . Next, I ran out if the house to get the **_publik_** car, but I missed it [(5)]. I wanted to take public motorcycle, but I **_don't_** have enough money [(6)]. Finally, I **_walk_** the 4 miles to my school [(7)]. I hope I never **_have_** a day like that [(8)].

Data Analysis (4)

From the data 4, the writer found the grammatical errors in student writing recount text. There is 1 error in sentence pattern, it is **_am_** in the sentence 1. There are 7 errors in tense, they are : **_have_** in sentece 1 and 8 , **_don't_** in the sentence 2 and 6 , **_have_** in sentence 3, **_forget_** in sentence 4, **_walk_** in sentence 7. There are 3 errors in spelling, they are : **_of_** in sentence 2, **_soks_** in sentence 4 and **_publik_** in sentence 5. So, from the data 4 the writer found the types grammatical errors in the student in writing recount text are sentence pattern, tense and spelling.

Reconstruction of Errors Data (4)

I had a terrible day when I am in junior High School.
First, I woke up an hour late because my alarm clock don't go of. Then, I have breakfast. After breakfast, I got dressed so quickly then I forgot to wear socks. Next, I ran out if the house to get the public car, but I missed it. I wanted to take public motorcycle, but I didn't have enough money. Finally, I walked the 4 miles to my school. I hope I never had a day like that.

Data (5)

Travelling to SalibKasih

Last Saturday on 10 July 2010, I and my family **_is_** traveling to SalibKasih**_place_** in Tarutung[(1)]. I **_go_** from **_haouse_** my aunt because I have three (3) days in the house my aunt, **_place_** in Porsea City [(2)]. I went from Siantar to SalibKasih at seven o'clock because the distance from the house my aunt to SalibKasih**_is_** near [(3)]. To SalibKasih we to climb the bus [(4)] .**_after_** come to place purpose [(5)]. I and my sister and my brother __ very happy because in there I **_can_** see all kinds animals [(6)]. For example snake, tiger, all kind bird, and etc[(7)] .**_there_** __ also not only many animals [(8)]. But there **_is_** also children playing ground [(9)]. It quarter past **_pive_** I and my family **_come_** back to

Bekasi[10] . We ***come*** back by bus[11]. At seven thirty, I arrived in the house __ my aunt, and last morning I ***come*** to my house there ***are*** my unforgettable ***experience***[12] .

Data Analysis (5)

From the data 5, the writer found the grammatical errors in student writing recount text. There are 4 errors in sentence pattern, they are : ***is*** in the sentence 1, and 9, from the sentence 6 and 8 the student did not make the sentence pattern. There are 9 errors in tense, they are : ***place*** in thes sentence 1and 2, ***go*** in the sentence 2, ***is*** in the sentence 3, ***can*** in the sentence 6, ***come*** in the sentence 10, 11,and 12, ***are*** in the sentence 12. There is 1 error preposition, in the sentence 12 the student do not make preposition. There are 5 errors in spelling and punctuation, they are: ***haouse*** in the sentence 2 and ***pive*** in the sentence 10 , ***experience*** in the sentence 12 (spelling), and ***.there*** in the sentence 8. ***.after*** in the sentence 5. So, from the data 5 the writer found the types grammatical errors in the student in writing recount text are sentence pattern, tense , prepositon , spelling and punctuation.

Reconstruction of Errors Data (5)

Travelling to SalibKasih

Last Saturday on 10 July 2010, I and my family was traveling to SalibKasihplaced inTarutung. I went from house my aunt because I have three (3) days in the house my aunt, placed in Porsea City. I went from Siantar to SalibKasih at seven o'clock because the distance from the house my aunt to SalibKasih was near. To SalibKasih we to climb the bus. After come to place purpose. I and my sister and my brother was very happy because in there I can see all kinds animals. For example snake, tiger, all kind bird, and etc. There was also not only many animals. But there is also children playing ground. It is quarter past five I and my family came back to Bekasi. We came back by bus. At seven thirty, I arrived in the house of my aunt, and last morning I came to my house there was my unforgettable experiences.

According to the description above, we can count the students errors intotheir classification of errors. And here is the tabulation of errors:

Table 4.1 Dominant Grammatical Errors in Writing Recount Text

No	Initial name of students	Errors Classification					Score
		Sentence Pattern	Tense	Pronoun	Preposition	Spelling and Punctuation	
1	RS	3	1	-	-	4	8
2	SSM	1	9	-	-	3	13
3	AFP	1	3	-	1	2	7

No	Initial name of students	Errors Classification					Score
		Sentence Pattern	Tense	Pronoun	Preposition	Spelling and Punctuation	
4	BPS	1	7	-	-	3	11
5	RZS	4	9	-	1	5	19
6	AD	2	-	-	-	2	4
7	ACP	2	3	1	-	5	11
8	BST	1	4	1	-	4	10
9	MMS	3	5	-	-	3	11
10	RM	-	1	-	1	4	6
11	MAT	2	7	-	1	10	20
12	JS	-	3	-	-	3	6
13	PPA	-	2	-	2	8	12
14	AT	-	1	3	-	6	10
15	PDS	2	3	-	1	4	10
16	FH	1	1	1	-	12	15
17	DPAP	4	3	-	-	-	7
18	PS	8	12	-	-	-	20
19	RAS	-	7	1	2	4	14
20	CS	1	12	-	-	1	14
21	SRP	1	6	-	-	5	12
22	JNP	7	2	-	-	1	10
23	ROAS	8	7	-	-	-	15
24	RN	4	6	1	-	7	18
25	EJS	9	7	-	-	-	16
26	ST	2	16	2	-	1	21
27	VM	-	1	-	-	7	8
28	AH	-	4	-	-	5	9
29	YS	2	2	1	0	1	6
30	HES	1	4	-	-	6	11
TOTAL		**70**	**148**	**11**	**9**	**116**	**354**

After having analyzed all the data, there were 30 data that the writer analyzed. The data were analyzed based on the types of the grammatical errors. The writer found the types of errors in

writing recount text such as tense, spelling and punctuation, sentence pattern, pronoun and preposition. The most dominant error in the students' writing recount text is Tense. The findings could be mentioned as follows :

1. The types of errors in the students' writing recount text are: tense, spelling and punctuation, sentence pattern, pronoun and preposition.
2. The most dominant errors in the students' writing recount textisTense. Here is the calculation:

a. Sentence Pattern

Students' Errors $\qquad : \frac{70}{354} \; x \; 100\% = $ **19,77 %**

b. Tense

Students' Errors $\qquad : \frac{148}{354} \; x \; 100\% \; = $ **41,45%**

c. Pronoun

Students' Errors $\qquad : \frac{11}{354} \; x \; 100\% = $ **3,08 %**

d. Preposition

Students' Errors $\qquad : \frac{9}{354} \; x \; 100\% \; = $ **2,57 %**

e. Spelling and Punctuation

Students' Errors $\qquad : \frac{116}{354} \; x \; 100\% = $ **32, 76 %**

To make the data clear, here is the table of the percentage:

Table 4.2 Percentage of Grammatical Errors' in Writing Recount Text

No	Grammar Errors	Frequency of Wrong Answer	Percentage (%)
1	Tense	148	41.8
2	Spelling and Punctuation	116	32.76
3	Sentence Pattern	70	19.77
4	Pronoun	11	3.1
5	Preposition	9	2.54
	Total	**354**	**99.97**

In preceding explanation, the data were taken from students' writing. The writer classified the students' grammatical errors in recount writing. Then the writer only focused onfive aspects: Sentence Pattern (subject and verb), Tenses, Pronoun, Preposition, Punctuation and Spelling.

Here are the explanations about the calculation and interpretation of the data:

4.2.1 Sentence Pattern

From 30 students who became the sample, there were 23 students made errors in sentencepattern with the percentage 19,77%. The writer assumed that the errors caused by the mother tongue interferenceor error resulting from the transfer of grammatical andstylistic elements from the source language to the target language.We can classify the errors in Sentence Pattern as the errors in Omissionbecause the students sometimes forget to put the subject or the verb whereas it is very important in making a sentence.The exampleof Sentence Pattern:

a. I felt shywhen __ meet with person. (I)
b. It __ my unforgettable experience. (was)

4.2.2 Tense

Tense error is committed by Grade Ten students of SMK Negeri 1 Bandar Masilam. From 30 students who became the sample, there were 29 students made errors in Tensewith the percentage 41,45%. And only 1 student was true in this area. The writer assumed that the errors in tense also happened because of translation means the student translates his first language sentence or idiomatic expression in to the target language word by word. Indonesian language does not have grammar rules and it's different with English.We can classify the errors in sentence pattern as the errors in Omission. Certain linguistic forms may be omitted by the learners because of their complexity in production. Omission also occurs in morphology for example the past tense inflection –ed.

The examples of Tense Errors:

a. Last Monday, I *follow* MOPD at SMK Negeri 1 Bandar Masilam . (followed)
b. He *tell* that the view there is beautiful . (told)

4.2.3 Pronoun

There were 9 students madeerrors with the percentage 3,08 % in using Pronoun in their writing. A pronoun is a word that is used in the place of a noun or nounphrase. Pronoun errorshappened because of Overgeneralization thatis an error caused by extension of target language rules to areas where they do not apply.We can classify the errors in Pronoun as the errors in Selectionbecause the students still confuse to choose and to use the word to be the right pronoun.

The examples of Pronoun:

a. All of my friends agreed with plan me (my plan)
b. Last SaturdayIclass went to Berastagi Botanical Garden. (my)

4.2.4 Preposition

There were 8 students made errors in Preposition with the percentage 2,57 %in Preposition when they were writing recount text. Preposition errors also happened because of Over Generalization that is an error caused by extension of target language rules to areas where they do not apply. Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word. We can classify the errors in Preposition as

theerrors in Omission because the students commonly omit the preposition' words such as at, of, in, for, by, etc.

The examples of Preposition errors:
a. I and my family went vacation to home __ my grandmother. (of)
b. We went to the river __ 9 am . (at)

4.2.5 Spelling and Punctuation

There were 32,76 % or 26 students made errors in spelling and punctuation. The errors in spelling and punctuation occurred because of the Carelessness when the students wrote because most of the students did not know aware about the spelling of the word and which word they should use the true punctuation. We can classify the errors in Spelling and Punctuation as the errors in Selectionbecause the students made errors in writing the word to be the right spelling and sometimes they didn't aware to select or to use the punctuation mark. The examples of spelling and punctuation errors:
a. We went to Sibayak Mountain for *haiking*.(hiking)
b. I went to Pasar*malam*Pematangsiantar. (PasarMalamPematangsiantar)
c. Last weekend_ my friends and Iwent camping to KebunTeh.(put comma)

4.3 Interpretation

The main subjects that being discussed on this study is the grammatical errors on the students' in writing recount text at Grade Ten in SMK Negeri 1 Bandar Masilam. There was no pre and post test, it means that the test was given directly after explaining the recount text material. In this study the writer wants to know the types of grammatical errors and the dominant error in writing recount text of the students' at grade ten in SMK Negeri 1 Bandar Masilam. After the data had been collected, the writer finds out that the students in grade ten of SMK Negeri 1 Bandar Masilam still find the problems in the usage of grammar. They have a problem in the usage of five types of grammatical errors such as :tense, spelling and punctuation , sentence pattern , pronoun and preposition .

It can be concluded that the students in Grade Ten of SMK Negeri 1 Bandar Masilam do not know how to write recount text grammatically. It is suggested to the teacher to take the main role in guiding the students in explaining the recount text by using the right grammarso the students will be easier to understand it

V. CONCLUSIONS

Based on the result of the data analysis, the conclusions of this study are derived as follows:
1. The grammatical errors made by Grade Ten students of SMK Negeri 1 Bandar Masilam in writing recount text are sentence patterns, tense, preposition, pronoun, spelling and punctuation.
2. The grammatical errors made by Grade Ten students of SMK Negeri 1 Bandar Masilam in writing recount text are in tense for the highest errors by 29 students or 41.73 %. The

second is errors in Spelling and Punctuation by 26 students or 32.49 %.The third is errors in Sentence Pattern by 23 students or 19.88 %.The forth is errors in Pronoun by 9 students or 3.08 %. The last errors in Preposition with 8 errors or 2.80 %.

3. The most dominant error in writing recount text by Grade Ten students of SMK Negeri 1 Bandar Masilam is tense with total error 148 errors or 41,73 %
4. Writing is commonly a difficult activity for some of the students.
5. Some of the students do not know in composing recount text because their writing is totally the same writing with example made by the teacher.
6. Some of the students have the difficulties in changing irregular verb, students make errors by forming the past form of the irregular verb with –ed like regular verb.
7. Some of the students are not competent in writing paragraph structurally and grammatically.

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