

An Analysis of Grammatical Errors in Writing Recount Text Made by Eighth Grade Students

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Abstract

Errors arise from student's incomplete learning and understanding of the target language system. The objectives of this research are; (1) finding the types of grammatical errors made by the eighth grade students of SMP Negeri 12 Palembang when they write recount text; and (2) finding the dominant type of grammatical errors made by the eighth grade students of SMP Negeri 12 Palembang when they write recount text. This study was designed as descriptive quantitative research. The sample of this research consisted of 63 students selected by using the convenience sampling technique. The data of this study were collected by employing written task. The data analysis was used the surface strategy taxonomy. The result of the research indicated that there were 4 categories of error which were misformation, omission, misordering and addition. The result showed that there were, 530 errors (64.5%) in misformation, 237 errors (28.85%) in omission, 39 errors (4.75%) in misordering, and 15 errors (1.83%) in addition. In this case misformation was the most dominant type of errors that students made in writing recount text. In conclusion from the finding shows that students need more support in understanding and using correct grammatical forms in their writing.

Keywords: *grammatical error, recount text, error analysis*

A. Introduction

Writing is a way of expressing ideas, experiences, and feelings in written form. Harmer (2007) stated that writing is a form of communication in which ideas or to express feeling through writing. Moreover, Nunan (2003) argues that writing is a method of thinking used to generate ideas, consider how to express them effectively, and organize these ideas into statements and paragraphs. One of the writing texts that students in junior high school learned is recount text. It is a text that retells past events. According to Anderson and Anderson (2003), a recount text is a piece of text which retells past events, it is usually in the order which something that happened. In addition, a recount

text, the students must retell the sequence of events or experiences which they already got in the past (Nafisah & Kurniawan, 2007).

In writing recount text, one of the components that need to be fulfilled in grammar. Brown and Lee (2015) state that grammar is a system of rules that determine the conventional arrangement and relationship of words in a sentence. Gerot and Wignell in Wildan (2021) argue that grammar is the study of how language is put together and how it works. When writing a recount text, students should pay attention to specific language features. According to Saragih, et al. in Husna and Multazim (2019) stated that the language features play in important role in the structure and content of the text under study and allow the writer to better describe the event or experience.

Despite the importance of grammar in writing a recount text, EFL students tend to make errors in writing. Errors happen when a learner has not fully learned something, instead of getting it right, they keep making the same mistake over and over (Norrish in Wildan, 2021). Masachika (1982) errors made by language learners actually reflect the strategies they are using to acquire the new language, rather than just being the result of interference from their native language habits. Azar (2007) said that students with poor grammatical knowledge struggled with academic writing despite having fluent speaking and listening skills because they did not understand how sentences were formed or connected within a paragraph.

Experts purpose errors made by learners into several types. Dulay et al. (1982) proposed four types of errors: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Furthermore, based on the surface strategy taxonomy purposed Dulay et al. (1982), there are four types of errors, they are: (1) Omission, error that refers to the mistake of leaving out or neglecting an essential element in a statement or sentence that is necessary for it to be grammatically correct or complete, (2) Addition, means including something in a sentence that should not be there (3) Misformation, when you use the wrong form of a word or structure for example you add something but it is the wrong thing, and (4) Misordering, an error of mis-ordering occurs when the elements in a sentence or phrase are arranged incorrectly.

There are several previous studies that are related to this research. First of all, the study conducted by Istibsyaroh (2014) found that there were 182 errors made by the

students. Second, a study conducted by Hamid and Qayyimah (2014) the students' errors were classified into four categories: omission with 12 errors, addition with 31 errors, misinformation with 166 errors, and misordering with 5 errors Third, a study conducted by Asni and Susanti (2018) found an error of omission with 166 errors or 38.97%, the addition error with 67 errors or 15.73%, misordering error with 31 errors or 7.28%. And the last a study conducted by Qomariyah found that the most common errors made by the students were misinformation (35.9%), capitalization (34%), and spelling (16.2%), addition (6.7%), omission (4.7%), and misordering (2.5%). There are both similarities and differences between the previous studies and the writer's current study. The similarity lies in the focus on grammatical errors in recount texts made by eighth-grade students. The differences are found in the research sources and theories used to analyze the errors.

So, the research concerned with the what were the types of grammatical errors made by the eighth grade students of SMP Negeri 12 Palembang when they write recount text, and what were the dominant type of grammatical errors made by the eighth grade students of SMP Negeri 12 Palembang when they write recount text. Based on the problems and supported by relevant theories that researcher tried to analyze the types of grammatical errors and the dominant type of grammatical errors made by eighth grade students of SMP Negeri 12 Palembang.

B. Research Methodology

This research employed a descriptive quantitative research approach. According to Nassaji (2015), descriptive research aimed to describe and classify phenomena. Williams, as cited in Nurhani (2022), explains that descriptive research seeks to describe and interpret objects in relation to their situation. Creswell (2012) notes that this type of research relies on statistical analysis of numerical data.

According to Creswell (2012), population is the group that distinguishes them from other groups. Furthermore, Frankel et al. (2012) argued that the population refers to the total number of research items. The population in this research was the eighth-grade students of SMP Negeri 12 Palembang in the academic year 2023/2024, totalling 212 students. According to Koul et al. (2016), a sample is a smaller subset of individuals

or objects chosen from a larger population, which is analyzed to make inferences or draw conclusions about the entire population. In this study, convenience sampling method was used. According to Frankel et al. (2012), a convenience sampling is a group of individuals who (conveniently) are available for study. Thus, the class of VIII 5 and VIII 6 with a total of 71 students were chosen as the sample for this research based on recommendation of the teachers English.

The research used a writing task on recount text. The reason the researcher used writing task as an instrument because was that it allowed for students to create their own sentence and apply their understanding on grammatical structure. For validating the writing task, the researcher validated the writing task as follows; a.) Construct validity, Sulistyanto (2014) Construct validity refers to whether a research instrument aligns with the theoretical construct it is intended to measure. It ensures that the instrument accurately reflects the theoretical concepts and is relevant to the standards, basic competencies, and indicators outlined in the research framework. b.) Content validity, Content refers to obtaining a rating or assessment from a content expert's judgment (Creswell, 2012). Content validity requires the involvement of researchers and experts to validate the test. c.) Face validity, Holden in Marks et al. (2023) argued that face validity refers to how appropriate, sensible, or relevant a test and its items appear to the individuals taking the test. More formally, it is the degree to which respondents perceive the content of the test as relevant to the context in which it is administered.

Furthermore, to analyse the data of this research which focused on errors surface strategy taxonomy created by Dullay et al. (1982) which categories errors into omission, addition, misformation, and misordering were applied. After collecting the data, to analyze the students' errors in writing recount texts, several steps were applied to conduct error analysis research based on Ellis (1999), as follows:

a. Identification of errors

In the first step, the researcher read the students' recount texts and identified the errors by underlining every component of the sentence, such as a word, phrase, clause, or even the sentence itself.

b. Describing errors

Based on the identification of the data, the researcher then classified the errors using surface strategy taxonomy, categorizing them according to specific types. This approach helps define the types of errors associated with each category.

c. Explaining errors

This section aimed to explain how and why the students' errors occur.

d. Errors evaluation

After categorizing the data, the research calculates the students' error and determine the percentage for each error by counting the errors. In order to find the percentage for frequency in each type of errors that occur in the students' writing text, the researcher used the following formula adapted from Malik (2018), as follows:

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

Notes:

P : Percentage of the error

F : Frequency of the error

N : Total number of errors

100% : Constant value

C. Results and Discussion

1. Results

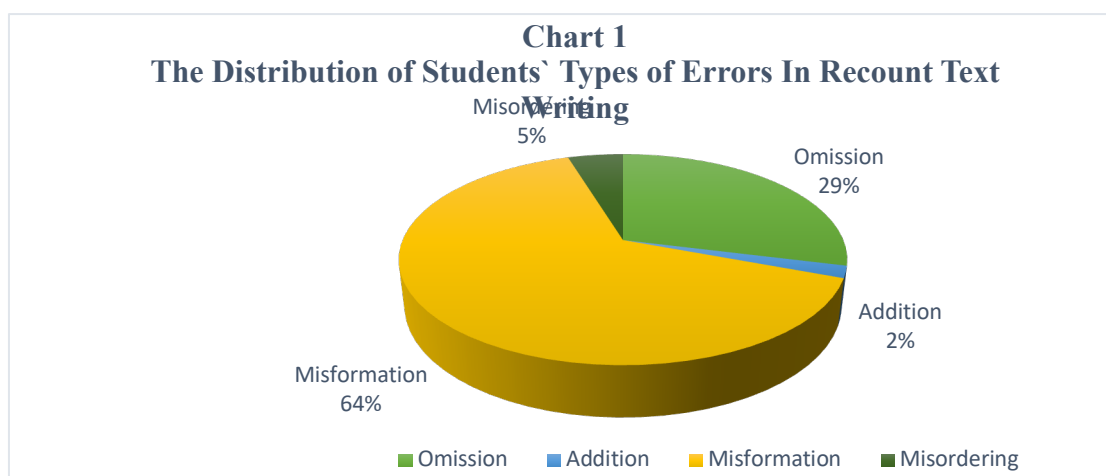
After collecting the data from the writing task, the researcher found some errors made by the students in writing recount text. There were 821 errors found in the students' writing. The researcher has identified the students' errors and calculated the number of each error by using surface strategy taxonomy.

Classification of Errors in Recount Text

No	Types of Errors	Number of Errors	Percentage
1	Errors of Omission	237	28.85%
2	Errors of Addition	15	1.83 %

3	Errors of Misformation	530	64.5%
4	Errors of Misordering	39	4.75%
TOTAL		821	100%

Based on the calculating results, the percentage of each type of error was, 1) Omission (28.85%), Addition (1.83%), Misformation (64.5%), and the last (4) Misordering (4.75%). The whole percentage of types of errors could be illustrated in the chart below:



2. Discussion

Based on the findings above, this study revealed that the most dominant errors made by the students was misformation with the frequent 64.5%. Omission was the second type of error that most frequent with 28.85%. The third was misordering with the frequent 4.75%. And the lowest frequency was addition errors which amounted 1.83%.

From the result the first was misformation, the kinds of error existing appeared in main verb that used in the past tense, the used of suffix -d/-ed and suffix -s/-es, the chose

for used of auxiliary verb that should be in the past tense, the used wrong form of grammatical structure of the language. It is in line with the result found by Hamid and Qayyimah (2014), misformation was the dominant type of error that many students made in their writing task. The second was omission. In this error found that students were forgot to end suffix -d/-ed also suffix -s/-es, article and preposition. Beside that the students also made errors in the use of auxiliary verb including was, were and had, and confused in the use of simple past tense, in the form of changing the base verb into the second verb. The similar research done by Istibsyaroh (2014) in which her research showed that omission was the second highest error. The third was misordering, in this error found that students were confused in occurred the morphemes correctly arranged in a sentence and used unfamiliarity with the correct sentence structure. But in the research found by Asni and Susanti (2018) and also Qomariyah (2022) misordering was the last kinds of errors. And the last was addition errors, in this error found that students added the unnecessary elements or words in the sentence. In the sentence` writing repetition words most large in addition error. From all the researcher in previous studied showed that addition was the third place in types of error.

In conclusion, there were several characteristics of grammatical errors in this research based on the finding; the students omitted that should appear in a sentence, the students added items that should not appear in a sentence, the students used the wrong form in a sentence and the students put words in the wrong placement.

D. Conclusion and Suggested

Conclusion

Based on the findings and discussion there were four types of errors made by eighth grade students of SMP Negeri 12 Palembang, which consist with omission, addition, misformstion and misordering. The percentage of errors were: 1) omission errors (28.85%), (2) addition (1.85%), 3) misformation (64.5%), and (4) misordering (4.75%). And this study revealed that the most dominant type of error made by eighth grade students of SMP Negeri 12 Palembang was misformation.

Suggestions

Based on the conclusion describe above, the researcher would like to offer some suggestions. The researcher hopes that these suggestions will be useful, especially for the English teacher and for the students. For the English Teacher, this research is intended to serve as a reference for enhancing and discovering new methods to minimize the common types of errors students make in writing recount text. Additionally, it is hoped that teachers will provide more detailed explanations of the simple past tense. For the Students, the researcher hopes that by identifying specific errors in writing recount text, students will enhance their writing abilities, this understanding will help them minimize writing errors in the future and improve their overall writing in the simple past tense. For others Researcher, this research has limitations in identifying the causes the errors. However, it is hoped that future researchers who focus on error analysis will enhance this research by conducting interviews to uncover the underlying reason for these errors.

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