

**GRAMMATICAL ERROR ANALYSIS OF STUDENTS'
WRITING IN RECOUNT TEXT**

**(An Analysis Study of the Writing Made by the Eighth
Grade Students MTs NU 11 Kisabariman)**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining the Degree of Bachelor in English Education



WALISONGO

by

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ABSTRACT
**GRAMMATICAL ERROR ANALYSIS OF STUDENTS’
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**(An Analysis Study of the Writing Made by the Eighth
Grade Students MTs NU 11 Kisabariman)**

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Grammar rules are the most important things that should be concerned in writing skill. A study by Nuri Ulfah Isnaini(2017) revealed that in the students’ writing text found many grammatical error types on the recount texts. The researcher conduct descriptive qualitative study which were gained through document analysis and observation. This study was aimed to analyse the errors of students’ writing recount text made by the eighth grade students MTs NU 11 Kisabariman. The number of population is 146 students. The researcher uses purposive sampling technique to collecting and analysing the data. Based on the observation and teacher recommendation, eight-grade A have more potential in their writing. The source of data consist of 20 students’ writing Recount Text about their personal experience. The researcher analyzed the errors based on Betty S. Azarr classification. The study found 168 items of errors from these categories: Verb tense, Word Choice, Punctuation, Article, Capitalization, Spelling, Add a Word, Omit a Word, Singular-Plural, Run a Sentence, Word Form, Meaning not Clear. The study conclude that Verb Tense error type is mostly found in the students’ writing text. The students not quite understand the use of past tense in recount text. The researcher hope this study can reference students to improve their writing by focusing their errors. This study also provide an overview for teacher to determine the appropriate method in learning.

Key word: *grammar, error, recount text.*

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MOTTO

Today should be better person

(Siti Diah Pramesti)

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CHAPTER I

INTRODUCTION

This chapter discusses about background of study, research question, reason for choosing topic, objective of the research, and significance of research.

1.1 Background of Study

One of the general objectives of language learning is to guide students to apply the target language orally or in writing. As second language learners, the students may find many problems because the language that they learned differs from the target language. English as a second language that students learn has different rules of structures from the Indonesian language, especially grammar. Every language has its grammar.

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language.¹ The study of grammar is needed to master the language because not all people can accept the information that we want to deliver, so we need

¹ Jack Richards and Schmidt Richard, *Longman Dictionary of Language & Applied Linguistics*, (London: Pearson Education Limited, 2010) p. 251.

the grammar to produce correct sentences to make reader or listener understand our meaning.

Learning grammar is very important. Learning grammar can provide knowledge for students about how to compose words into sentences. Related to what Gunman & McCallum in Ma'mun said that grammar is an important and necessary skill that a student must have,² by learning grammar, students find it easier to express what they want to write or say. This will build students to explore their ability to compose sentences into more complex texts or stories. Grammar can encourage students' ability to communicate both in writing and orally.

According to Harmer, Students should be mastered four language skills of English; are listening, speaking, reading, and writing. Listening and reading are receptive skills, while speaking and writing are productive skills.³ Among those four, In Junior high school, writing skill is considered the toughest skill as it requires a thorough process. The writing skill becomes the most complicated skill that

² Nadiah Ma'mun, 'The Grammatical Errors on the Paragraph Writings', *Vision: Journal for Language and Foreign Language Learning*, 5.1 (2016), 95

³ Jeremy Harmer, *The Practice of English Language Teaching Fourth Edition*, (Cambridge: Pearson Longman, 2007).

should be mastered by the students because the student should be able to combine and express their feeling or opinion in a well-written form.

According to Ma'mun, she described that students' difficulties in writing are related how they transfer idea and construct some clauses in a written text.⁴ Supported to what Maslichah & Tarwiyah said that the students feel challenging to express ideas, develop the idea related to the topic, they also get the problem in using the adjective, and present tense.⁵ There are certain rules or components in producing good writing that cannot be ignored by the students are structure, vocabulary, and spelling. Their writing can only be understood if those rules are written incorrect forms. Fadlilah stated that writing from multiple texts requires more demanding planning, processing, and revising.⁶ In this case,

⁴ Nadiah Ma'mun, 'Grammatical Intricacy on Students' Writing', *Vision: Journal for Language and Foreign Language Learning*, 6.1 (2017), 30.

⁵ Maslichah Maslichah and Siti Tarwiyah, 'Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers', *Vision: Journal for Language and Foreign Language Learning*, 6.2 (2018), 116.

⁶ Sayyidatul Fadlilah, 'Students' Grammatical Collocation Errors and Its' Implication in Teaching Writing', *IJET (Indonesian Journal of English Teaching)*, 5.2 (2016), 214-41.

composing ideas and follow grammatical rules in writing is a very demanding skill for students.

In producing good writing, the students should be able to understand the structure or grammar first. The Structure of grammar is one of the basic components of language that must be learned by the students. Besides of pre-observation that the researcher conducted by talking with the teacher of MTs NU 11 Kisabariman, the most students face difficulty in writing, especially constructing sentences, sometimes they have an idea but they can't compose the sentences well. It is because the students not understanding enough about grammar. Grammar is the rules in language for changing the form of a word and combining them into sentences.⁷ Cook and Sutter stated that grammar is a set of rules in which people speak and write.⁸

Surah Al- 'alaq 1-4:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ الَّذِي
عَلَّمَ بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (العلق/96: 1-5)

⁷ As Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press: 1995) P. 517.

⁸ Stanley J. Cook and W Richard Suter, *The Scope of Grammar ; A study of modern English*. New York : McGraw-Hill book company,1980) p.1

“Recite in the name of your Lord who created – Created man from a clinging substance. Recite: and your Lord is the most Generous, Who taught by the pen, thought man what he did not know” (Al-'Alaq/96:1-5)⁹

In Surah Al 'alaq verses 1 - 5, Allah instructs humans to seek knowledge from what Allah has created on this earth. Allah created the best human beings with all their thoughts and potential to be used in seeking knowledge. Allah governs us to record, organize, cultivate and explore new knowledge and teach it to others.

Writing is very useful in our life, such as writing an English articles, paragraph, or English text.¹⁰ Writing can express students feeling, thinking and idea. Students can write their personal life or drawing something about their knowledge to be paragraph of text. There are many types of texts, one of which is Recount text. Recount text is written out to make a report about an experience of a series of related event. Recount text is text functions as for telling an incident in the past. Recount is speaking or

⁹<https://play.google.com/store/apps/surah-al-alaq> translated by Abdullah Yusuf Ali accessed on 25 march 2020 at 19.00

¹⁰ Sayyidatul Fadlilah, ‘Students ’ Grammatical Collocation Errors And Its ’ Implication In Teaching’, *International Journal of English Teaching*, 5.2 (2016).

writing about past event or a piece of text that retell past events, usually in the order with they happened. Students can retell their experience or the past event that have occurred.

In Writing recount text, students commonly make an error. They have to use language future that appropriate with the recount text. The language features of Recount in their text including specific participants, circumstance of time and place, first person, additive conjunction, material process, and past tense. The example of an error is student doesn't change the present to be the past "I clean my house yesterday" should be "I cleaned my house yesterday.

A study by Nuri Ulfah Isnaini revealed that grammatical error analysis of the recount text made by tenth grade students in the school (SMK Batik Perbaik Purworejo)¹¹ mostly represented add and omit word errors. This study shows that in the students' writing text found many grammatical error types on the recount texts.

¹¹ Nuri Ulfah Isnaini, *The Grammatical Error Analysis of the Recount Text Made by the Tenth Grade Students of SMK Batik Perbaik Purworejo in the Academic Year of 2016/2017*, Final Project, (Purworejo: Muhammadiyah University of Purworejo, 2017).

From this case, the researcher focused on analyzing grammatical error made by Eighth grade students of MTs NU 11 Kisabariman. There is a difference in the class sample of the students for the intention to see how the beginner class write their recount text. This study has a purpose to detect the grammatical error earlier and hope to help the students fix it sooner. Analyzing grammatical errors in students' writing can show the progress of student knowledge. The students will know their errors. They can correct their mistakes and improving their writing skills. For the teacher, they can find out how far the student's ability to absorb the lesson. The teacher can also find mistakes that often occur in students, so they can focus on determining methods in the learning process.

Based on the problem above, the researcher takes the research entitled, *Grammatical error analysis of students' writing in recount text (An Analysis Study Made the Eighth Grade Students of MTs NU 11 Kisabariman in the Academic Year of 2020/2021)*

1.2 Reasons for Choosing Topic

1. Grammar is an essential language component to be learned by students. Students need grammar to

produce well-structured writing. As second language learners, students commonly make an error because of grammatical system's the different rules.

2. Recount text is a type of text that we usually find in our life. By learning recount text, students can practice retelling their experiences in writing. Students can improve their writing skills.
3. Writing is one aspect of language that students should be mastered. They also need writing in academics. By writing, students can express their ideas, but sometimes they are constrained in composing sentence structures. With good grammar, it will minimize errors in writing.

1.3 Research Question

The question of this research is “What are types of grammatical errors made by eighth grade students of MTS NU 11 Kisabariman”.

1.4 Objective of the Research

Based on the research question, the objective of the research is to analyze the types of grammatical error in writing recount text made by Eighth grade students of MTs NU 11 Kisabariman.

1.4 Significances of the Research

1. For students, they can find out their mistakes and correcting them so they can produce better writing recount text.
2. For teachers, this study can help them in correcting students' writing errors. They can determine the right steps to correct mistakes in the teaching-learning process.
3. For readers, they can use the result as reference. It is hoped can give more information and contribute the knowledge.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses about two main points, those are (i) previous study, (ii) theoretical or literature review.

2.1 Previous Study

The researcher has some relevant previous research that the research, they are:

The thesis entitled "*An Analysis Of Grammatical Error Writing Recount Text At The Eleventh Grade Of Students' Smk Negeri 1 Abung Selatan, Kotabumi In The Academic Year Of 2018 / 2019*"¹² by Tiara Juwita Sari. The aim of this research is to find out the grammatical error in student's writing based on surface category taxonomy. The researcher found the total of students' error are 172. There were 113 items (65,6%) error of miss information, 43 items (25%) miss omission, 8 items (4,7%) miss ordering, 8 items (4,7%) of addition and 8 items miss omission. The similarity of this research is analyzing of students grammatical error in writing recount text. The

¹² Tiara Juwita Sari, '*An Analysis of Grammatical Error in Writing Recount Text At the Eleventh Grade of Students ' Smk Negeri 1 Abung Selatan Kotabumi in the Academic Year 2018 / 2019*', Final Project (Bandarlampung: State Islamic University Raden Intan Lampung 2019).

differences of this research are (1) the error classification, this research use surface taxonomy. (2) the subject of the study, this research was conducted in Senior High School.

The final project of Mega Putri Susanti (2017) entitled “*Error Analysis on The Use of Past Tense in Narrative Text*”.¹³The purpose of this study is to analyze of student’s errors in using past tense in Narrative text based on the problem that students felt confused about using past tense in their writing especially Narrative text. The method of study is qualitative descriptive. The subject of study researcher chose 8 F class (2016/2017) in SMP Negeri 1 Candi, Sidoarjo. This study found four types of errors: omission, addition, misformation, misordering. Then, the researcher found the highest error made by students is misformation with 52 % percentages. The similarity of this study is qualitative study that used students writing. The different is, this study based on student writing in narrative text.

Final project of Shaila Sukma Wijayanti (2017) entitled “*The Analysis of Grammatical Error in*

¹³ Putri Mega Susanti, ‘*An Error Analysis on the Use of Past Tense in Narrative Text*’, Final Project, (Sidoarjo: Universitas Muhammadiyah Sidoarjo, 2017)

Students' Recount Text Made by the Eighth Grade Students of SMP N 1 Gombong in the Academic Year of 2016/2017'.¹⁴ The classification of errors is based in Keshavarz. The aim of this study is to find out types of errors and dominant errors in writing a recount text made by the student. The researcher uses written test for students to make a recount text in collecting the data. The result that there are four types of errors occurred in this research. The most error is omission (89 or 47.8%), the second place goes to substitution (67 or 36%), the third is permutation (18 or 9.7%), and the last is addition (12 or 6.5%). The similarity of this study is analyzed grammatical error of student's writing recount text. The different is the classification that used. This study use classification of errors is based in Keshavarz.

2.2 Theoretical Review

2.2.1 Definition of Grammar

Grammar is the sound, structure, and meaning system of language. All languages have grammar, and

¹⁴ Shaila Sukma Wijayanti, *The Analysis of Grammatical Error in Students' Recount Text Made By the Eighth Grade Students of Smp N 1 Gombong in the Academic Year of 2016/2017*, Final Project, (Purworejo: Muhammadiyah University Purworejo, 2017)

each language has its own grammar.¹⁵ Scott Thornbury said that grammar is partly the study of what form (or structure) is possible in a language.¹⁶ Grammar is study about the rule that govern how sentence languages are formed. Every language has different structures, the rule of sentence will guide us to find the meaning in language. It means there must be a clear structure because not all reader or listener of communication can accept the meaning of the message that we are delivered. We need grammar to produce the appropriate sentence that can be accepted by people.

Grammar is the way language manipulates and combines words in order to form longer units of meaning.¹⁷ It usually considers the meanings and functions these sentences have in the overall system of the language. There is set a rule which govern how units of meaning may be constructed any language: learner who understand grammatical structure

¹⁵ Subasini and Kokilavani, 'Significance of Grammar in Technical English', *International Journal of English Literature and Culture*, (Vol 1(3) December, 2013)p. 56–58

¹⁶ Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 2002)P. 1.

¹⁷ Penny Ur, *Grammar Practice Activities A Pratical Guide for Teacher* (Cambridge: Cambridge University Press, 1988).

considered has mastered to express himself in the rules of acceptable language formation.

2.2.2 Grammatical Error

For students, grammar is needed to help them in mastering the second language that learned. According to Scott Thornbury, grammar is a process for making meaning clearly when contextual information is lacking.¹⁸ Students should learn grammar to make them easier to convey the meaning of message or information, using correct grammar is important to avoid misunderstanding in communication both of verbal or written.

There are many rules in grammar, including articles, parts of speech, sentence pattern, and tense, etc. Some mistakes and errors occur when the students do not understand well about the English. Many factors which cause the learners of English as a foreign language make errors and sometimes first language interference also becomes one cause. The different structures in the first language and the

¹⁸ Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 2002)P.4.

second language potentially generate error in writing grammar.¹⁹

2.2.3 Definition of Writing

Nunan stated that there are four basic competencies that students should master in English, those are listening, speaking, reading and writing.²⁰ Writing is among the most important skills that second language students need to develop.²¹ Writing is a continuous process of thinking, organizing, rethinking, and recognizing.²² Writing as a process of expressing ideas or thought in words, should be done at our leisure.

How can we do something that we do not enjoyable? Writing can be very enjoyable as long as we have the ideas and the means to achieve it. In general, enjoyable is very important in process of writing to help process of thinking or expressing

¹⁹ Banjar Putri Kumala, Siti Aminah, and Mahimatul Ifadah, ‘An Analysis of Grammatical Errors on Students’ Writing’, *2nd English Language and Literature International Conference (ELLiC)*, (Vol 2, 2018), 144–48.

²⁰ David Nunan, *Designing Tasks for the Communicative Classroom* (Cambridge: Cambridge University Press, 1989)..

²¹ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003)p.xv.

²² Boardman, Cynthia. A, and Frydenberg, Jia. *Writing to communicate: Paragraph and Essays*. (Pearson Education: Longman, 2002). P 11

ideas. Another theory of writing also stated by Oshima and Hogue, they stated that writing takes study and practice to develop this skill for both native speakers and new learners of English. It is important to note that writing is a process not a product of something and writing is a progressive activity of thinking.²³

In writing, the writing process is very important to develop a framework within the text. Langan stated that in writing process there are five steps:²⁴

- 1) Prewriting

There are five prewriting techniques that will help you think about and develop a topic and get words on paper: prewriting, questioning, making a list, clustering, preparing a scratch outline. These techniques help you think about and create material, and they are a central part of the writing process.

²³ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Addison Wesley Publishing Company, Second (New York: Addison Wesley Longman, 1997)p.2.

²⁴ John Langan, *College Writing Skills with Readings*, McGraw-Hill, Seventh Ed (New York: McGraw-Hill, Inc, 2008)p.24.

2) Writing a First Draft

When you write a first draft, be prepared to put in additional thoughts and details that did not emerge during prewriting.

3) Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting an essay, building on what we have already done, to strengthen it.

4) Editing

After you have revised your essay for content and style, you are ready to edit—check for and correct—errors in grammar, punctuation, and spelling. Students often find it hard to edit their writing carefully.

5) Review Activities

You now have a good overview of the writing process, from prewriting to first draft to revising to editing. To reinforce the information about the writing process that you have learned in this chapter, you can now work through the following

activities: taking a writing inventory, prewriting, outlining and revising.

Writing can be defined as a process of discovery. It is an activity in arranging words, phrases, and sentences that is grammatically correct and appropriate to its purpose. As a process of discovery, writing needs a series of steps to write.

2.2.4 Definition of Error

Error are flawed side if learner speech of writing. They are those part of conversation composition that deviate from selected norm of mature language performance. Error differs from mistakes. Therefore, it is crucial to distinguish between them in order to analyze learners' language in proper perspective. Error is deviation from student structure since the learners has not completely mastered the rules of the language they learned. He also stated that the mistakes are structural deviation, which occurs because the learners cannot determine the choice of expression in proper accordance the situation.²⁵

Studying learners' errors serves two major purposes: first, it provides data from which inferences

²⁵ Stephen Pit Corder. *Introducing Applied linguistic*. (Harvard Sworth UK: Penguin Book.1973) p.56

about the nature of the language learning process can be made. Second, it indicates to teachers and curriculum developers which is the part of the target language students have most difficulty producing correctly and which error types detract most from a learners' ability to communicate effectively.²⁶

Students' errors are a very useful tool of showing what they have and what they have not learned.²⁷ Kittiporn Nonkukhetkhong stated in his study that error analysis is an important tool for teachers to evaluate learners' learning ability in order to set the priority to solve learners' problems from the most frequent errors made by them. He also claimed errors provide significant evidence for teachers to give their students proper corrections and materials to support their learning.²⁸

The fact that learners make errors, and these errors can be observed, analyzed and classified is

²⁶ Heidi Dulay, Marina Burt, and Stephen Krashen, 'Language Two' (New York: Oxford University Press, 1983)p. 138.

²⁷ Jacob O Alogo, 'Error Identification , Analysis and Correction in Second Language (L2) Teaching and Learning', 2.9 (2015), 632–36.

²⁸ Kittiporn Nonkukhetkhong, 'Grammatical Error Analysis of the First Year English Major Students, Udon Thani Pajabhat University', *The Asian Conference on Language Learning*, 2013, 117–127.

called error analysis. There are some steps of analyzing error, they are:²⁹

- a. Identification of Errors. The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic produce is as follows:
 - (1) Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.
 - (2) Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well- formed. Those utterances/sentences remaining contain errors.
- b. Identifying errors: the first step in analyzing errors is to identify errors.
- c. Describing errors: once at all the errors have been identified, they can be described and classified into types or categories.

²⁹ Rod Ellis and Gary Barkhuizen, 'Analysing Learner Language' (UK: Oxford University Press, 2005)p.57.

- d. Explaining errors: trying to explain why errors occur. Explaining errors involves determining their sources in order to account for why they were made.
- e. Error evaluation: where the purpose of the error analysis is to help learners learn an L2, there is a need to evaluate errors. Some errors can be considered more serious than others because they are more likely to interfere with the intelligibility of what someone says.

2.2.5 Types of error

Dulay classifies error into four types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.³⁰

1) Error based on linguistic category

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects. Language

³⁰ Heidi Dulay, Marina Burt, and Stephen Krashen, 'Language Two' (New York: Oxford University Press, 1983)p.150-165.

components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style). Constituents include the elements that comprise each language components. For example; Morphology: a ant Syntax: He no write While in constituents, it includes the elements that comprise each language components. For example within syntax, one may ask whether the error is the main or subordinate clause, which constituent is affected.

2) Error based on surface strategy taxonomy

This type of error has four subtypes. They are;

a) Omission

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition.

For example: My mother very beautiful

Omitted (is) : My mother is very beautiful

b) Addition

This type of error is contradictory to the previous one. The character of the error is known by the presence of an item which must not appear in a well-formed utterance. This error usually appears in the later stage of L2 acquisition, when the learner has already acquired some target language rule. There are three types of addition errors have been observed in the speech of both L1 and L2: double markings, regularizations, and simple addition. Here is the example of error in double marking:

(1) Double marking

Many addition errors are more correctly described as the failure to delete certain items which are required in some linguistic constructions, but not in others.

Example: He doesn't know my name.

(2) Regularization

It is typically added to linguistic items, such as the class of main

verbs or the class of noun. There are both regular and irregular forms and constructions in language.

Example: the verb “eat” does not become “eated” but “ate”.

c) Simple addition

Errors are subcategory of additions. If an addition error is not double marking or regularization, it is called as simple addition. There are not particular feature, which can characterize simple addition other than those not appear in a well-formed utterance.

Example: “grab bag”

d) Misinformation

This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect. There are three types of misinformation, they are: regularization errors, archiforms, and alternating forms.

- Regularization errors

It is characterized which learner fail to choose or to select a proper word form.

Example: Singular-plural: geese (geese)

- Archi-forms

It is defined as the selection of one member of a class of forms to represent others in the class.

Example: that dogs (those dogs)

- Alternating forms

It is defined as fairly free alternation of various members of a class with each other.

Example: Those dog (those dogs)

This cats (this cat)

e) Misordering

The incorrect placement of a morpheme or a group of morpheme in an utterance is the character of this error, e.g. "What Daddy is doing?"

3) Error based on comparative taxonomy

The classification is made based on the comparisons between the structure of L2

errors and certain other types of construction. To this classification of error, there are four types of error.

a) Development error

Development error is similar to those made by children learning the target language as their first language, e.g. “Mary eat the pineapple”.

b) Interlingual error

Interlingual error is an error similar in structure to a semantically equivalent phrase or sentence in learner’s native language.

c) Ambiguous error

Ambiguous error is error that reflects the learner’s native language structure. This error could be classified equally as development or interlingual error, e.g. “I no go to school”.

d) Other error

Other error is error that is caused by the learner’s native language since the learner used it on their second language form, e.g. “She do hungry”.

4) Error based on communicative effect taxonomy

Instead of focusing on aspect of the errors themselves, the communicative effect taxonomy concerned with the error from the perspective of their effect on the listener or reader. The focuses are on distinguishing errors that seem to cause miscommunication from those that do not. Error based on communicative effect taxonomy is divided into two parts.

(1) Global learner

Global error hinders communication it prevents the learner from comprehending some aspect of messages. For instance, “we amused that movie very much”.

(2) Local Learner

Local learner its self does usually because there is only minor violation of one segment of a sentence. “I angry” will be local error since the meaning is apparent.

Meanwhile, Betty Schramper Azar classified type of error in fourteen kinds. They are as follows:³¹

1) Singular-Plural:

³¹Betty Schramper Azar, *Understanding and Using English Grammar* (New Jersey: Prentice-Hall, 1989)p. 29.

He have been here for six month (incorrect)

He has been here for six months (correct)

2) Word Form:

I saw a beauty picture (incorrect)

I saw a beautiful picture (correct)

3) Word Choice

She got on the taxi (incorrect)

She got into the taxi (correct)

4) Verb Tense

He is here since June (incorrect)

He has been here since June (correct)

5) Add a Word

I Want go to the Zoo

I Want to go to the Zoo

6) Omit a Word

She entered to the university (incorrect)

She entered the university (correct)

7) Word Order

I saw five times that movie (incorrect)

I saw that movie five times (correct)

8) Incomplete Sentences

I went to bed. Because I was tired. (incorrect)

I went to bed because I was tired. (correct)

9) Spelling

An accident occurred (incorrect)

An accident occurred (correct)

10) Punctuation

Why did he say.

Why did he say?

11) Capitalization

I am studying English (incorrect)

I am studying English (correct)

12) Article

I had a accident (incorrect)

I had an accident (correct)

13) Meaning not clear

He borrowed some smoke (the meaning is not clear)

14) Run-on sentences

My roommate was sleeping, we didn't want to wake her up (incorrect)

My roommate was sleeping. We didn't want to wake her up (correct).

2.2.6 Source of error

According to Brown, there are four sources of error; Interlingual transfer, Intralingual transfer,

Context of learning, and Communication strategies.³²

1) Interlingual transfer

Learners will make errors as the result of transfer from the native language since they have not been familiar with the second language system.

e.g. English learner say 'sheep' for 'ship'.

2) Intralingual transfer

This error is made by learners who have begun to acquire parts of target language but still lack of competence.

e.g., She can singing beautifully.

3) Context of learning

Context refers to the classroom with its teacher and its materials, in this case, of school learning activities or the social situation in the case of untutored second language learning. Students make errors because of a misleading explanation provided by the teacher, faulty presentation

³²H. Douglas Brown, *Principles of Language Learning and Teaching*, Fourth Edition (New York: Addison Wesley Longman, 2000)p. 223-227.

in a textbook or a memorized pattern that is not contextualized.

4) Communication strategies

The learner's techniques in learning second language can become a source of error.

2.2.7 Recount text

Recount text is a piece of texts that retells past events, usually in order in which they occurred.³³ Recount is retelling past events in order to inform or entertain about what and when it happened. A recount is different from a narrative text in terms of the problems in the sequence of events. Another view comes from Recount can be in the form of letters, newspaper reports, conversations, speeches, television interviews and eyewitness account. Formally, recounts are sequential texts that do little more than sequence a series of events.

Every story, no matter how simple, needs an orientation. Indeed, it is impossible to tell a story unless we see that there are characters set up in a particular time and place, although many

³³ Mark Anderson and Kathy Anderson. (1998). *Text Types in English 3*. Melbourne: MacMillan Education Australia PTY LTD. P 24

postmodern narratives play with these conventions. In simple recounts the orientation stage need only be a sentence, as in the following Example: *On Wednesday we went camping here at school. We had chicken and chips at camp. We sang songs around the camp fire and I stayed the night.*³⁴

1) Recount text has three main parts:³⁵

a. Orientation.

Orientation consist of background information about who, what, where, and when. It means orientation provides the setting and introduction.

b. A series of paragraphs

It consists of paragraphs which retell the events in the order in which they happened.

c. Conclusion(optional)

It is a paragraph that contains a personal comment. In conclusion, a recount text tells

³⁴ Peter Knapp and Megan Watkins, 'Genre, Text, Grammar: Technologies for Teaching and Assessing Writing', *Education*, 2005. p. 224.

³⁵ Anderson, M. & Anderson, K. (1998). *Text Types in English 3*. Melbourne: MacMillan Education Australia PTY LTD.

the reader what happened in a past. It begins with an orientation which tells the reader who was involved, what happened, where this event took place and when it happened. Then, the sequences of events are described in some sort of order e.g. time. Last, it may be a reorientation at the end which summarizes the event.

2) Kind of recount text

Recount classified into three types; they are personal recount, factual recount and imaginative recount.³⁶

- a. Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in.
- b. Factual recount is a recount that recording the particulars of an accident.
- c. imaginative recount is a recount that taking on an imaginary role and giving details events.

³⁶ Derewianka, B. (1990). *Exploring How Texts Work*. Newtown: Primary English Teaching Association. P 15-17

Literacy secretariat stated that the types of recount text are not only as mentioned above, but also there are two types more. So, the types of recount text are:

- a. Personal recount is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.
- b. Factual recount is reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
- c. Imaginative recount is applying factual knowledge to an imaginary role in order to interpret and recount events e.g. *A Day in the Life of a Roman Slave*, *How I Discovered Radium*.
- d. Procedural recount is recording the steps in an investigation or experiment

and there by providing the basis for reported results or findings.

- e. Literary recount is to retell a series of events to entertain.
- 3) Grammatical features of a recount. A recount usually includes the following grammatical features:
- Proper nouns to identify those involved in the text.
 - Descriptive words to give details about who, what, when, where, and how.
 - Using the past tense to retell the events.
 - Words that show the order of the events.³⁷

Language Feature	Example
<i>Introducing personal participant</i>	I, my group, etc
<i>Using chronological connection</i>	Then, first, etc

³⁷ Azar..

<i>Using linking items to do with time</i>	On Wednesday, next, later, etc
<i>Using action verb</i>	look, go, bring, etc
<i>Using simple past tense</i>	Looked, went, brought, etc

4) Example of recount text³⁸ :

On Mother's Day
By Marry

(Orientation)

On Sunday it was Mother's day. I woke up at 7.00 A.M. I wanted to make breakfast for my mom. I wanted her to have breakfast in bed.

(Event 1)

I got a present for my mom and wrapped it up. I put a bow on it. Then I went to the kitchen and made two pieces of toast. I put some butter and jam. I also made a cup of tea. Then I put everything on a tray.

(Event 2)

Then I bought the breakfast to mom's bed. I said, "Happy Mother

³⁸Entika Fani Prastikawati and Siti Mustokah, *Writing 3 (Handout and Assignments)*. Semarang, IKIP PGRI Semarang. 2010. P20-21

Day, Mommy” she said, “Thank you so much”.

(Re-orientation)

Then my dad came and said, “You don’t need to cook on Mother’s day”. So we went to pizza Hut for dinner.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, objective of the research, sources of the data, focus of the research, data collection technique, and data analysis technique.

3.1 Research design

In this study, the design of the research is descriptive qualitative research, this is because the writer analyzed the data descriptively and the presentation of the result was in form of explanation of words which would be supported by data presented in the form of table. Koshy stated that Qualitative data is more in the form of transcript, description and document for analysis.³⁹ It is also related to the purpose of this research is analysis of students' grammatical error in writing recount text by eight grade students of MTs NU 11 Kisabariman. The number of population is 146 students that consist of class VIII A, VIII B, and VIII C. The researcher uses purposive sampling technique to collecting and analysing the data. According to Sugiono, purposive

³⁹ V. Koshy, *Action Research for Improving Practice: A Practical Guide*, SAGE Publication, 2005.

sampling is a technique to determine sample based on a certain consideration.⁴⁰ Based on the observation and teacher recommendation, VIII A students have more potential in their writing.

The researcher used theory of Mile and Huberman to analyze the data. The steps are:⁴¹

a. Data reduction

The process of selecting, focusing, simplifying, abstracting, and transforming the 'raw' data that appear in written-up field notes. Data reduction occurs continuously throughout the life of any qualitatively oriented project. On this step, researcher reduces the submitted recount texts by the respondents. Totally there are 30 texts from 30 respondents.

Researcher assumes that need to reduce the data because some texts are not appropriate with the generic structure of recount text. The result of data reduction is

⁴⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (Bandung: Alfabeta, 2011)P. 85

⁴¹Miles, M.B, and Huberman, A.M (1984). *Qualitative Data Analysis: A Sourcebook of C. Inc*. P. 21-22

only 20 recount texts that could be continued to the next step and to be analyzed further.

b. Data display

The second major flow of analysis activity is data display. 'display' is an organized assembly of information that permits conclusion drawing and action taking. The most frequent form of display for qualitative data has been recount text. The recount texts are about students' personal experience.

c. Conclusion drawing/verification: the third stream of analysis activity is conclusion drawing and verification.

3.2 Object of the Research

Object of the Research is the recount text which written by eighth grade students of MTs NU 11 Kisabariman in academic year 2020/2021.

3.4 Source of the Data

In this research, the researcher was taken the data from eighth grade of students MTs NU 11 Kisabariman Limbangan. The data is students' writing in recount text. The text is about their personal experience.

3.5 Focus of the Research

This research focused on analyzing grammatical error in writing recount text made by the eight grade students of MTs NU 11 Kisabariman.

3.6 Data collecting technique

In collecting the data of the research, the researcher used a document analysis technique. Some procedures or steps are explained as follows;

- a. The researcher conducted observation by asking the teacher about students writing.
- b. The researcher conducted this research in the class VIII A by collecting 30 students' assignment sheets (personal document) from the English teacher of the class.
- c. After collecting the students' assignment sheets, the researcher checked the texts. The checking of the text is to look for the appropriate recount text.
- d. The researcher reduces some text that doesn't appropriate with recount text. The researcher decides to analyze 20 texts of students' writing.
- e. The researcher analyzed the students' errors beside on Betty S. Azar's classification.

- f. The researcher calculated the total errors in form of a table based on the classification of errors.
- g. The researcher describes the students' error based on that classification.

3.7 Data Analysis Technique

In analyzing the data, the researcher identifies the student's grammatical errors in writing recount text by classifying errors.

The researcher also computes the percentage of errors that students made in their writing. In order to calculate the percentage of each error type, the researcher uses this formula as follows:

$$P = \frac{T}{N} \times 100$$

Which is:

P : Percentage of error

F : Total of each category

N : Number of total errors occur.

After that, the researcher describes the data that has been classified. The researcher describes the error in each student's writing and then, the researcher categories all the errors that student made.

CHAPTER IV

FINDING AND DISCUSSION

This chapter explains the result and findings of the research. This chapter describes the error types that students made in their writing.

This research's data are the texts written by eighth grade students of MTs NU 11 Kisabariman. The researcher got the data from the task of student writing. The data are 20 students' recount text. The text is about their personal experience.

4.1 DATA ANALYSIS RESULT

4.1.1 Analysis of Grammatical Errors Types in Students'

Writing

In this section, the researcher identifies the student grammatical error in writing recount text. The categories of errors based on Betty Azar classification. There are fourteen categories of errors. The researcher presents the classification in form of the table below.

4.1 Recapitulation of Students' Writing Errors

Number	Students initial	Singular-Plural	Word Form	Word choice	Verb Tense	Add a Word	Omit a Word	Word Order	Incomplete sentence	Spelling	Punctuation	Capitalization	Article	Meaning Not Clear	Run-on sentence	
1	AA	2		3	1	1	1							1		9
2	AFA			2	4				1		1	1	1			10
3	AH			2	1	3	2			1			1			10
4	ANZ				5	1				2			2		1	11
5	AR				2						4		1			7
6	AS		2	1	1		1			1			1			7
7	DW H			1	14		1				2					18
8	FGS				2								1			3
9	HMA	1			4		1					2	2		1	11
10	IP			1			2				1					4

11	IPZ				3	1					3	3				10
12	KA										1				1	2
13	KAD									1	2	1	1			5
14	LK	1		2	1	1					4	1	4			14
15	MCH			1						2		1				4
16	MD M				6					1	1	2	2			12
17	MLF			3	8	1					1	1				14
18	NLR			3						1		1				5
19	UH			3	1	1				2						7
20	ZAN				1	1							2			4
	Total	4	2	22	54	10	8	0	1	11	20	13	18	1	3	167
		2.40%	1.20%	13.17%	32.34%	5.99%	4.79%	0.00%	0.60%	6.59%	11.98%	7.78%	10.78%	0.60%	1.60%	100%

The researcher analyzed the data by classifying the category of error. From the table recapitulation above, the researcher found 168 items of errors made by 20 students. Description of the error that found as follows:

1. Student 1 (AA)

There are six types of errors found in student's text. The types of errors are Singular-plural, Word choice, Add a word, Omit a word, Meaning not clear, and Verb tense.

The first type Singular- plural. In this type the student made two errors; *My grandfather prepared many delicious food.* The error are *many* and *food*. Because *Delicious food* is uncountable noun and plural noun. The correct form is *my grandfather prepared much delicious foods.*

The second type is Word choice. The researcher found four errors of this type. All the errors are about possessive pronoun. The errors are *I did not meet her*, *I missed her*, and, *I thanked to her*. Because *grandfather* is a man that uses possessive pronoun *him*.

The third type is Add a word. The error is *on the way to grandfather's house*. It should be (on the way to my grandfather's house). The fourth type is Omit a word. The error is *I saw a beautiful scenery* (*I saw a beautiful scenery*), the indefinite article *a* may be redundant when used with uncountable noun *scenery*. It is better to remove the article.

The fifth type is Meaning not clear: I did what she tad me to do (I did what she tad me to do). The sentence is not clear. The sixth type is Verb tense: *I surprised*. The correction is *I was surprised*. It is missing the verb.

2. Student 2 (AFA)

There are six types of errors that found in student's text. The types are Word choice, Punctuation, Article Capitalization, Incomplete sentences, Verb tense.

The first type is Word choice. The errors are *Me and my friends* (I and my friends), *Me and the team* (I and my team) the correct subject position is *I*. The second types are punctuation. The error is *for me this* (for me, this) missing a comma after the introductory phrase *for me*. The

third types is Capitalization; *april*. It is proper noun. The fourth errors is Article; *In teak field* (In the teak field). *Teak field* is a noun that should be added article. The fifth error is Incomplete Sentences; *Me and my friend Soccer team will do a match* (I and my friend soccer team would do a match).

The sixth type that found in this text is Verb tense. Student doesn't change the infinitive to be verb 2. The errors are *I and my friend soccer team will do a match* (I and my friend soccer team would do a match) *The team do a soccer game* (The team did a soccer game) *because really want to be the best* (because really wanted to be the best) *his is the best match* (this was the best match). The Verb tense types are most of the errors that found in this writing.

3. Student 3 (AH)

The researcher found six types of errors. The types are Word choice, Verb tense, Add a word, Omit a word, Spelling and Article. The first type is Word choice. The student made incorrect preposition; *At the first day* (on the first day), *At the third day* (on the third day) the preposition

used may be incorrect. The second types is Verb tense. The student uses present *to be*, it must convert into past tense form, because retelling about past event. *Grandma's home her home is quite awesome* (my grandma's home her home was quite awesome).

There found three Add a word errors; *Last year holiday of Lebaran* (Last year's holiday of Lebaran), *because the previous holiday I wasn't there* (because of the previous holiday I wasn't there), there is missing preposition after the word *because*, it should be added. *I didn't want anything except sleeping* (I didn't want anything except for sleeping).

The next is Omit a word error; *I spent two days I there* (I spent two days there) there is incorrect pronoun in the sentence, the other error is *we had to give the enough water* (we had to give enough water) it is incorrect preposition. *So far way from the city* (so far away from the city) spelling error found in this sentence, the word *way* doesn't fit this context. The last is article error. The error is *with farmer*, it consider adding article before *farmer*.

4. Student 4 (ANZ)

In the text of student 3, the researcher found six types errors, with the total of eleven errors. The error types are Spelling, Verb Tense, Add a word, Article, and Run on sentences.

The most errors are verb tense. There are four errors of verb tense. The errors are *while tell about our experience* (while was telling about our experience), *We will me at cinema* (we would met), *I promised will come* (I promised would come) , *not come* (didn't come). *I was calling Dayat* (I called Dayat).

The student has two errors of Spelling, they are *meat ball* and *valit*. The students still use their first language. It shows in the word of *Valit* should be valid. In this text found run on sentence error, the sentence doesn't use comma to separate of two clauses.

5. Student 5 (AR)

The researcher found three types of errors in this writing. The types are Verb tense, Punctuation, and Article. Punctuation type is the most errors that found. There are four punctuation errors. The errors are *After arriving*

we immediately changed clothes (After arrived, we immediately changed clothes), after a few hours later we were playing with satisfaction (after a few hours, later we were playing with satisfaction) immediately played on the beach, (and immediately played on the beach.), After that my family and I left (After that, my family and I left). All the errors because there are not commas after the introductory sentence.

There are two errors of Verb tense. The errors are *I hope to be there again to be there again, (I hoped to be there again), student doesn't change the infinitive to be verb 2. Plan to buy souvenirs (planes to buy souvenirs).*

6. Student 6 (AS)

There are six types of errors in this text. The types are Word form, Omit a word, Word choice, Article, Verb tense and, Spelling. The first type is Word form. The error is *01.00 o'clock in the morning.*, the correct sentence is *01.00 A.M in the morning.* To eliminate unnecessary word of add clarity. The next word form error is *at the nearly shop (at the near shop)*, it appears that

adverb nearly is attempting to modify the noun *shop*.

The second error type is Omit word. The error is *I and my family went to holiday*, the seems that preposition use may be incorrect here. It should be *I and my family went holiday*. The third type is Word choice. The error is *In Pangandaran (To pangandaran)* the preposition used is incorrect here.

The fourth error is Article; *Tourism bus (A tourism bus) tourism bus* is a noun that should be added article. The fifth type error in this text is Verb tense; *We go up. Go* should change to be *Went*, because of a past event. The last type is spelling. The error is *I saw some seagulls fiew*. The correct spelling is *View*.

7. Student 7 (DWH)

The researcher found four types of errors in this student's writing. The types of errors are Word choice, Verb tense, Omit a word, Punctuation and, Article. There researcher found fourteen errors of verb tense. The most errors are in the form of past verb. In the recount text use past verb, because it is a past event.

The errors are *I don't like* (I didn't like), *It's very busy* (It was very busy), *It's slower* (It was slower) *I take shower* (I took shower) *The month is fasting* (the month was fasting), *I helped my parents prepare* (I helped my parents preparing), *clean the house* (cleaned the house), *I do* (I did), *Will* (would), *I watch my favorite shows* (I watched my favorite shows), *It's done* (It was done), *I can go* (I could go), *This is just an ordinary vacation* (this was just an ordinary vacation), *This emerging pandemic will end soon* (this emerging pandemic would end soon).

The Word choice error is *in YouTube* (on YouTube) the preposition that used is incorrect here. The Punctuation error are *hopefully* (hopefully,) and *After that* (after that,) add comma. In this text, there are two sentences have the same meaning. The sentences should be eliminated *I helped my parents prepare I helped my parents prepare*. It is the omit a word error.

8. Student 8 (FGS)

There are two types of errors found in this writing. The types are Verb tense and Article. The errors are *This week is my holiday* (This

week was my holiday), *I just stay at home* (I just stayed at home). The Verb tense errors are the word *is* and *stay*. They are *present* that should be changed to be *past* verb 2. The article error is *bathroom*, it should add *the* as article.

9. Student 9 (HMA)

The researcher found six types of errors. The types are Singular-plural, Verb tense, Run on sentence, Capitalization, Omit a word and Article. The first error type is Singular-plural. The error is *Last years* (last year); the word *years* is not agree with number of other word in this phrase.

The second is Verb tense. There are four errors of verb tense. The errors are; *the temple is beautiful (the temple was beautiful)* , *I fell very happy (I felt very happy)*, *I fell tired (I felt tired)*, *I want to go (I wanted to go)*. They should be changed into past tense verb.

The third type is Omit a word; *When we arrived at there* (When we arrived there); using incorrect preposition. The fourth error type is Run-on sentence; *When we arrived at there we walked around the temple, the temple is*

beautiful. There are two independent clauses improperly join with a comma.

The fifth is capitalization. There are two errors are *we went there by car* (. We went there by car), *we departed the journey* (. We departed the journey); as the first word of the sentence *we* should be capitalized. The last errors type are article; *a history* (history), *Story from temple* (story from the temple).

10. Student 10 (IP)

In this writing, there are three types of errors. The types are Word choice, Omit a word and Punctuation. The first type is word choice; *There was nothing special on my daily activities* (There was nothing special about my daily activities).

The second types is Omit word; *The last school break was a quite bad for me* (The last school break was quite bad for me). The article *a* is unnecessary before the adjective *bad*. *I wake up and had a breakfast in the morning* (I wake up and had breakfast in the morning). The indefinite article *a* is redundant when used with uncountable noun *breakfast*.

The last types is punctuation; *So, for me this was a pretty bad school break* (So, for me *this was a pretty bad school break*); missing a comma after introductory phrase *for me* .

11. Student 11 (IPZ)

There are four types of errors in this writing. The types are Verb tense, Add a word, Capitalization and, Punctuation. The first type is Verb tense; *After arriving* (After arrived), *After finishing* (After finished), *After going to the hostel* (After went to the hostel) it should be changed in the form of past tense.

The second is add word order; *I went with aunt* (I went with my aunt). *Aunt* is possessive pronoun in this text, it should add *my*. The third type is capitalization error; I went to *semarang* (I went to Semarang) in *semarang* (in Semarang), *ciputra mall* (Ciputra mall), *Semarang* and *Ciputra* are the name of place should be capitalized. The last is punctuation error; *After arriving* (After arrived,), *After finishing* (After finished,), *After going to the hostel* (After went to the hostel,).

12. Student 12 (KA)

The researcher found two errors types. The types are Punctuation and Run-on sentence. The Punctuation error is *and wati* (and, wati); adding a comma to separate parallel items list. The Run-on sentence error is *On Thursday 30th of January 2020 my school hold a basic leadership* (On Thursday 30th of January 2020, my school hold a basic leadership); they are two different clauses.

13. Student 13 (KAD)

There are four types errors in this writing. The types are Spelling, Punctuation, Capitalization, and article. The Spelling error is *gantle breeze* (gentle breeze). The Punctuation is *As we arrived there.* (As we arrived there,); *Before we went home.* (Before we went home,); It Should use the comma to connect the clause. The Capitalization error is *indrayanti beach* (Indrayanti beach) the name of place. The Article error is *on shallow part* (on the shallow part), should be added *the*.

14. Student 14 (LK)

In this writing, the researcher found seven types of errors. The types are Singular-plural, Word choice, Add a word, Verb tense,

Punctuation, Capitalization, and Article. The first is Singular-plural; any (many). The second is Word choice error. The errors are *on the afternoon* (in the afternoon), *At the day season* (during the day season). They use incorrect preposition.

The third type is Add a word error; *For mining* (For the mining), it should add preposition. The fourth type is Verb Tense; *We called people who was still at the mining area* (We called people who were still at the mining area).

The fifth type is punctuation. There are four errors of punctuation. The errors are *yard, farm and garden* (yard, farm and, garden), *Finally we recognized* (finally, we recognized), *Finally they stopped* (finally, they stopped); should be added a comma after introductory phrase. *We could find some small boats that were used for mining of course,* (we could find some small boats that were used for mining, of course,); missing a comma with interrupter *of course*.

The sixth type is Capitalization; we were swimming (. We were swimming). The last type

is Article; *We lived at the small village* (We lived at a small village) *The village* (a village), such as river, yard, farm (such as a river, yard, farm), *it was actually terrible day* (it was an actually terrible day).

15. Student 15 (MCH)

There are three types of errors in this writing. The errors are Word choice, Spelling and Capitalizing. The word choice error is *Me and three sibilings* (I and three siblings). The pronoun is incorrect, *Me* should be changed *I*, because the subject of the text. The second type is spelling. The errors are *sibilings* (siblings), *Revreshing* (refreshing). The last type is Capitalization; *taman mini indonesia indah* (Taman Mini Indonesia Indah), the name of place use capital.

16. Student 16 (MDM)

There are five types of errors in this writing. The types are Verb tense, Spelling, Punctuation, Capitalization, and Article. The verb tense types are the most errors found in this writing. There are six errors of the verb tense. The error are *My friends come* (My friends came), *I want there* (I wanted there) *I wake up* (I woke up), *I Can* (I

could), *I wait for the first* (I waited for the first), *for the first eating my bait.* (for the first to eat_my bait).

The second is Spelling; *I wake up earlier in the morning and prepared every thing* (everything). The third error is punctuation; *I gave the fish to the mother to cook we ate the fish ravenously* (I gave the fish to the mother to cook, we ate the fish ravenously) it should be added comma to separate two clauses.

The four is capitalization; *my friends come* (. My friends come) . *when I got home* (. When I got home). The last is article; it was the suitable (it was a suitable), 3 small fish a that day (3 small fish that day). The total of errors in this writing are twelve errors.

17. Student 17 (MLF)

In this writing, the researcher found five categories of errors. They are Word choice, Verb tense, Add a word, Punctuation, and capitalization. In the word choice, the student use incorrect preposition; *by the things* (of the things), *I need in the swimming pool* (I need for the swimming pool), *I changed my clothes into*

swim (I changed my clothes to swim). The Add a word error is *Then I eat food brought from home* (then I ate food that brought from home).

The next category of error is Verb tense. Student made eight errors, they are *before get into the pool* (before got into the pool), *I feel hungry* (I felt hungry), *then I eat food* (then I ate food brought from home), *I have done* (I had done), *I go to the bathroom* (I went to the bathroom), *I use shampoo* (I used shampoo. All the errors are about the form of past verb. In punctuation, student made error; *finally I went home*, the appropriate is adding comma after *finally*. The last, the student made error in capitalization the name of month; july (July).

18. Student 18 (NLR)

In this writing the researcher found three types of errors. The types are word choice, spelling, and capitalization. The word choice errors are consists of three errors; *I fell from my bike* (I fell off my bike) *I was playing with my friends in one of my friend terrace* (on and terraces). There are two errors in one sentence, they are incorrect preposition and noun. The next

error is spelling; neighbor hood (neighborhood). And the last is capitalization; *it was a very sunny day* (. It was a very sunny day).

19. Student 19 (UN)

The student made four types errors. The types are word choice, verb tense, add a word and, spelling. There are three errors in word choice. The errors are *at that day* (on the day), *in street* (on street) *I saw so many people at this street* (I saw so many people at this street).

The next error is verb tense; I had no fix idea (I had no fixed idea). The verb *fix* should be in participle form when used as an adjective. Add word error is *At 9 in the morning* (At 09.00 AM in the morning). There are two spelling errors in this writing. The errors are *marchandise* (merchandise) *a long that road* (along that road).

20. Student 20 (ZAN)

There are three types of errors found in this writing. The types are Verb tense, Add a word and Article. The Verb tense errors are; *I was live go* (I was live going). Add word; *I was ready fry the tempeh* (I was ready to fry the tempeh). The article errors are *I petrify mom cooked in kitchen*

(I petrify mom cooked in the kitchen), *To
bathroom* (the bathroom).

Table 4.2

Recapitulation of the Students' writing errors

No.	Types of error	Students' Error	Total
1.	Singular-Plural	STUDENT 1 - <i>my grandfather prepared <u>many</u> delicious</i> - <i><u>food</u></i> STUDENT 9 - <i>Last <u>years</u></i> STUDENT 14 - <i><u>any</u> places</i>	4
2.	Word Form	STUDENT 6 - <i>01.00 <u>o'clock</u> in the morning</i> - <i>at the <u>nearly</u> shop</i>	2

3.	Word choice	<p>STUDENT 1</p> <ul style="list-style-type: none"> - <i>I did not meet <u>her</u></i> - <i>I missed <u>her</u></i> - <i>thanked to <u>her</u></i> <p>STUDENT 2</p> <ul style="list-style-type: none"> - <i><u>Me</u> and my friends</i> - <i><u>Me</u> and the team</i> <p>STUDENT 3</p> <ul style="list-style-type: none"> - <i><u>At</u> the first day</i> - <i><u>At</u> the third day</i> <p>STUDENT 6</p> <ul style="list-style-type: none"> - <i><u>in</u> Pangandaran beach</i> <p>STUDENT 7</p> <ul style="list-style-type: none"> - <i><u>in</u> YouTube</i> 	22
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		<p>STUDENT 10</p> <ul style="list-style-type: none">- <i>There was nothing special <u>on</u> my daily activities</i> <p>STUDENT 14</p> <ul style="list-style-type: none">- <i><u>on</u> the afternoon</i>- <i><u>At</u> the day season</i> <p>STUDENT 15</p> <ul style="list-style-type: none">- <i><u>Me</u> and three siblings</i> <p>STUDENT 17</p> <ul style="list-style-type: none">- <i><u>by</u> the things</i>- <i>I need <u>in</u> the swimming pool</i>- <i>I changed my clothes <u>into</u> swim</i> <p>STUDENT 18</p>	
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		<ul style="list-style-type: none">- <i>I fell <u>from</u> my bike</i>- <i>I was playing with my friends <u>in</u> one of my friend <u>terrace</u>.</i>- <i>Terrace</i> <p>STUDENT 19</p> <ul style="list-style-type: none">- <i><u>at</u> that day</i>- <i><u>in</u> street</i>- <i>I saw so many people <u>at</u> this street</i>	
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4.	Verb Tense	<p>STUDENT 1</p> <p>STUDENT 2</p> <ul style="list-style-type: none"> - <i>I <u>surprised</u></i> - <i>I and my friend soccer team <u>will do</u> a game</i> - <i>The team <u>do</u> a soccer game</i> - <i>because really <u>want</u> to be the best</i> - <i>this <u>is</u> the best match</i> <p>STUDENT 3</p> <ul style="list-style-type: none"> - <i>Grandma's home her home is quite awesome</i> <p>STUDENT 4</p> <ul style="list-style-type: none"> - <i>while <u>tell</u> about our experience</i> - <i>we <u>will</u> me at <u>cinema</u></i> 	54
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		<ul style="list-style-type: none"> - <i>I promised <u>will</u> come</i> - <i><u>I was calling</u> Dayat</i> - <i>not come</i> <p>STUDENT 5</p> <ul style="list-style-type: none"> - <i>I <u>hope</u> to be there again to be there again</i> - <i><u>plan</u> to buy souvenirs typical</i> <p>STUDENT 6</p> <ul style="list-style-type: none"> - <i>We <u>go</u> up tourism bus there</i> <p>STUDENT 7</p> <ul style="list-style-type: none"> - <i>I <u>don't</u> like</i> - <i>It's <u>very</u> busy</i> - <i>It's <u>slower</u></i> - <i>I <u>take</u> shower</i> 	
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		<ul style="list-style-type: none"> - <i>The month <u>is</u> fasting</i> - <i>I helped my parents prepare</i> - <i>I <u>do</u></i> - <i>this emerging pandemic <u>will</u> end soon</i> - <i>I watch my favorite shows</i> - <i>It's <u>done</u></i> - <i><u>Clean</u> the house</i> - <i>I <u>can</u> go</i> - <i><u>This is</u> just an ordinary vacation</i> - <i>This emerging pandemic <u>will</u> end soon</i> <p>STUDENT 8</p> <ul style="list-style-type: none"> - <i>This week <u>is</u> my holiday</i> - <i>I just <u>stay</u> at home</i> <p>STUDENT 9</p> <ul style="list-style-type: none"> - <i>the temple <u>is</u> beautiful</i> 	
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		<ul style="list-style-type: none"> - <i>I <u>fell</u> very happy</i> - <i>I <u>fell</u> tired</i> - <i>I <u>want</u> to go</i> <p>STUDENT 11</p> <ul style="list-style-type: none"> - <i>After <u>arriving</u></i> - <i>After <u>finishing</u></i> - <i>After <u>going to the hostel</u></i> <p>STUDENT 14</p> <ul style="list-style-type: none"> - <i>We called people who <u>was</u> still at the mining area</i> <p>STUDENT 16</p> <ul style="list-style-type: none"> - <i>My friends <u>come</u></i> - <i>I <u>want</u> there</i> - <i>I <u>wake up</u></i> - <i>I <u>Can</u></i> - <i>I <u>wait</u> for the first</i> 	
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		<ul style="list-style-type: none"> - <i>for the first <u>eating</u> my bait.</i> <p>STUDENT 19</p> <ul style="list-style-type: none"> - <i>I had no fix idea</i> <p>STUDENT 20</p> <ul style="list-style-type: none"> - <i>I was live go</i> 	
5.	Add a word	<p>STUDENT 1</p> <ul style="list-style-type: none"> - <i>on the way to grandfather's house</i> <p>STUDENT 3</p> <ul style="list-style-type: none"> - <i>Last <u>year's</u> holiday of Lebaran</i> - <i><u>because</u> the previous holiday</i> - <i>I didn't want anything <u>except</u> sleeping</i> 	10

		STUDENT 4 - <i>I felt wrong <u>how</u> disappointed Dayat</i>	
		STUDENT 11 - <i>I went with <u>aunt</u></i>	
		STUDENT 14 - <i><u>for mining</u> of course</i>	
		STUDENT 17 - <i>then I eat food brought from home</i>	
		STUDENT 19 - <i>At 9 in the morning</i>	
		STUDENT 20 - <i>I was ready fry the tempeh</i>	

6.	Omit a word	<p>STUDENT 1</p> <p>- <i>I saw a beautiful scenery</i></p> <p>STUDENT 3</p> <p>- <i>I spent two days <u>I</u> there</i> - <i>we had to give <u>the</u> enough water</i></p> <p>STUDENT 6</p> <p>- <i>I and my family went <u>to</u> holiday</i></p> <p>STUDENT 7</p> <p>- <i>I helped my parents prepare iftar meals.</i></p> <p>STUDENT 9</p> <p>- <i>When we arrived at there</i></p> <p>STUDENT 10</p>	8
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		<ul style="list-style-type: none"> - <i>The last school break was <u>a quite</u> bad for me</i> - <i>I wake up and had <u>a breakfast</u> in the morning</i> 	
7.	Word Order		0
8.	Incomplete Sentence	<p>STUDENT 2</p> <ul style="list-style-type: none"> - <i>Me and my friend. Soccer team will do a match</i> 	1
9.	Spelling	<p>STUDENT 3</p> <ul style="list-style-type: none"> - <i>so far <u>way</u> from the city</i> <p>STUDENT 4</p> <ul style="list-style-type: none"> - <i>meat ball (meatball)</i> 	11

		<p>- <i>Valit (valid)</i></p> <p>STUDENT 6</p> <p>- <i>I saw some seagulls <u>fiew</u></i></p> <p>STUDENT 13</p> <p>- <i>gentle breeze</i></p> <p>STUDENT 15</p> <p>- <i>sibilings</i> - <i>Revreshing</i></p> <p>STUDENT 16</p> <p>- <i>I wake up earlier in the morning and prepared <u>every thing</u></i></p> <p>STUDENT 18</p> <p>- <i>neighbor hood</i></p>	
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		<p>STUDENT 19</p> <ul style="list-style-type: none"> - <i>marchandise</i> - <i>a long that road</i> 	
10.	Punctuation	<p>STUDENT 2</p> <ul style="list-style-type: none"> - <i>for me this</i> <p>STUDENT 5</p> <ul style="list-style-type: none"> - <i><u>After arriving</u> we immediately changed clothes</i> - <i><u>after a few hours later</u> we were playing with</i> - <i><u>Immediately</u> played on the beach</i> - <i><u>After that</u> my family and I left</i> <p>STUDENT 7</p> <ul style="list-style-type: none"> - <i>hopefully</i> 	

		<ul style="list-style-type: none">- <i>After that</i> <p>STUDENT 10</p> <ul style="list-style-type: none">- <i>So, <u>for me</u> this was a pretty bad school break</i> <p>STUDENT 11</p> <ul style="list-style-type: none">- <i>After arriving</i>- <i>After finishing</i>- <i>After going to the hostel</i> <p>STUDENT 12</p> <ul style="list-style-type: none">- <i>I, melati and wati</i> <p>STUDENT 13</p> <ul style="list-style-type: none">- <i>As we arrived there</i>- <i>Before we went home.</i>	
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		<p>STUDENT 14</p> <ul style="list-style-type: none">- <i>yard, farm and garden</i>- <i>Finally we recognized</i>- <i>Finally they stopped</i>- <i>we could find some small boats that were used for mining of course,</i> <p>STUDENT 16</p> <ul style="list-style-type: none">- <i>I gave the fish to the mother to cook we ate the fish ravenously.</i> <p>STUDENT 17</p> <ul style="list-style-type: none">- <i>finally, I went home</i>	
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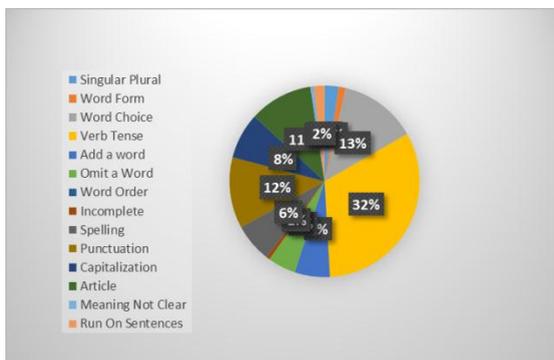
11.	Capitalization	<p>STUDENT 2</p> <ul style="list-style-type: none"> - <i>precisely on <u>april</u> 22, 2020</i> <p>STUDENT 9</p> <ul style="list-style-type: none"> - <i>we went there by car</i> - <i>we departed the journey</i> <p>STUDENT 11</p> <ul style="list-style-type: none"> - <i>I went to semarang (I went to Semarang)</i> - <i>in semarang (in Semarang)</i> - <i>ciputra mall (Ciputra mall)</i> <p>STUDENT 13</p> <ul style="list-style-type: none"> - <i>indrayanti beach</i> <p>STUDENT 14</p> <ul style="list-style-type: none"> - <i><u>.we</u> were swimming</i> 	13
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		<p>STUDENT 15</p> <p>- <i>taman mini indonesia indah</i></p> <p>STUDENT 16</p> <p>- <i>. my friends come</i> - <i>. when I got home</i></p> <p>STUDENT 17</p> <p>- <i>july (July)</i></p> <p>STUDENT 18</p> <p><i>. it was a very sunny day</i></p>	
12.	Article	<p>STUDENT 2</p> <p>- <i>In teak field</i></p> <p>STUDENT 3</p> <p>- <i>With farmer</i></p>	18

		<p>STUDENT 4</p> <ul style="list-style-type: none">- <i>Cinema</i>- <i>I just remembered <u>ticket</u></i> <p>STUDENT 5</p> <ul style="list-style-type: none">- <i>my family and I went on <u>vacation</u></i> <p>STUDENT 6</p> <ul style="list-style-type: none">- <i>Tourism bus</i> <p>STUDENT 8</p> <ul style="list-style-type: none">- <i>I went to <u>Bathroom</u></i> <p>STUDENT 9</p> <ul style="list-style-type: none">- <i>a history</i>- <i>Story from temple)</i>	
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		<p>STUDENT 13</p> <ul style="list-style-type: none">- <i>on shallow part</i> <p>STUDENT 14</p> <ul style="list-style-type: none">- <i><u>We lived at the small village</u></i>- <i>The village</i>- <i>such as <u>river</u>, yard, farm</i>- <i>it was <u>actually</u> terrible day</i> <p>STUDENT 16</p> <ul style="list-style-type: none">- <i>it was the suitable</i>- <i>3 small fish a that day</i> <p>STUDENT 20</p> <ul style="list-style-type: none">- <i>I petrify mom cooked in kitchen</i>- <i>To bathroom</i>	
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13.	Meaning not clear	STUDENT 1 <i>- I did what she tad me to do</i>	1
14.	Run on sentences	STUDENT 4 <i>- Dayat was waiting for me <u>to not come</u> <u>I was</u> calling Dayat</i> STUDENT 9 <i>- When we arrived at there we walked around the temple, the temple is beautiful</i> STUDENT 12 <i>- On Thursday 30th of January 2020 my school hold a basic leadership</i>	3



4.3 The percentage of the Student’s grammatical errors

The Researcher presents the chart to show the percentage of students’ errors in each category. The pie chart above shows the frequency of the fourteen types of grammatical errors made by students’ in writing recount texts. The description of grammatical errors that range from the highest number to the lowest is discussed in this section.

In this research, the researcher found that The Verb tense is the highest number of grammatical errors. The total errors are 32.34%. There are fifty-four items errors made by students. Most errors because students do not change the present verb into the past verb. They write a recount text where the text is a past event that using past form of the verb. The example is student 6 DWH; *I watch my favorite shows (I watched my favorite shows)* the verb watch should

be change in verb 2 *watched*. Student 7; *I just stay at home* (I just stayed at home) see appendix table 4.2.

The second type is Word Choice. The students made 13.17% of errors. There are twenty two items errors. The examples are *In Pangandaran... (To pangandaran), in YouTube.... (on YouTube), There was nothing special on my daily activities (There was nothing special about my daily activities)* (see table 4.2) From the three sentences show that the preposition used are inappropriate in the sentences.

The third is The Punctuation. The number of errors are 11.98%. Students made twenty items error. The examples are: *After arriving we immediately changed clothes...after a few hours later we were playing with ...Immediately played on the beach....After that my family and I left* (See table 4.2). The errors because students do not add a comma after the introductory clause.

The fourth is Article. The number of errors are 10.78%. The examples *Tourism bust (a Tourism bus)... on shallow part (on the shallow part) I went to bathroom (the bathroom)....*(see table 4.2). Most errors because students reduce the article before a noun. The students made eighteen items of errors in their writing.

The fifth type that found in students' writing is The Capitalization. There are 7.78% with thirteen items of errors

made by students. In this type the students do not capitalized the object of text (name place) and they do not capitalized the first word in the sentences. The example are *I went to semarang (Semarang)..... ciputra mall (Ciputra Mall).... we went there by car.... we departed the journey*(see table 4.2) *we* should be capitalized.

The sixth type is The Spelling. The researcher found 6.59% errors. The examples are *so far way from the city (away)...* *Valit (valid)...**I saw some seagulls fiew (view)...* *... Revreshing ... (refreshing)* Students made eleven items of misspelling.

The seventh grammatical error type in this research is The Add a word. The total errors are 5.99%. The examples are *because the previous holiday...I didn't want anything except sleeping.... I felt wrong how disappointed Dayat....*(see table 4.2). The errors because of the Students do not add appropriate word in the sentences. There are ten items of this grammatical error types of students writing.

Omit a word is the eighth type grammatical errors that made by student. The number of error is 4.79%. In students' writing, there are eight words that should be omitted, because the words are in propositional in the sentences. The examples are *I spent two days I there...*in this sentence the

word *I* should be omitted...*I wake up and had a breakfast in the morning*; the article *a* should be omitted.

The ninth error is Singular-plural. The total of errors is 2.40%. The examples of errors are *my grandfather prepared many delicious food...Last year....any places*. The students do not put appropriate plural noun. There are four items errors of this type in students' writing.

The tenth errors found is The Run-a sentences. There is 1.60% errors. The example are *Dayat was waiting for me to not come I was calling Day....When we arrived at there we walked around the temple, the temple is beautiful...On Thursday 30th of January 2020 my school hold a basic leadership...*(see table 4.2).Most errors because students do not separate two clauses in the sentence.

The eleventh error is The Word Form. The number of error is 1.20%. The examples of error are *nearly shop.... 01.00 o'clock in the morning at the...the word o'clock should change into AM, to make a clarity sentence*.

Meaning not clear and Incomplete sentences are the second lowest errors that found in this research. Both of them have the same percentage are 0.60%. The example is *I did what she tad me to do* (The meaning of sentence is not clear.) *Me and my friend._Soccer team will do a match*. It is

one sentence. It should be (I and my friend soccer team would do a match).

And the last, the researcher didn't find the error of Word order. It becomes the lowest types of errors that made by student.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about conclusion of research and some suggestions for English teacher and the next researcher.

5.1 Conclusion

The researcher analyzed the grammatical error of students' writing in recount text. The data is documentation of students' writing tasks in MTs NU 11 Kisabariman. The researcher used Betty S Azar classification errors types. The classifications of errors are Singular-Plural, word for, Verb tense, Add a word, Omit a word, Word order, Incomplete sentence, Spelling, Punctuation, Capitalization, Article, Meaning not clear and, Run on Sentences.

Based on the data result, the researcher found 167 items errors in students writing. Verb tense types is the most common error that student made. The number of error is 32.34%. The most errors are because the student didn't use the form of Past tense. The second highest is Word choice 13.17%. The number of the punctuation type is 11.98%, next The article 10.78%, the Capitalization is 7.78%, the

Spelling is 6.59%, Add a word is 5.99%, Omit a word is 4.79%, Singular-plural is 2.40%, Run a sentence is 1.80%, then word form 1.20%. The Meaning not clear and incomplete sentence are the second lowest errors types. The numbers are 0.60%. In this research, the research didn't find word order types error that made by student.

5.2 Suggestion

In this sub chapter, the researcher would like to give some suggestion.

For English teacher, based on the result of study, the researcher found that the students had the difficulty in writing recount text especially in the grammar form. The teacher should give correction of student's writing. The teacher should be focus on student's difficulty and determine an appropriate method to minimize the errors.

For student, they should highlight their errors to improve in the next writing. For the next researcher, they expected to find another case of student's writing error.

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<https://play.google.com/store/apps/surah-al-alaqtranslated>
by Abdullah Yusuf Ali

APPENDICES

APPENDIX I STUDENTS LIST

Number	Students initial	NAME
1	AA	ANI ANDINI
2	AFA	AZKA FIKRI ASYAFYI
3	AH	ANGGUN HANDAYANI
4	ANZ	AHMAD NURUZZAMAN
5	AR	AULIA RAHMANDANI
6	AS	ANGGUN STYANI
7	DWH	DWI WULAN HIDAYAH
8	FGS	FERIZKA GITA SOLEKHAH
9	HMA	HANIP MUZAKI AKSAN
10	IP	INTAN PERMATA SARI
11	IPZ	INTAN PUTRI ZENITA
12	KA	KHOLISNA ANJALI
13	KAD	KAHIYA ADILA
14	LK	LILIS RISNAWATI
15	MCH	M. CHOERUL HARDIYANTO
16	MDM	M. DIMAZ MUZAFFA
17	MLF	M. LABIYBUL FIKRI
18	NLR	NUR LAILI RAHMA
19	UH	USWATUN HASANAH
20	ZAN	ZAHRA AUDATUN NIMAH

APPENDIX II STUDENTS ASSIGMENTS

NAMA : ANI ANDINI
KELAS : VIII A
MATA PELAJARAN : BAHASA INGGRIS

Me and my grandfather

Last holiday, I went to my grandfather's house. I did not meet her for a long time, and I missed her. I went there by a car with my family, on the way to grandfather's house, I saw a beautiful scenery. Arrived at my grandfather's house, I sat on my sofa and took a rest, and then my grandfather's asked me to come in. I did what she tad me to do, and I surprised that my grandfather prepared many delicious food and I thanked to her.

1) **Word choice:**

- I did not meet her (I did not meet him) because grandfather uses possessive pronoun him
- I missed her (I missed him)
- thanked to her (I thanked to him)

2) **Add word:** on the way to grandfather's house (on the way to my grandfather's house)

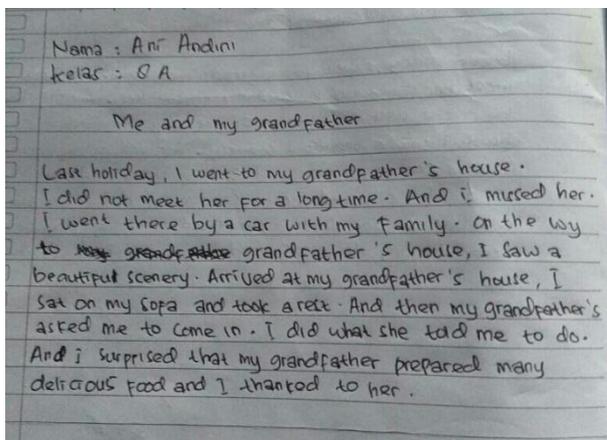
3) **Omitted word:** I saw a beautiful scenery (I saw a beautiful scenery)

4) **Meaning not clear:** I did what she tad me to do (I did what she tad me to do)

5) **Verb tense:** I surprised (I was surprised)

6) **Singular-plural:**

- my grandfather prepared many delicious food (my grandfather prepared much delicious foods)
- food (foods)



NAMA : AZKA FIQRI ASYAFYI
KELAS : VIII A
MATA PELAJARAN : BAHASA INGGRIS

Me and my friend soccer team will do a match. In teak field, precisely on april 22, 2020, me and the team do a soccer game with enthusiasm because really want to be the best. So, for me this is the best

1) **Word choice :**

- Me and my friends (I and my friends)
- Me and the team (I and my team)

2) **Article :** In teak field (In the teak field)

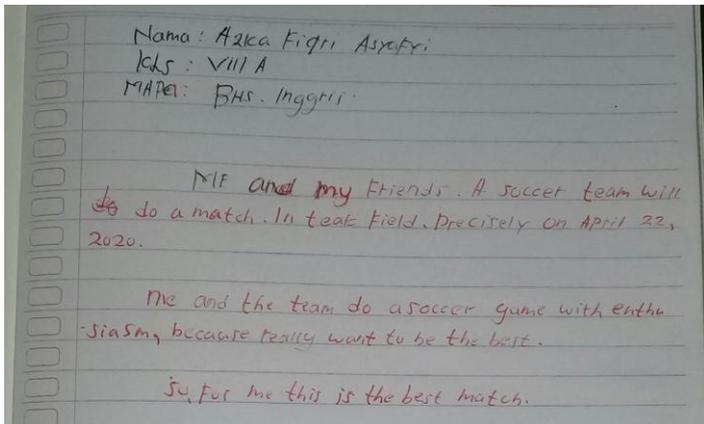
3) **Capitalization:** precisely on april 22, 2020 (precisely on April 22, 2020)

4) **Incomplete sentences:** Me and my friend. soccer team will do a match (I and my friend soccer team would do a match)

5) **Punctuation:** for me this (for me, this)

6) **Verb tense:**

- I and my friend soccer team will do a match (I and my friend soccer team would do a match)
- The team do a soccer game (The team did a soccer game)
- because really want to be the best (because really wanted to be the best)
- this is the best match (this was the best match)



NAMA : ANGGUN HANDAYANI

KELAS : VIII A

MATA PELAJARAN : BAHASA INGGRIS

Last year holiday of Lebaran. I went to Pekalongan visiting my grandmother and grandfather. I had to go there because the previous holiday I wasn't there.

I missed them so much because I lived with them when was a child. At that time both of my parents hold to go to another city to earn money so they left me with my grandma and grandpa

After graduated from junior high school I follow my parents living at Kendal. The last holiday I went to my grandma's

home. Her home is quite awesome, so far way from the city and close to the vegetables farm area my grandma and grandpa are farmers

I spent two days I there and I did so many interesting thing the farm, helping my grandpa planted Vegetables. At the first day, I learned to plant spinach, what I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy it in fact it was tiring.

\In the night, I didn't want anything except sleeping. I was really tired but it was fun. I couldn't at my door. He laughed at me because what I did was not hard actually is compared with farmer.

Then, before we went to the farm again, my grandma had prepared for breakfast. After eating, I follow my grandpa going to the next field we would do daily treatment for the 1 month age spinach. We had to give the enough water and checked if there were any caterpillars and grasshoppers.

At the third day. I had to back home. I was sad to leave my grandma and grandpa but that's because the next holiday. I would go there and see them again.

1) **Article:** *With farmer (with the farmer)*

2) **Omit a word**

- *I spent two days I there (I spent two days there)*
- *we had to give the enough water (we had to give enough water)*

3) **Add a word**

- *Last year's holiday of Lebaran (Last year holiday of Lebaran)*
- *because the previous holiday I wasn't there (because of the previous holiday I wasn't there.) there is missing preposition after the word because, it should to be added.*
- *I didn't want anything except sleeping (I didn't want anything except for sleeping)*

4) **Word choice**

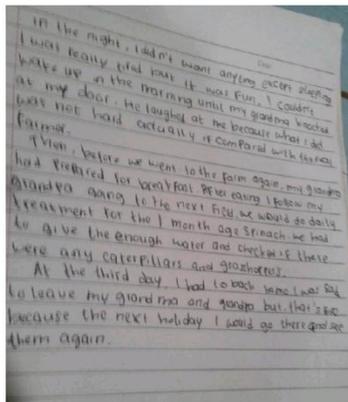
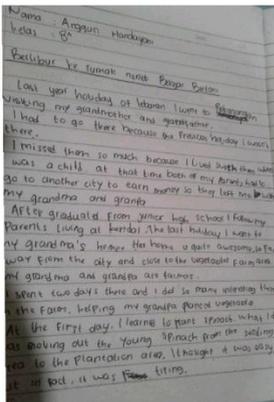
- *At the first day (on the first day)*

- *At the third day (on the third day)*

5) **Verb tense:**

- *Grandma's home her home is quite awesome (my grandma's home her home was quite awesome)*

6) **Spelling** : *so far way from the city (so far away from the city) the word way doesn't fit this context.*



NAMA : AHMAD NURUL ZAMAN
KELAS : VIII A

Last month, I met my best friend. Her name was Dayat. We were glad because we met again.

I invited Dayat to eat meat ball while tell about our experience during Separation. When Dayat left me, she took to me a free ticket and we will me at cinema on Saturday afternoon. I said thank you to her and I promised will come. Because a lot of work. I just remembered ticket. I rushed to get it oh my Good it turned out that the ticket was valid two days ago. I felt wrong how disappointed Dayat was waiting for me to not come. I was calling Dayat and told actual event and to apologize to her.

1) **Spelling:**

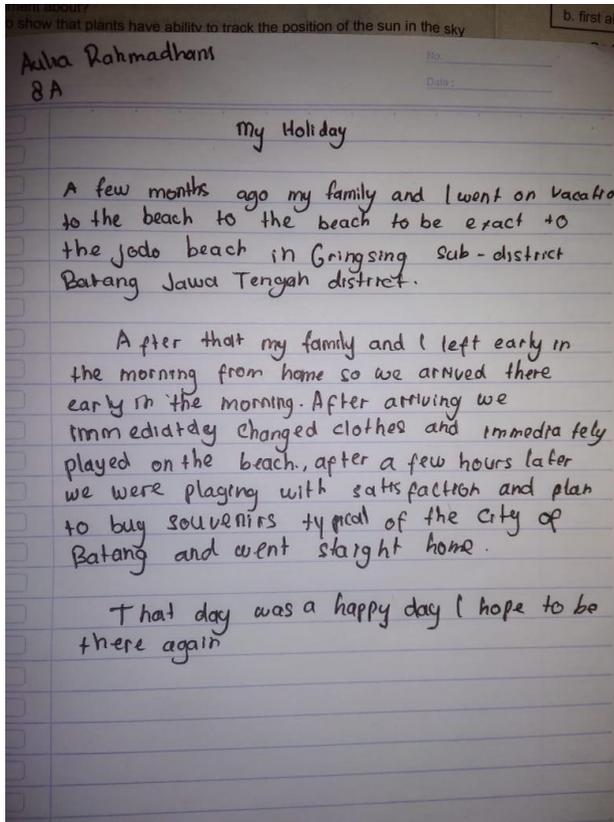
- *meat ball (meatball)*

- *Valit (valid)*
- 2) Verb tense:**
- *while tell about our experience (while was telling about our experience)*
 - *we will me at cinema (we would met)*
 - *I promised will come (I promised would come)*
 - *I was calling Dayat (I called Dayat)*
 - *To not come (didn't come)*
- 3) Add word**
- *I felt wrong how disappointed Dayat (I felt wrong about how disappointed Dayat)*
- 4) Article**
- *Cinema (a cinema)*
 - *I just remembered ticket (I just remembered the ticket)*
- 5) Run on Sentences**
- *Dayat was waiting for me to not come I was calling Dayat
(Dayat was waiting for me to not come. I was calling Dayat)*

- *plan to buy souvenirs typical (planing to buy souvenirs typical)*

3) Punctuation:

- *After arriving we immediately changed clothes (After arrived, we immediately changed clothes)*
- *after a few hours later we were playing with satisfaction (after a few hours, later we were playing with satisfaction)*
- *Immediately played on the beach, (immediately, played on the beach.*
- *After that my family and I left (After that, my family and I left)*



NAMA : ANGGUN STYANI

KELAS : VIII A

MATA PELAJARAN : BAHASA INGGRIS

Last year, I and my family went to holiday in Pangandaran beach, we go up tourism bus go there. We left at 01.00 o'clock in the morning.

As we arrived there, I walked to the beach it was a nice sunny may with a blue sky and a gentle breeze. I saw some seagulls fiw around hunting for fish.

Before we went home. I looked for some beautiful souvenir at the nearly shop there. I am very happy, it was a memorable experience for me with my family.

1) **Word form**

- 01.00 o'clock in the morning (01.00 AM in the morning)
- at the nearly shop (at the nearly shop)

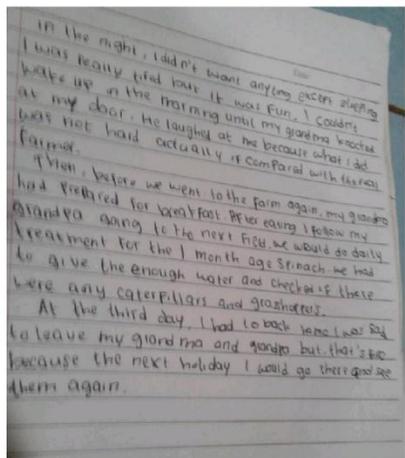
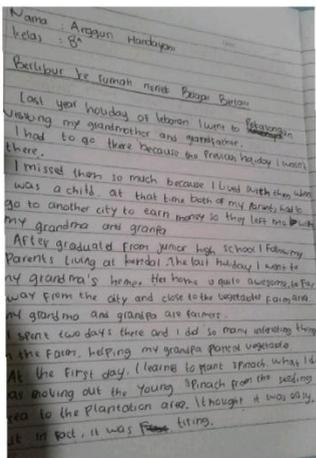
2) **Omit word;** I and my family went to holiday (I and my family went holiday)

3) **Word choice:** in Pangandaran beach (to Pangandaran beach)

4) **Article:** A tourism bus (A tourism bus)

5) **Verb tense:** We go up tourism bus there. (We go up tourism bus there)

6) **Spelling:** I saw some seagulls flew (I saw some seagulls view)



NAMA : DWI WULAN HIDAYAH
 KELAS : VIII A
 MATA PELAJARAN : BAHASA INGGRIS
 MY HOLIDAY NEEDS AT HOME

The holidays arrived, but I had a vacation plan, because this holiday was quite enjoyable, because of the obvious pandemic. I just stayed at home to spend my quarantine period which was originally only 2 weeks then continued to be postponed. I don't like being interested at all because it's very busy.

I start my day waiting up at 8, it's slower than my habit. Then I take a shower to listen to my body. After that because this month is fasting. I just spend time watching TV. While waiting for the prayer call to prayer. then I want to pray and did not forget after that I helped my parents prepare iftar meals. I help my parents prepare iftar meals and clean the house, I also did not forget to do the homework given by my teacher I do it at 06:30pm after breaking the fast and evening prayers after completing homework I moved to mosque to perform tarawih prayers after it's done. I watch my favorite shows an YouTube all night I sleep at night until midnight and go to sleep at 12 o'clock at night

It was all about my shopping holiday. Even though this is just an ordinary vacation, at least this can return to my mind from the daily activities of school, but now I really shipped school and hopefully this emerging pandemic will end soon and I can go to school again soon.

1) Verb tense

- I don't like (I didn't like)
- It's very busy (It was very busy)
- It's slower (It was slower)
- I take shower (I took shower)
- The month is fasting (the month was fasting)
- I helped my parents prepare (I helped my parents preparing)
- I do (I did)
- clean the house (cleaned the house)
- this emerging pandemic will end soon
- I watch my favorite shows (I watched my favorite shows)

- *It's done (It was done)*
- *I can go (I could go)*
- *This is just an ordinary vacation (this was just an ordinary vacation)*
- *This emerging pandemic will end soon (this emerging pandemic would end soon)*

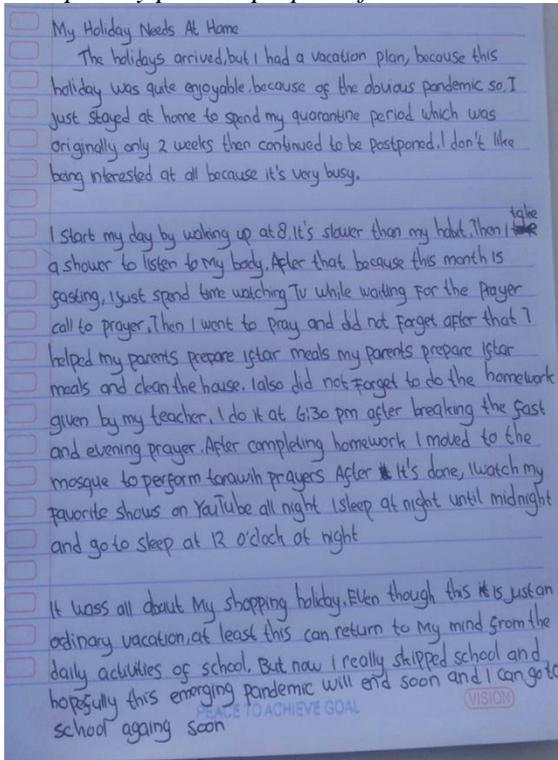
2) **Word choice:** *an YouTube (on YouTube)*

3) **Punctuation:**

- *hopefully (hopefully,)*
- *After that (after that,)*

4) **Omit Word**

I helped my parents prepare iftar meals.



NAMA : FERIZKA GITA SOLEKHAH
KELAS : VIII A
MATA PELAJARAN : BAHASA INGGRIS

Holiday At Home

ORIENTATION

This week is my holiday . I just stay at home for two weeks to did the same activities routinely, over and over again, I felt that was the worst day I have ever passed.

EVENTS

I woke up earlier and did subuh prayer, after that. I had breakfast with my family in the morning. At 08:00 am, I turned on smart phone and played many games. Not felt it was 10:00 o'clock. I rushed to take a bath to freshen my body. Then, I watched my favorite TV programs until it almost midday, at 01:00 pm. I went to bathroom to ablution and immediately did zuhur prayer. Then, I had lunch and helped my mother to clean the house. Because I was tired, I felt asleep on the couch.

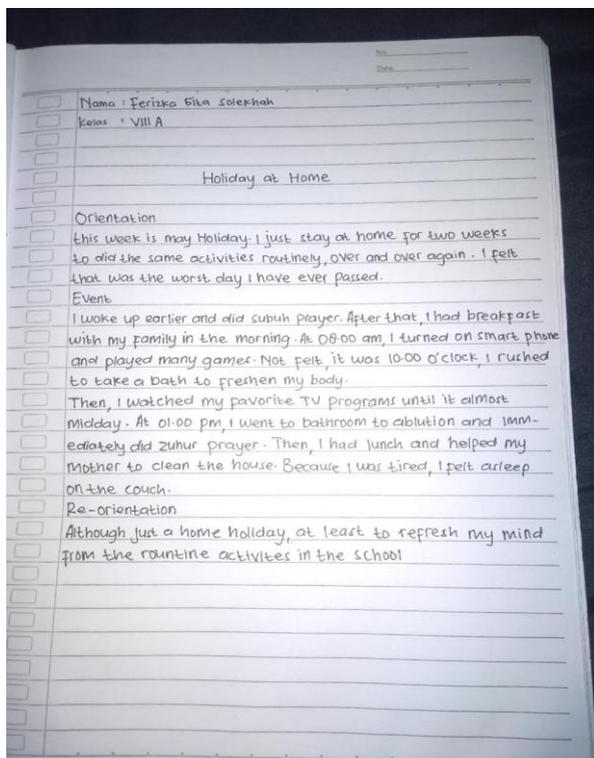
RE-ORIENTATION

Although just a home holiday, at least to refresh my mind from the routine activities in the school

1) Verb tense

- This week is my holiday (This week was my holiday)
- I just stay at home (I just stayed at home)

2) Article: Bathroom (the bathroom)



NAMA : HANIP MUZAKI AKSAN
KELAS : VIII A

Last years I went to Prambanan temple with my family. we went there by car. we departed the journey at 7 a.m and arrived at 9.am

When we arrived at there we walked around the temple, the temple is beautiful and big the relief on the wall like told me a history and story from temple

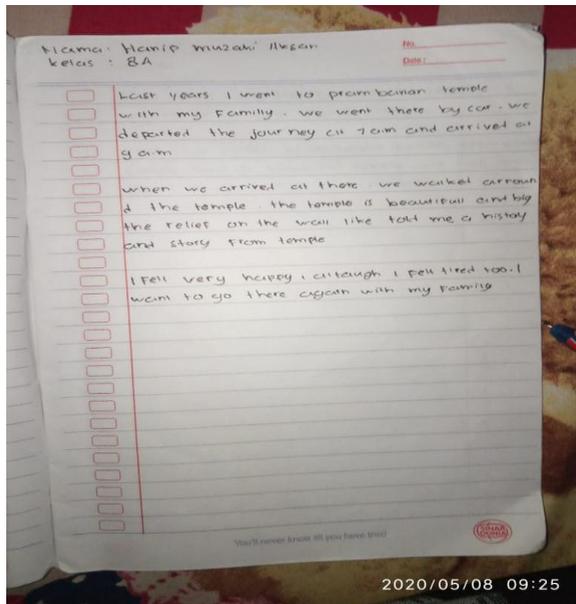
I fell very happy although I fell tired too I want to go there again with my family.

1) **Singular plural:** Last year (last years)

2) **Capitalization:**

- we went there by car (. We went there by car)

- *we departed the journey (. We departed the journey)*
- 3) **Omitted word:** *When we arrived at there (When we arrived there)*
- 4) **Run on sentence:**
 - *When we arrived at there we walked around the temple, the temple is beautiful (When we arrived at there we walked around the temple. The temple is beautiful)*
- 5) **Verb tense:**
 - *the temple is beautiful (the temple is beautiful)*
 - *I fell very happy (I felt very happy)*
 - *I fell tired (I felt tired)*
 - *I want to go (I wanted to go)*
- 6) **Article:**
 - *a history (history)*
 - *Story from temple (story from the temple)*



NAMA : INTAN PERMATASARI
KELAS : VIII A

The last school break was a quite bad for me. It was two weeks ago and I just stayed at home.

I just did the same activities routinely, over and over again, I wake up and had a breakfast in the morning and watched my favorite TV shows. In the afternoon I had lunch and took a nap in my room, in the evening I dined and watched my favorite TV shows. There was nothing special on my daily activities during the last holiday.

So, for me this was a pretty bad school break.

1) **Omitted word:**

- *The last school break was a quite bad for me (The last school break was quite bad for me)*

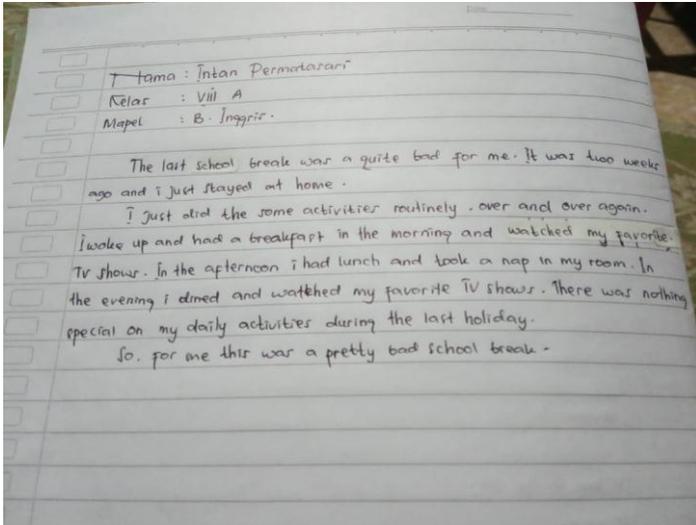
It appears that the article a is unnecessary before the adjective bad

- *I wake up and had a breakfast in the morning (I wake up and had breakfast in the morning)*

The indefinite article a may be redundant when used with uncountable noun breakfast

- 2) **Word choice:** *There was nothing special on my daily activities (There was nothing special about my daily activities)*

- 3) **Punctuation:** *So, for me this was a pretty bad school break (So, for me, this was a pretty bad school break)*



NAMA : INTAN PUTRI ZENITA
 KELAS : VIII A

Last week I went to semarang. I went to semarang I with my father and sisters. After arriving in semarang we went to the hostel

After going to the hostel I went with aunt to ciputra mall. I went to buy school supplies. After finishing shopping we immediately went to the hostel

1) Capitalization:

- *I went to semarang (I went to Semarang)*
- *in semarang (in Semarang)*
- *ciputra mall (Ciputra mall)*

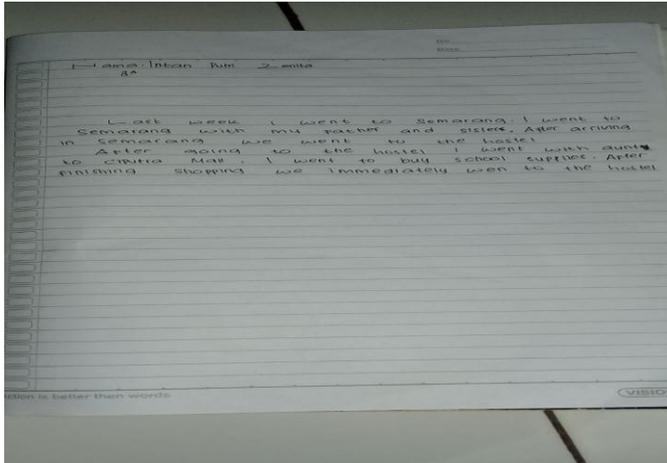
2) Verb tense

- *After arriving*
- *After finishing*
- *After going to the hostel*

3) Punctuation:

- *After arriving (After arrived,)*
- *After finishing (After finished,)*

- After going to the hostel (After went to the hostel,)
- 4) Add word: I went with aunt (I went with my aunt)



NAMA : KHOLISNA ANJALI
 KELAS : VIII A

On Thursday 30th of January 2020 my school hold a basic leadership training for student council candidates and, the marching band, board the training held at the bantiss military hosted sumowono,

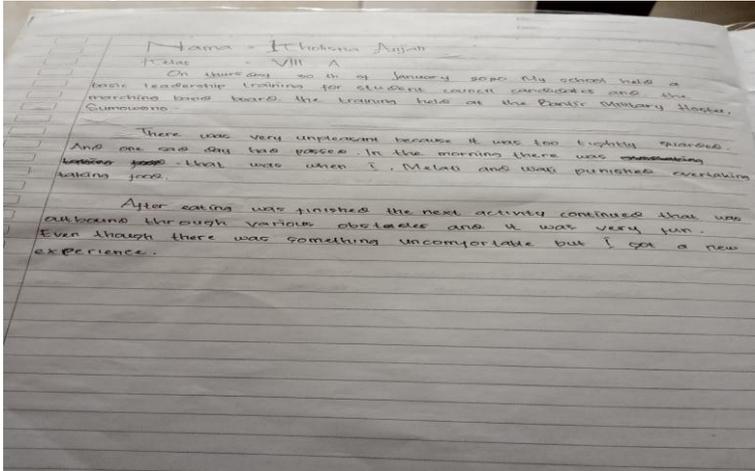
There was very unpleasant because it was too tightly guarded. And one sad day had passed. In the morning there was that was when I, melati and wati punished overtaking – taking food.

After eating was finished the next activity continued that was outbound through various obstacles and it was very fun, even though there are something uncomfortable but I got a new experience.

- 1) **Punctuation:** I, melati and wati (I, melati and wati)

2) **Run-on sentence:** *On Thursday 30th of January 2020 my school hold a basic leadership*

On Thursday 30th of January 2020, my school hold a basic leadership



NAMA : KAHIYA ADILA
KELAS : VIII A

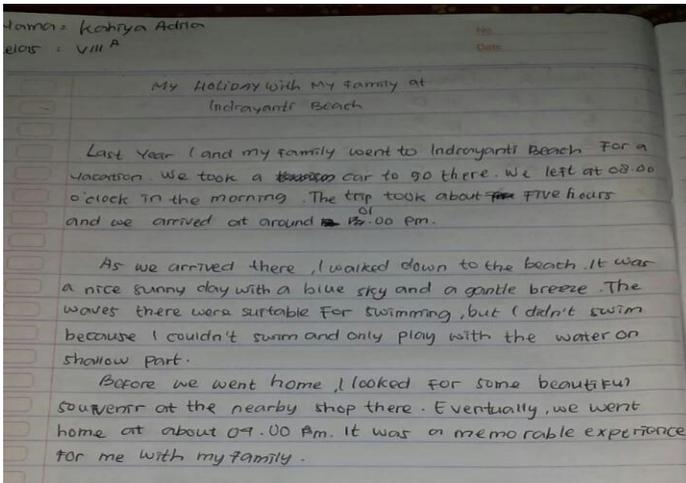
My Holiday with My Family at Indrayanti Beach

Last year I and my family went to indrayanti beach for a location we took a car to go there, we left a 08:00 clock to the morning. The trip took about five hours and we arrived at around 01:00 pm.

As we arrived there. I walked down to the beach it was a nice sunny day with a blue sky and a gantle breeze. The moves there were suitable for swimming, but I didn't swim because I couldn't swim and only play with the water on shallow part.

Before we went home. I looked for some beautiful souvenir at the nearby shop there. Eventually, we went home at about 04:00 pm, it was a memorable experience for me with my family.

- 1) **Capitalization:** *indrayanti beach (Indrayanti beach) Place*
- 2) **Punctuation:** *As we arrived there. (As we arrived there,)
Before we went home. (Before we went home,)*
- 3) **Spelling:** *gantle breeze (gentle breeze)*
- 4) **Article:** *on shallow part (on the shallow part)*



NAMA : LILIS KRISNAWATI
KELAS : VIII A

One day on the afternoon during my childhood I went to the river with My friends, We lived at the small village and at the village like that any places such as river, yard, farm and garden were the most enjoyable place to play together.

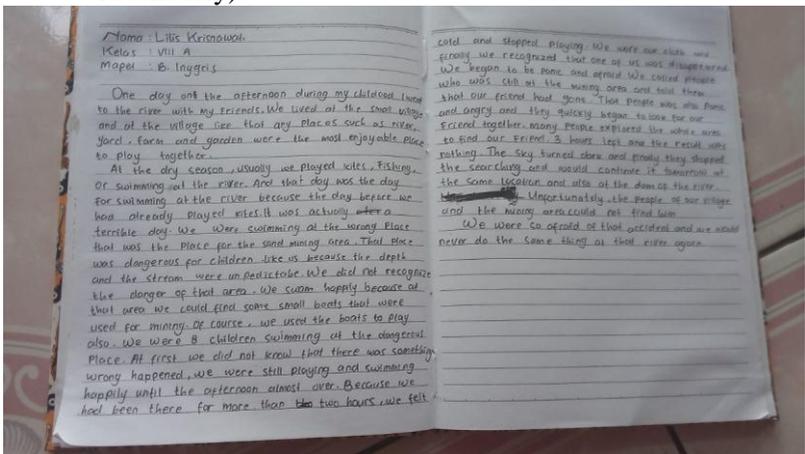
At the day season, usually we played kites, fishing, or swimming at the river, and that day was the day for swimming at the river because the day before we had already played kites, it was actually terrible day. we were swimming

at the wrong place that was the place for the sand mining area, that place was dangerous for children like us because the depth and the stream were unpredictable, we did not recognize the danger of that area we swam happily because at that area, we could find some small boats that were used for mining of course, we used the boats to play also, we were 8 children swimming at the dangerous place, at first we did not know that there was something wrong happened, we were still playing and swimming happily until the afternoon almost over. **B**ecause we had been there for more, than two hours, we fell and stopped playing, we wore our cloth and finally we recognized that one of us was disappeared we began to be panic and afraid. We called people who was still at the mining area and told them that our friend had gone, that people was also panic and angry and they quickly began to look for our friend together, many people explored the whole area to find our friend, 3 hours left and the result was nothing. The sky turned dark and finally they stopped the searching and would continue it tomorrow at the same location and also at the dam of the river unfortunately, the people of our village and the mining area could not find him.

We were so afraid of that accident and we would never do the same thing at that river again.

- 1) Word choice
 - on the afternoon (in the afternoon)
 - At the day season (during the day season)
- 2) Singular-plural: any places (many places)
- 3) Article :
 - We lived at the small village (We lived at a small village)
 - The village (a village)
 - such as river, yard, farm (such as a river, yard, farm)
 - it was actually terrible day (it was an actually terrible day)
- 4) Add word: for mining of course (for mining of course)

- 5) **Capitalization:** . we were swimming (. We were swimming)
- 6) **Verb Tense:** We called people who was still at the mining area (We called people who were still at the mining area)
- 7) **Punctuation:**
 - yard, farm and garden (yard, farm and, garden)
 - Finally we recognized (finally, we recognized)
 - Finally they stopped (finally , they stopped)
 - we could find some small boats that were used for mining of course,
(we could find some small boats that were used for mining, of course,)
 - fish ravenously.
(I gave the fish to the mother to cook, we ate the fish ravenously)



NAMA : MUHAMMAD DIMAS MUZAFFA
 KELAS : VIII A
 TASK : RECOUNT TEXT PERSONAL
 EXPERIENCE

“FISHING WHEN THE HOLIDAY”

Last week. I went to the river for fishing. It was the suitable time for fishing, because I had nothing to do. I want there with my friends

I wake up earlier in the morning and prepared every thing, not long after that, my friends come and we went to the river we have decided before to start fishing - at the river. I looked for the place under the best point to fish I want to the place under the big tree at the bank of the river, I threw my bait as far as I can then I wait for the first eating my bait. 30 minutes it was the first big enough fish and 3 small fish a that day. I was so happy,

After being satisfied with fishing, we went home, when I got home, I gave the fish to the mother to cook we ate the fish ravenously.

1) Article:

- *it was the suitable (it was a suitable)*
- *3 small fish a that day (3 small fish that day)*

2) Spelling: *I wake up earlier in the morning and prepared every thing (everything)*

3) Capitalization:

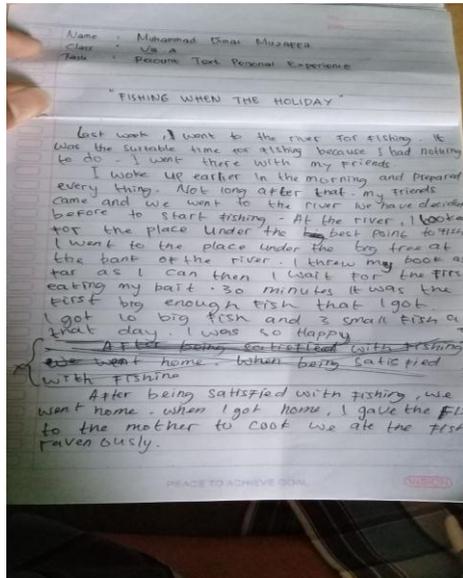
- *. my friends come (. My friends come)*
- *. when I got home (. When I got home)*

4) Verb tense:

- *My friends come (My friends came)*
- *I want there (I wanted there)*
- *I wake up (I woke up)*
- *I Can (I could)*
- *I wait for the first (I waited for the first)*
- *for the first eating my bait. (for the first to eat my bait)*

5) Punctuation:

- *I gave the fish to the mother to cook we ate the fish ravenously.
(I gave the fish to the mother to cook, we ate the fish ravenously)*



NAMA : M. LABIYBUL FIKRI
 KELAS : VIII A

IN THE SWIMMING POOL

Last july I went to the swimming pool with my friends. I brought my bag which is full by the things I need in the swimming pool. When we arrive there, I changed my clothes into swim it then I do a little warming up before get into the pool, in the middle of the time when swimming, I feel hungry, then I eat food brought from home. After that I went swimming again until I have done in having fun. After swimming, I go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used tower for dry my hair and I can my hair. I wear my clothes and put all the wet clothes into the plastic bay, so my bag would not get wet by water, finally I went home with my friends again happily.

1) **Capitalization:** july (July)

2) Word choice:

- *by the things (of the things)*
- *I need in the swimming pool (I need for the swimming pool)*
- *I changed my clothes into swim (I changed my clothes to swim)*

3) Verb Tense:

- *I need (I needed)*
- *I do a little warming up (I did a little warming up)*
- *before get into the pool (before got into the pool)*
- *I feel hungry (I felt hungry)*
- *then I eat food (then I ate food brought from home)*
- *I have done (I had done) I*
- *go to the bathroom (I went to the bathroom)*
- *I used shampoo (I use shampoo)*

4) Add word: *then I eat food brought from home (then I ate food that brought from home)*

5) Punctuation: *finally, I went home*

Nama = M. Labiybul Fikri
kelas = 8A

★ In the Swimming Pool ★
last July I went to the swimming pool with my friends. I brought my bag which is full of the things I need in the swimming pool. when we arrive there, I changed my clothes into swimsuit then I do a little warming up before get into the pool. In the middle of the time when swimming, I feel hungry, then I eat food brought from home. After that I went swimming again until I have done in having fun. After swimming, I go to the bathroom to rinse my body. I use shampoo to clean my hair and soap to clean my body. After that I used towel for dry my hair and I dry my hair. I wear my clothes and put all the wet clothes into the plastic bag, so my bag would not get wet by water. Finally I went home with my friends again happily.

NAMA : NUR LAILINA RAHMA
KELAS : VIII A

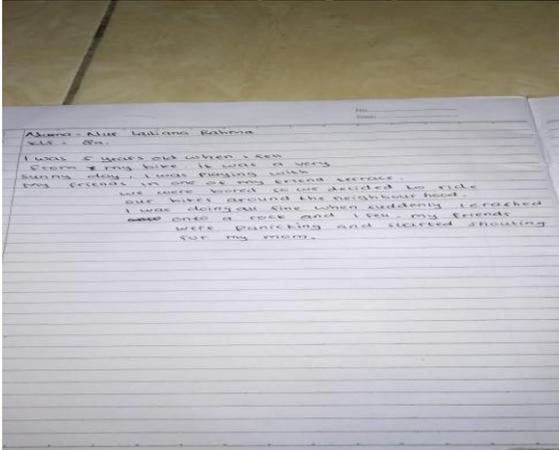
I was 5 years old when I fell from my bike. it was a very sunny day. I was playing with my friends in one of my friend terrace.

We were bored so we decided to ride our bikes around the neighbor hood. I was doing all fine when suddenly I crashed onto a rock and I fell, my friends were panicking and started shouting for my mom.

1) Word choice:

- *I fell from my bike (I fell off my bike)*
- *I was playing with my friends in one of my friend terrace. (ON)*
- *Terrace (terraces)*

- 2) Capitalization: *. it was a very sunny day (. It was a very sunny day)*
- 3) Spelling: *neighbor hood (neighborhood)*



NAMA : USWATUN HASANAH
 KELAS : VIII A
Holiday Yogyakarta

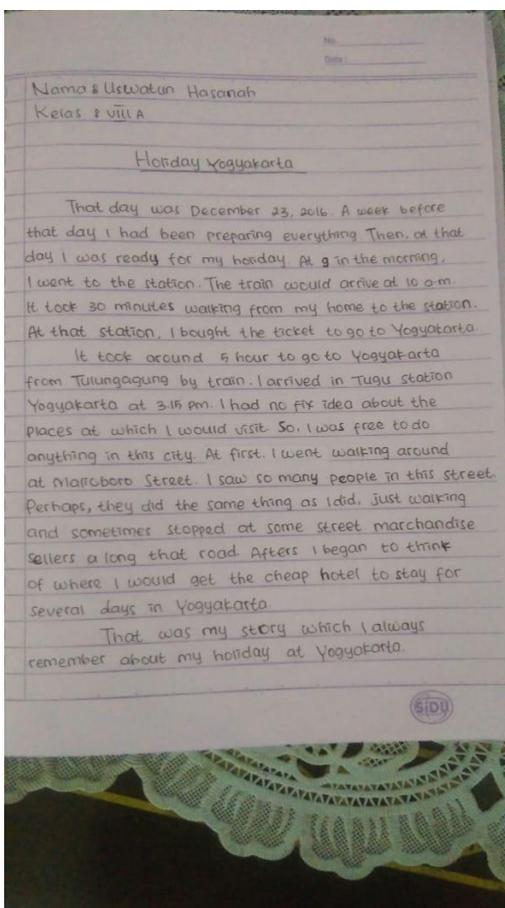
That day was December 23, 2016. A week before that day i had been preparing everything. Then, at that day I was ready for my holiday. At 9 in the morning. I went to the station. The train would arrive at 10 a.m, it took 30 minutes walking from, my home to the station. At that station. I bought the ticket to go to Yogyakarta

It took around 5 hours to go to Yogyakarta from Tulungagung by train. I arrived in Tugu station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit so. I was free to do anything in this city. At first, I went Walking around add Mario Pro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road. After I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta

That was my story which I always remember about my holiday at Yogyakarta

1) Word choice:

- *at that day (on the day)*
 - *in street (on street)*
 - *I saw so many people at this street (I saw so many people at this street)*
- 2) Add word: At 9 in the morning (At 09.00 A.M in the morning)
- 3) Spelling:
- *marchandise (merchandise)*
 - *a long that road (along that road)*
- 4) Verb Tense: *I had no fix idea (I had no fixed idea)*



NAMA : ZAHRA AUDATUN NIKMAH
KELAS : VIII A
MATA PELAJARAN : BAHASA INGGRIS

Yesterday I petrify mom cooked in kitchen. I was duty our fry tempeh and mom made flavor, next. I was ready fry the tempeh and the tempeh sandbar. Because I was live go to bathroom.

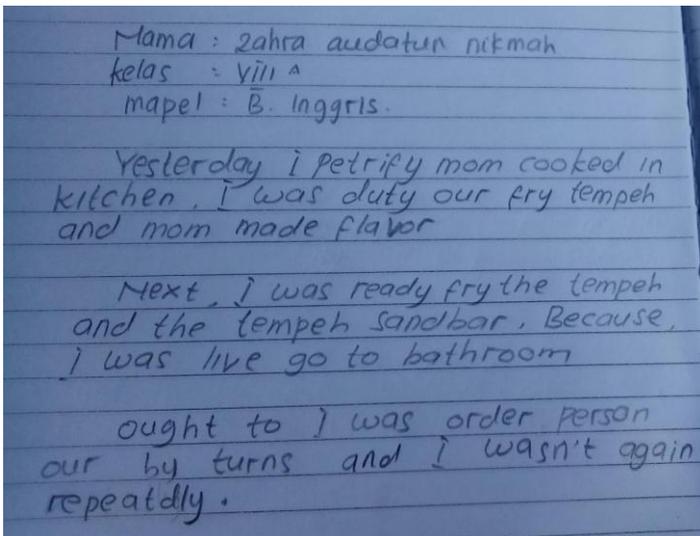
Ought to I was order person out by turns and I wasn't again repeatedly.

1) Article:

- I petrify mom cooked in kitchen (I petrify mom cooked in the kitchen)
- To bathroom (the bathroom)

2) Add word: I was ready fry the tempeh (I was ready to fry the tempeh)

3) Verb tense: I was live go (I was live going)



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)		
Satuan Pendidikan	MTs NU 11 Kisabariman	
Mata Pelajaran	Bahasa Inggris	
Kelas / Semester	VIII / Genap	
Alokasi Waktu	4 JP (2x pertemuan)	
Tujuan Pembelajaran	KD 3	KD 4
	<p>3.11 Membandingkan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaanya.</p>	<p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau (personal recount), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>

	IPK 3	IPK 4
	3.11.1 Menentukan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis, kalimat deklaratif dan interogatif dengan menggunakan adverbial dan frasa preposisional penunjuk waktu yang ada pada buku paket.	4.11.1 Membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya.
Materi Pembelajaran	Kalimat deklaratif dan interogatif dalam simple past tense Adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya.	
Model: <i>Discovery Learning</i> Deskripsi: Peserta didik secara mandiri membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial dan frasa preposisional	Langkah pembelajaran: <ol style="list-style-type: none"> Merumuskan Pertanyaan Siswa dan guru mengadakan tanya-jawab mengenai pengertian, ciri-ciri, pola dan struktur kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya. Mengumpulkan dan menganalisis data guru memberikan penjabaran pengertian, ciri-ciri, pola dan struktur 	

<p>penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya.</p>	<p>kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya.</p>
<p>Alat, Bahan, dan Media:</p> <ol style="list-style-type: none"> 1. Buku paket bahasa Inggris 2. Alat tulis 3. Teks recount dari beberapa sumber (buku bacaan dan internet) 	<ol style="list-style-type: none"> 3. Merencanakan penyelidikan Guru memberikan instruksi pada siswa untuk menganalisis kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya. 4. Menarik kesimpulan Guru dan siswa sama-sama menarik kesimpulan dari materi yang dijabarkan 5. Aplikasi dan tindak lanjut Untuk menguji pemahaman siswa, guru memberikan tugas membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya.
<p>Asesmen:</p> <ol style="list-style-type: none"> 1. Pengetahuan : uji kompetensi pemahaman siswa melalui tanya jawab dan kuis 2. Praktik: siswa membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial dan frasa preposisional penunjuk waktu: yesterday, last month, an hour ago, dan sebagainya. 	

Mengetahui,

Kepala Sekolah

Peron, 12 Juli 2019

Guru Bahasa Inggris Kelas VIII

Yitman, S. Pd. I

Alfianisa Sofiarani, S. Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)		
Satuan Pendidikan	MTs NU 11 Kisabariman	
Mata Pelajaran	Bahasa Inggris	
Kelas / Semester	VIII / Genap	
Alokasi Waktu	4 JP (2x pertemuan)	
Tujuan Pembelajaran	KD 3	KD 4
	3.11 Membandingkan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis sangat pendek dan sederhana, sesuai dengan konteks penggunaannya . 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait

		<p>pengalaman pribadi diwaktu lampau (personal recount), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>
	IPK 3	IPK 4
	<p>3.11.1 Menentukan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis, kalimat deklaratif dan interogatif dengan menyisipkan adverbial penghubung waktu yang ada pada buku paket.</p>	<p>4.11.1 Membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</p>
Materi Pembelajaran	<p>- Kalimat deklaratif dan interogatif dalam simple past tense - Adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</p>	

<p>Model: <i>Discovery Learning</i></p> <p>Deskripsi: Peserta didik secara mandiri membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbialpenghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</p>	<p>Langkah pembelajaran:</p> <ol style="list-style-type: none"> 1. Merumuskan Pertanyaan Siswa dan guru mengadakan tanya-jawab mengenai pengertian, ciri-ciri, pola dan struktur kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.
<p>Alat, Bahan, dan Media:</p> <ol style="list-style-type: none"> 1. Buku paket bahasa Inggris 2. Alat tulis 3. Teks recount dari beberapa sumber (buku bacaan dan internet) 	<ol style="list-style-type: none"> 2. Mengumpulkan dan menganalisis data guru memberikan penjabaran pengertian, ciri-ciri, pola dan struktur kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya. 3. Merencanakan penyelidikan Guru memberikan instruksi pada siswa untuk menganalisis kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbial penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya. 4. Menarik kesimpulan Guru dan siswa sama-sama menarik kesimpulan dari materi yang dijabarkan 5. Aplikasi dan tindak lanjut Untuk menguji pemahaman siswa, guru memberikan tugas

	<p>membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya.</p>
<p>Asesmen:</p> <ol style="list-style-type: none"> 1. Pengetahuan : uji kompetensi pemahaman siswa melalui tanya jawab dan kuis 2. Praktik: siswa membuat kalimat deklaratif dan interogatif dalam simple past tense dengan menggunakan adverbia penghubung waktu: first, then, after that, before, at last, finally, dan sebagainya. 	

Mengetahui,

Peron, 12 Juli 2019

Kepala Sekolah

Guru Bahasa Inggris Kelas VIII

Yitman, S. Pd. I

Alfianisa Sofiarani, S. Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)		
Satuan Pendidikan	MTs NU 11 Kisabariman	
Mata Pelajaran	Bahasa Inggris	
Kelas / Semester	VIII / Genap	
Alokasi Waktu	4 JP (2x pertemuan)	
Tujuan Pembelajaran	KD 3	KD 4
	3.11 Membandingkan fungsi social, struktur teks, unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi diwaktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.	4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis sangat pendek dan sederhana, sesuai dengan konteks penggunaannya. 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi diwaktu lampau (personal recount), dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.
	IPK 3	IPK 4
	3.11.1 Menentukan fungsi social, struktur teks,	4.11.1 Membuat teks recount dari rangkaian

	<p>unsur kebahasaan beberapa teks personal recount lisan dan tulis,menentukan gagasan umum dan isi teks recount yang ada pada buku paket.</p>	<p>peristiwa berdasarkan pengalaman individu</p>
Materi Pembelajaran	Recount text	
<p>Model: <i>Discovery Learning</i></p> <p>Deskripsi: Peserta didik secara mandiri membuat teks recount dari rangkaian peristiwa berdasarkan pengalaman.</p>	<p>Langkah pembelajaran:</p> <ol style="list-style-type: none"> 1. Merumuskan Pertanyaan Siswa dan guru mengadakan tanya-jawab mengenai pengertian, ciri-ciri, pola dan struktur teks recount berdasarkan pengalaman masing-masing individu. sekitar 2. Mengumpulkan dan menganalisis data guru memberikan penjabaran pengertian, ciri-ciri, pola dan struktur teks recount 3. Merencanakan penyelidikan Guru memberikan instruksi pada siswa untuk menganalisis gagasan pokok dan isi dari teks recount di dalam buku paket maupun sumber lain 4. Menarik kesimpulan Guru dan siswa sama-sama menarik kesimpulan dari materi yang dijabarkan 5. Aplikasi dan tindak lanjut Untuk menguji pemahaman siswa, guru memberikan tugas membuat teks 	
<p>Alat, Bahan, dan Media:</p> <ol style="list-style-type: none"> 1. Buku paket bahasa Inggris 2. Alat tulis 3. Teks recount dari beberapa sumber (buku bacaan dan internet) 		

	recount merujuk pada pengalaman masing-masing individu
<p>Assesment:</p> <ol style="list-style-type: none"> 1. Pengetahuan : uji kompetensi pemahaman siswa melalui tanya jawab dan kuis 2. Praktik: siswa membuat teks recount merujuk pada pengalaman masing-masing individu 	

Mengetahui,

Peron, 12 Juli 2019

Kepala Sekolah

Guru Bahasa Inggris Kelas VIII

Yitman, S. Pd. I

Alfianisa Sofiarani, S. Pd



LEMBAGA PENDIDIKAN MA'ARIF NU

MTs NU 11 KISABARIMAN

PERON LOMBANGAN KENDAL

AKREDITASI: A

NSM:121233240016 / NPSN:20364-511



Alamat : Jl. Kajorang NO. 05 Peron, Limbangan, Kendal 51383

Nomor : MTs.11/T.37/036 / XII/2020

Lampiran : -

Hal : Surat Keterangan Penelitian

Yang bertanda tangan dibawah ini Kepala MTs NU 11 Kisabariman menerangkan bahwa:

Nama : Siti Diah Pramesti

NIM : 133411063

Faultas/Jurusan : Fakultas Ilmu Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris

Telah melaksanakan riset dari tanggal 6 April sampai dengan 30 April 2020 di MTs NU 11 Kisabariman dengan judul "Grammatical Error Analysis of Students Writing in Recount text (An Analysis Study of the Writing Made by Eighth grade Student Mts NU 11 Kisabariman)"

Demikian Surat ini dibuat agar dapat digunakan sebagaimana mestinya.

Kendal, 02 Mei 2020

Kepala Mts NU 11 Kisabariman



CURRICULUM VITAE

Name : SITI DIAH PRAMESTI
NIM. : 133411063
Place 'n birth of date : Kendal, 31th Oktober 1996
Address : JL KLI Sabetan, Desa Mororejo Rt
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Educational Background:

A. Formal Education

1. MI MOROREJO 02
2. SMPN 1 Brangsong
3. SMA N 1 Kaliwungu

B. Non Formal Education

1. Pyramid English Course Pare Kediri
2. EA English-Arabic Pare Kediri

Semarang, 20 December 2020

The researcher,

Siti Diah Pramesti

NIM.133411063