

INTRODUCTION

Language has a central role in human life as a means that communication used by human beings to communicate with each other. People use language as a medium to speak to others and express their ideas, opinions, wishes and also feelings. By using language, people are able to interact with each other and maintaining relations with them. Harmer (2007, p. 13) states that “Language is used widely for communication between people who do not share the same first language (L1) or even second language (L2).” That’s one of the reasons why people should master one of the languages in order that we can speak and understand what we are talking about. Learning a foreign language (FL) is really different from learning our mother tongue. The foreign language (FL) we are talking about in here is English. English is very important and becomes an international language which is spoken by many people around the world as the L1 or as a L2. Crystal (2003, p. 110) states that “English is the medium of a great deal of the world’s knowledge, especially in such areas as science and technology. Because of this importance, English is becoming a subject to be learned in every school and every university in Indonesia.”

In learning English, there are four main skills which the students should acquire, namely speaking, listening, writing, and reading. These skills are relates one to another. As Harmer (1989, p. 16) explains that “Listening and reading skills that involve receiving messages are regarded as receptive skills. While speaking and writing skills which involve language production are considered to be productive skills.” Besides the four English skills, they should have the capability of grammar, vocabulary, and pronunciation. Those are called Language Component of English.

One of the important basic language skills that have to be mastered by students is writing, because with that skill students can compose a simple text by applying the English language. As productive skills, writing isn’t like speaking skills or another receptive skill. Writing, which is one of the most complicated skills to be mastered, does not only need lots of vocabulary in arranging a

paragraph, but also grammatically correct in order to be comprehensible besides other writing rules. Moreover, composing a paragraph in writing takes a lot of time. It is supported by Harmer (2004, p. 31) statements that, “Writing is often not time-bound in the way conversation is. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them. Especially for the L2 learners or FL learners, the difficulty in writing doesn’t only lie in organizing and creating ideas, but it also translating the ideas into readable writing.” As Richards and Renandya (2002, p. 303) statement that, “There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher-level skills of planning and organizing as well as the lower level skill of spelling, punctuation, word choice, and so on.”

Indonesian writing is not much different with English. However, English language’s grammar structures are different from Indonesian language’s grammar structures. Indonesian hasn’t specific grammatical forms to indicate the time like English language. It can be measured that the written products as the students’ achievement in the process of learning the language. That is why writing skills become an important part of the students’ English learning process.

Based on the researchers’ experience while doing *PPL (Praktik Pengalaman Lapangan)* in SMA MAS AL – ASY’ ARIYAH Medan, researchers asked the students to make a short paragraph. Researchers found many errors in their writing. Students found difficulties such as how to develop the idea, how to make the good sentences, and how to evade the errors they had usually made. Here are the common errors & mistakes that students often do in their writing assignments.

For example:

- My mother bough new shoes and some clothe.
- I were very sad.

The underlined words in the sentence above have a spelling error in omission, because the students omitted the alphabets in the word and omitted “be” in the second sentence. The correct forms are:

- My mother bought new shoes and some clothes.
- I was very sad.

According to the syllabus of Curriculum 2013 (K13) in Indonesia for Senior High School students, they have to master some kinds of text. Especially for second-grade students, they should be able to write genre text, such as Recount Text. In this research, researchers only focused on analyzing students’ grammatical error in writing recount text. Because, recount text must use past tense and students considered the use of that tenses is more difficult. One of the effective strategies for analyzing these errors is by using the Surface Strategy Taxonomy. This strategy was proposed in 1982 by Dulay, Burt, and Krashen. Surface Strategy Taxonomy classified into four, namely omission errors, addition errors, selection/misinformation errors, and misordering errors.

Based on that problem, researchers are interested in doing a study entitled “Grammatical Errors on Students’ Writing of Recount Text” (An Error Analysis at The Second-Grade Students of SMA MAS AL – ASY’ ARIYAH Medan). The researchers want to know the types of errors that mostly made by the students and the causes of errors in their writing of recount text. As the objectives of the study, the researchers expect that the result of this research will be useful for English teachers and themselves, especially in order to improving and increasing the knowledge about error analysis and to avoid those errors in making good writing. For the students, it will be necessary to be more careful in their writing. Because it’s not only about to put ideas, but also should have to pay attention in grammatically on their writing. So, they will be able to write well and improve their writing skills, especially in writing genre text such as recount text, since they

have learned the requirements to write a good text. And for the school, we hope this research will give more information about their students' background, why they did the errors and they can follow up on this problem.

LITERATURE REVIEW

Corder (1981) states that, "Error is a part of the systematic study of the learners' language which itself necessary to an understanding of the process of second language (L2) acquisition." (as cited in Evayani, 2013, p. 12). In another hand, Brown (2007, p. 258) states that, "An error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner." It means that an error is something that can be seen that shows the learners' ability. According to the statements above, it shows that error is a part of the learners' language or a part of foreign language learning process, which is necessary in understanding the process of L2 acquisition.

Brown 2007 (in Asni & Susanti, 2018, p. 136) classified the sources of error into four categories, namely: Interlingual transfer, Intralingual transfer, Context of Learning, and Communication strategy. In this research, researchers only use Interlingual and Intralingual transfer.

Brown (2007, p.258) said "The difference between an error and a mistake is that an error can not be corrected itself while mistake can be corrected by someone or themselves." Hasyim (2002, p. 42) states that, "Error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, whereas for teachers, it is required to evaluate themselves whether they are successful or not in teaching English."

According to Homstad and Thorson (1994, p. 29) statements, "Writing can strengthen grammatical forms. Because when someone is writing, he will process many words to create meaningful posts, so it can provide information, persuade, educate, and entertain the readers."