

A Grammatical Error Analysis of the Students' Recount Text at the Eleventh Grade Students

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Abstrak

Penelitian ini bertujuan untuk menganalisis jenis-jenis kesalahan tata bahasa, yang dilihat dari 4 kategori yaitu Omission, Addition, Misselection, and Misordering, yang dilakukan siswa dan jenis kesalahan tata bahasa yang paling sering dilakukan siswa dalam menulis teks recount. Desain penelitian ini adalah penelitian deskriptif dengan pendekatan kuantitatif. Pesertanya adalah siswa kelas XI MA Sunan Giri Gondang tahun ajaran 2020/2021 yang terdiri dari 20 siswa. Untuk mengumpulkan data, peneliti menggunakan instrumen tes tulis kemudian menganalisisnya berdasarkan prosedur-prosedur yang telah direncanakan, yaitu mengidentifikasi, mendeskripsikan, dan menjelaskan. Hasil penelitian menunjukkan bahwa terdapat 182 kesalahan yang dilakukan oleh siswa yang terbagi dalam beberapa kategori yaitu kategori Omission sebanyak 47 (26%), kategori Addition sebanyak 20 (11%), kategori Misselection sebanyak 114 (63%), dan Misordering sebanyak 1 (1%). Sedangkan kesalahan yang paling sering dilakukan siswa adalah pada kategori Misselection. Berdasarkan temuan tersebut, Guru harus lebih memperhatikan tata bahasa siswa terutama dalam fitur bahasa teks Recount dan harus lebih memotivasi siswa untuk belajar tata bahasa dengan menerapkan variasi metode pengajaran. Selain itu, penelitian ini juga dapat menjadi referensi bagi peneliti lain ketika melakukan penelitian serupa dengan partisipan yang berbeda.

Kata kunci: Grammatical Error, Writing, Recount Text

Abstract

This study is aimed at analyzing the types of grammatical error, which is viewed from 4 categories such as Omission, Addition, Misselection, and Misordering, that the students do and which types of grammatical error which the students most frequently do in writing a recount text. The research design is a descriptive research with quantitative approach. The participants are the eleventh grade students of MA Sunan Giri Gondang in academic year 2020/2021 consisting of 20 students. To collect the data, the researcher uses writing test as the instrument then analyzes it based on these procedures, i.e. identifying, describing, and explaining. The findings show that there are 182 errors made by the students which are divided into some categories, i.e. Omission category was 47 (26%), Addition category was 20 (11%), Misselection category was 114 (63%), and Misordering was 1 (1%). Meanwhile, the most frequent error made by the students was Misselection category. Based on the findings, The teachers should pay more attention to the students' grammar especially in

language features of Recount text and motivate more the students to learn grammar by applying various kinds of teaching method. Furthermore, this research also can be as a reference for other researchers when conducting similar research with different participant.

Keywords: Grammatical Error, Writing, Recount Text

INTRODUCTION

English is determined as a main subject of the national curriculum that is taught from elementary till university level in Indonesia. According to the changes to curriculum 2013 (K13), English is categorized as a local content in elementary school. In other words, English does not become a main subject that the students must learn. However, most of elementary schools still provide English as an extra subject for the students.

Basically, there are four skills should be learnt by students i.e. listening, speaking, reading and writing. Focusing on writing, Urbanova and Oakland (2002) in (Klimova, 2012) states that the written language has nowadays an important social and educational function and its status has a high social prestige. Therefore, it is needed for the students to prepare themselves to reach their future. Through writing, students are expected to convey their ideas, feeling, and knowledge in written language and they have to apply their other language abilities such as grammar and vocabularies. According to Walsh (2010) in (Klimova, 2012), The importance of writing is because of its usage extensively in higher education and in the workplace. If students are confused how to express their idea in writing, they will not be able to make a good communication with many people with different profession such as professors, employers, peers, etc. Most of communication in professional field now is done in writing form such as proposals, reports, applications, preliminary interviews, e-mails, etc.

However, writing is not an easy thing to do and some learners even feel that it is the hardest language skill to master. (Fadda, 2012) states that to learn writing in academic English is a difficult and challenging. Not many adult of EFL learners have had many experiences in writing of academic English. As we know that English is still as a foreign language in Indonesia, hence it will be more challenging for Indonesian students.

One aspect that has an important role in writing is grammar. According to Azar (2007) in (Lin, 2008), grammar has a role as to “help students discover the nature of language which consists of predictable forms that make what we say, read, hear, and write intelligible”. In addition, (Batstone, 1994) states that, “Language without grammar would be confusing and can cause the communication problem, such as grammatical errors in

writing and speaking.” For example, ‘Nowadays, many children *are like a horror movie*’, which is supposed to be ‘some children *like* a horror movie. From those sentences, absolutely, they have different meaning and it may lead to readers’ misunderstanding. Therefore, it is needed for teachers to be able to recognize the students’ errors and mistakes in order to lead the students to have a good writing.

Mistakes and Error are different as defined by some experts. Error means that we cannot realize by ourselves that we do mistake while mistake is vice versa. (Ellis & Barkhuizen, 2005) raises the need to distinguish between errors and mistakes and makes an important distinction between the two. He states that errors refer to the gaps in the learner’s knowledge; they appear because the learners do not know the further knowledge about so they do not know which one is the correct one. Mistakes refer to the occasional lapses in performance which occur because, in a particular instance, the learner forgets about the things related.

Corder (1973) in (Al-khresheh, 2016) classifies FL learners' errors in terms of the differences between their utterance and the reconstructed version in which errors are classified into four categories such as omission, selection, addition, or missordering of some elements.

According to (Alberto & Vásquez, 2008), *Omission* is defined as the absence of some items that should appear in a well-formed utterance (He cooking); *addition* is defined as the presence of an item that should not appear in well-former utterance (She doesn't works at hospital); *misselection* is the use of the wrong form of the morpheme or structure (The table was maked by the man) and finally *misordering* is regarded as the incorrect placement of a morpheme or group of morphemes in an utterance (What is doing my mother?).

Based on the explanation above, grammar undoubtedly has important role in writing. Wrong grammar will lead to the possibilities of readers’ misunderstanding. Hence, it is important for the teacher to recognize what kinds of grammatical error that the students have to decrease the students’ error in their writing. This research is focused on analyzing the students’ writing error in the category of omission, selection, addition, and misordering. Furthermore, by analyzing the students’ error in writing, it can be mapped the possibilities of its causes. Therefore, the writer is interesting to investigate it to give the teachers an input for developing their teaching and learning process, especially in writing class.

METHOD

This research is a descriptive research with quantitative approach. According to (Sugiyono, 2010), descriptive research is used to analyze the data by describing, or describing the data that has been collected as it is without intending to make conclusions that refer to its generalization. Descriptive research aims at describing systematically and accurately the facts and characteristics of a particular population or field (Azwar, 2012). Descriptive research has the following characteristics: (1) relates to the current situation, (2) describes a single variable or several variables but is described one by one, and (3) the variables studied are not manipulated (Kountur, 2005). The approach is quantitative because the data includes numeral and percentage. The setting and the participants were the eleventh grade students at MA Sunan Giri Gondang Tulungagung totaling 20 students. The technique of data collection was using test of writing. Based on the situation and condition which was still in pandemic of COVID-19 and also referring to the English teacher's suggestion, the researcher did not conduct the direct test however the teacher gave the document which was in the form of students' writing worksheet to analyze.

The procedures of data analysis consist of three steps to do error analysis (Ellis & Barkhuizen, 2005), they are:

1. Identifying Errors

In this step, we have to compare the error sentences with the correct one. But it is, in fact, easier said than done. Sometimes, it is difficult to make the reconstruction when we collide with the learner means to say.

2. Describing Errors

This next step is the step where the errors are described and classified into kinds.

3. Explaining Errors

This is the last step of error analysis. In this step, a researcher tries to explain how and why a sentence called to be erroneous.

To take the percentage of the students' error based on the types of grammatical error, it is used the formula as follow:

$$P = \frac{f}{n} \times 100\%$$

In which:

P = percentage

f = frequency of error occurred

n = number of sample which is observed

THE RESULT OF THE STUDY

This part explains the result of the research which covers the whole procedures used such as identifying, describing, and explaining the errors. For further explanation is described below.

Identifying the Errors

In this section, the writer identified then classified the errors based on its types (Omission, Addition, Misselection, or Misordering). The writer presented the identification of errors in the form of tables below:

Table 1. The Total of Students' Errors

Students	Types of Error			
	Omission	Addition	Misselection	Misordering
1	4	3	10	0
2	0	0	5	0
3	3	0	6	0
4	1	0	2	0
5	0	0	5	0
6	5	0	9	0
7	1	0	5	0
8	2	0	5	0
9	0	0	11	0
10	2	5	14	0
11	3	1	10	0
12	1	1	3	0
13	3	0	2	0
14	1	0	4	0
15	3	2	1	0
16	1	0	7	0
17	5	2	1	0
18	5	0	4	1
19	0	6	5	0
20	7	0	5	0
Total	47	20	114	1
Percentage	26%	11%	63%	1%

Based on the table above, it can be seen that the students' error dealing with Omission category was 47 (26%), Addition category was 20 (11%), Misselection category was 114 (63%), and Misordering was 1 (1%). The total of all error was 182.

Describing and Explaining the Errors

Student 1

The data shows that the student 1 made 17 errors of all categories. She made most errors in Selection (59%). She made error in selecting the right verb, for example the verb "get up" or "got up" which can be found in her writing "**In that night... I get up**". It shows that the sentence should be "... **I got up**" because the activity happened in the past time. In addition, she wrote the sentence "**At 10.00, I reading and writing novel**". It can be seen that she was wrong in selecting the verb "reading" which should be "read" and "writing" should be "wrote". For writing recount text, students must use "**slept**" and "**listened to**" because it must use past participle verb (V2).

Student 2

Student 2 made error which is classified into misselection error. He made 5 error in the *selection* (100%). He failed to determine the past participle verb, for instance, he wrote "**At that time I did not met my teacher**" and "**I don't learnt**". In those sentences, we can see that the verb should be "**did not meet**" and "**did not learn**". This can happen because the student does not understand enough how to use 'to infinitive verb' to construct negative form in past tense.

Student 3

The data shows that student 3 made 9 errors of *Misselection* (67%). She was wrong in selecting the past participle verb "**visit**" or "**visited**" which can be found in her writing "A year ago, ...my family and I visit to Bali for holiday...". We can see that the verb should be "**visited**" because the event occurred in the past.

Student 4

From the data, it can be seen that student 4 had some error which are considered as omission error and selection error. The student wrote "**we enjoy the concert last night**", it should be "**we enjoyed the concert last night**". Another errors occur which is categorized into selection error. For example, he wrote the "stand" instead of "stood"

Student 5

From the data, it shows that the student 5 wrote some that are classified into omission and misselection errors. She made errors in *misselection* (100%). For example:

We have class and take...

After that, we go home.

It should be;

We had class and took ...

After that, we went home.

Student 6

Error constructions found in the student's writing are considered as omission error and selection error. She made 14 errors in total. The most error she made was error of *selection* (64%).

For example:

I will go to Surabaya with my father.

I listen to music.

I see high mountain.

It should be;

I went to Bali with my family.

I listened to music.

I saw High Mountain.

The data above shows that that she failed to select the past participle verb because the event happened in the past time.

Student 7

The total error made by the Student 7 is 7 errors which were categorized into error in selection. See this example:

I want to go to the bank to take money.

It should be

I wanted to go to the bank to take money.

It is seen that the student failed to select verb “had to go” or “went” for writing recount text, because that event occurred in the past.

Student 8

Error constructions found in the student’s writing which are considered as omission error and selection error. She made 7 errors in total. She made most errors in *selection* (71%). In some cases, she also failed to select the past participle verb “**taste**” or “**tasted**”. For example, she wrote “**We also taste some fruits**”. In that sentence, that the verb which should be “**tasted**” because the event occurred in the past.

Another example is the sentence “**We went to Barastagi to bought some souvenirs**”, it should be “**We went to Barastagi to buy some souvenirs**”. It is seen that the student does not understand enough about the using of the verb, whether it is to infinitive verb or past participle verb.

Student 9

From the student’s writing, we can see the student made 11 errors in total. She made all errors in *selection* (100%). In some cases, she also failed to select the past participle verb for writing recount text. For example,

- **I meet him in the McDonald**, it should be **I met him in the McDonald**.
- **I have an appointment**, it should be **I had an appointment**.
- **I was wearing a blue short**, it should be **I wore a blue short**.

From those examples above, we can see that the student failed to select the verb. She should use the past participle verb to indicate the writing of recount text

Student 10

The student’s writing shows error constructions that classified as omission, addition, and selection errors. The student made 21 errors in total. She made most errors in *selection* (67%). In some cases, she failed to determine the past participle verb “go” or “went”. For example:

- **I go to the hotel by car**. In that sentence, we can see that the verb which should be “**went**” because the event occurred in the past.
- **My sisters want to surfing**. It should be “**My sisters wanted to surf**”.

It is seen that student does not understand enough about the using verb for writing recount text and the using to infinitive verb.

Student 11

From the student's writing, we can see that the student made 14 errors in total. The student's writing shows error constructions that classified as omission, addition, and selection errors. She made most errors in *selection* (71%). In some cases, she also failed to select the past participle verb "**have**" or "**had**". For example she wrote "**We have a lunch ...**". In that sentence, we can see that the verb which should be "**had**" because the event occurred in the past.

Another example is the sentence "**She is speechless**". It is seen that the student does not understand enough about the using „an auxiliary" "**is**" or "**was**" for writing recount text. She should use „an auxiliary" "**was**" in that sentence, to indicate the recount text.

Student 12

Error constructions found in the student's writing are considered as omission, addition, and selection error. She made most errors in *selection* (60%). It happened because student might be careless about the use of past participle verb and to infinitive verb. For example:

- *To celebrate the New Year at the top and stay ...*
- *I'm very excited to be celebrating the New Year ...*

It should be;

- *We celebrated the New Year at the top and stayed ...*
- *I was very excited to celebrate the New Year...*

First example, we can see that she missed the subject and had error of using the verb it might be past participle verb. Second sentence, the student also had error to used the past participle verb and to infinitive verb.

Student 13

The student's writing shows error constructions that classified as omission error and selection errors. She made most errors in *omission* (60%). For example:

- We to several places.
- ... dancers 3 people.

It should be;

- We went **to** several places.
- **the** dancers **were** 3 people.

From the examples above, we can see that student did not express a complete pattern of sentence. She did not put a verb and an article “the”. And the second sentence, she missed also to add an auxiliary “were”.

Student 14

Error constructions found in the student’s writing are considered as omission error and selection error. She made most errors in *selection* (80%). In some cases, she failed to select *to be* for past participle form. For example:

- The situation is very grief.
- I’m so sad
- Grandpa is a smart guy

It should be;

- The situation was very grief
- I was so sad
- Grandpa was a smart guy

Based on the example above, we can see that the student had error in using *an auxiliary* for past tense form.

Student 15

Error constructions found in the student’s writing are considered as omission, addition, and selection error. She made most errors in *omission* (50%). For example:

- *The story telling competition result announced...*
- *the second winner announced...*

It should be:

- *The story telling competition result **was** announced ...*
- *The second winner **was** announced...*

From the examples above, we can see that she omitted an auxiliary *was*.

Student 16

The student’s writing shows error constructions that classified as omission error and selection errors. The student made 8 errors in total. She made most errors in *selection* (88%). In some cases, she failed to select *an auxiliary* for past participle form. For example:

- We are grateful

- ...they are protected by the Gods

It should be

- We were grateful
- ... they were protected by the Gods

Based on the examples above, we can see that the student had errors in using *to be* for past tense form.

Student 17

The student made three types of error in her writing. The first error is classified as omission due to the lack of auxiliary in **It very fantastic** and **I tried**, it should be **It was very fantastic** and **I was tired**, and lack of suffix **-ed** after verb **look** in **I look around**.

Meanwhile, the second error is addition error. The student put unnecessary auxiliary **was** in **I was watched** and suffix **-ed** in *to played* it should be **I watched and to play**.

The last error is selection error. The student used incorrect auxiliary in the construction since the constructions are supposed to be in past tense. Instead of using **is** in **the cinema is very interesting**, the student is supposed to use **was** instead of **the cinema was very interesting**.

Student 18

From the student's writing, we can see the student made 10 errors in total. She made most errors in omission (50%). In some cases, she omitted the auxiliary **were** in **we very happy** it should be **we were very happy**. And also she omitted suffix **-ed** in **exercise** and **play**, it should be **exercised and played**.

Meanwhile, the other error is selection error. The student used incorrect verb and auxiliary in those constructions since the constructions are supposed to be in past tense. Instead of using **meet** and *is*, the student is supposed to use **met**, and **was**.

Student 19

Two types of error have committed by the student in her writing. There are 11 errors in total. She made most errors in *addition* (55%). In some cases, she put unnecessary auxiliary *are* in the sentence. For example:

- We are to visited ...
- We are to continue ...
- We are to go home.

It should be

- We visited...
- We continued ...
- We went home.

From the examples above, we can see that the student doesn't understand enough about the using of past participle verb for the past tense form.

Meanwhile, the other error is selection error. The student used incorrect auxiliaries in those constructions since the constructions are supposed to be in past tense form. Instead of using *is* and *are*, the student is supposed to use *was* and *were*.

Student 20

In the student's writing, we can see the student made 12 errors in total. She made most errors in *omission* (58%). In some cases, she missed suffix *-ed* auxiliary *was* or *were*. For example:

- I exercise dance
- We play music
- We so funny
- I very surprise
- I happy
- I very nervous

It should be

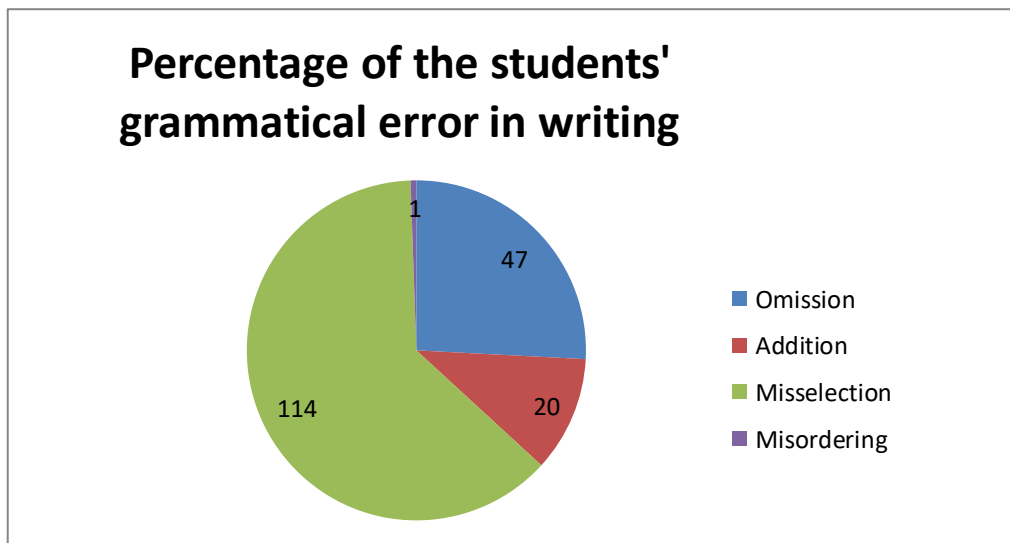
- I **exercised** dance
- We **played** music
- We **were** so funny
- I **was** very surprise
- I **was** happy
- I **was** very nervous

Meanwhile, the other error is selection error. She failed to select the past participle verb. For example, she wrote "I meet someone" and "I take a walk". In that sentence, we can see that the verb should be past participle verb, so it should be "met" and "took".

Drawing Conclusion

From the findings above, it can be concluded that the students' grammatical error dealing with Omission category was 47 (26%), Addition category was 20 (11%), Misselection category was 114 (63%), and Misordering was 1 (1%). The total of all error was 182. The figure 4.1 below shows the percentage of the grammatical error made by the students in their writing.

Figure 4.1. The percentage of the students' grammatical error in writing



DISCUSSION

Based on the findings above, it can be seen that there are many errors that the students made. According to the 4 classification of error, all classifications in fact are full filled by them. No classification is left blank. It means that learning writing is challenging, as what (Fadda, 2012) states that to learn writing in academic English is a difficult and challenging. Not many adult of EFL learners have had many experiences in writing of academic English.

Grammar is still to be something really difficult based on the findings. There are many errors in misselection which causes the sentences are confusing and absolutely it affects the meaning of the sentence and or paragraph. For example, *I was visited my grandmother*. From the sentence, it looks like no wrong in grammar but it does not refer to what the writer wants to express, the right one should be *I visited my grandmother*. Hence, it is so confusing when having error in "Selection". It equals with Batstone, (1994) states that, "Language without grammar would be confusing and can cause the communication problem, such as grammatical errors in writing and speaking."

According to the research of Dewi & Huda (2020), it shows that errors regarding sentence structure are the most dominant errors with the biggest number of errors are in incomplete or fragmented sentences (36,20%). It is similar with the findings of this research which the most dominant error made by the students is Misselection error which classify the error based on the wrong selection in using the right verb of sentence.

CONCLUSION AND SUGGESTION

In this research, the writer focuses on students' grammatical error in writing recount text at the Eleventh Grade students of MA Sunan Giri Gondang. This research is intended to know what type of error mostly made by students which is classified into four types, they are Omission, Addition, Misselection, and Misordering

Based on the findings, there are four types of error made by the students. The type of error which the students mostly made is misselection errors with the total number of error is 114 errors (63%). The second error made by the students is omission error with the total of errors is 47 (26%). Then, Addition error has 20 errors (11%). The last error is misordering error with the total of errors is 1 error (1%). Here are some suggestions that hopefully can be applied in teaching and learning writing process.

1. The teachers should pay more attention to the students' grammar especially in language features of Recount text such as constructing the right sentence of simple past tense and the use of different types of verb (past form and present form)
2. The teacher should motivate more the students to learn grammar by applying different kinds of teaching method in teaching grammar.
3. The teacher should cooperate with the parents to guide the students well in learning English in this pandemic Covid-19.

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