GRAMMATICAL ERROR IN WRITING RECOUNT TEXTS

Sulistika Ningsih[1], Herlina[2], Santi Mayasari[3]
[1,2,3]Universitas PGRI Palembang
[1]sulistikalily@gmail.com, [2]herlinaasantoso@gmail.com, [3]santimayasarisei@gmail.com

ABSTRACT

The purpose of this study was to analyze the many kinds of grammatical errors that fall under four different categories—omission, addition, misorder, and distortion—as well as the reasons behind them when producing recount texts. The study employed a descriptive-qualitative research design. The participants were the 24 eighth-grade students from SMP Negeri 45 Palembang who were enrolled for the 2023–2024 academic year. The researcher employed questionnaires and writing tests as instruments to gather data, which was subsequently analyzed. The results revealed that 221 errors total—65 (29,4%) in the Omission category, 41 (18,6%) in the Addition category, 16 (7,2%) in the Misorder category, and 99 (44,8%) in the Misformation category—were committed by the students. When composing recall texts, students most frequently committed mistakes in the Misformation category. The questionnaire's results showed that students were not only interested in producing recount texts, but also, perhaps because of their limited vocabulary, they were not quite aware of how to apply grammatical structures in their writing.

_____

Keywords: Error Analysis, Writing, Recount Text

1. INTRODUCTION

English is the first universal language spoken throughout the universe. It is practically always utilized, particularly in educational settings. According to (Sihite et al., 2023) education is a fundamental idea of national development for the benefit of people. The only way for a human to change their destiny is through education, and having a top-notch education also usually means having a bright future. English language instruction is provided throughout the educational process, starting in preschool and continuing through university. However, a lot of people still struggle with their English comprehension (Fitria, 2020). As stated by Wulandari & Harida (2021), speakers of a language are required to abide by a set of rules. Grammar is the term for this body of rules.

Grammar is a collection of linguistic rules that are frequently applied in language acquisition and provide the framework for language evolution, according to Buansari et al. (2022). Thus, grammar is one of the principles that must be adhered to enable a language to be meaningful and simple for learners to understand for international students and others in order to facilitate excellent communication and allow the language to develop to include new information and generate quality writing.

The ability to combine and express ideas or thoughts in a well-written form makes writing the most challenging skill, particularly for students, according to Fitria (2020). Put another way, writing requires a thorough and analytical approach that is focused on the synthesis of ideas and thoughts as well as vocabulary and language manipulation skills. creating requires a large vocabulary to construct paragraphs, as well as the usage of grammar rules to ensure readability. These requirements are

particularly important when creating recount texts, a type of literature that junior high school students study. According to (Ulfiantari & Aprialiaswati, 2023) pupils had no interest in writing a recall text. This was demonstrated by the way the students behaved, including their inattentiveness during the teacher's presentation of the content, which resulted in a poor comprehension of it, and their passive engagement in class activities.

Similar to the issue at SMP Negeri 45 Palembang, the researcher discovered that many students continued to struggle with terminology in their writing and showed little enthusiasm in producing English texts, particularly recount writings, because they found it difficult to articulate their ideas. Because they frequently write in English, they did not comprehend the language well enough to utilize proper grammar in the phrases. The researcher collected the eighth grade students' writing from SMP Negeri 45 Palembang because she was curious about whether or not junior high school students understood the grammatical structure of sentences when they created them. Additionally, they paid no heed to the researcher's explanation of the recount text's content.

The surface approach taxonomy by Dulay (1982) classified grammatical faults as Misformation, Misorder, Addition, and Omission. The researcher's goal in this study was to identify the reasons behind these errors in recount texts written at SMP Negeri 45 Palembang.

2. LITERATURE REVIEW

According to Fadilah (2022), Error analysis is a technique for assessing how second- or foreign-language learners' spoken and written abilities are developing. That is to say, an error analysis looks at both the kinds of linguistic errors and their causes. Most mistakes are made when writing. It is not as difficult as mastering reading. According to (Firdaus & Mayasari, 2022), in order for pupils to generate meaning or ideas from reading texts, they must combine their syntactical and semantic knowledge. Many times, mistakes are thought to provide hints that researchers can use to pinpoint problem

areas and probable error causes. By using error analysis, language instructors can pinpoint the areas in which their students are most struggling and modify their methods to ensure that their students get the material and don't make the same mistakes again.

(Supriadi, 2021) clarified that the Surface Structure Taxonomy—which includes misformation, misorder, addition, and omission—is used to analyze grammatical errors as presented by (Dulay, 1982). Initially, misformation errors happen when pupils utilize the wrong form or structure in a sentence that is required, but they choose to leave it out or remove it. Second, a misorder error occurs when a writer incorrectly positions a component in a construction. Thirdly, addition denotes the inclusion of something that belongs nowhere in coherent statements. Three categories of addition errors exist: basic addition, double marking, and regularization. Fourth, omission occurs when a necessary component of a well-formed term is not present. It occurs when a statement is missing one or more essential parts. There are numerous text genres, including recount texts.

Recount texts, according to (Muliadi et al., 2023), are non-fiction works intended to inform or amuse readers about the author's or other people's experiences. According to (Amartya et al., 2022), vocational students are required to write recount texts that recollect events or memories from the past. Students can easily write their own recount texts. (Anggini & Kurniawan, 2020) claim that because the pupils have been exposed to this genre, they are familiar with this work.
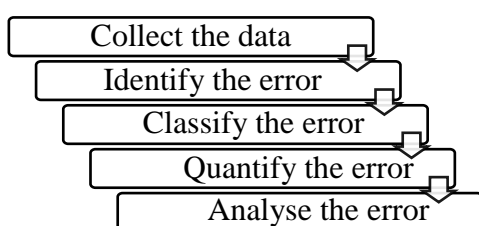
3. METHODS

The researchers used a descriptive qualitative approach in this investigation. According to Rusandi and Rusli (2021), this kind of method is research that tries to define and analyze things like conditions and events, relationships that exist, opinions that form, repercussions or effects that happen, and so forth.Twenty-four students from SMP Negeri 45 Palembang participated in this study as respondents during the academic year 2023–2024.This study's data were gathered via a written exam and questionnaire. Students

were requested to write free-form essays about their most recent vacation or a memorable experience for the written exam. There are fifteen elements in the questionnaire designed to find out why students made mistakes when producing recount texts. The students chose one of the two offered responses to each questionnaire issue.

In this study, the researcher modified the data from source as conducted by (Erlangga et al., 2019) that was analysing the data by using some steps, the steps can be seen below:

Collect the data
Identify the error
Classify the error
Quantify the error
Analyse the error

At last, it was described and related to the previous findings and relevant theories.

4. RESULTS AND DISCUSSION

A. Written Test

At this part, the researcher analyzed grammatical error made by students. The researcher asked students to create free writings on a memorable experience or their most recent vacation, and then collected their answers as a document. Following that, the researcher assessed errors using the Taxonomy Surface Strategy.
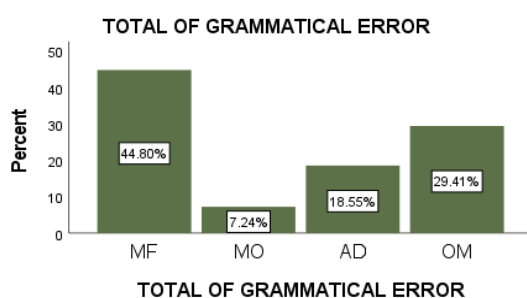
TOTAL OF GRAMMATICAL ERROR

Chart 4.1 Total of Grammatical Error

Data in Chart 4.1 presents information dealing with total of grammatical error made by the students in writing recount texts.

Misformation

The researcher found there were ninety-nine (99) errors in the misformation type. Most of the students made errors, which can be explained to their limited vocabulary. They simply put the words they knew, with no concern for unsuitable language or meaning. Most of the errors were in terms of alternating form. Misformation was usually caused by a lack of knowledge by students about modifying past participles or building sentences based on their tense. The researcher found almost all of the students wrote the incorrect form and the use of grammatical in past tense, so that they wrote incorrect spelling, regularization, and alternating form. Table 4.1.1 shows the example of misformation error made by the student in writing recount text:

No.	Code	Error Sentences	Correct Sentences
1	Student 8, line 4	I **am** nervous and **afrod**	I **was** nervous and **afraid**
2	Student 8, line 3	One day, I **look** part in a national level pencak silat	One day, I **looked** part in a national level pencak silat
3	Student 5, line 8	I had **they experine**	I had **the experience**
4	Student 7, line 1	We **want** to futsal	We **wanted** to **do** futsal
5	Student 2, line 1	I **am promise meet** my friend	I **promised to meet** my friend
6	Student 2, line 3	We looked for food and **drink**	We looked for food and **drank**
7	Student 10, line 1	I **whent** to holiday to **peach**	I **went** to holiday to **the beach**

Table. 4.1.1 Error of Misformation

The following classification of misformation errors in recount texts:

1. The word 'am' was incorrect due to the past tense context of sentence. The student used present participle. While the word 'afrod' was incorrect due to the correct sentence was 'afraid'.

2. The word 'look' was incorrect due to the past tense context of sentence. The correct one was 'looked' because the first sentence showed the past tense.

3. The word 'they experince' was incorrect due to unclear meaning of the sentences. The correct one was 'the experience'.

4. The word 'want to futsal' was incorrect due to the past tense context of the

GRAMMATICAL ERROR IN WRITING RECOUNT TEXT

clause and the word 'futsal' was a noun, it should be added the verb.

5. The word 'I am promise meet' was incorrect due to the past tense context of the clause. The correct one was 'I promised to meet'.

6. The first verb that the student used past tense. Using 'drank' for connecting the clause.

7. The word 'whent' and 'peach' was incorrect due to the unclear meaning of the sentences.

Misorder

The researcher found sixteen (16) errors in misorder. Misorder is the incorrect placement of a morpheme or group of morphemes in sentence. Misorder error happens when learners make an incorrect sentence or phrase because the sequence of items are not in the correct placement. It meant that the student did not write the clause in an appropriate order. The researcher found that some of the students wrote incorrect phrase even it depends on wheter the phrase is the subject of predicate noun in a sentence. The students mentioned themselves along others. Table 4.1.2 shows the error in misorder error:

No.	Code	Error Sentences	Correct Sentences
1	Student 11, line 1	When **I and my older sister**	When **my older sister and I**
2	Student 15, line 5	Immediately **I and Wildan**	Immediately, **Wildan and I**
3	Student 17, line 1	Last night, **me and my family**	Last night, **my family and I**
4	Student 7, line 2	**I and my friends go** to mumea futsal	**My friends and I went** to Mumea futsal
5	Student 19, line 5	I went to my **grandmother and grandfather** house	I went to my **grandmother and grandfather's** house
6	Student 4, line 5	**Moment fight** I slapped	**The moment of fight**, I slapped

4.1.2 Example of Misorder Error

The following classification of misorder errors in recount texts made by eight grade students at SMP Negeri 45 Palembang:

1. In the sentences of number 1, 2, 3 and 4, a correction was needed due to the improper placement of pronouns. The word 'I' represented a compound subject. In other words, 'I' should come last in the sentence.

2. In the sentence of number 4, it was supposed to be possessive pronoun because the owner of the house is grandmother and grandfather.

3. In the sentence of number 5, it was supposed to be 'the moment of fight' because it explained the situation at the time.

Addition

The researcher found forty-one (41) errors in terms of addition from the text. Addition errors can be identified by a presence of an item that should not present in a correctly formed utterance. This was because the students added some items which were not needed in the sentences and made the sentences had unclear meaning. The researcher found that some of the students tend to fail to delete certain item when needed in and that leads to double marking, and simple addition. Table 4.1.3 shows the example of addition data:

No.	Code	Error Sentences	Correct Sentences
1	Student 19, line 7	Visit my grandmother **and** my uncles **and** my aunts	Visit my grandmother**,** my uncles, **and** my aunts.
2	Student 6, line 4	Took part in a lecture **competitions**	Took part in a lecture **competition**
3	Student 9, line 2	I **go went** to the market	I **went** to the market
4	Student 2, line 4	In the one of **market** there	In the one of **markets** there.
5	Student 18, line 5	We have **maded**	We have **made**

4.1.3 Example of Addition Error

The following classification of addition errors in recount texts made by eight grade students at SMP Negeri 45 Palembang:

1. One conjunction of 'and' was enough for three pronouns, it was redundant.

2. The sentence 'competitions' contained unnecessary auxiliary which should be omitted to make the sentence correct.

GRAMMATICAL ERROR IN WRITING RECOUNT TEXT

3. It should be adding a preposition of time, the correct one was 'at seven o'clock'.
4. The sentence 'the one of' showed it was more than one thing, so it was supposed to be plural sentence.
5.The sentence 'maded' was supposed to not add a word 'd'

Omission

The researcher found sixty-five (65) errors in terms of omission from the text. Omission is the absence of necessary items within a sentence. In other word, this kind of errors are characterized by the absence of an item that must appear in a well-formed utterance and the content of morphemes which should be in the correctly expression. This error shows that students are still influenced by their first language. The specific types that the researcher found, were omission of verb agreement, preposition, conjunction, and article. The table 4.1.4 shows the example of omission data:

No.	Code	Error Sentences	Correct Sentences
1	Student 20, line 2	We **start** fishing	We **started** fishing
2	Student 20, line 7	We saw that **is it was a** approaching afternoon	We saw **that it was** approaching afternoon.
3	Student 4, line 4	I **so emberassing**	I **was so embarrassed.**
4	Student 4, line 6	That **so emberassing for me**	That **was so embarrassing for me.**
5	Student 5, line 9	So **that about my experiene**	So **that was about my experience**

4.1.4 Example of Omission Error

The following classification of omission errors in recount texts made by eight grade students at SMP Negeri 45 Palembang:

1. The sentence of number 1 was incorrect context due to past tense used.
2. The sentence was redundant and not understandable to be clause.
3. The errors from the number 3, 4, and 5 occurred because auxiliary verb in omitted in the sentence. Auxiliary verb 'was' should be added in this clause to make it more grammatical
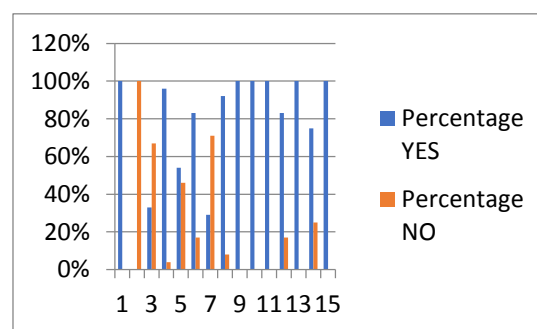
B. Questionnaire

Chart 4.2 Respondents' Result

Chart 4.2 displays data regarding the respondents' result. The 24 students have answered the questionnaire as their ability to write recount text. The result shows that the students still have limited vocabulary and not pay attention in the teachers' explanation in the class. The researcher concluded that the result of questionnaire showed there were some cause of students' error as follows:

1. According to the facts in point one, all VIII 2 students who struggle with grammatical use are 100% of the student body. It is possible to draw the conclusion that 24 students found it challenging to employ grammar when composing recall texts.
2. The data from point two revealed that all students (100%) answered negatively, indicating that they disliked writing recount texts. In conclusion, all of the students dislike creating recount texts; but, due to the influence of their native language, they are compelled to generate certain phrases that function as recount texts.
3. According to the statistics from point three, 33.3% of students are aware that

GRAMMATICAL ERROR IN WRITING RECOUNT TEXT

grammatical usage occurs in recount texts. However, 66.7% of the pupils were ignorant about the use of grammar in recall texts. This indicates that a portion of the student body was still ignorant about the use of grammar when creating recount texts.

4. Statement four's findings revealed that 95.8% of the students are proficient in creating recount texts. Conversely, 4.2% of the pupils lacked this information. The majority of pupils comprehend how to write a recount narrative, but their first language still has an impact on them, it may be inferred.

5. According to the findings from statement five, 54.2% of the students indicated that they do, in fact, use phrases and language from memory when composing recount texts. However, when composing recount texts, 45.8% of the pupils did not use phrases or terminology. It indicates that the students' proficiency and understanding of English structure are still lacking.

6. According to the results from statement six, 83.3% of the students indicated that they have the essential skills and background to write recount texts. Conversely, 16.7% of students say "no." In this instance, nearly every student indicated that it was required to have writing skills and understanding of recount texts.

7. According to the data in statement seven, 29.2% of students are aware that the preposition of time should be used while writing in English. However, when it came to writing an English text, 70.8% of the pupils did not know where to put it. It is possible to draw the conclusion that the majority of VIII 2 students dislike producing recount texts since they are unable to correctly cite their sources.

8. According to data point eight, 91.7% of students frequently used dictionaries when producing recount texts. Conversely, 8.3% of students said they don't often utilize dictionaries when writing recount texts. In conclusion, the majority of students frequently use dictionaries when writing, particularly when producing recount texts.

9. The statistics from statement nine indicated that, due to the influence of their first language, all students had trouble reading recount texts.

10. The statistics from statement ten revealed that all pupils gave the yes response. It indicates that because of the language chosen, all of the pupils struggle to comprehend the requirement of creating a recall text.

11. According to the evidence in assertion eleven, all pupils (100%) always overthink terminology since they lack the necessary writing skills for recount texts.

12. According to the data in statement twelve, 83.7% of the students comprehend the subject that has been taught regarding recount texts. Conversely, 16.7% of students say "no." In conclusion, the information given regarding recount texts is essentially clear.

13. The data from assertion thirteen demonstrated that, even though they lack the necessary knowledge or comprehension of the subject matter, all students will assist one another in writing recount texts.

14. According to the data in statement fourteen, 66.7% of the students indicated that they agreed with the clear content of the recount text that they had been taught. While 33.3% of pupils gave a negative response. It can be said that while some students have not yet fully grasped, the majority of them have.

15. According to the data in statement fifteen, even if the information in the recount text is sufficiently plain to understand, 100% of the students still struggle with writing it.

The Discussion of the Results

The findings of this study present the data analysis above, the researcher discovered that 221 errors in 24 students' writing in recount text. To collect the data, the researcher chose one class of VIII 2 at SMP Negeri 45 Palembang. The researcher discussed how to identify students' grammatical errors and the cause of errors when creating recount texts. The most

common grammatical errors in writing recount text made by the students was misformation, as well as the causes of error were composed by eighth-grade students at SMP Negeri 45 Palembang.

1. Written task

The researcher employed Dulay theory, which includes addition, omission, misorder, and misformation. The average score for the written task analysis was determined by the researcher after totaling the results for each category. to understand the most typical mistake made when drafting a recall. The researcher discovered 221 mistakes in the recount texts written by the eighth-grade students at SMP Negeri 45 Palembang, based on the results of the written job. The researcher discovered 99 faults with a percentage (44,80%) in the misformation type of error, which happens when pupils employ the wrong form or structure that is necessary in a sentence but omit or eliminate it. The researcher discovered 16 errors with a percentage of 7–24% in the misorder type of error, which happens when students place a structure or an item in the incorrect location in a construction. The researcher discovered 41 faults in the addition type, which denotes the presence of an item that shouldn't be presented as a correctly formed utterance, with a proportion of 18,55%). The researcher discovered 65 faults in the omission type, which is the absence of necessary elements within a sentence, with a percentage of (29,41%). It is evident that the most frequent mistake committed by students was misrepresentation as a result of using the wrong form when writing.

2. Questionnaire

The theory outlined in the chapter before it was used to develop the questionnaire questions. based on the study's findings mentioned above. The 24 pupils in VIII B received the questionnaire from the researcher. First, third, fifth, seventh, eighth, and tenth questions examined the reasons behind students' mistakes and the extent of their ignorance of English grammar. The explanation for students' mistakes on the impact of their mother tongue or first language was provided in questions two, four, and nine. Inquiries thirteen, fourteen, and fifteen examined the reasons behind pupils' mistakes when it came to absorption terms. The causes of the students' errors on their lack of exposure to English were then examined in questions six, eleven, and thirteen. They questioned about words they were unfamiliar with because they lacked the experience necessary to produce a recall text. Even in texts that chronicle events in the past tense, the kids' vocabulary is still too small to form complete sentences. The majority of pupils struggle with writing since they are unaware of the proper grammar usage in retelling texts. Few of them learn English just through the English course, and as a result, very few of them are aware of the usage of the past tense in recount texts. They persisted in inquiring about the explanation that did not fully satisfy them. Even when the explanation was clear to some students, they were unable to comprehend the material that had been presented, even when they looked up unfamiliar vocabulary definitions in dictionaries. Because of the influence of their mother tongue or first language, which they use in daily conversation, they had no interest in producing recount texts. One of the main reasons learning English is vital is to counteract the influence of one's mother tongue on those who find it difficult to write narrative texts. Due to their lack of writing experience, the pupils wrote just the terminology they knew, even though some of it was incorrect. The cause of error questionnaire's result revealed that the students' proficiency in composing recount texts.

5. **CONCLUSION**

Based on the result and discussion related to the grammatical errors and the cause of error which the students of VIII 2 at SMP Negeri 45 Palembang made, the researcher has found some results as follow:

1. As a result of their written assignment, the students' grammatical errors in recount text writing were displayed as follows: 44,80% of the students made misformation errors, 29,41% made omission errors, 18,55% made addition errors, and 7,24% made misorder errors. In conclusion, misformation is

the most frequent mistake students make when creating recount texts.

2. The findings of the questionnaire that the students completed in order to determine the four categories of reasons why they made mistakes in their recounts: inadequate understanding and proficiency of English grammar; the impact of their home tongue; absorption words; and insufficient exposure to the language can be concluded that the students still struggled to understand the material of the recount text that was taught, which resulted in their lack of understanding of the grammatical rules used in recount texts. In addition, some students disliked writing recount texts, which further confused their understanding of how to create them.

6. ACKNOWLEDGEMENT

7. REFERENCES

Amartya, D., Nugraha, S. I., & Ridwan, I. (2022). Recount Text in EFL Vocational School: A Thematic Structure Analysis. *Elsya : Journal of English Language Studies*, *4*(3), 294–301. https://doi.org/10.31849/elsya.v4i3.9983

Anggini, C. P., & Kurniawan, E. (2020). *ESP Students' Recount Text from SFL Perspective: Pedagogical Implication Based on Students' Writing Analysis*. *430*(Conaplin 2019), 15–19. https://doi.org/10.2991/assehr.k.200406.004

Buansari, I., Pangestu, M., & Hanifah, T. F. (2022). Grammatical Error Analysis in Recount Texts Made By Seventh Grade. *Wanastra : Jurnal Bahasa Dan Sastra*, *14*(2), 91–100. https://doi.org/10.31294/wanastra.v14i2

.12818

Dulay, et al. (1982). Language Two. In *New Year Oxford*. Oxford University Press.

Erlangga, I. P. B., Suarnajaya, I. W., & Juniarta, P. A. K. (2019). An Analysis of Grammatical Errors Made By The Seventh Grade Students of SMP Negeri 2 Sukawati in Writing Descriptive Texts in The Academic Year 2018/2019. *Language and Education Journal Undiksha*, *2*(1), 19–29. https://doi.org/10.23887/leju.v2i1.20276

Fadilah, F. (2022). Textual Error Analysis on The Use of Simple Present Tense In Writing Descriptive Text. *International Journal of English and Applied Linguistics (IJEAL)*, *2*(2), 287–294. https://doi.org/10.47709/ijeal.v2i2.1640

Firdaus, M., & Mayasari, S. (2022). Schoology-Aided Instruction: Measuring the Effectiveness for Student-Teachers' Reading Comprehension Achievement. *Journal of Languages and Language Teaching*, *10*(3), 380. https://doi.org/10.33394/jollt.v10i3.5311

Fitria, T. N. (2020). *Error Analysis Found in Students ' Writing Composition in Simple Past Tense of Recount Text*. *November*. https://doi.org/10.29240/ef.v4i2.1154

Jaya, A., Hermansyah, & Rosmiyati, E. (2019b). Redefining Project Based Learning In English Class. *Esteem Journal of English Education Study Programme*, *2* (https://jurnal.univpgri-palembang.ac.id/index.php/esteem/issue/view/304). https://doi.org/https://doi.org/10.31851/esteem.v2i2.2423

Muliadi, M., Rahman, K., Rizal, S., & Azhar, A. (2023). the Effect of Estafet Writing Technique on Writing Recount Text. *NUSRA: Jurnal Penelitian Dan Ilmu Pendidikan*, *4*(3), 592–603. https://doi.org/10.55681/nusra.v4i3.132

GRAMMATICAL ERROR IN WRITING RECOUNT TEXT

6

Putri, A. D., Jaya, A., & Marleni, M. (2023). Exploring the Students' Speaking Ability Based on Their Different Personalities. *Esteem Journal of English Education Study Programme*, *6*(1), 10–16. https://doi.org/10.31851/esteem.v6i1.10203

Rusandi, & Rusli, M. (2021). Merancang Penelitian Kualitatif Dasar/Deskriptif dan Studi Kasus. *Al-Ubudiyah: Jurnal Pendidikan Dan Studi Islam*, *2*(1), 48–60. https://doi.org/10.55623/au.v2i1.18

Sihite, D., Jaya, A., & Mortini, A. V. (2023). Microteaching Lesson on Increasing the Student Teachers' Ability in Teaching English. *Esteem Journal of English Education Study Programme*, *7*(1), 132–143. https://doi.org/10.31851/esteem.v7i1.12687

Supriadi, R. C. D. F. H. R. (2021). Grammatical Errors on EFL Students' Conversation Practice: Surface Strategy Taxonomy. *Journal Of Education And Teaching Learning (JETL)*, *3*(3), 10–17. https://doi.org/10.51178/jetl.v3i3.266

Ulfiantari, F., & Aprialiaswati, R. (2023). The Use of Storybird Platform to Arise Students' Interest in Writing Recount Text. *Journal of English Education Program*, *4*(1), 27–37. https://doi.org/10.26418/jeep.v4i1.55207

Wulandari, R. S., & Harida, R. (2021). Grammatical Error Analysis in Essay Writing. *Deiksis*, *13*(1), 73. https://doi.org/10.30998/deiksis.v13i1.5356

GRAMMATICAL ERROR IN WRITING RECOUNT TEXT