

**A GRAMMATICAL ERROR ANALYSIS OF THE TENTH YEAR
STUDENTS' WRITING RECOUNT TEXT OF SMK NEGERI 1 PEDAN IN
ACADEMIC YEAR 2021/2022**

S-1 THESIS

Presented as a Partial Fulfillment of the Requirements for Undergraduate Degree
in English Education Study Program



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IN ACADEMIC YEAR 2021/2022**

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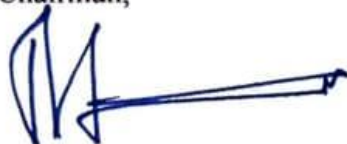
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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled "*A Grammatical Error Analysis of the Tenth Year Students' Writing Recount Text of SMK Negeri 1 Pedan in Academic Year 2021/2022*".

It is not a plagiarism or made by others. Anything that related to other's work is listed in bibliography.

If this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancelation of my academic degree.

Klaten, 20 Januari 2023



Nurrohmah Yola Dyah Anggraeni

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PRESENTATION

This thesis is dedicated to:

- A. My beloved Parents, Mr. Rahman Hadiyanto and Mrs. Nunung Suprihatin, My beloved sister Laksita Ridha Dyah Ratri and big family for all hope, advice, motivation, and passion, as well as endless encouragement.
- B. Dearest friend Kholifah Ira Rozyda, S.M., thank you for always being there and often helping in everything, and never stop in providing motivation, may God bless you always.
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Jika setiap kehendakmu menjadi nyata, kau tidak akan punya sedikitpun kemauan.

(Spongebob Squarepant)

Entah apa takdir Tuhan, yang penting tetaplah melangkah meski itu pelan.

(Anonim)

طَائِفًا مَعَ الْعُسْرِ يُسْرًا

Indeed, with hardship (will be) ease.

(QS. Al Insyirah :6)

Selesaikan apa yang kamu mulai. (mom's writer)

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Because of the limited knowledge and experience, the writer is really aware that this thesis is so far from being perfect. Therefore, she receives the criticism and suggestions from the readers in order to make this thesis perfect. Finally, the writer hopes that this thesis will be useful for especially the English students and readers in general.

Klaten, November 2022

The writer

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ABSTRACT

NURROHMAH YOLA D.A., STUDENT NO. 1811200013. English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2022. S-1 Thesis: *a grammatical error analysis of the tenth year students' writing recount text of smk negeri 1 klaten in academic year 2021/2022.*

This study aims to identify and describe what kinds of grammatical error of students' writing recount text of SMK Negeri 1 Pedan in academic year 2021/2022. The writer identifies the errors as the solution to the study's problem, namely: "What kinds of grammatical errors on recount text are done by the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022?"

This research strategy is qualitative. The writer took the data carefully to find the types and grammatical errors in every sentence made by the students in making recount text. The data are grammatical errors found in the recount text made by students and the data source was erroneous sentences the students making recount text of the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022. The technique of collecting the data used in this study is the writer gave tests to students as one of their class activities in conducting English lessons. In analyzed the data, the writer used a descriptive qualitative technique by explaining the types and reasons why the sentences have grammatical errors.

After analyzing the data, the writer finds all the types of errors. The writer lists 72 erroneous sentences in students' writing. The errors consist of 11 omissions errors, 9 addition errors, 39 misformation errors, 6 misordering errors, 1 addition and misordering errors, 3 misformation and omission errors, 1 misordering and omission error, and the last one 2 misordering and misformation errors.

Keywords: *error, writing, recount text.*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. According to Emmaryana (2010:2) there are many aspects that can cause the learners of English as a foreign language make errors. As teachers of English as a foreign language, they should improve the way to teach to reduce the errors which are always made by the learners.

Brown (2007:166) defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same as the one proposed by Crystal (1987:112) i.e. error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by the learner learning a foreign language, using any of the principles and procedures provided by linguistics.

According to Ellis (1994: 51), an error can be defined as a deviation from the norms of the target language. It means that error is one problem of writing skill which is always done by student who is writing something. With some problems of error there is a method to make clear error writing and the method is analysis.

Error analysis is a method used to document the errors that appear in learner language, determine whether those errors are systematic, and (if possible) explain what caused them. Native speakers of the target language (TL) who listen to learner language probably find learners' errors very noticeable, although, as we shall see, accuracy is just one feature of learner language (Corder, 1981: 10).

In this study, the writer focuses on errors in writing skill. Writing is one of the skills for English learning that must be learned by the students. According to McCrimmon in Slamet (2008: 141), writing is an activity to explore thoughts and feelings about a subject, choose things to write, determine how to write them so that readers can understand them easily and clearly. The issues list in the article referred to ideas or thoughts. The idea is the basis for the development of the text. The idea of a word can vary, depending on the desires of the writer.

Beside the four skills, there are three aspects of learning English such as grammar, vocabulary, and spelling. The learners have to understand both the four skills and the three aspects. So, the learners must have a good knowledge in English. However, the first thing that the learners should know that English is as a foreign language in Indonesia. English is one of foreign languages and set as the first foreign language since English is international language, so the learners must know well about the language.

The first aspect is grammar. Grammar is a very important component of language. According to Harmer (2012: 32), grammar is not just concerned with syntax; however, the way words are formed-and can change their form in order to express different meanings-is also at the heart of grammatical knowledge. It is important to master grammar because a person who has a good grammar mastery would be able to understand utterances/sentences produced by the other people and to produce grammatical utterances/sentences understood by other people.

The second aspect is vocabulary. According to Alqahtani (2015: 21), vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. So in this study, the word selection needs to be analyzed.

The last aspect is spelling. Spelling is a complex process, which involves different skills at the same time when a word is spelt (Wai et al., 2014: 22). Spelling is difficult for students of English as a correspondence between the sound of a word and the way it is spelt is not always obvious (Harmer, 2012: 324). Spelling is not only just about speaking but spelling is also important in writing skill, because writing skill needs a good spelling on writing.

Based on explanation above, the writer analyzes the error of writing of the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022. So, the writer

knows about the errors made by them. The title of her research is “A Grammatical Error Analysis on Recount Text of the Tenth Year Students of SMK Negeri 1 Pedan in Academic Year 2021/2022”.

B. The Reason for Choosing the Topic

The reason the writer chooses the research topic on error analysis is because the writer wants to improve the grammar of the learners especially high school students. In addition, the writer also learns how to do good grammar in English and wants to improve skills in good language so that it can be understood by the other people.

C. The Limitation of the Study

To make the study clear, the writer wants to limit the study. So, this study is focused on grammatical error of the students' writing of recount text of the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022.

D. The Problem Statement

The problem discussed in this study is “What kinds of grammatical errors on recount text are done by the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022?”

E. The Aim of the Study

The aim of the study is to describe the grammatical errors on writing done by the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022.

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

A. The Theoretical Use

It can be used to enrich the repertoire of teaching and learning writing theory.

B. The Practical Use

It can be used as a base on improving the quality of teaching writing in senior high school

G. The Clarification of the Key Terms

Here the writer takes a title “A Grammatical Error Analysis on Recount Text of the Tenth Year Students of SMK Negeri 1 Pedan in Academic Year 2021/2022”. In order to get clear concept of the material discussed in this study, the writer clarifies the terms of this study as follows.

1. Grammar

Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence (Nunan, 2003: 154). So, grammar is the rules

in English for changing the form of words and combining them into sentences to create a correct writing sentence of the paragraph done by the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022.

2. Error

Brown (2007: 217) stated that errors are real deviations from the grammar of native speakers of adults, reflecting the competence of the learner. In this study, error means a mistake that is not realized by the student and it can cause the problems done by the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022.

3. Analysis

According to Hornby (2013: 38), analysis is the study of something by studying its parts and their relationships by dividing into some parts in order to understand and explain it.

In this study, analysis means a study to understand that the sentence is wrong and explain it based on the data collected from the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022.

4. Error Analysis

According to Ellis as quoted by Tarigan (2008: 68), error analysis is a procedure commonly used by researchers and language teachers which includes

collecting samples, identifying errors that cause errors and providing an evaluation of the error rate.

In this study, error analysis is a procedure that includes collecting and analyzing data on the student's writing done by the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022.

5. Recount Text

According to Knapp (2005: 223) recount is the simplest type of text in this genre. Formally, a recount is a sequential text that does little more than a sequence of a series of events. Every story, no matter how simple, needs orientation. In this study recount text means a text which consists of a series of events made by the tenth year students of SMK Negeri 1 Pedan in academic year of 2021/2022.

H. The Organization of the Study

In order to facilitate the thesis arrangement, the writer organizes the report into five chapters. The five chapters are:

Chapter I is Introduction. It consists of the background of the study, the reason for choosing the topic, the limitation of the study, the problem statement, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous study, error analysis, the theory of writing and recount text. Error analysis includes the meaning of error analysis, the sources of error, the types of error, the practical uses of error analysis, and the methodology of error analysis. The theory of writing includes the definition of writing, the purpose of writing, and the teaching of writing and Recount Text.

Chapter III is The Method of the Study. It consists of the meaning of the research method, the strategy of the research, the data and the sources of the data, the technique of collecting the data, and the technique of analyzing the data.

Chapter IV is The Result of the Study. It consists of the analysis of the data and the discussion of the findings.

Chapter V is Conclusion, Implication, and Suggestion.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

After the writer analyzes the grammatical error of the sentences made by the tenth year students of SMK Negeri 1 Pedan Klaten in academic year of 2021/2022, the writer gets the errors that had been written by them and know about the erroneous sentences.

In this study, the writer wants to answer the statement of the problem that had been written in the previous chapter:

“What kinds of grammatical error on writting recount text are done by the tenth year students of SMK Negeri 1 Pedan Klaten in academic year of 2021/2022?”

Based on the explanation and the analysis of the data, the writer can conclude that the kinds of error made by the the tenth year students of SMK Negeri 1 Pedan Klaten in academic year of 2021/2022 are 11 omission errors, 9 addition errors, 39 misformation errors (11 alternating form of misformation errors, 9 regularization of misformation errors and 19 archi form of misformation errors), 6 misordering errors, 1 addition and misordering errors, 3 misformation and omission errors, 1 misordering and omission error, 2 misordering and misformation error.

In addition, the percentage of errors is as follows:

- 1) Omission total percentage is 15.2%.
- 2) Addition has percentage of 12.5%.
- 3) Misformation the total percentage is 54.1%.
- 4) Misordering has total percentage is 8.3%.
- 5) Addition and Misordering has total percentage of 1.3%.
- 6) Misformation and Omission has percentage of 4.1%.
- 7) Misordering and Omission error the percentage are 1.3%.
- 8) Misordering and misformation the percentage is 2.7%.

B. Implication

Based on the result of the study, the writers' findings from the thesis that have been discussed previously have important implications for English language teaching. It can be said that this research can be used as a basis for English teachers to measure students' ability to make proper grammatical structures of standard English writing and to measure students' ability to understand the word, so that they can construct sentences well. If students can meet the requirements of recount text construction, there is a possibility that they can develop their English skills to inform something in a good grammatical structure and acceptable meaning. Mastery of vocabulary and use of English tenses can also be practiced in written form, for example in recount text.

The writer's findings in this thesis can also be used as feedback to teachers and students to find out which part is the most dominant error and the most difficult part in compiling the recount text reported. As a result, the teacher

can choose what teaching method is best to make students master the grammatical structure of the previously learned vocabulary and tenses. In addition, the research findings in this paper can also be used to reduce the most dominant errors.

C. Suggestion

After the writer carried out the research, the writer would like to give some suggestions related to the result of the research. Hopefully it can improve the quality of teaching learning activity and decrease the errors. The suggestions are as follows:

1. To the teacher
 - a. The teacher must provide further explanation on understanding part of speech and the use of irregular tenses and regular verbs, for example about the concept of subject pronouns, object pronouns, verbs, possessive adjectives, adverbs of time and place, and so on. This suggestion needs to be put forward because based on the results of the study there are still many formation errors in choosing the right vocabulary and verb from these sentences. It is characterized by the wrong concept that is hypothesized from the exact sentence that must be applied. The researcher found a lot of data showing that students wrongly hypothesized possessive adjectives as subject pronouns.
 - b. The teacher should be more creative in teaching to make the students more interested in the learning, especially in learning writing.

- c. The teacher should give more help to the students in their problem especially in writing.
2. To the students
 - a. The students should learn a lot of grammar in order to write clearly, well and correctly.
 - b. The students should be more active in studying English and also often to practice all of the skills of English.
 - c. The students must be careful using the verbs in past tenses, even the main verb or auxillary verbs, the prepositions and pronouns.
 - d. The students should make habit in reading English book or article and listening English audio, such as, English news on television or radio. Therefore, from this habit, the students slowly but surely can understand the standard grammatical concept in English. After comprehending the standard concept grammatical of the English, the students can bring the concept into English reported speech. Then, they can practice it with their classmate. Moreover, one quote that must be remembered and must be practiced is that “practice makes perfect”.

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