

## **An Analysis of Students' Grammatical Errors in Writing Recount Text at Eleventh Grade of SMA Negeri 5 Prabumulih**

Sri Hartati<sup>1</sup>, Sri Yuliani<sup>2</sup>, Lesi<sup>3</sup>

<sup>1,2,3</sup>Departement of English Education, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang, Jl. Jenderal Ahmad Yani, 13 Ulu, Kec. Seberang Ulu II, Kota Palembang, Sumatera Selatan  
hartatisri444@gmail.com

### **Abstract**

This thesis is entitled "An Analysis of Students' Grammatical Errors in Writing Recount Text at Eleventh Grade of *SMA Negeri 5 Prabumulih*". Formulation of the problems: What is the most common Grammatical Error made by the Eleventh Grade Students of *SMA Negeri 5 Prabumulih*? The research objectives were to find out the most common grammatical errors made by the eleventh-grade students of *SMA Negeri 5 Prabumulih*. The population of this research was all the eleventh grade of *SMA Negeri 5 Prabumulih* in the academic year of 2020/2021, which consisted of five classes with a total population of 133 students. The sample of this study was 30 students taken using the purposive sampling technique. The researchers used a descriptive qualitative method. The data was collected through a writing test for students to make a recount text. The analysis finding showed that the total of student errors was 76. There were 31 omission errors (42, 46%), 22 addition errors (30, 13%), 15 misformation errors (20, 54%), and 8 misordering errors (10, 95%). The researchers conclude that the highest percentage of errors was omission errors, which were the dominant errors.

**Keywords:** Error Analysis, Writing, Recount, Text

### **Abstrak**

Tesis ini berjudul "Analisis Kesalahan Tata Bahasa Siswa dalam Menulis Teks Recount di Kelas XI SMA Negeri 5 Prabumulih". Rumusan Masalah: Kesalahan Tata Bahasa Apa yang Paling Umum Dilakukan Siswa Kelas XI SMA Negeri 5 Prabumulih? Tujuan penelitian adalah untuk mengetahui kesalahan tata bahasa yang paling umum dilakukan oleh siswa kelas sebelas SMA Negeri 5 Prabumulih. Populasi penelitian ini adalah seluruh siswa kelas XI SMA Negeri 5 Prabumulih tahun pelajaran 2020/2021 yang terdiri dari lima kelas dengan jumlah populasi 133 siswa. Sampel penelitian ini berjumlah 30 siswa yang diambil dengan menggunakan teknik purposive sampling. Peneliti menggunakan metode deskriptif kualitatif. Data dikumpulkan melalui tes menulis bagi siswa untuk membuat teks recount. Hasil analisis menunjukkan bahwa total kesalahan siswa adalah 76. Terdapat 31 kesalahan penghilangan (42,46%), 22 kesalahan penjumlahan (30,13%), 15 kesalahan pembentukan (20,54%), dan 8 kesalahan pengurutan (10, 95%). Peneliti menyimpulkan bahwa persentase kesalahan tertinggi adalah kesalahan kelalaian yang merupakan kesalahan dominan.

**Kata Kunci:** Analisis Kesalahan, Menulis, Recount, Teks

Copyright (c) 2023 Sri Hartati, Sri Yuliani, Lesi

---

✉ Corresponding author: Sri Hartati

Email Address: [hartatisri444@gmail.com](mailto:hartatisri444@gmail.com) (Jl. Jenderal Ahmad Yani, Kota Palembang, Sumatera Selatan)

Received 12 August 2023, Accepted 19 August 2023, Published 25 August 2023

## **INTRODUCTION**

Writing is a progressive activity. It means that when you write something down firstly, you have been thinking about what you will say Oshima and Hogue (2007) (p.20). There are five elements of effective writing: 1) Central Idea: This is the main theme or message that the writer wants to convey to the reader. It's the core concept around which the entire piece of writing revolves. 2) Organization: Effective writing should be well-structured and organized logically. This includes having a clear introduction, a well-organized body that presents ideas coherently, and a conclusion that ties everything together. 3) Supporting Material: This refers to evidence, examples, data, or any other information used to support and strengthen the central idea. It adds depth and credibility to the

writing. 4) Expression, Word Choice, and Point of View: The writer's style, tone, word choices, and point of view all contribute to how the message is conveyed. Effective expression ensures that the writing is clear, engaging, and appropriate for the intended audience. 5) Spelling, Grammar, and Punctuation: Correct language mechanics are essential for clear and effective communication. Errors in spelling, grammar, or punctuation can detract from the overall quality of the writing. As a result, they write sentences with incorrect grammar.

According to Richards and Schmidt (2010), intra-lingual errors are classified as overgeneralizations, simplifications, developmental errors, communication-based errors, induced errors, errors of avoidance or errors of overproduction (p.201). The students need to be made aware of their mistakes from many of them. It means that errors might occur because of the limitation of human beings in mastering the target language.

Furthermore, Corder (1981) errors are part of the systematic study of the learner's language, which is necessary to understand the process of second language acquisition (p.4). The classification of errors into four types based on surface strategy taxonomy is a common framework used in the study of language and writing. These error types help identify and categorize written or spoken language mistakes. Here is an explanation of each: 1) Omission: Omission errors occur when a word, phrase, or element that should be present in a sentence is missing. This can include missing articles (a, an, the), prepositions, conjunctions, or other essential words or elements. For example, "She went store" is an example of an omission error because it lacks the article "to the" before "store." Addition: Addition errors involve inserting extra words, phrases, or elements into a sentence that does not belong there. These additions can disrupt the flow and meaning of the sentence. For instance, "She went to the store" is an addition error because it includes an extra "the" before "store." 2) Misformation: Misformation errors, also known as distortion errors, occur when the words or elements in a sentence are grammatically incorrect or used improperly. These errors include incorrect verb forms, subject-verb agreement issues, and incorrect word usage. For example, "He goed to the store" contains a misformation error because "goed" is not the correct past tense form of "go." 3) Misordering: Misordering errors involve incorrectly arranging words or elements within a sentence. These errors can affect the sentence's clarity and meaning. For instance, "She store went the to" contains a misordering error because the word order is jumbled, making the sentence unintelligible.

Swan (2005) said grammar is the rule for combining, arranging, and changing words to show different meanings (p.xix). Grammar is the central aspect of language. The student had to understand grammar in the language. Unfortunately, it is considered one of the most difficult aspects of learning a language. The people thought that grammar was bothering them in communication with each other.

Basic competence is that there are five kinds of writing texts to learn in secondary school: narrative, recount, procedure, descriptive, and report. One of the texts that is close to students' lives is the recount text because it is a text that retells past events in which the place and occurred events flow smoothly based on the sequence of time. It differs from narrative text, in which the climax and the

resolution of the problem must be created in the story. Therefore, the students can explore their interesting or unforgettable experiences or the people around them in the recount text. Due to the events they went through smoothly, they did not need to struggle to make it happen, which could have motivated them in writing. Most of them considered writing a burden because of some reasons related to using the proper lexical and grammatical rules. Therefore, the writer recounts text in this research as students' writing activity.

Based on the background above, the researchers was interested in analyzing the students' grammatical errors in writing recount text. Based on the observation conducted by the researchers, the researchers chose the eleventh-grade students as the subject of the research because they are expected to make their writing grammatically correct. It is important to know whether the students make grammatical errors or not and what kinds of grammatical errors that students make. The grammatical errors that would be analyzed were subject and verb: verb agreement, tense, and form.

The researchers are interested in conducting a study entitled "An Analysis of Students' Grammatical Errors in Writing Recount Text at Eleventh Grade of SMA Negeri 5 Prabumulih".

## **METHOD**

This research method used descriptive Analysis in the form of Qualitative Research. According to Hancock, Ockleford, And Windridge (2022), qualitative is concerned with developing explanations of social phenomena (p.7). It means that the data is not numerical but divided from the interpretation of field data and other documents. The objective of this research was to describe what kinds of errors often occur in grammatical errors in writing recount text. Therefore, a qualitative approach in this research is to match reality with the prevailing theory with descriptive methods. Sugiyono (2017) said, "Qualitative research has the natural setting as the direct source of data researchers is the key instrument" (p.21). In addition, according to Davidson, S., et al (2013), Qualitative research is particularly useful when exploring complex social, cultural, or behavioural phenomena where context and meaning are essential. It allows researchers to gain a deeper understanding of the subject by immersing themselves in the natural setting and engaging with participants more openly and flexibly.

Based on the statements above, this qualitative research used a descriptive method. The researchers used this method to analyze grammatical errors made by the eleventh-grade students of SMA Negeri 5 Prabumulih in writing recount text.

Based on the definition above, the population is all the sample of research. In this research, the researchers choose the eleventh-grade students of SMA Negeri 5 Prabumulih, which consisted of four classes: class XI IPA 1 consisted of 30 students, XI IPA 2 consisted of 36 students, XI IPA 3 consisted of 35 students, and XI IPS 1 consisted of 32 students with the total 133 students. To be detailed.

The researchers chose the classes after the researchers did the observation. The teacher

suggested choosing the XI IPA 1 class as the sample because they had learnt about Recount text. There were 30 students in the XI IPA 1 class to become a sample in this research. The researchers used this technique because the situation was not sustaining. Therefore, the researchers used the purposive sampling technique in taking the sample because of the time limitation, so the researchers could not take a bigger sample.

## RESULTS AND DISCUSSION

In this research, the researchers gave the assignment to write a recount text and take from students' writing documents. The XI students made the unit analysis of the research in SMA Negeri 5 Prabumulih in online learning. The researchers only focused on analyzing the errors in the recount text by the eleventh-grade SMA Negeri 5 Prabumulih. The researchers coded the names of students. The students' errors and calculated the number of each error. The table below summarises the students' recount text writing errors. The result of those showed that the students of SMA Negeri 5 Prabumulih made all kinds of errors, such as errors of omission 31 (42,46%), errors of addition 22 (30,13%), errors of misformation 15 (20,54%), errors of misordering ( 10,95%). The eleventh-grade students of SMA Negeri 5 Prabumulih had difficulties in learning recount text in this investigation, and it has been mentioned in the previous chapter that the sample of the investigation was 30 students. The students still needed to correct their answers to the last given.

## CONCLUSION

Based on the result of the research, the researchers made the following conclusions: the researchers found there are 31 error omissions (42, 46%), 22 addition errors (30, 13%), 8 misordering errors (10, 95%), 15 misformation errors (20, 54%). Based on data from the test, the researchers concludes that the students' error that most occur is misordering (10, 95%), some of the students also made errors in omission (42, 46%), they also made errors in misformation (20, 54%), the last addition (30,13%). Because the percentage of errors students make still need to understand English grammar.

## REFERENCES

- Corder, S. P. (1981). *Error Analysis and Interlanguage*. Oxford University Press.
- Oshima, A., & Hogue, A. (2007). *Introduction to Academic Writing Third Edition*. USA: Pearson Education, Inc.
- Richards, J .C.,& NH, E.(2010). *Dictionary of Language Teaching & Applied Linguistics Fourth Edition*. Great Britain: Pearson Education Limited.
- Sinom, Patrick Adtya Pratama, and Barli Bram. (2022). *Exploring Flouted Maxims in Homeless to Harvard: The Liz Murray Story Movie*. <https://core.ac.uk/download/544312213.pdf>.
- Sugiyono. (2017). *Metode Penelitian Kombinasi (Mixed Method)*. Bandung: Alfabeta.
- Swan, M. (2005). *Practical English Usage*. New York: Oxford University Press.

Davidson, S., et al. (2013) *Public Acceptability of Data Sharing Between the Public, Private and Third Sectors for Research Purposes*. <https://core.ac.uk/download/28978789.pdf>.