INTRODUCTION

Writing is one of productive skills for the students that must be mastered in learning English. It is the way to express an idea or message to readers by the text. However, writing ability is the hardest and confusing skill to be adapted nearly by students at each degree. This statement is supported by the opinion from Richards & Renandya (2002) state that writing is the most difficult skill for second or foreign language learners to master. The difficulties are not only in generating and organizing ideas, but also in translating these ideas into a readable text. The difficulty becomes more noticeable if their language proficiency is weak. Consequently, students should have wide information and profound thought procedure to deliver words, sentence, and follow the set of the rules, which is called grammar. Structure of grammar is one of the basic components of language that must be learned by the students. According to (Harmer ,2001) grammar as the description of the ways in which words can change their form and can be combined into sentence in that language. Therefore, to make readable text, the students need to know good grammar since it is difficult to learn a language without knowing the sentence structure.

In fact, grammar is not easy to learn because there are many orders that should be applied, including part of speech, sentence pattern, articles, and tense, ect. (as cited in Muhsin,2016). For that reason, in some cases, students still make an error in using grammar when they write an English text. According to Dulay, making errors is a part

of learning. Errors are flawed side of learner speech of writing. From the error that learner has made, he will learn not to do the same mistakes again (Dulay, 1982) Thus, It is normal when students commit errors in learning to make them learn better. This statement above is reinforced by (Ellis, 2015, p.19) ''language learners appeared to go through stages of acquisition, as the nature of errors they made varied according to their level of development''. Those errors need to be fixed in order to make the learners increase their composing competency, otherwise the students writing both in competency skill and their score will be low as well.

Students are taught recount text in learning the procedure of English writing in senior secondary school. Based on School-Based Curriculum or Kurikulum 2013 recount text is always learned by students in senior high schools (as cited in Syams,, 2016). Recount text is a text which tells about event in the past. This text uses past tense. There are three generic structure of recount which are orientation, event and reorientation. Along these lines, in this research, recount text is chosen as the proper text to find out the grammatical errors made by senior high school students. The English teacher at Bina Insani School also said that the students had problems in writing skills, they are more able to speak than write a text. This statement was based on informal interviews.

The results of this study are predicted to be useful theoretically and practically. The first theoretically, this study confirms the previous studies' finding and theories. It can be used as a reference for the next research. The second is

practically, the finding of this research can be utilized by English instructor or teacher as record on analyzing error and knowing the weaknesses of students writing.

Furthermore, from the fact above, the researcher is interested in conducting the study entitled "An Analysis of Student's Grammatical Error in Writing Recount Text Written by Second Grade of Senior High School Bina Insani Bogor". This research aimed to find out the types of error analysis found in Students' Writing Composition and the most dominant kind of grammatical errors in recount writing made by second grade students of Senior High School.

To support this study, the researcher found several researches that related to this study. The first research is *Error Analysis of Word Order Used In Writing Recount Text Made By Students' at Smk Negeri 1 Pinrang,* a thesis by Nurul Fitrah Syams (2016). In this research, Syams, analyzed the common errors of word order using verb, to be and noun phrase in writing recount text. The researcher used descriptive qualitative method and error analysis procedures. The conclusion in this research is the eleven year student at SMK Negeri 1 Pinrang still experienced difficulties in using word order. The result of the study were error of verb (45.41%), error of to be (30.28%) and error of noun phrase (24.31%).

The second research is *An Analysis Of Students' Error In Writing Recount Text (A Case Study in The Second Grade Students of SMP Trimulia Jakarta Selatan).* Thisis a thesis by Cholipah (2014). In this research, Cholipah, analyzed the students

the most common errors and the source of errors in recount text writing made by the second grade students of SMP Trimulia Jakarta. The method used in this study was a case study included as qualitative research. The data was presented in descriptive analysis way. He used Betty Schrampfer Azzar's Errors Classification to analyze the students' errors.

The result of the study showed that there are the highest-three and the lowest-three errors made by the students. The highest-three common errors are capitalization with the number is 200 or 23.90% errors, word choice with the number is 110 or 13.14% errors and verb tense with the number is 105 or 12.54% errors. The lowest-three errors are 3 or 0.36% incomplete sentence errors, 13 or 1.55% meaning not clear errors and 21 or 2.51% singular-plural errors.

The third research is Grammatical Errors Analysis in The Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo, a thesis by Dewi Kusniatus Solihah (2017). The aimed of this research is to find out the most common erors in essay writing made by the fourth semester students of English education study based on surface strategy taxonomy. The researcher used qualitative research and used a surface strategy taxonomy theory by Dulay(1982). The findings of this research are the students made one hundred seven errors in their essay writing. The highest frequency is misformation error (45 errors or 42.06%), the second is omission error (44 errors or 41.12%), the third is addition error (11 errors or 10.28%) and the last is misorder error (7 errors or 6.54%)

In fact, there are similarities between those three previous studies and this research. However, compared from the previous research, the researcher applied different theory to analyze the grammatical error by using types of errors proposed by Azar (2002).

In studying error, researchers found out the types of errors to follow on Azar (2002). Azar identified the types of errors into fourteen types.

a. Singular-Plural

The form of word that shows whether it is singular or plural called number. Singular number is a noun that indicates one object. Meanwhile, plural number is a noun that indicates more than one object. Moreover, singular can be recognized when a noun begins with *a* or *an*. However, plural noun can be recognized when a noun is added with *–s* or *–es.* In addition, plural has several types in irregular noun form such as *child-children, woman-women, ect.*

b. Word Form

The used of word form is to described or identify the phonological or orthographic sound or appearance of a word. It means there is a change of word form based on the grammatical rules. The example of error is *I saw a beauty girl*. It should be "I saw a <u>*beautiful*</u> girl."

c. Word Choice (Diction)

Word choice or diction is an appropriate word that you choose in effective way for the audience to show purpose, in order to make the message conveyed accurately and comfortably. However, when the word choice is misplaced, sometimes the word can cause uncomfortable feeling for the reader. The choice of word should suits to the context of utterance.

d. Verb tense

Verb tense shows whether an action or activity has been completed. It can indicate over a period of time, in the past or still happen. This error happens when there are changing sort of verb that is not suit to the correct tense.

e. Add a word

This error is happened when there is a missing word in a sentence. We need to add a word to make the sentence clear.

f. Omit a word

This error is opposites of add a word. It happens when there is an unnecessary word occurs in a sentence. Therefore, the error word must be omitted.

g. Word order

This error happens when there are incorrect placement of words based on the English rules.

h. Incomplete Sentence

The incomplete sentence happens when a necessary morphemes of words or phrases is missing in a sentence or utterance.

i. Spelling

Spelling is a group of letters which representing a word. This error happens when the word is not spelled correctly. Spelling has many rules to apply, and we have to learn a lot of from dictionary.

j. Punctuation error

Punctuation error happens when there are no symbol in the sentence that can help the reader follows the separation or links that the writer wish to make between sentenced and part of sentences.

k. Capitalization

Capitalization is the rules to capitalize some letter of a word. The following table shows several rules for using capital letter in English based on Alice Oshama and Ann Houge.

Capitalization Rules

Rules	Example
1. The first word in a sentence	**M**y best friend is my dog
2. The pronoun I	He and **I** never argue
3. Abbreviation and acronyms formed from the first letter of the words	**USA IBM AIDS** **UN VW CBS**
4. All proper nouns	**G**od, **A**sian, **I**ndian **O**cean, **M**onday

l. Article

The function of article is to modify noun. English articles are *a, an,* and *the*. We used *a* or *an* to modify non-particular or non-specific noun. Meanwhile, article *the* is used to modify particular or specific noun. The word that precedes with vocal sound using article *a*. The word that precedes with consonant sound using article *an*.

m. Meaning not clear

This errors happens when the sentences are not understandable or interpretable. The meaning is not clear and make the reader confused.

n. Run-on sentence

Run-on sentence is error that happened when two complete sentence are joined together without any sign or mark that separate them. Some run-on sentence even have no punctuation such as comma to break one thought to another as if it just one complete thought.

RESEARCH METHOD

In this study, the writer focused an analyzing the grammatical error in writing recount which was conducted in second grade of Senior High School Bina Insani Bogor. The total number of participants in this research were 15 students. The researcher decided to use theory of analyzing error based on Azar, B.F (2002).

This research used descriptive qualitative research. C. Lambert & V. Lambert (2012) mentioned that "the presentation of data from a qualitative descriptive study involves a straight forward descriptive summary of the informational contents of the