

Grammatical Error Analysis in Recount Texts Made Seventh Grade

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Abstract - The objective of this study is to know the most dominant grammatical error made by the seventh-grade students of Junior High School Trisula Perwari 2 in writing recount text and the reason for the errors. The writer used Betty Azar's types of error theory and Richards' sources of error theory. The method used in this study was a descriptive analysis method to describe students' errors and analyze the data. The research findings show that add a word error holds the first position in the most dominant errors made by the seventh-grade students of SMP Trisula Perwari 2 with 154 errors or 20% followed by other types of error with the total error of verb tense is 114 errors or 15% and spelling is 93 errors or 12%. In addition, the writer found that the students' errors were caused by interlingual transfer and intralingual transfer. The most frequent source of errors affecting the students in making recount text is intralingual transfer with a total of 437 errors (57%), which is followed by interlingual transfer in the second position with a total of 328 errors (43%).

Key Words: Error Analysis, Writing, Recount Text.

Abstrak - Tujuan dari penelitian ini adalah untuk mengetahui jenis kesalahan yang paling dominan dibuat oleh siswa kelas tujuh SMP Trisula Perwari 2 dalam menulis teks recount dan sebab dari kesalahan-kesalahan tersebut. Penulis menggunakan teori jenis kesalahan milik Betty Azar dan teori sumber kesalahan milik Richards. Metode yang digunakan dalam penelitian ini adalah metode analisis deskriptif untuk menjelaskan kesalahan siswa dan menganalisis data. Hasil penelitian menunjukkan bahwa jenis kesalahan add a word berada di posisi pertama dalam jenis kesalahan paling dominan yang dilakukan oleh siswa kelas tujuh SMP Trisula Perwari 2 dengan 154 kesalahan atau 20% diikuti oleh jenis kesalahan lainnya dengan total kesalahan verb tense adalah 114 kesalahan atau 15% dan spelling adalah 93 kesalahan atau 12%. Selain itu, penulis menemukan bahwa kesalahan siswa disebabkan oleh interlingual transfer dan intralingual transfer. Sumber kesalahan yang paling sering mempengaruhi siswa dalam membuat teks recount adalah intralingual transfer dengan total 437 kesalahan (57%) yang diikuti oleh interlingual transfer di posisi kedua dengan total 328 kesalahan (43%).

Kata Kunci : Analisis Kesalahan, Menulis, Teks Recount.

INTRODUCTION

Listening, reading, speaking, and writing are the four important skills to learn a language. Students or language learners are expected to excel in these skills for mastering English. According to (Foley, J., & Thompson, 2003) the process of acquiring these skills tends to be not different from the growth of an infant to adulthood. All these skills are important for learners to be well communicated in English. Metaphorically, these four language skills are the car that helps people to reach their destination place. Language has its own "fuel" called grammar.

In the language skills, listening and reading are passive skills because learners only have to understand the

information and do not have to produce language, they act as the receptive side. On the other hand mentioned by (Saville-Troike, 2012) speaking and writing are active skills because the learners have to produce language, they act as the productive side. Compared to the other three basic language skills, writing is considered to be the most difficult skill to be learned. It takes time and skill to convert what is inside a person's mind into written form, also has to follow rules to make meaningful messages.

Grammar is the rule or a system that regulates the structure and the meaning of the sentence. Poor usage of grammar only causes misunderstanding and bad communication. For example, there are differences between "They like monkeys" and "They are like



monkeys.” The first sentence means their favorite animals are monkeys, while the second sentence means they resemble monkeys. The part of speech of the first sentence makes the word “like” as a verb, whereas in the second sentence it acts as an adjective

According to (Palupi, 2017) grammar is a “patent pattern” used in language structures. More than that, grammar is also a method to teach a foreign or second language. Grammar is a certain language’s role model. With grammar, foreign language students learn how to use a certain language that is different from their mother tongue properly. While (Styaningrum, 2019) stated, that grammar is the science of language. Rules are needed to evolve in every field of study, ‘Grammar’ is a cute name for the rules of language. Grammar is language rules which often used in research about something related to language and it sets the bar for language to evolve. Therefore, grammar is a certain language’s rules that have to be followed to make the language meaningful and easier to be learned by foreign language students and other people to achieve good communication, so the language will evolve.

The lack of grammar understanding will confuse both writer and reader and misunderstand the information. Improving the learners’ grammatical knowledge along with the four language skills hopefully will prevent kinds of errors in communication. In the academic world, writing is one of the most important skill that a scholar should have. Assignments, projects are the example that students should submit in the learning process, therefore students should be able to work on their writing to fulfill the school task. Despite the importance of writing, students often do not even know what they want to write. Moreover, not knowing what to write is not the end of students’ difficulties in writing, students have to know the rules to arrange the word in the right order, they have to be careful with punctuation, and there are many other rules to be followed, too. They have to follow grammar rules. Mention (Azwan et al., 2016) unlike speaking, writing requires linguistic skills that sometimes are not fully mastered by every student. To help students with this problem, teachers usually give them a writing assignment to exercise their grammatical skills

Grammatical errors often occur in student’s works especially writing. Adapted from (Azar, 2002) in which Betty Schramper Azar divided the type of errors into fourteen kinds, those are Singular-Plural, Word Form, Word Choice, Verb Tense, Add a Word, Omit a Word, Word Order, Incomplete Sentence, Spelling, Punctuation, Capitalization, Article, Meaning Not Clear, Run-on Sentence. Based on these,

the researcher would like to find out student’s grammatical errors in writing. Besides the errors researcher is also curious about the causes of errors that students make. According to (Merizawati, 2018) divided major—sources of errors into two: 1. Interlingual Transfer Errors: Interference or negative refers to the negative impact of the first language when the learners perform the target language. It can be in the field of grammar, pronunciation, syntax, and lexical. 2. Intralingual Transfer and Developmental Errors: Intralingual transfer dealing with learner’s competence occurs during the learners’ learning in which the learners incompletely learn the target language.

This research is a grammatical error analysis that exposes student’s mistakes in grammar writing. According to (Major & Crystal, 2003) error analysis is a technique to identify, classify, and systematically interpret the flawed forms produced by foreign language learners. It uses any of the principles and procedures provided by linguistics to achieve those purposes. Error analysis is a course of action that is conducted to identify, classify, and interpret language learners’ errors by using principles and procedures in linguistics. While (Atmowardoyo, 2018) said, error analysis is usually designed to identify the kinds of learners’ errors in second language learning. Prior to the emergence of EA was CA (contrastive analysis) which revealed an assumption that first language interference was the dominant factor affecting the second language learner’s errors. Error analysis is the improvement of error identifying method called contrastive analysis. It can be stated that error analysis is a way to identify, classify, and systematically interpret foreign language learners’ errors.

In this research, a personal recount text is used to analyze the students’ grammar. It will make the writing process easier for the students as their writing is based on their personal experiences. Therefore, they will already possess all of the information they need to write a recount text without doing complicated research anymore and will not be confused about what they should write. This will help the students to have more grasp of what they want to write and as a first step to improve their linguistic skills, the writer focuses on the grammatical error in the students’ personal recount text, which may include syntax, morphology, phonology, and semantics. The researcher is interested to analyze this aspect because English foreign learners are not native, which means the rules of English are very different from their mother tongue, and they are bound to make grammatical errors. The researcher wants to find out what kind of grammatical errors are made by students,

so they will avoid making these errors in the future, or teachers can warn them about it.

Students are not only required to write entertaining personal experiences, but they also have to exercise their grammar to increase their writing skills. In this paper, the writer analyzes the error related to grammar usage in students' recount text. Therefore, the researcher formulated the research questions like the following: 1. What is the most dominant grammatical error made by students? 2. What is the probable reason for students' grammatical errors? This research focuses on the fourteen types of error by Betty Schramper Azar (Azar, 2002) to identify the grammatical error in students' recount text and the sources of error by Jack C. Richards (Richard, 1971) cited by (Murtiana, 2019) to determine the reason for those errors. By using these theories, the researcher acquires data about the most dominant grammatical error and the less dominant grammatical error made by the students as well as their causes.

RESEARCH METHODOLOGY

This research uses the descriptive qualitative method in this research. The main purpose of descriptive research is to describe a phenomenon and its characteristics. Therefore, it often requires observation and survey tools to gather data. In this kind of research, (Gall, M. D., Gall, J. P., & Borg, 2003) the data is collected qualitatively, but it is often analyzed quantitatively using frequencies, percentages, averages, or other statistical analyses to determine a relationship. In this research, the phenomenon is the grammatical errors made by the students. First, the recount text written by the seventhgrade students is collected. Then, the researcher classifies and analyses the grammatical error within the limit of this research. The researcher also finds out what is the cause of their grammatical error through the analysis. After that, the researcher presents the result in a description or explanation of words that would be supported by data in the form of tables. Last, the writer gives suggestions to improve the students' grammatical errors.

FINDINGS AND DISCUSSION

The grammatical error found in this research is the total error or adding a word is 154 errors or 20%. Verb tense is 114 errors or 15%, while spelling is 93 errors or 12%. Capitalization is 79 errors or 10%, word choice is 61 errors or 8%, article is 61 errors or 8%. Punctuation is 57 errors or 8%, the word form is 47 errors or 6%, and word order is 28 errors or 4%. Run-

on sentence is 25 errors or 3%, omit a word is 23 errors or 3%. Singular plural is 11 errors or 1%, meaning not clear is 9 errors or 1%, and incomplete sentence is 3 errors or 0%.

In addition the cause of students grammatical errors found in Trisula Perwari 2 Junior High School, caused by intralingual transfer with a total of 437 were errors (57%). Followed by interlingual transfer in the second position with a total of 328 errors (43%).

I. The Most Dominant Grammatical Errors in the Students' Recount Text

1. Add a Word

The number of adding a word errors is 154 or 20% of the total error. Add a word error is the most dominant error made by the students and found in all of the students' recount text.

Table 1

Examples of Students' Add A Word Errors

Student Number	Incorrect	Correct
3	(b) ^ That time, (a) I ^ happy (d) I can't wait ^ next study tour (a) hope it will ^ fun	(b) At that time, (a) I was happy (d) I couldn't wait for the next (a) hope it would be fun
15	(a) House ^ very good (b) ^Next day we brikfast (g) Next day we ^ brikfast	(a) The house was very good (b) On the next day we had breakfast (g) On the next day we had breakfast

Errors with code (a) mark the students who have difficulties with the concept of to be as a linking verb. Student 3 wrote, "I ^ happy", and Student 15 wrote "House^ very good". The students only wrote a subject and an adjective to express a state of being. They completely bypassed the usage of linking verbs. Grammatically, a sentence that consisted of subjects, adjectives, and nouns, but does not have any verbs in it cannot become a complete sentence. The addition of to be "was/were" after the subjects are important as a substitute for verbs in a sentence that does not express action to make it become a complete sentence.

2. Verb Tense

The number of verb tense errors is 114 or 15% of the total error. Similarly, add a word error and verb tense error found in all of the students' recount text.

Table 2

Examples of Students' Verb Tense Errors

Student Number	Incorrect	Correct
1	(a) and I there taked piktures (a) I swimed with my family	(a) and there, I took pictures (a) I went swimming with my family
5	(f) to joined a bycicle iven. (a) also swimmed with we. (f) And at 11:00 I rest to ate (a) also rided a boat	(f) to join a bicycle event. (a) also swam with us. (f) And at 11:00, I took a rest to eat (a) also rode a boat

Errors with code (a) mark the students who have difficulties with the usage of irregular verbs in the past form. Student 1 wrote "and I there taked piktures", and Student 5 wrote, "also ~~rided~~ a boat". They used "taked" and "rided" instead of "took" and "rode". The students used incorrect past forms of the verb "take" and "ride". Both of those verbs are not regular verbs, so adding the suffix "-ed" to the verb is not the correct way to change it into a past form. "Take" and "ride" are irregular verbs that do not follow the rules of regular verbs (verb + ed) to change into a past form.

3. Spelling

The number of spelling errors is 93 or 12% of the total error.

Table 3

Examples of Students' Spelling Errors

Student Number	Incorrect	Correct
1	(a) I saw very beutiful look (d) and I there taked piktures	(a) I saw a very beautiful scenery (d) and there, I took pictures (a) when we went home.

	(a) when we ent home.	
15	(a) Tree years before (d)(b) I and my family went to my grandfathers hose in Bogor. (c) Next day we brikfast	(a) Three years ago (d)(b) my family and I went to my grandfather's house in Bogor. (c) The next day, we had breakfast

Errors with code (a) mark the students who omit a necessary item in their word, such as in the sentences "when we **ent** home" and "I and my family went to my grandfathers **hose** in Bogor." by Student 1 and Student 15.

4. Capitalization

The number of capitalization errors is 79 or 10% of the total error.

Table 4

Examples of Students' Capitalization Errors

Student Number	Incorrect	Correct
5	(a) In ancol , I play with my sister.	(a) In Ancol , I played with my sister.
9	(a)(d) from karawang for Holiday (b) Mol City pelaza jati negara	(a)(d) from Karawang for holiday (b) City Plaza Jatinegara Mall
11	(a) we went to wedding with grabcar .	(a) we went to the wedding by GrabCar .
17	(a) I read histories about bpupki and ppki .	(a) I read histories about BPUPKI and PPKI .

Errors with code (a) mark the students who do not capitalize on the name of places, things with specific names, cities, or acronyms. The uncapitalized name of places or specific things is represented in sentences "In **ancol**, I play with my sister" and "we went to wedding with **grabcar**." written by Student 5 and Student 11. Some students also do not capitalize

on the name of a city like in Student 9’s sentence “from **karawang** for Holiday”. In addition, there is a student who fails to capitalize on the acronyms like in the sentence of Student 17, “I read histories about **bpupki** and **ppki**.”

5. Word Choice

The number of word choice errors is 61 or 8% of the total error.

Table 5

Examples of Students’ Word Choice Errors

Student Number	Incorrect	Correct
8	(a) I go there with my family with car (b) then we say good .	(a) I went there with my family by car (b) then we congratulated .
9	(d) for Holiday and too for refresing. (b) with my friend class again	(d) for holiday and also for refreshing. (b) with my classmate again
15	(a) with my uncle aunt cosins and brother with car (b) fishing at pool fish (a) we home to Jakarta at afternoon.	(a) with my uncle, aunt, cousins, and brother by car. (b) fishing at a fish pond (a) we went home to Jakarta in the afternoon.

Errors with code (b) mark the students who use unfit words in their sentences. Student 8 and Student 9 respectively wrote “then we **say good**” and “with my **friend class** again” although the verb “congratulated” and the compound noun “classmate” were the proper words for what they intended. Furthermore, Student 15’s sentence “fishing at **pool** fish” uses the wrong noun “pool” which is usually used for swimming rather than containing fish.

6. Article

The number of article errors is 61 or 8% of the total error.

Table 6

Examples of Students’ Article Errors

Student Number	Incorrect	Correct
2	(b) Saturday on [^] morning (b) holiday with my family at [^] beach	(b) Saturday in the morning (b) holiday with my family at the Beach
3	(b) [^] Studen went there	(b) The student who went there
8	(b) with car [^] afternoon day. (b) we go home [^] afternoon day.	(b) with car in the afternoon. (b) we went home in the afternoon.
15	(b) [^] House very good (a)(b) at [^] pool fish nir [^] house.	(b) The house was very good (a)(b) at a fish pond near the house.

Errors with code (b) mark the students who have difficulties with the usage of definite articles. Student 2 wrote “Saturday on [^] morning” and Student 8 wrote, “we go home [^] afternoon day”. They omit the definite article which indicates a specific part of the day. The sentences “[^] Studen went there” and “[^] house very good” written by Student 3 and Student 15 also lack the definite article which indicates a specific noun that is known and familiar to the writer or noun mentioned in the previous sentence.

7. Punctuation

The number of punctuation errors is 57 or 8% of the total error.

Table 7

Examples of Students’ Punctuation Errors

Student Number	Incorrect	Correct
1	(a) On Sunday() I swimed	(a) On Sunday, I went swimming
8	(a) Sunday () I went to	(a) On Sunday, I went to a wedding in Grogol.

	weding in grogol. (c) meet other family ()	(c) met other families.
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Errors with code (a) mark the students who have difficulties with the usage of a comma after the adverb of time. This error is represented in the sentences written by Student 1 and Student 8, “On Sunday() I swimed” and “Sunday () I went to weding in grogol”. Both of the students should have put a comma after the adverb of time in the sentence because the students placed the adverbial phrase in the beginning as an introduction.

8. Word Form

The number of word form errors is 47 or 6% of the total error.

Table 8

Examples of Students’ Word Form Errors

Student Number	Incorrect	Correct
1	(a) This holiday was very tired	(a) This holiday was very tiring
8	(a)(b) after say goodbye to they (c) come to Aunt wedding	(a)(b) after saying goodbye to them . (c) come to my aunt’s wedding
20	for made simple cake	(a) for making a simple cake

Errors with code (a) mark the students who have difficulties with the usage of gerunds. In the sentence “This holiday very **tired**” written by Student 1, the adjective “tired” is not the correct word because the subject “this holiday” cannot feel tired. It should be replaced with gerund “tiring” to complement the subject. Student 8 and Student 20 also did not use gerunds after prepositions in sentences “after **say** goodbye to they” and “for **made simple** cake”. Prepositions are not followed by verbs because it should be followed by nouns. Gerund always acts as a noun even though it ~~formed~~ from verbs.

9. Word Order

The number of word order errors is 28 or 4% of the total error.

Table 9

Examples of Students’ Word Order Errors

Student Number	Incorrect	Correct
2	(a) I and my sister (b) was holiday school	(a) My sister and I (b) was on school holiday
4	(a) I and my family went by car.	(a) My family and I went by car.

Errors with code (a) mark the students who have difficulties with pronoun order. English native speakers always put the first personal pronoun “I” in the last simply to be more polite. As foreign language learners, students need to follow this habit to make the sentence as natural as possible to the native speaker. Unfortunately, some students fail to follow this rule as seen in the sentences respectively written by Student 2 and Student 4, “**I and my sister**” and “**I and my family** went by car”.

10. Run-on Sentence

The number of run-on sentence errors is 25 or 3% of the total error.

Table 10

Examples of Students’ Run-on Sentence Errors

Student Number	Incorrect	Correct
10	(b) I may brother and my father vacation there.	(b) My brother, my father, and I went on vacation there.
11	(b) and we take photos together ate together and chat together until evening.	(b) And we took photos together, ate together, and chatted together until evening.
15	(b) I went there with my uncle aunt cousins	(b) I went there with my uncle, aunt, cousins, and brother by car.

	and brother with car.	
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Errors with code (b) mark the students who have difficulties with the usage of proper punctuation in a compound subject or compound predicate sentence. In the compound subject sentences “I may brother and my father vacation there.” and “I went there with my uncle aunt cousins and brother with car” written by Student 10 and Student 15, there is no comma even though there are more than two subjects in the sentences. Almost similarly, it happened in the compound predicate sentence “and we take photos together ate together and chat together until evening” by Student 11. What makes it different is in Student 11 sentence, no comma is applied in the multiple predicates.

11. Omit a Word

The number of omitting is 23 or 3% of the total error.

Table 11

Examples of Students’ Omit a Word Errors

Student Number	Incorrect	Correct
1	(a) I went to there with car with my family.	(a) I went there by car with my family.
10	(a) I can to meet my family	(a) I could meet my family

Errors with code (a) mark the students who add unnecessary prepositions. Student 1 wrote “I went **to** there with car with my family”, and Student 10 wrote, “The Program Introduces **about** Japanese culture”. Both of the sentences already have a clear meaning without the addition of prepositions. In the case of Student 1, the preposition “to” is usually followed by the name of specific places or places with specific purposes, not general locations. The incorrect use of prepositions is also shown in Student 10’s sentence “I can **to** meet my family” because a preposition is always followed by a noun or a gerund as the object, not a verb or a subject.

12. Singular-Plurals

The number of singular-plural errors is 11 or 1% of the total error.

Table 12

Examples of Students’ Singular-Plural Errors

Student Number	Incorrect	Correct
7	*I don't have many activity . *there are funny videoes	*I didn't have many activities . *there were funny videos
10	*My vacation in Tangerang was only two day	*My vacation in Tangerang was only two days
13	*We arrived in Surabaya after more than 10 hour .	*We arrived in Surabaya after more than 10 hours .
14	*there are some music show, cosplay , etc. *Then, we took lots of picture *There are lots of cosplayers from various anime and games	*there were some music shows, cosplays , etc. *Then, we took lots of pictures *There were lots of cosplayers from various animes and games

Many students fail to understand this rule as seen in the sentence of Student 7 and Student 14, “I don't have many **activity**” and “Then, we took lots of **picture**”. Student 7 also wrote the plural noun incorrectly. The noun should have changed into “videoes” because the singular noun “video” ended in a vowel and “o”, so the correct suffix to change it into plural form was “-s” not “-es”. Other students also did not change the noun into plural form even though there were determiners like “two” and “10” as proven in Student 10’s sentence “My vacation in Tangerang was only two **day**” and Student 13’s sentence “We arrived in Surabaya after more than 10 **hour**”.

13. Meaning Not Clear

The number of meaning not clear errors is 9 or 1% of the total error

Table 13

Examples of Students’ Meaning Not Clear Errors

Student Number	Incorrect	Correct
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3	*really shy wkwkwk	*really embarrassing LOL
7	*and there are lebay statuses -- *I played my hp until 11 AM	*and there were exaggerated statuses. *I played my mobile phone until 11 AM
8	*there I too eat sop chicken, fried chicken, bihun .	*I also ate chicken soup, fried chicken, and rice noodles .
9	*I boring help perents, eat, pray, DLL .	*I was bored helping my parents, eating, praying, etc.

Student 8 and Student 9 do not know the English word for the word they use as seen in the sentences “We can't try **wahana**” and “We bough pin and **bando**”. Other students use slang words in Bahasa even though the English equivalent of it exists, such as “**wkwkwk**” and “**lebay**” in the sentences of Student 3 and Student 7.

14. Incomplete Sentence

The number of incomplete sentence errors is 3 or 0% of the total error.

Table 14

Examples of Students' Incomplete Sentence Errors

Student Number	Incorrect	Correct
11	*we were angry because. waited train almost 1 hour. *I feel so happy. Because I can meet my little friends	*I felt so happy because I could meet my childhood friends *I felt so happy because I could meet my childhood friends

Student 11 wrote, “I feel so happy. Because I can meet my little friends”. Although the sentence “Because I can meet my little friends” contains a subject and a verb, the conjunction “because” mark it

as a dependent clause, it has to be attached to an independent clause “I feel so happy” to make the sentence have a complete thought. The sentence “Because I can meet my little friends” cannot stand alone because it only provides the cause without the effect. It is like the sentence only provides the how, but not the why.

The Reasons for Grammatical Error in the Students' Recount Text

There are two sources of error intralingual transfer and interlingual transfer (overgeneralization, ignorance of rule restrictions, and incomplete rule application).

1. Intralingual Transfer

Table 15

Examples of Intralingual Transfer Errors

Student Number	Incorrect	Correct
1	Verb Tense (a) and I there taked piktures	(a) and there, I took pictures
6	Word Choice (a) I went to look they	(a) I went to see them
18	Article (b) I went afternoon to the atrium Senen Mall	(b) I went afternoon to Atrium Senen Mall
19	Word Form (c) Independence Day celebrate .	(c) Independence Day celebration .
4	Omit a Word (b) I want to go to there	(b) I wanted to go there

Code (a) marks errors caused by over-generalization. The students commit over-generalization errors by applying the correct rule of a language form to another language form that in fact has its own rule. In the sentence “and I there **taked** piktures”, Student 1 over-generalized the past form of the irregular verb. Unlike regular verbs, irregular verbs have their own unique past form that cannot be formed by just adding the suffix the “-ed”. Student 19 over-generalized the use of the contraction “He's” that actually a stand for “He is” and “He has” not “He was” in the sentence “**He's** so handsome”. The similar

meaning of verbs “look” and “see” also made Student 6 over-generalized its use in the sentence “I went to **look** they”. The verb “look” indicates more intention than the verb “see” because it is not just about seeing something that catches our eyes, it is about seeing something with certain purposes in mind.

2. Interlingual Transfer

The number of interlingual transfer errors is 328 or 43% of the total error.

Table 16

Examples of Interlingual Transfer Errors

Student Number	Incorrect	Correct
1 12	Add a Word *This holiday ^ very tired *then I ^ back to school	*This holiday was very tiring *then I went back to school
3	Article *^ Studen went there	* The Student who went there
12 15	Word Order *I too saw atlet soccer women * pool fish koi	*I also saw women’s soccer athlete * koi fish pond
10	Singular-Plural *My vacation in tangerang only two day	*My vacation in Tangerang was only two days
3	Meaning Not Clear *really shy wkwkwk	*really embarrassing LOL

The students who produce interlingual transfer errors applied the rules of their mother tongue to English. In add a word error, many students ignore English rules because there are no such rules in Bahasa. The students directly translate the sentence in Bahasa into English. The proof is in the sentence “This holiday ^ very tired” by Student 1 where a linking verb is absent in it. Student 12 also did not use the correct phrasal verb in the sentence “then I ^ back to school” because it was directly translated from the sentence “lalu saya kembali ke sekolah” in Bahasa. This also happened in article errors where the students bypassed the usage of definite articles to indicate specific nouns as seen in the sentence written by Student 3 “^ Studen went there” and in Student 15’s sentence “at ^ pool fish nir ^ house” which meant “di kolam ikan dekat

rumah” in Bahasa. The interlingual transfer error significantly affected word order error as presented in the sentence of Student 12, “I too saw **atlet soccer women**” which meant “Saya juga melihat **atlet sepakbola wanita**”. The inexistence of singular-plural rules in Bahasa also made the students have difficulties to form plural nouns proven by Student 10’s sentence “My vacation in tangerang only two **day**”. The most apparent mother tongue interference was shown in meaning not clear error where the students blatantly used Bahasa for words or slang they did not know in English such as “bando” and “lebay”.

CONCLUSION AND SUGGESTION

Conclusions

There were some students’ who made the same error as other students. Many students hesitated to use difficult words, causing their recount text to ‘sound’ stunted or childlike. Limited vocabulary affected the students’ ability to make correct phrasal verbs, delexical verbs, compound nouns, and English slang. This lack of vocabulary knowledge led to many add word errors, spelling errors, and word choice errors. The students also did not use to be in sentences with no action verb. It proved that some students did not understand the concept of linking verbs. In addition, the students had difficulties using the past tense. They failed to recognize the difference between the past form of regular and irregular verbs. This incomplete comprehension also applied to the usage of auxiliary verbs, to-infinitives, and modals in the past tense sentence. Furthermore, errors in capitalization and punctuation sections could not be ignored. Students did not capitalize the name of specific places or things, acronyms, and the first letter at the beginning of sentences. As for punctuation, many students did not put a period at the end of their sentences. Moreover, they were still confused about the correct usage of punctuation to create compound sentences or punctuation in sentences with compound subjects. Students’ previous knowledge about the use of pronouns, prepositions, singular-plurals, and their comprehension related to articles, gerunds, and conjunctions also needs to be reviewed because many students made errors in those sections.

Suggestions

Students supposedly learn more from many types of teaching media in English such as books, songs, or movies to improve their vocabulary. The students also have to put effort even outside of the classroom in order to master English because the time

for English subjects in school is limited. Learning through hobbies is the most effective way to improve the students' grammatical skills. The application of English in the students' daily activities will help make them more familiar with English, and in return, increases their grammatical skills.

Teachers should also always encourage the student to keep exercising their grammatical skills and provide the best teaching material for the learning process.

Using games with rewards is expected to increase the students' motivation to learn more about English and make the learning process more memorable. For example, in the case where the students are lazy to bring their dictionary, the teacher can make a guessing game where the students need to use their dictionary to win the quiz and receive the rewards. This is a first step to starting a good habit for the students to bring their dictionaries because a dictionary is important in the process of teaching-learning in a class. To improve the students' spelling errors and increase their vocabulary, the teacher can give assignments in the form of crossword puzzles. Picture books or songs can be used to teach the students about the past tense in a fun way. The students can learn about slang or more complicated sentences from books, novels, or movies. More importantly, the teacher should inform the students to give them a clue about the signs when a language rule should be applied in sentences, such as a comma that has to be applied before conjunctions or subjective pronouns that are usually placed at the beginning of the sentence.

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