

**GRAMMATICAL ERRORS  
IN WRITING RECOUNT TEXT OF THE X GRADE  
STUDENTS AT MAS NU BATANGTORU**



**A THESIS**

*Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English*

**Written By:**

**KIKI ALIPIA RITONGA**  
Reg. No. 18 203 00067

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD  
ADDARYPADANGSIDIMPUAN  
2024**

**GRAMMATICAL ERRORS  
IN WRITING RECOUNT TEXT OF THE X GRADE  
STUDENTS AT MAS NU BATANGTORU**



**A THESIS**

*Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English*

**Written By:**

**KIKI ALIPIA RITONGA**  
Reg. No. 18 203 00067

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD  
ADDARYPADANGSIDIMPUAN  
2024**



**GRAMMATICAL ERRORS IN WRITING  
RECOUNT TEXT OF THE X GRADE STUDENTS  
AT MAS NU BATANGTORU**



**A THESIS**

*Submitted to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd.) in English*

**Written By:**

**KIKI ALIPIA RITONGA**

Reg. No. 18 203 00067

**Advisor I**

**Zainuddin, S.S., Hum**

**NIP. 197606610 200801 1 016**

**Advisor II**

**Yusni Sinaga, M.Hum**

**NIP. 19700715 2005014 2 010**

**ENGLISH EDUCATIONAL DEPARTMENT**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2024**

### LETTER OF AGREEMENT

Term : Munaqasyah

Item : 7 (seven) exemplars

Padangsidimpuan, 08 Januari 2024

a.n. **Kiki Alipia Ritonga**

To: **Dean**

**Tarbiyah and Teacher Training Faculty**

In-

Padangsidimpuan

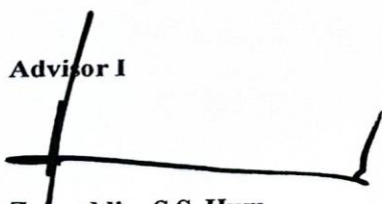
*Assalamu 'alaikum wr.wb.*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Kiki Alipia Ritonga**, entitled "**Grammatical Errors in Writing Recount Text of The X Grade Students at MAS NU Batangtoru**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.


Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

*Wassalam 'alaikumwr.wb.*

Advisor I

  
**Zainuddin, S.S.,Hum**  
**NIP. 197606610 200801 1 016**

Advisor II

  
**Yusni Sinaga, M. Hum.**  
**NIP 19700715 2005001 2 010**

## DECLARATION OF THESIS COMPLETION

The name who signed here:

Name : Kiki Alipia Ritonga  
Reg. Number : 18 203 00067  
Department : English Education  
Faculty : Tarbiyah and Teacher Training  
Title of the Thesis : **Grammatical Errors in Writing Recount Text of The X Grade Students at MAS NU Batangtoru**

I hereby declare that I have arranged and written the thesis by myself, without asking illegal help from others, except the guidance from advisors, and without plagiarism along with the ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verses 2.

I did the declaration truthfully, if there was a deviation and incorrect in my declaration letter on, I resigned to get punishment as what had involved in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 19 verse 4 that was about dispossession of academic degree disrespectfully and the other punishment according to the norm and accepting the requirement.

Padangsidempuan, Januari 2024  
Declaration Maker,



**Kiki Alipia Ritonga**  
**Reg. No. 1820300067**



## AGREEMENT PUBLICATION OF APPROVAL STATEMENT

---

As academic cavity of The State University for Islamic Studies Padangsidimpuan, the name who signed here;

Name :Kiki Alipia Ritonga  
Registration Number :18 203 00067  
Faculty Department ;Tarbiyah and Teacher Training Faculty  
Kind : Thesis

To develop of science and knowledge, I hereby declare that I present The State University for Islamic Studies **Non Exclusive Royalty Right** on my thesis with entitled **"Grammatical Errorrs in Writing Recount Text of The X Grade Students at MAS NU Batangtoru"** With all the sets of equipment (if needed) Based on the Non Exclusive Royalty Right, the State Islamic University Padangsidimpuan has the right to save, to format, to organize in data base form, keep and publish my thesis as far as I am determined as a writer and owner of its creative right.

Based on statement above all, this statement is made truthfully to be used properly.

Padangsidimpuan, 11<sup>th</sup> January 2024

The Signed,



The image shows a handwritten signature in black ink. Below the signature is a red circular official stamp of the State Islamic University of Padangsidimpuan, featuring a Garuda emblem and the text 'UNIVERSITAS ISLAM PADANGSIDIMPUAN'. To the left of the signature is a yellow rectangular stamp with the text 'METERAL TEMPEL' and a serial number '28DALX011850744'.

**Kiki Alipia Ritonga**  
**Reg. No. 1820300067**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

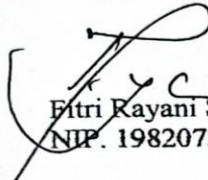
---

**MUNAQOSYAH THESIS EXAMINERS**

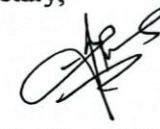
---

Name : Kiki Alipia Ritonga  
Registration Number : 18 20300 067  
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI  
The Title of Thesis : An Error Analysis in Writing Recount Text of  
The X Grade Students at MAS NU Batangtoru

Chief,

  
Fitri Rayani Siregar, M. Hum.  
NIP. 19820731200912 2 004

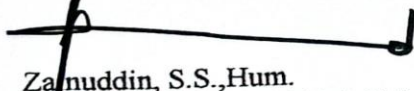
Secretary,


  
Dr. Eka Sustri Harida, M. Pd  
NIP. 19750917200312 2 002

Members,

  
Fitri Rayani Siregar, M. Hum.  
NIP. 19820731200912 2 004

  
Dr. Eka Sustri Harida, M. Pd  
NIP. 19750917200312 2 002

  
Zamruddin, S.S., Hum.  
NIP. 197606610 200801 1 016

  
Yusni Sinaga, M. Hum.  
NIP. 19700715 2005014 2 010

Proposed:

Place : Padangsidimpuan  
Date : July, 23<sup>rd</sup> 2024  
Time : 13.30 WIB until finish  
Result/Mark : 77 (B)  
IPK : 3.43  
Predicate : Memuaskan



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080  
Sihitang 22733 Padangsidempuan

### LEGALIZATION

**Thesis** : Grammatical Errors in Writing Recount Text of The X Grade Students  
at MAS NU Batangtoru  
**Written By** : Kiki Alipia Ritonga  
**Reg.No** : 18 203 00067  
**Faculty/Department** : Tarbiyah and Teacher Training Faculty/TBI

The Thesis had been accepted as a partial fulfillment of the Requirement  
for Graduate Degree of Education (S.Pd.)

Padangsidempuan, 11<sup>th</sup> January 2024  
Dean of Tarbiyah and Teacher Faculty



Dr. Lelya Hilda, M.Si.  
NIP. 19710920 200003 2 002



Name : Kiki Alipia Ritonga  
Reg. Number : 1820300067  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Tittle of Thesis : Grammatical Errors in Writing Recount Text of The X  
Grade Students at MAS NU Batangtoru

### **ABSTRACT**

This research focused on the grammatical students' error in writing recount text based on surface strategy taxonomy theory at the X grade students MAS NU Batangtoru. The students' problems in this research were: 1) the students' vocabulary mastery is low, 2) the students do not know the language features in recount text, 3) the students pay little attention to language features of recount text in each sentence, 4) the students do not understand well how to use language features in the sentences. This research used descriptive qualitative as a method of the research. The participants of the research were 27 students of MAS NU Batangtoru. Based on the result, it is found that students were still lack in writing recount text. They were facing some difficulties, especially in understanding the language features of recount text. They were lack of vocabulary and grammatical knowledge in writing recount text. There were four errors that the students made which are omission, addition, misformation and misordering. The written test shows the percentage of writing errors, including omission errors 40.9%, addition errors with a total of 21.2%, misformation errors 25.7% and misordering errors 12.1%. Based on the percentage, it can be seen the most dominant error made by students are in omission (40.9%) and the lowest error made by students is misordering (12.1%). It is hoped that the students should gain more insight into the various errors, in order to make a better writing.

***Key Words: Grammatical Error, Writing Recount Text,***

Name : Kiki Alipia Ritonga  
Reg. Number : 1820300067  
Faculty : Tarbiyah and Teacher Training Faculty  
Department : English Education  
Tittle of Thesis : Grammatical Errors in Writing Recount Text of The X  
Grade Students atMAS NU Batangtoru

## **ABSTRAK**

Penelitian ini difokuskan pada kesalahan siswa dalam menulis teks laporan berdasarkan teori surface strategy taxonomy pada siswa kelas XMAS NU Batangtoru. Masalah siswa dalam penelitian ini adalah: 1) siswa memiliki kosakata yang rendah, 2) siswa tidak mengetahui fitur kebahasaan dalam recount text, 3) siswa kurang memperhatikan fitur kebahasaan dari recount text dalam setiap kalimat, 4) siswa tidak mengerti dengan baik bagaimana menggunakan fitur bahasa dalam kalimat. Penelitian ini menggunakan deskriptif kualitatif sebagai metode penelitian. Partisipan dalam penelitian ini adalah 27 siswa kelas X MAS NU Batangtoru. Berdasarkan hasilnya, ditemukan bahwa siswa masih kurang dalam menulis teks recount. Mereka menghadapi beberapa kesulitan, terutama dalam memahami fitur bahasa teks recount. Mereka kekurangan kosakata dan pengetahuan tata bahasa dalam menulis teks recount. Terdapat empat kesalahan yang dilakukan siswa yaitu omission, addition, misformation and misordering. Tes tertulis menunjukkan persentase kesalahan penulisan, meliputi omission sebesar 40.9%, addition sebanyak 21.2%, misformation 25.7%, dan misordering sebesar 12.1%. Berdasarkan persentase tersebut dapat diketahui bahwa kesalahan yang paling dominan dilakukan oleh siswa adalah omission (40.9%) dan kesalahan terendah yang dilakukan oleh siswa adalah misordering (12.1%). Diharapkan para siswa dapat menambah wawasan tentang berbagai kesalahan, untuk membuat tulisan yang lebih baik.

***Kata Kunci: Kesalahan Tatabahasa, Menulis Teks Recount.***

الاسم: كيكى أليبيا ريتونغا

الرقم المسجل: ١٨٢٠٣٠٠٠٦٧

الكلية: كلية التربية وتدريب المعلمين

القسم: تعليم اللغة الإنجليزية

عنوان الرسالة: أخطاء نحوية في كتابة نصوص طلاب الصف العاشر في مدرسة باتانجتورو الثانوية

تم نشر هذه الفكرة في إطار عمل قائم على نظرية نظرية التصنيف لاستراتيجية السطح في عيد الميلاد في باتانجتورو كانت مشاكل الطلاب في هذا البحث هي: (١) إتقان الطلاب (٣) لا يهتم للمفردات منخفض، (٢) لا يعرف الطلاب السمات اللغوية في النص السردى، الطلاب كثيرًا بخصائص اللغة في النص السردى في كل جملة، (٤) لا يفهم الطلاب جيدًا استخدم هذا البحث المنهج الوصفي النوعي. كيفية استخدام خصائص اللغة في الجمل. وشمل البحث ٢٧ طالبًا وطالبة من جامعة باتانجتورو للعلوم التطبيقية. وبناءً على النتائج، واجه وُجد أن الطلاب ما زالوا يعانون من نقص في مهارات كتابة النصوص السردية. الطلاب بعض الصعوبات، لا سيما في فهم السمات اللغوية للنصوص السردية. وتمثلت هذه الصعوبات في نقص المفردات والمعرفة النحوية في كتابة النصوص السردية. ووقع يُظهر الطلاب في أربعة أخطاء: الحذف، والإضافة، والتحريف، والترتيب الخاطئ. الاختبار التحريري نسبة أخطاء الكتابة، بما في ذلك أخطاء الحذف (٩٠,٩٪)، وأخطاء الجمع (٢١,٢٪)، وأخطاء التشكيل الخاطئ (٢٥,٧٪)، وأخطاء الترتيب الخاطئ (١٢,١٪). بناءً على هذه النسبة، يتضح أن أكثر الأخطاء شيوعًا بين الطلاب هي أخطاء الحذف (٩٠,٩٪)، وأقلها هو أخطاء الترتيب الخاطئ (١٢,١٪). نأمل أن يتعمق الطلاب في فهم مختلف الأخطاء لتحسين كتابتهم.

الكلمات الرئيسية: خطأ نحوي، كتابة نص سرد،



## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*

First of all, let the researcher says a lot of praise and Alhamdulillah to Allah SWT, as the best creator of everything in the world and as the most merciful who has given to the researcher the health, knowledge and chance to finishing the thesis entitled “Grammatical Errors in Writing Recount Text of The X Grade Students at MAS NU Batangtoru” is presented to the Department of English Education Faculty of Tarbiyah and Teacher Training Faculty of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. The second, Shalawat and Salam to the Prophet Muhammad SAW that has guided to human kind from darkness to the lightness era.

In finishing this thesis, the researcher faced many troubles and difficulties. It is a pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. I got a lot of guidance, inspiration and motivation during writing this thesis. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Mr. Dr. H. Muhammad Darwis Dasopang, M.Ag, as the rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.
2. Mrs. Lelya Hilda, M.Si., as the Dean of Tarbiyah and Teacher Training Faculty.
3. Mrs. Fitri Rayani Siregar, M.Hum., as the chief of English Education Department who always support all of the students in finishing the thesis.
4. Special thanks are directed to Mr. Zaynuddin, S.S., M.Hum., as the first advisor and Mrs. Yusni Sinaga, M.Hum., as my second advisor. They have given their valuable guidance and suggestions sincerely and patiently during the progress of writing and who has been the great advisor for me to finish this thesis as well.
5. Thanks to Mrs. Fitri Rayani Siregar, M.Hum., as my academic advisor who has been given me advice, suggestion, motivation and guidance as long as I was a student in this university.
6. Thanks are directed to all lecturers that have taught, guided and also encouraged during my study in UIN Syekh Ali Hasan Ahmad Addary.

7. Big thanks to The Headmaster of MAS NU Batangtoru and to English teacher who helped or gave permission for the researcher to do the research in that school.
8. Special thanks are directed to my beloved parents Mr. Edi Supangkat and Mrs. Minarti and my sisters Fitriani Rizky Ritonga, Destri Sri Afni Ritonga who always give a lot of love, affection, attention, support me so that I can be stand here, prayers, motivation, and big spirit how to be patient and survive in each conditions by my own self. Without them I'm nothing. This Bachelors' degree officially I present to them.
9. And not forgetting a special thanks to the equally important person, Imam Wahyudi Hasibuan, thanks for always being there to help and support me.
10. Big thanks to my beloved friends Yuni Annisa Hafni Rambe, Munawaroh, Alda Novita, Sayidah Isnaini, AyuAshari, Syahdinar Adelina and my battle buddy Miqdad Harahap, who always give me motivation, suggestions, and support me during arranging this thesis.
11. My greatest friends, TBI-1 and also others friends who always made my life be colourful and helpful each other. Thank you for all the things done to everyone who gave helps wether mention or not to finish the thesis.
12. I want to say thanks to myself for believing me. I wanna thank me for doing all these hard work, for always being a giver and trying to give more than I receive.

I realize that there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, 22 Januari 2024  
Researcher

**Kiki Alipia Ritonga**  
**Reg.Num.,1820300067**

## TABLE OF CONTENTS

	Page
<b>LEGALIZATION OF ADVISORS</b>	
<b>AGREEMENT OF ADVISORS</b>	
<b>DECLARATION OF THESIS COMPLETION</b>	
<b>APPROVAL STATEMENT FOR PUBLICATION</b>	
<b>LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY</b>	
<b>ABSTRACT .....</b>	<b>i</b>
<b>ARABIC ABSTRACT .....</b>	<b>iii</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>iv</b>
<b>TABLE OF CONTENT .....</b>	<b>vi</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>CHAPTER I: INTRODUCTION</b>	
A. The Background of The Problem .....	1
B. The Identification of The Problem .....	4
C. The Limitation of The Problem .....	4
D. The Definition of Key Term.....	4
E. The Formulation of The Problem .....	5
F. The Objective of The Research .....	5
G. The Significances of The Research .....	6
H. Outline of The Thesis .....	7
 <b>CHAPTER II: LITERATURE REVIEW</b>	
A. Theoretical Description	
1. Grammatical Error	
a. Defenition of Error.....	8
b. Types of Error .....	10
c. Source of Error .....	13
2. Writing.....	16
3. Types of Writing.....	19
4. Recount Text .....	21
a. Definition of Recount Text.....	21
b. Generic Structure of Recount Text.....	23
c. Language Features of Recount Text.....	24
d. Example of Recount Text.....	30



B. The Review of Related Findings .....	33
---	----

### **CHAPTER III: RESEARCH METHODOLOGY**

A. The Time and Place of The Research.....	36
B. The Research Design.....	36
C. The Participation of The Research .....	37
D. The Instruments of Research .....	37
E. The Technique of Data Collection.....	37
F. The Technique of Data Analysis .....	38
G. The Thrustworthiness .....	39

### **CHAPTER IV: FINDINGS AND DISCUSSION**

A. Specific Findings	
1. Types of Errors are Made by Students at The X Grade in MAS NU Batangtoru.....	41
B. Analysis Result of The Research.....	55
C. Checking the Data Trustworthiness.....	60
D. Threat of The Research.....	61

### **CHAPTER V: CONCLUSION AND SUGGESTION**

A. Conclusion.....	62
B. Suggestion .....	62

### **REFERENCES**

### **APPENDIXES**

### **CURRICULUM VITAE**

### **DOCUMENTATION**

## LIST OF TABLES

	Page
Table II.1 : Example of Recount Text.....	30
Table III.1 : Table of Technique Data Analysis.....	37
Table IV.1 :Table Omission Found in Students' Written Test.....	41
Table IV.2 :Table Addition Found in Students' Written Test.....	45
Table IV.3 :TableMisformationFoun in Written Test.....,,.....	47
Table IV.4 : Table Misordering Found in Students' Writtent Test.....	50

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Research

Writing is one of the productive skill. People product a message, shares ideas or thoughts through writing. But, writing is not simply word written down on the paper. It is more difficult and complicated skill than the other skills because people need a process of thinking before writing down. People should give more an effort to understand the basic concept in writing, especially understanding the grammar.

Grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to makecorrect sentences but also affects their meaning.<sup>1</sup> Besides, Grammar is partly the study of what forms (or structure) are possible in language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence formed rules that govern how language's are formed.<sup>2</sup> In the other word, grammar is a structure in linguistics that has function to organize the sentence well.

Grammar is an English competence that must be mastered by students. Basically, grammar has an important role in writing because grammar is backbone on any language and it must be understood in threeorder to communicate effectively. One of the things that determine whether a piece of writing is good or not is grammar.

---

<sup>1</sup>Penny Ur, *A Course in Language Teaching Practice and Theory*, (London:Cambridge University Press, 1996), p. 75.

<sup>2</sup>Scott Thornbury, *How to Teach Grammar*, (London: Longman, 1999), p. 1.



Grammar may be a structure and regularity that lies in a very language. this means that every language incorporates a sure rule to create a sentence. Thus if someone needs to master English, people should learn the grammar and the way to use it properly. Most people feel like grammatical rebel, see in the rule as strict, fundamental and arbitraries. But actually the grammar is very complex, and equally important: incorrect grammar can cause confusion and change your perspective. This is why the grammar analyze is important.

Grammar is concerned with rules, one of the rules in grammar called past tense. The simple past indicates that an activity or situation began and ended at a particular time in the past.<sup>3</sup>There are several different tenses in English language. The differences occur in the form of the used verbs and the time of verbs action take places. There are twelve kinds of tenses. They are simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, past tense, past continuous tense, past perfect tense, past perfect continuous, future tense, future continuous tense, future perfect tense, future perfect continuous tense.<sup>4</sup>

Tenses have some functions, they are to show the occurrence of an action, whether in the present, in the past or in the future, to indicate the state of the sentence, whether in perfect of imperfect form, to indicate whether the event or action is progressing or not. Past tense is used to describe action that

---

<sup>3</sup> Betty SchramperAzar, *Understanding And Using English Grammar Second Edition*, (New Jersey, Englewood Cliffs, 1989), p.24.

<sup>4</sup> Betty SchramperAzar, *Understanding and Using English Grammar*, (New York: Pearson Education, 1999)

took place in the past and no longer take place in the present. It is important for those who want to talk about the past which has nothing to do with the future. Past tense is necessary in writing some genres in English, one of them is recount text.

Recount is a kind of genres which has been taught in senior high school. Recount has a social function to retell events for the purpose of informing and entertaining. The tense that used in recount text is past tense. There are three generic structure of recount : orientation, events, and re-orientation. Orientation is provides the setting and produces participants. Events tells what happened, in what sequence. Re-orientation is optional-closure of events. There are some language features of recount text, they are using simple past tense, using action verb, using linking verb, using conjunction, using adverbs, using noun or pronoun.

From the language features above the researcher focus on student's grammatical error in simple past tense. In writing recount text, the students need to pay attention about simple past tense because it is written in past tense verbs. The students should know simple past tense if they want to write recount text. In this case, simple past tense becomes a crucial component in writing recount text.

Based on pra-research in MAS NU Batangtoru, the researcher got an information from the teacher that the students of X grade are still low in using simple past tense in recount text. The teacher also gave an additional information about the students' error in using past tense while the teacher

asked them to write recount text. For example : We also eat good food last night, in sentence the students selected the wrong form; the word “eat” should be change into “ate”. In this case, the students do error in using past-tense.

See the number of mistakes made by the students, the researcher would like to analyze the students’ errors in writing recount text. So, the researcher is interested in conducting study entitled “Grammatical Errors in Writing Recount Text”

## **B. The Identification of the Problem**

Based on the background above, the researcher identifies the problems as follows:

1. The students are difficult to use simple past tense in recount text
2. The students are difficult to distinguish irregular and regular verb.
3. The students are difficult to distinguish the form simple past tense to another tenses

## **C. Focus of the Problem**

There are some language features in recount text, they are: simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. But in this research, the researcher limits the problem in analyzing grammatical errors use simple past tense in recount text made by the 10<sup>th</sup> grade students in MAS NU Batangtoru.

## **D. The Definition of the Key Terms**

The researches will discuss some points in this research, such as definition of errors and recount text.



### 1. Error

Error can be defined as a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

### 2. Recount Text

Recount text can be defined as a recount recalls and reconstructs events, experiences and achievements from the past in a logical sequence and some of it will be purely informative, while others will aim to both inform and entertain.

So, an error analysis in writing recount text of the X grade students at MAS NU Batangtoru is noticeable deviation in grammar made in the recount text at MAS NU Batangtoru.

## **E. The Formulation of the Problem**

This research is formulated in those two questions :

1. What are the types of errors made by students in recount text at the X grade students MAS NU Batangtoru?
2. What are the dominant errors in recount text made by students at X Grade MAS NU Batangtoru?

## **F. The Objective of the Research**

Based on formulation that researches takes, there are two objectives of the research that is presented, they are :

1. To know the types of students' errors in recount text at the X grade students MAS NU Batangtoru

2. To describe the dominant errors in recount text made by students at X Grade MAS NU Batangtoru

#### **G. The Significances of the Research**

The findings of this study aim to give more information about the students' error in writing recount text at second grade of senior high school for :

1. For the students

The result of this of this research can be used as the students' material so they more easily while composing recount text because there are some examples related to recounting texts. Thus, the students do not do similar errors while composing recount text

2. For the teachers

The teachers can find solutions in teaching recount text and also find the missing link between what the teachers give and what the students catch. The teachers can evaluate whether the error is entirely caused by the students themselves or caused by incomplete or incorrect information provided by the teacher.

3. For the researcher

Result of this study can provide information for the readers or researchers who want to write about errors in writing recount text. The information in provide guidance for readers about the type of errors to avoid in compiling recount text.

## **H. Outlines of The Thesis**

The outline of the thesis included in to five chapter, they are :

The first chapter of background of the problem, the identification of the problem, focus of the problem, the definition of the problem, the formulation of the problem, the objective of the research, the significances of the research, and outline of the thesis.

The second chapter is a theoretical description consist the theoretical of error kinds of definition of error, types of error, source of error, definition of writing, types of writing, recount text, and the review related findings.

The third chapter is consist of research methodology, the time and place of the research, the research method, the participant of the research, the instrument of the research, the technique of the data collection, the technique of the data analysis, and the trustworthiness.

The fourth chapter consist of spesific findings, analysis result of the research, checcking the data trustworthiness, and threat of the resarch.

The fifth chapter as the closing that consist of conclusion and suggestion.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Review

##### 1. Grammatical Error

###### a. Definition of error

Error is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition.<sup>5</sup> They are those parts of conversation or composition deviate from some selected norm of mature performance.<sup>6</sup> On the other hand, an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner.<sup>7</sup>

Errors are the learner's speech or writing faulty. Humans cannot know language if not doing errors systematically first. There are parts of conversation or composition that stray from some chosen norms of mature language performance.<sup>8</sup> Error is the learner's linguistic system at given stage of learning systematic, learners do distortions characteristic consistently. In the speech or writing of a second or foreign language

---

<sup>5</sup>S. P. Corder, *Error Analysis in Interlanguage*, (Walton Street, Oxford: Oxford University Press, 1981), p.1

<sup>6</sup>Heidi, Dulay, Marina Burt, and Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p.138.

<sup>7</sup>H. D. Brown, *Principle of Language Learning and Teaching*, 5th Edition (New York: Pearson Education, Inc, 2007), 5th Edition, p. 258.

<sup>8</sup>Henn Irawati, "Error Analysis on Grammatical Aspect of Students' Narrative Writing," *Getsempena English Education*, Volume 2, No. 1, 2015, P. 7.

learner, the use of a linguistic item, in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning.

It can be known that errors are natural and noticeable deviations that make the learners' language defect either speech or writing. Students' errors would show the lack of the language knowledge or the learners weakness in comprehending the structural pattern.<sup>9</sup>Error analysis is may be carried out in order to find out how well someone knows a language, to find out how a person learns a language, and obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Error has different meaning with mistakes. A mistake refers to a performance, error either a random queues or a slip in that is a failure to utilize a known system correctly.<sup>10</sup> The mistakes refer to the performance and errors refer to competence,that is making them different. There are various linguistic expert understanding of the error are in fixing in mistake or not. If error the students does not know how to fix their mistake in their performance. So, it must help by other people or teacher.

---

<sup>10</sup> Henny Irawati, "error analysis..."p.9

But, mistake the students know to fix their error in their performance.

Errors are in three different ways :<sup>11</sup>

- 1) The teachers can know the student's learning progress and they only adds the knowledge that the students do not know.
- 2) The teacher can find the students's errors and the student can change the errors himself.
- 3) An error is necessary for the teachers to support the extent in which students learn serious or not and it very useful to the teacher in the evaluation materials teaching and learning activities.

Based on explanation above the researcher can conclude that the difference of errors and mistakes is errors are done because missunderstanding of rules sustainable. While mistakes are done temporary and unintentional. So, the people who do not know or notunderstand the material at all is called errors, while the people who know or understand the material but sometimes they make something wrong is called mistake.

#### b. Types of Errors

Here are some of common learner errors in learning Recoun Text. Omission, addition, miss-formation, miss-ordering.<sup>12</sup>which will be explained below :

---

<sup>11</sup> C. Jack Richards and P. Gloria Sampson



### 1) Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance. It is an error which happens because a learner does not put the needed morphemes in the sentences. The omitted morphemes are either the content morpheme or grammatical morpheme. Example :

Incorrect : Alda the captain of the class. (Omission of grammatical morpheme 'is')

Correct : Alda is the captain of the class.

### 2) Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance. There are three sub types of addition : double markings, regularizations, and simple addition.

#### a) Double markings

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics construction, but not in others. For example:

Incorrect : She doesn't knows my name

Correct : She doesn't know my name

---

<sup>12</sup> Carl James, *Errors in Language Learning and Use*, (London and New York: Routledge, 2013) p. 106-110

### b) Regularization

Regularization errors that fall under the addition category are those in which is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example:

“Mans” instead of “Men” (plural form of “man”)

“Buyed” instead of “Bought” (past form of “buy”)

“Child” instead of “Children” (plural form of “child”)

### c) Simple addition

Simple addition errors refer to the addition of one element which should not appear in a well-structured utterance. For example:

Incorrect : I am is a student. (addition of to be “is”)

Correct : I am a student

## 3) Misformation

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. For example:

Runned for run

Gooses for geese

d) Misordering

Misordering are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

Incorrect : What you are doing?

Correct : What are you doing?

Incorrect : Her name Caca is

Correct : Her name is Caca

c. The sources of error

When the students do error, the teachers must know what are sources of students error. This is important to know about them because the teacher will know how they will do after getting sources of students error. There are some sources of students error, They are interlingual transfer, intralingual transfer, context of learning, and communication strategies.<sup>13</sup>

a) Interlingual Transfer

Interlingual transfer is a significant source of error for all students. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. In English language learning process, students still bring L1 to L2 because they are learned by the same habit formation process.

---

<sup>13</sup> H. Douglas Brown, *Principles Of Language Learning And Teaching A Course In Second Language Acquisition*, (USA: Pearson Education, 2014), P. 254-262

Therefore, either positive or negative transfer occurs. Positive transfer is similar structures facilitate learning. L1 habit can successfully be used in L2. Negative transfer is interference from the L1. L1 habits will cause errors in the L2. Negative transfer is often become source of error because it causes errors in language learning process.

b) Intralingual Transfer

Intralingual transfer (within the target language itself) is a major factor in second language learning. One of examples is overgeneralization, which is the negative counterpart of intralingual transfer.

c) Context of Learning

A third major source of error is context of learning. Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the text book can lead the learner to make faulty hypothesis about the language. Students often make errors because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was memorized in a drill but improperly contextualized.

#### d) Communication Strategies

Communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error. Based on the statement above, the some sources errors is made by students from inter lingual transfer, the students think that between in mother tongue and second language has same constructions. In other hand, intralingual transfer, the students think that they make in second language by overgeneralization. Then, in context of learning that the students make errors because of misleading of teacher's explanation. Finally, in communication strategies that the students make errors because of their message across about foreign language.

Based on the explanation above, it can be conclude that communication strategies are crucial, but can also lead to errors. Through the observations, the researcher identified several source of errors, including interlingual transfer, where learners assume similarities between their native language. So, communication themselves can be source of errors, particularly when learners struggle to convey their intended message in a foreign language.

## 2. Writing

When writing, it used graphic symbols that is letter or combination of letter which relate to the sound makes when speak. The act of making marks on a flat surface of some type, or writing, might be considered to be the formation of these symbols on one level. Clearly, writing involves much more than just creating graphic symbols.<sup>14</sup> It generates a series of sentences in a specific order and linked together in specific ways. The sequence may be extremely short perhaps only two or three sentences but it forms a logical whole due to the way the sentences have been organized and connected together. It takes the shape of a text.

Writing a text is a complex task that needs a coordinated implementation of a large set of mental activities.<sup>15</sup> Writing is a thinking activity that demands mental effort. It involves coming up with ideas, planning, setting goals, keeping track of progress, assessing both what will be written and what has already been written, and using language to convey exact meaning. One of the four linguistic skills that might be considered to have numerous advantages is writing. It is a technique for putting ideas, emotions, and viewpoints into words so that students can express their feelings and experiences in writing. Writing has become the structured while

---

<sup>14</sup>Donn Byne, *Teaching Writing Skills*, Longman Handbooks for Language Teachers, *London and New York*, 1988.

<sup>15</sup> Denis Alamargot and Lucile Chanquoy, *Through the Models of Writing*. Dordrecht-Boston-London : Kluwer (London, 2001)."



also being quite diverse, as has been the case for all theoretical disciplines in progress.

Finding ideas, considering how to convey them, and organizing them into a statement or paragraph that is simple enough for readers to understand are all intellectual activities that go into writing. It suggests that the authors should explain their opinions and arrange them logically. Additionally, writing conveys to the reader the writer's viewpoint on a subject. It demands the methodical fusion of concepts.

Students are guided through the entire writing process, starting with understanding the essay title and continuing through reading and taking notes, organizing the essay, and proofreading at the end.<sup>16</sup> The writing process is used not only to show what pupils know, but also to explore and develop ideas about certain topics. Processes of writing divide into ten steps:

- a. Selection of topic: by teacher or students.
- b. Pre-writing: brainstorming, collecting data, note taking, outlining, and others.
- c. Composing: getting ideas down on paper.
- d. Response to draft: teacher/peers respond to ideas, organization, and style.
- e. Revising: reorganizing, style, adjusting to readers, refining ideas.
- f. Response to revisions: teacher/peers respond to ideas, organization, and style.
- g. Proof-reading and editing: checking and correcting form, layout, evidence, and others.
- h. Evaluation: teacher evaluates progress over the process.
- i. Publishing: by class circulation or presentation, noticeboards, Website, and others.

---

<sup>16</sup> "Helen Sword et al., Academic Writing a Practical Guide for Students- Stephen Bailey, Stylish Academic Writing. 2012."

j. Follow-up tasks: to address weaknesses.<sup>17</sup>

The ability to write is distinct from other language abilities. Students must remember their aim when writing and imagine thoughts that are pertinent to that purpose. Furthermore, they must consider how to construct sentences and organize the data in a logical manner. Writing, as we all know, entails not only learning to utilize words one by one, but also learning to pick and organize experiences according to a specific aim.

The goal of writing is used to educate readers how to understand what is being said as well as to reinforce all the language skills that children have acquired.<sup>18</sup> Writing is necessary in the teaching of English for a number of additional, crucial reasons. The concepts themselves should arguably be viewed as the most important component of the writing because, in theory, the objective of writing is the expression of ideas and the delivery of a message to the reader.

Writing is a collection of tasks that produces a text that is accessible to all readers. Writing a writing that effectively conveys thoughts, ideas, sentiments, and emotion usually requires several tries. These attempts allude to specific actions or conduct that students engage in while picking up a new language. The majority of us are likely familiar with a variety of writing

---

<sup>17</sup>“Ken Hyland, On Second Language Writing, Cambridge Language Education, ed. Jack C. Richards, TESOL Quarterly, 2002.”

<sup>18</sup> “Penny Ur, A Course in Language Teaching, Practice and Theory (Cambridge Teacher Training and Development), (New York: Cambridge University Press, 2014), <https://doi.org/10.9790/0837-19664456>.”

assignments, both from our experiences as teachers and from our own language acquisition. However, to keep things simple for now, they can be divided into three categories.

### **3. Types of Writing Tasks**

#### **a. Free Writing**

Free writing is uninterrupted writing. It entails that ideas for writing can flow without concern for whether they are correct or incorrect. The goal is to clear the mind so that it can connect and form associations. On the other hand, it appears that a free writing activity, which is frequently included in a language exam, requires students to write an essay on a specific topic. Sometimes teachers would only ask students to write about something personal, like their interests, vacation plans, fascinating experiences. Other sources use a reading passage as the basis for a writing assignment on a related subject, typically with comprehension exercises sandwiched between the two tasks.

#### **b. Controlled writing**

Schemes for regulating learners' writing output will undoubtedly be more prevalent if accuracy is a language program's primary goal. The learners will practice writing words on paper, and they will always be concentrating on one or two issues. Through controlled writing, teachers can get their students' attention on particular aspects of the written language. It is an effective way to practice grammar, vocabulary, and

syntax. There is a wide variety of activity types, and common methods include:

- 1) Giving students an example sentence and asking them to create a parallel statement using several lexical components.
- 2) Replacing a grammatical form that is absent.
- 3) Creating sentences using tabular data and a model that is provided.
- 4) Combining sentences to form a concise paragraph and adding the provided conjunctions (but, and however, because, although).

c. Guided Writing

It is a development of controlled writing, however it is less regimented. When using this form of writing to teach writing, students should be able to talk, take notes, and share their findings before they start writing. A first sentence, a last sentence, an outline to complete, a series of questions to answer, or information to incorporate in their piece of writing are all given to the students.<sup>19</sup> If the pupils follow the instructions that are provided by their teacher during guided writing, they won't make any several mistakes.

So, guided writing can help to improve writing skills by providing a structure approach. By following the teacher's instructions, students can produce better work and reduce errors.

---

<sup>19</sup> Jo McDonough, Christopher Shaw, and Hitomi Masuhara, *Materials and Methods in ELT a Teacher's Guide*, Third Edition, (Malden, USA: 2013).

#### 4. Recount Text

##### a. Definition of Recount Text

There are many kinds of writing text. Such as recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. In this research, the researcher will discuss about recount text. Recount is telling what happened.<sup>20</sup> It means that recount is a text tells about something that has happened in our life or used to tell past event such as holiday experiences, accident, activity, etc.

Recounts is the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, needs an orientation.<sup>21</sup> It means that recount is genre of text that explores the informative fact for the past experiences.

Recount Text is a text tells the event or the experiences of the writer by using sequence of time. The purpose of recount text is to allow the writer to retell events from the past. It is include personal events, factual incidents or imaginary accidents.<sup>22</sup>

---

<sup>20</sup> Ken-Hyland, *Second Language Writing* (Hongkong: Cambridge University Press, 2003), p.124

<sup>21</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar* ( Australia: University of New South Wales Press Ltd, 2005 ), p

<sup>22</sup> Rayendrani Fahmei Lubis, "Simple Past Tense in Reccount Text", *English Education*, Vol.01 No,01 (July 2014), 44.

Recount Text basically it is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past.<sup>23</sup> It means that beside retells about events or experiences in the past, the recount is also has the function to entertain people in order to interest when read the story.

Recount is defined as a piece of text that retells events aimed to give the audience a description of what occurred and when it occurred. In line with that, Watkins states recounts are sequential texts that do little more than sequence a series of events. On Indonesia curriculum the students should learn this text type because recounts are the simplest text type rather than the other genre. So, the students also have to master this subject.<sup>24</sup>

Based on the explanation previously, the researcher concludes that a piece of text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience with a description of what occurred and when it occurred. Recount text uses past tense, material process, and particular participants. It means that recount text is a series of events in the past and has its own generic structure.

---

<sup>23</sup>Natanael Saragih, et al., —*The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*,<sup>1</sup> *IOSR Journal Of Humanities And Social Science*, Vol. XIX, No.1, ( February, 2014), 56-64.

<sup>24</sup>Anderson, Mark and Kathy Anderson. (1997). *Text Types in English 1*. South Melbourne: Macmillan Education.



b. Generic Structure of Recount text

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure because this is an early grounding in making text recount. generic structure of recount text are:<sup>25</sup>

- 1) Orientation : the opening of the text, the introduction of the topic of the text. It gives background information about who, what, where and when. The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occurred, and why. An awareness of audience and purpose will assist the author in selecting the amount of detail needed.<sup>26</sup>
- 2) Event : it is usually told in a series of paragraphs which retell the events in the order of sequences when they happened. Events should be selected carefully to add the audience's understanding of the topic.
- 3) Re-Orientation: the final section concludes the recount by summarizing outcomes or result, evaluating the topic importance or offering personal comment or opinion.

---

<sup>25</sup>Anderson, M. and Anderson, K, *Text Types in English 3*, (Melbourne: MacMillan Education Australia PTY LTD, 1998), p. 50.

<sup>26</sup>Anderson, M. and Anderson, K *Text Types ...*, p. 50

Those elements must exist in recount text and it gives more explanation in order to make the story clear and understandable about recount text.

### c. Language Features of Recount Text

There are some language features in recount text, they are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. The simple past tense is the tense that is used to complete events, states or actions in a finished period of time. It is also used to tell story and to describe the past events; The simple past is one of the tenses we use to refer to completed events, states or actions. We choose the simple past when we consider that the event, state or action took place within a finished period of time, such as last week, at the weekend, etc. In telling stories and describing what happened in the past we use the past simple as a time.<sup>27</sup> Simple past tense indicates that an activity or situation began and ended at a particular time in the past.<sup>28</sup>

The simple past tense can be used to give the information of the time. In a student's Introduction to English Grammar's book "Past time is understood as time proceeding the time of speaking".<sup>29</sup> The simple past tense is also called "time anchor" because the simple past tense can

---

<sup>27</sup>Martin Parrot, Grammar for English Language Teachers Second Edition, (Britain: Cambridge University Press, 2010), p. 219-210.

<sup>28</sup> Betty Schramper Azar, Understanding and Using English Grammar 3rd Edition, (New York: Pearson Education, 1999), p. 27.

<sup>29</sup> Rodney Huddleston, A Student's Introduction to English Grammar, (Cambridge: Cambridge University Press, 2005) p. 44.

show the time when the action happen. The simple past tense can be used to talk about completed past events and activities.<sup>30</sup> The way about how to tell activities in the past time, using this tense is the right way.

The form of most verbs in the simple past tense by adding –ed in the ending of the verbs in singular and also plural form, it is called by “regular verbs” and “irregular verb” for which has changes in the verb. “Regular verbs are those in which the past tense and the past participle are formed by adding the suffix –ed (or in a few cases, -t) to the base form.”<sup>31</sup> From that statement, the regular verbs can be marked by the ending of the verb; suffix –ed. With suffix –ed, it is easier to know this regular verbs. In the certain verbs, there are also changes in the verbs; they are called “irregular verbs”. “An irregular verb, by contrast, is one where the shape of at least one inflectional form has to be specified for the particular verb.”<sup>32</sup> The dictionary helps to find the irregular verbs because the form of the verbs can’t be predicted.

The researcher may conclude that regular verbs have their clear rules, but the irregular verbs don’t have the rules, but they can be found in the list of irregular verbs or dictionary. Almost everyone has some degree of trouble with irregular verbs. When you are unsure about the

---

<sup>30</sup> Rodney Huddleston, A Student’s...,P.44

<sup>31</sup> Martha Kolln& Robert Funk, Understanding English Grammar (Eight Edition), (New York: Pearson Education Inc., 2010), p. 68.

<sup>32</sup> Rodney Huddleston, A Student’s...,P.34

form of the verb, you can check the following list of irregular verbs, or you can check a dictionary, which gives the principal parts of irregular verbs.<sup>33</sup>

The examples below show the rules of statement with simple past tense.

- 1) We listened to music after dinner.
- 2) The teacher taught the student in the class yesterday.

The examples above show the rules of the regular and irregular verb. The first example uses the regular verb “listened”. It is easy to identify regular verb. As the explanation before, the regular verb can be known by the ending of the verb; suffix –ed. The second example uses the irregular verb, “taught”. It is quite hard to identify the irregular verb because the form of irregular verb cannot be predicted. It is needed to see the list of irregular verb on the dictionary to know about it. “If the verb is irregular, the dictionary will list the principal for you. If there are no principal parts given, form the past and past participle using the regular method”. On the other word, if the dictionary can’t show the principal or form of the irregular verbs, the principal of regular verbs can be used with adding –ed at the end of the verbs.

---

<sup>33</sup>Langan John, *Sentence Skills A Workbook for Writers* 7th Edition, (New York: McGraw-Hill, 2003), p. 164.

In the negative past tense statement, the verbs can be added by “didn’t or did not” before the simple form of the main verbs. The examples of negative form of the simple past tense below, explain the rules clearer.

My roommate didn’t like that restaurant.

I didn’t live in a dorm last year.

The examples above show the rules of the negative past tense statement. There are didn’t before the simple form of the main verb, like and live. The past tense verb is not used in writing negative past tense statement because to indicate the statement is past tense, it is marked by didn’t.

Beside the irregular verbs, there is also irregular be. The only English verb with more than five forms is be, the most irregular of our irregular verbs. It is also the only verb with a separate form for the infinitive, or base (be); it is the only one with three forms for present tense (am, is, are) and two for past tense (was, were).<sup>34</sup> The verb be in the past tense only has two forms; they are was and were. Was for the singular, and were for the plural.

There are many changes in spelling rules of the simple past tense that should be known by everyone. Spelling rules for the simple past tense verbs regular verb:

---

<sup>34</sup> Martha Kolln & Robert Funk, Understanding English..., P.69

- 1) If a simple form of a verb ends in –y after a consonant, change the –y to i and add –ed

Examples:

try-tried

carry-carried

dry-dried

- 2) If the simple form of a one syllable verbs ends in a consonant + a vowel + a consonant, double the consonant and add –ed.

Example: plan-planned

Exception: do not double final w, x or y. (example: row/rowed)

- 3) If the simple form of a two syllable verb ends in consonant + a vowel + a consonant, double the final consonant only if the last syllable is stressed.

Example: permit-permitted

- 4) If the simple form of a verb ends in –e and only –d

Example: tie-tied

- 5) Add –ed to the simple form of all other regular verbs.

Example: want-wanted<sup>35</sup>

---

<sup>35</sup>Martha Kolln & Robert Funk, Understanding English..., P.107



Beside the rules of the verbs (regular and irregular verbs), there are other rules that should be known, one of them is spelling rules for the simple past tense of regular verb.

Beside the spelling rules, there are also rules in pronunciation of the –ed verb ending. The –ed ending is pronounced three ways, according to the end of the verb:

- 1) /id/ after d and t endings
- 2) Examples: existed, needed, wanted, traded
- 3) /t/ after the voiceless endings s, k, p, t, sh, ch, and x
- 4) Examples: cooked, helped, washed, whatced
- 5) /d/ after the voiced endings, b, g, l, m, n, r, v, z, and all vowels
- 6) Examples: robbed, listened, lived, sewed.<sup>36</sup>

Same as the rules of spelling in the regular verb, the pronunciation of the regular verb depends on the ending sound of the verbs. Different ending sound of regular verb can cause different sound.

Expression of past time is also needed to specify the time in the past when an action was completed. “We often use an expression such as last week, at the weekend, in 1972, 3 years ago, or when we were on holiday to make it clear that the period of time is finished.”<sup>37</sup> That statement

---

<sup>36</sup> Martha Kolln & Robert Funk, *Understanding English...*, P.108

<sup>37</sup> Martin Parrot, *Grammar for...*, P.209

prove that in telling the past events, the time is very important to make the statements clear, and to show that the events has finished

- 7) Frequents use is made of words which links events in time, such as, next, later, when, then, after, before, first, at the same time, as soon as she left, on Friday, on Monday, on Sunday.
- 8) Focus on specific participant, e.g. I (the writer)
- 9) Using the conjunctions : then , before, after, etc.
- 10) Using action verb, e.g. went, stayed.<sup>38</sup>

d. Example of Recount Text

There is the example of recount text :

Title	Going To Cermin's Beach
Orientation	A few months ago, I went to Cermin's beach with my family. It is located in Serdang Bedagai district km from Medan city, North Sumatera. The trip there took about 1,5 hours. We left from Medan at 07.30 using a car and we arrived about 09.00 o'clock.
Event	As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards te beach. It looked sunn day with the blue sky and I felt a gentle

---

<sup>38</sup>MuhAriefMuhsin and UniversitasMuhammadiyah Makassar, "Improving Students "Writing Skills of Recount Text by Applying Transition-Action-Details ( TAD ) Strategy,"no.July (2018), p. 127 <https://doi.org/10.15408/ijee.v4i2.2430>.

	breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I did not get to take a selfie with the background of beautiful beach.
Re-orientation	In the evening, we hurried to go home. Before went to home, I bought some souvenirs there. Finally, we arrived at 06.00 PM because the trip was jammed. <sup>39</sup>

The simple past tense is the tense that is used to complete events, states or actions in a finished period of time. It is also used to tell story and to describe the past events; The simple past is one of the tenses we use to refer to completed events, states or actions. We choose the simple past when we consider that the event, state or action took place within a finished period of time, such as last week, at the weekend, etc. In telling stories and describing what happened in the past we use the past simple as a time anchor to establish the key time frame of events.<sup>40</sup>

The simple past tense indicates that an activity or situation began and ended at a particular time in the past.<sup>41</sup> The simple past tense can be used to

---

<sup>39</sup>M.Iqbal, "4 Contoh Recount Text tentang Liburan," November 03, 2024, <https://artikel.rumah123.com/contoh-recount-text-tentang-liburan>

<sup>40</sup>Martin Parrot, *Grammar for English Language Teachers* Second Edition, (Britain: Cambridge University Press, 2010), p. 219-210.

<sup>41</sup> Betty Schramper Azar, *Understanding and Using English Grammar* 3rd Edition, (New York: Pearson Education, 1999), p. 27.

give the information of the time. Past time is understood as time proceeding the time of speaking.<sup>42</sup> The simple past tense is also called “time anchor” because the simple past tense can show the time when the action happen. The simple past tense can be used to talk about completed past events and activities.<sup>43</sup> The way about how to tell activities in the past time, using this tense is the right way.

The form of most verbs in the simple past tense by adding –ed in the ending of the verbs in singular and also plural form, it is called by “regular verbs” and “irregular verb” for which has changes in the verb. “Regular verbs are those in which the past tense and the past participle are formed by adding the suffix –ed (or in a few cases, -t) to the base form.”<sup>44</sup> From that statement, the regular verbs can be marked by the ending of the verb; suffix –ed. With suffix –ed, it is easier to know this regular verbs. From A Student’s Introduction to English Grammar’s book, regular verb is “one whose inflectional forms are all predictable by general rule.”<sup>45</sup> The form of all regular verbs can be predicted because there is the general rule which can be used as a reference.

In the certain verbs, there are also changes in the verbs; they are called “irregular verbs”. “An irregular verb, by contrast, is one where the shape of

---

<sup>42</sup> Rodney Huddleston, A Student’s Introduction to English Grammar, (Cambridge:Cambridge University Press, 2005) p. 44.

<sup>43</sup> Rodney Huddleston, A Student’s...,P.44

<sup>44</sup> Martha Kolln& Robert Funk, Understanding English Grammar (Eight Edition), (New York: Pearson Education Inc., 2010), p. 68.

<sup>45</sup> Rodney Huddleston, A Student’s...,P.33

at least one inflectional form has to be specified for the particular verb.”<sup>46</sup>

The dictionary helps to find the irregular verbs because the form of the verbs can’t be predicted.

## **B. The Review of Related Findings**

In this research, the researcher present some previous studies which are relevant and have some similarities with the present study. The first research shows the result that the most frequent error is misinformation error which corresponds to 39.03% of the total error, omission error (29.68%), addition error (15.97%), and misordering error (15.32%). It can be concluded that the students of SMK Texmaco Semarang had some difficulties in applying English grammar rules in their writing.<sup>47</sup>

The second, the frequency of intralingual transfer is 197 errors or 58.1%. Next intralingual transfer is 128 errors or 37.8%. Then communication strategies is 8 errors or 2.3%. Context of learning with the total errors 6 or 1.8%. Based on the most frequency causes of errors, the incorrect generalization of rules within the target language became a major factor in second language learning.<sup>48</sup>

The third is Sari’s research. The objective of the research was found that the total of students error were 172 items. There were 113 items (65.6) errors of misinformation, 43 items (25%) errors of omission, 8 items (4.7%) errors of

---

<sup>46</sup> Rodney Huddleston, *A Student’s...*, P.34

<sup>47</sup> Muhammad Noval Izzuda, “Grammatical Error Analysis on Students’ Recount Text”, *A Thesis*, (Universitas Negeri Semarang, 2019).

<sup>48</sup> Evayani, “An Analysis on Grammatical Errors in Students’ Recount Text Writing”, *A Thesis*, (Universitas Jakarta Syarif Hidayatullah, 2013).

misordering, and 8 items (4.7%) errors of addition. Those are indicating that the ability at The Eleventh Grade of Students' SMK Negeri 1 Abung Selatan in writing recount text is still low.<sup>49</sup>

The fourth findings showed that the total number of errors is 436 errors. The two frequenr types of grammatical errors were Verb Tense which was shown through 117 errors or 27% out of 436 errors, followed by Word Choice which appeared in 48 times. The major source of error was intralingual error in which number is 197 errors. Interference Error and Developmental Error emerged in 126 and 123 errors respectively.<sup>50</sup>

The fifth research indicate the types of errors made by eighth-graders, namely linguistic category taxonomy 47%, surface strategy taxonomy 32%, communicative taxonomy 20%, and comparative taxonomy 1%. The result of this study also show the errors made by students in writing English, especially in recount text.<sup>51</sup>

From the related results above, it can be conclude that there are some most common students' problem faced by students in writing text, especially recount text. However , there are similarities between previous studies and the prsent study that analyzed the students' error. Indeed, in this research , the

---

<sup>49</sup>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, "*A Thesis*", (Universitas Raden Intan Lampung, 2019).

<sup>50</sup>Affied Alfayed, An Analysis of Students' Grammatical Errors in Writing Recount Texts, "*A Thesis*", (Universitas Ar-Raniry Darussalam Banda Aceh, 2017).

<sup>51</sup>Aulia Mitha Alfiyah, An Analysis of Students' Errors in Writing Recount Text, "*A Thesis*", (Universitas Muhammadiyah Kendari, 2021).

researcher analysed all the error in writing recount text at the X grade students of MAS NU Batangtoru.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. The Place and the Time of the Research

This research was conducted from October 2023 until November 2023, especially in X MIPA-1 of MAS NU Batangtoru, located at Jl. Merdeka Barat, South Tapanuli Regency, Prov. North Sumatra.

#### B. The Research Method

In this research the researcher used descriptive qualitative research. Qualitative research is a research that procedure descriptive data in the form of written words or oral from the subject and it is behavior that can be observed, therefore the goal of the research is an individual understanding and it is background completely.<sup>1</sup> This research is descriptive and tends to be analytical.

Qualitative research is naturalistic research method because the research did on natural setting.<sup>2</sup> Research is a particular traditional in social science that fundamentally depends on watching people in their own territory and interacting with them in their own language, on their own term.<sup>3</sup> Qualitative research is focussing on field problem naturally.

---

<sup>1</sup>Ag. Bambang Setyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2006), p.219

<sup>2</sup> Sugiyono, *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2010), p.14

<sup>3</sup>Serome Kirk, Marc L Miller, *Reliability and Validity in Qualitative Research* (London The International Professional Publisher Newburg Park,) P.9



Based on the definition above, we can conclude in the qualitative research, the researcher just take the data as it is. The researcher tries to describe, record, and analyze the grammatical problem that the students have in writing.

### **C. The Participant of the Research**

The research took the data from grade X MIPA students of MAS NU Batangtoru. The X MIPA Grade consists of four classes they were X MIPA-1, X MIPA-2, X MIPA-3, X MIPA-4. The researcher focused on X MIPA-1. So, the participants of this research were the students in X MIPA-1. The students here consist of 27 students.

### **D. The Instrument of the Research**

In this research, the researcher used written test as instrument of collecting the data. The researcher used an written test as the instrument. In the test the students asked to write a recount text based on their experiences. The text is divided into three parts, orientation, events, and conclusion. The test made by the researcher, while the students have finished their writing, the paper is collected and the researcher circle the incorrect word and analyzed the paper.

### **E. The Technique of the Data Collection**

First, the researcher needs to collect data and prepared the instrument of the test. The instrument or the test consist of instructions for compiling the recount text. Second, the researcher come to school to request permission. Next, The researcher give the test to the students and give the explanation and instruction how to do the test. After the data has collected, the researcher identified students'

writing and the last after got the result the data is interpreted. And the last, the researcher prepared some questions asked to students in interview, it was made to strengthen writing test.

The indicator of error in recount text.

No	Indicators	Test
1	Students do omission in simple past tense	Writing recount text
2	Students do addition in simple past tense	
3	Students do misformation in simple past tense	
4	Students do misordering in simple past tense	

## F. The Technique of the Data Analysis

After collecting the data from the test, the students' writing is analyzed by focusing on their grammatical errors in simple past tense. The technique of data analysis used in this research are descriptive analysis and qualitative technique which allows the researcher to describe students' errors.

Based on John W. Creswell the data have been analyzed through the three steps qualitative data analysis. The following steps are:<sup>1</sup>

---

<sup>54</sup>. Donald Ary, et.al., *Introduction to Research in Education*, 8<sup>th</sup> ed. (Canada, USA: Nelson Education, Ltd., 2010), p. 482.

Stage	Procedures	
Organizing and familiarizing	Data managing Reading/memoing Describing	√
Coding and reducing	Classifying Interpreting	√
Interpreting & representing	Representing, visualizing	√

The data from the test was analyzed qualitatively. This technique will be applied to find the participants' skill in mastering the recount text. The steps for analyzing the data are as follows:

- a. The researcher checks the students' answer sheet one by one.
- b. The researcher classifies the students' answer sheet.
- c. The researcher makes the conclusion for getting the final result.

#### **G. The Trustworthiness**

In the qualitative research, truthworthiness is important thing it indicates that the data is accurate. In order to obtain reasonable explanation, the researcher employs triangulation to examine the research's truthworthiness and to confirm the data's reliability. Triangulation is a data validity approach that compares data obtained with data obtained from other sources.

Data source triangulation is the use of a variety of data sources, including time, space and persons, in a study. Data source triangulation involves the collection of data from different types of people, including individuals, groups, families, and communities, to gain multiple perspective and validation of data. The process of comparing or re-measuring the degree of dependability of information collected from several sources is known as sources triangulation. In this research, the researcher will use source checking teacher. Because, the researcher collect data through interviews with individuals, the selection of the type of interview depends on the purpose of the study and the resources available. The results of the interview and test will be compared to the other materials by the researcher.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Specific Findings**

##### **1. Types of errors are made by students at the X grade in MAS NU Batangtoru in writing recount text.**

Based on surface strategy taxonomy theory there are four types of error analysis, they are: a) Omission, b) Addition, c) Misformation, and d) Misordering.

Based on the analysis, it was found that all the types mention in that theory can be found in the students' writing recount text. The purpose of this section is to respond to the following research question, "what are the types of students' errors in recount text at the X grade students MAS NU Batangtoru?, what are the dominant errors in recount text made by students at X Grade MAS NU Batangtoru?, what are the factors of students' errors in recount text at X Grade MAS NU Batangtoru?"

The students were required to write a simple text in recount text. The topics include their experiences it can be about last holiday and last activity. The students are free to choose one of the topics and write the paragraph in recount text. The overall data can be seen in the table below.

Table 4.2 Omission found in students' written test.

No	Students' Initial	Incorrect Sentences	Correct Sentences
1	A	Some people might think <u>it</u> not a good idea	Some people might think <u>it</u> <u>is</u> not a good idea
		In the afternoon, I <u>watch</u> a film	In the afternoon, I <u>watched</u> a film
2	DC	When I was ready to eat my body <u>itchy</u>	When I was ready to eat my body <u>itched</u>
3	RR	Two <u>month</u> ago, my family went to my granny's	Two <u>months</u> ago, my family went to my granny's
		This is the best experiences when I <u>visit</u> my granny's	This is the best experiences when I <u>visited</u> my granny's
4	FK	I <u>hope get</u> good score	I hope <u>to get a</u> good score
5	WH	I <u>cook</u> with my friends last night	I <u>cooked</u> with my friends last night
		I waited to fried and <u>finish</u> around 1 pm	I waited to fried and <u>finished</u> around 1 pm
		I <u>try</u> to fry but my	I <u>tried</u> to fry but my hand

No	Students' Initial	Incorrect Sentences	Correct Sentences
		hand <u>splash</u> oil	<u>splashed</u> oil
6	SP	Two <u>week</u> ago, we had accident in Kampung Napa	Two <u>weeks</u> ago, we had <u>an</u> accident in Kampung Napa
7	DS	So, my family and I <u>stay</u> one night in the hotel	So, my and I <u>stayed</u> one night in the hotel
8	S	Unfortunately it <u>rain</u> when we just <u>arrive</u> . We can eat a lot of food delicious when we <u>arrive</u> .	Unfortunately it <u>rained</u> when we just <u>arrived</u> . We can eat a lot of food delicious when we <u>arrived</u> .
9	KAR	I shop a lot of <u>cloth</u> with my mom and my sister when we were in Medan last year	I shop a lot of <u>clothes</u> with my mom and my sister when we were in Medan last year
10	A	I was <u>steying</u> up late until 2 am which was very unusual for me.	I was <u>staying</u> up late until 2 am which was very unusual for me.
		After school I <u>bough</u>	After school I <u>bought</u> two

No	Students' Initial	Incorrect Sentences	Correct Sentences
		two new alarms to eleven this happen again.	new alarms to eleven this happen again.
11	FK	At 08.00 <u>oclock</u> I <u>breakfast</u> and <u>the</u> I continue to work on try out by SSC.	At 08.00 <u>o'clock</u> I <u>hadbreakfast</u> and <u>then</u> I continue to work on try out by SSC.
12	S	It was fun playing on my cellphone, my mother and my <u>bothers</u> told me to bu it.	It was fun playing on my cellphone, my mother and my <u>brothers</u> told me to bu it.
13	NVA	After that, I rested while watching Youtube. The I <u>studyed</u> to prepare for school.	After that, I rested while watching Youtube. The I <u>studied</u> to prepare for school.
14	LP	We went to eat <u>meatballs</u> at PakminBatang Toru.	We went to eat <u>meatball</u> at PakminBatang Toru. The place is in Aek Pining, <u>there</u>



No	Students' Initial	Incorrect Sentences	Correct Sentences
		The place is in Aek Pining, <u>there are of us, me, Salimah, elpi.</u>	<u>is me, Salimah, and Elpi.</u>
15	A	After arriving we participated in the opening of the <u>olypics</u> and waited for a schedule	After arriving we participated in the opening of the <u>Olympics</u> and waited for a schedule
16	WH	I feel <u>happi</u> after ready to take care of me.	I feel <u>happy</u> after ready to take care of me.
<b>Total errors in omission</b>			27

The result shown that the highest percentage of errors in the students' writing test is in omission errors with the percentage is 40.9%. Omission is an item that needs to be written in the sentences. The students frequently do this error because they do not put morpheme –s and morpheme –ed after verb and plural noun, they were sometime mistyping about the spelling of words, also failed to put to be 'is, am, are' as main verb in the sentences.

Based on the table above, it can be concluded that there were sixteen students who made the errors in omission. It shows that five students made the

errors in omitted morpheme –s, ten students made the errors in omitted morpheme –ed, and there are eight students made the errors in omitted misstyping about the spelling of words. Also, there are two students omitted to be as main verb in the sentences.

**Table 4.3 Addition found in students' written test**

No	Students' Initial	Incorrect Sentences	Correct Sentences
1	LP	Salimah does not like <u>meatballs</u> , she just want to eat <u>chicken noodles</u>	Salimah does not like <u>meatball</u> , she just want to eat <u>chicken noodle</u>
2	KAR	My sister and I also tried a lot of <u>foods</u> we had never tried before	My sister and I also tried a lot of <u>food</u> we had never tried before
3	WH	We cooked some <u>fishes</u> and I found it hard	We cooked some <u>fish</u> and I found it hard
4	RR	This is the best <u>experiences</u> when I visit my granny's	This is the best <u>experience</u> when I visit my granny's
5	A	Next time, this will be another option to <u>enjoyed weekends</u>	Next time, this will be another option to <u>enjoy weekend</u>
6	DC	Last week I eat <u>foods</u> that	Last week I eat <u>food</u>

No	Students' Initial	Incorrect Sentences	Correct Sentences
		make my allergies recur	that make my allergies recur
7	S	We can eat a lot of delicious <u>foods</u> here when we arrive	We can eat a lot of delicious <u>food</u> here when we arrive
8	SDP	We went to sipirok to <u>spending</u> time with my family	We went to sipirok to <u>spend</u> time with my family
9	AN	<u>I'am was</u> very happy in sipirok because I can <u>enjoyed</u> the weekend with my family	I was very happy because I can <u>enjoy</u> the weekend with my family
10	LP	Elpididn't <u>liked</u> meatball, she <u>wants</u> chicken, but I just liked food.	Elpi didn't <u>like</u> meatball, she <u>wanted</u> chicken, but I just liked food.
<b>Total errors in addition</b>			14

The result shown that addition error is the third dominant errors in the students' written test, with the percentage is 21.2 %. Addition is an item that

unnecessary things to be written in the sentences. The students made the errors in adding morpheme –s and morpheme –ed in their writing.

Based on the table above, it can be concluded that there were ten students who made the errors in addition found in the student's written test. It can be seen that eight students do the errors in adding morpheme –s, there are three students who didn't add morpheme –ed in their answer sheet, and there are two students who made the errors in addition found in the student's written test.

**Table 4. 4 Mis formation found in students' written test.**

No	Students' Initial	Incorrect Sentences	Correct Sentences
1	NA	Yesterday there <u>is</u> a olympics event that held on November 4 <sup>th</sup> <u>on</u> Medan.	Yesterday there <u>was</u> <u>an</u> olympics event that held on November 4 <sup>th</sup> <u>in</u> Medan.
2.	NA	It was just a small problem but that accident make <u>we</u> cheesy.	It was just a small problem but that accident make <u>us</u> cheesy.
2	NRH	I and my friends <u>are</u> very bored and hungry waiting for the show.	I and my friends <u>were</u> very bored and hungry waiting for

No	Students' Initial	Incorrect Sentences	Correct Sentences
			the show.
3	HA	A few hours ago I went to school, before went to school I take a a bath and I <u>am</u> in a hurry.	A few hours ago I went to school, before went to school I take a a bath and I <u>was</u> in a hurry.
4	RR	Two <u>mount</u> ago, my family and I <u>go</u> to grandma's hometown.	Two <u>months</u> ago, my family and I <u>went</u> to grandma's hometown.
5	AC	Then I took medicine and didn't want to eat <u>salted</u> fish anymore.	Then I took medicine and didn't want to eat <u>salt</u> fish anymore.
6	H	If we <u>are</u> late then we will be punished or told to clean up.	If we are late then we will be punished or told to clean up.
7	NH	Last month, I <u>am follow</u> olimpiade competition in the school YPKS.	Last month, I <u>followed</u> olimpiade competition in the school YPKS.

No	Students' Initial	Incorrect Sentences	Correct Sentences
8	DS	There is banana <u>both</u> .	There is banana <u>boat</u> .
9	AI	Some people think <u>it not</u> good idea.	Some people think <u>it is not</u> good idea.
10	SY	When we want to go home, the rain <u>has</u> stopped and we want home safely.	When we want to go home, the rain <u>is</u> stopped and we want home safely.
11	SVS	Finally, my family and siblings arrived <u>at</u> the cool beach.	Finally, my family and siblings arrived <u>on</u> the cool beach.
12	KA	And the olimpiade is postponed to 12 November, <u>Januery</u> .	And the olimpiade is postponed to 12 November, <u>January</u>
13	ALL	Over 300.000 copies <u>waresold</u> in a <u>years</u> , people <u>ware</u> very angry.	Over 300.000 copies were sold in a <u>year</u> , people <u>were</u> very angry.
14	LP	She wants chicken noodle. But, Elpi <u>is like</u> that too.	She wants chicken noodle. But, Elpi likes that too.

No	Students' Initial	Incorrect Sentences	Correct Sentences
<b>Total errors in mis formation</b>			17

The result shown that mis formation error is the second dominant errors in the students' written test, which is 25.7%. Misformation is an item that happens in the wrong structure and grammar. The students did such errors since the students do not put the verb correctly.

Based on the table above, it can be concluded that there were seventeen students who made the errors in mis formation in student's written test. It shows that the students misform to be (is/are). There are nine students misform to be and there are two students did the errors in misform preposition (at). Also, five students made the errors incorrect in other words such as spelling. It shows that students have difficulty in using right structure when writing text.

**Table 4.4 Misordering found in students' written test**

No	Students' Initial	Incorrect Sentences	Correct Sentences
1	SPS	My friend and I promised to meet at <u>Café Nusantara</u> at. 7.30 p.m.	My friend and I promised to meet at <u>NusantaraCafé</u> t. 7.30 p.m.
2	AN	I rushed to bathroom and changed <u>to my uniform</u>	I rushed to bathroom and changed <u>my</u>

No	Students' Initial	Incorrect Sentences	Correct Sentences
		<u>school.</u>	<u>school uniform.</u>
3	EA	I remember my birthday is full <u>to</u> the joy.	I remember my birthday is full <u>of</u> the joy
4	NH	Various kind of competition that is <u>olimpiade math, physics, biology and economy.</u>	Various kind of competition that is <u>math, physics, biology and economy olimpiade.</u>
5	Sv	Then I took shelter under a very large <u>tree coconut.</u>	Then I took shelter under a very large <u>coconut tree.</u>
6	SY	We eat a lot of <u>food</u> <u>delicious</u> like meatball, sausage and chips.	We eat a lot of <u>delicious food</u> like meatball, sausage and chips
7	RR	My grandma <u>had garden Rambutan.</u>	My grandma <u>had Rambutan garden.</u>
8	DS	On vacation <u>yesterday</u> my family and I went to	On vacation my family and I went to



No	Students' Initial	Incorrect Sentences	Correct Sentences
		the beach.	the beach <u>yesterday</u> .
<b>Total errors in mis ordering</b>			8

The result found that the lowest percentage of errors in students' written test is misordering, with 12.1%. Misordering is an item that put the words in misplaced. The students produced some words in wrong position. Based on the table above, the errors happend because the students made the words in the sentence randomly. So, it makes the sentences have no specific meaning anymore.

There are the following data of the error :

Total errors = 66

Total errors in omission = 27 :  $66 \times 100\% = 40.9\%$

Total errors in addition = 14 :  $66 \times 100\% = 21.2\%$

Total errors in misinformation = 17 :  $66 \times 100\% = 25.7\%$

Total errors in misordering = 8 :  $66 \times 100\% = 12.1\%$

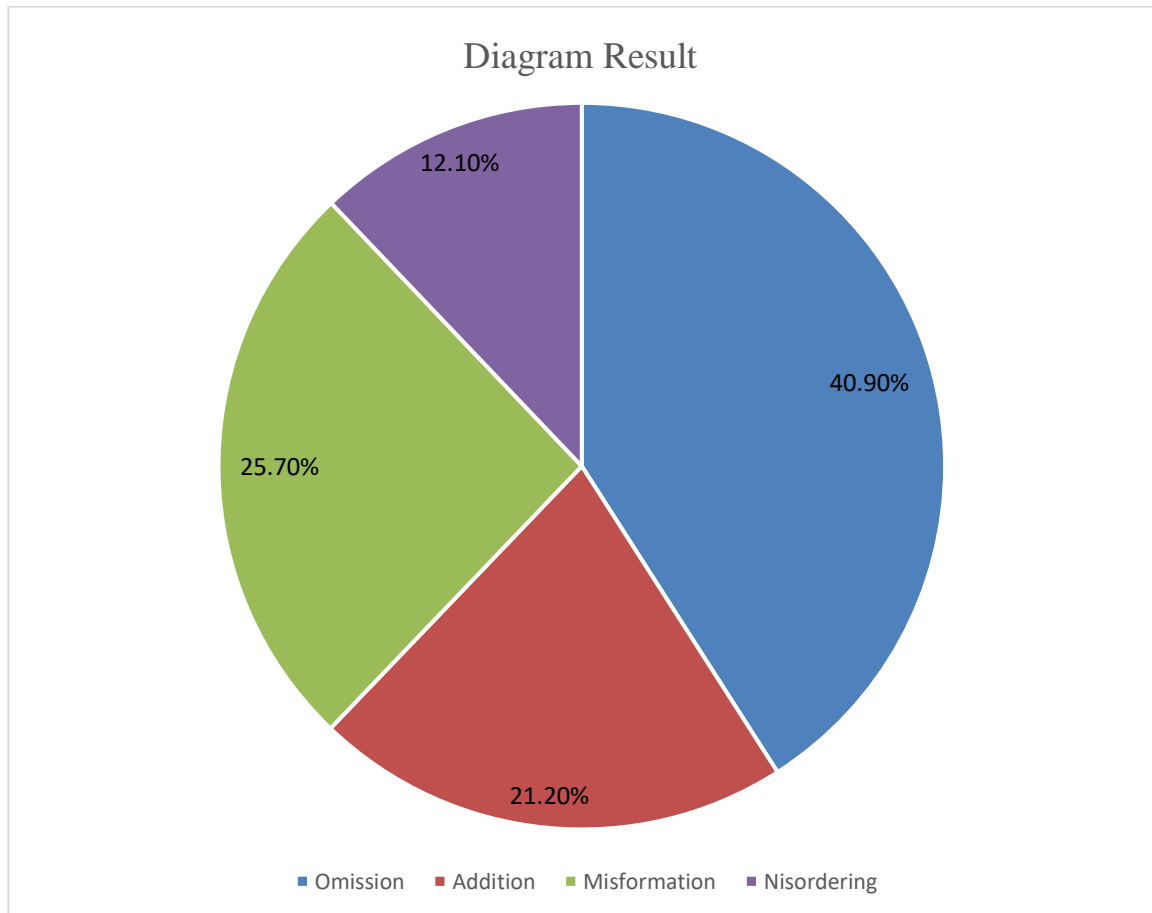
From the percentages of the total errors, the highest error percentage is omission. The students often do omission when they writing includes error to put morpheme -s and morpheme -ed afterverb and plural noun, miss typing about the spelling of words, also failed to put to be 'is, am, are' as main verb in the sentences.

Mis formation error is the second dominant errors in the students' written test, which includes structure and grammar. The students did such errors since the students do not put the verb correctly. Such as misform to be (is/are), did the errors in misform preposition, and errors incorrect in other words such as spelling. Misformation errors were occurred because the students lack of grammar and structure. Last, misordering errors found when students made the word in misplaced.

Therefore, it can be conclude that the dominant error made by students is omission, as evident from the error percentage frequently comitted by students, which amounts to 25.70%

## B. Analysis Result of the Research

To make it easier the researcher made the result in this diagram below :



Based on the diagram above, this research took 27 participants in written test. The researcher analyzed the students' writing recount text based on the indicator of surface strategy taxonomy. The surface strategy taxonomy consisted of the indicators that adopted from Heidi Dulay, Marina Burt, and Stephen Krashen theory. The indicators consisted of omission, addition, miss formation, and missordering.

Based on research findings, the researcher has found that there are four types of error that students produced in this research. Error of omission, error of addition, error of miss formation and error of missordering. As shown on research findings, the total of error in writing recount text at X grade students is 66.

The percentage error of omission 27 or 40.9%, the students make error by losing letter or word that should exists in the sentence. Error of addition 14 or 21.2%, the students make error by adding letter or word that should not exists in the sentence. Error of misformation 17 or 25.7%, in this error the students using incorrect grammar in the sentence. Furthermore, error in misordering 8 or 12.1%, the students in this error produce the error by misplacing the word in the sentence.

The most dominant error is omission and the lowest error is misordering. It was found that the students were still low in omission. In English learning, an omission error is an error when someone omits an obligatory part in a sentence to fulfill grammatical requirements. Mission error is a type of error that occurs when someone fails, makes a mistake, or forgets not to do something that should be done due to an error due to negligence. So that's why they feel so hard to concentrate when they did writing. Also they were lack of practicing. It make sense that the students in MAS NU Batangtoru did many mistake includes in grammatical or structure. Those mistakes are misformation in this case.

The findings was supported by Romi Asmoro, the findings of his study indicated that the omission error which is the most dominant error type. The total error from the omission was 33.64%. (16%) addition, (21,09%) misformation,

(2%) misordering. The result showed that the most dominant error is omission that is caused by misunderstanding about English grammar. The second is mechanism that can be anticipated by understanding of writing academic rules. The third type is misformation. The fourth type is addition that indicates that the students confuse about L1 and L2. The last type is misordering in Indonesian, the head precedes the modifier, while in English the modifier comes first before the head.<sup>1</sup>

The second dominant error in this research was misformation, the findings was supported by Nungki Aninditya Meilia. Based on those findings, it can be concluded that many of the second year students at SMAN 1 Mesjid Raya made grammatical errors in writing descriptive text. They made errors in misformation, disordering, omission, and addition. The researcher found the highest frequency of errors was misformation and the lowest frequency was addition. The researcher also found the cause of errors 44% of first language, 31% of carelessness and 25% of translation. They made the cause of errors appearing in first language, involve carelessness and translation. Therefore, this study was suggested to give an expository about writing a descriptive text in a proper ways of teaching for teachers. For students, it is expected the students can find their entrance for having a good hand in writing descriptive text.<sup>2</sup>

---

<sup>1</sup>Romi Asmoro, *Errors in Descriptive Writing Made by First Level Students of STKIP PGRI Blitar*. KIBAR 2022, 27 October, Jakarta, Indonesia Copyright © 2023 Romi Asmoro <https://doi.org/10.30998/kibar.27-10-2022.6319>

<sup>2</sup> Nungki Aninditya Meilia, *An Error Analysis on the Surface Strategy in Descriptive Text Writing Made By the Eighth Grade Students of SMP N 1 Mojolaban, English Education Study Program Sebelas Maret University Surakarta*, n.d., 86–93.”

Based on some findings above, the students often make some grammatical errors because of these differences. Brown stated that an error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. The students make errors because they lack of knowledge or competence in English grammar.<sup>3</sup>

Furthermore, the students reasons why they did such errors in writing recount text are various. There are some problems affecting the students understanding in writing recount text. The most significant problem is the language features in recount text. The students did not have good understanding in using relating verb, past tense, action verb and other language feature of recount text when writing the recount text. Also, the students' vocabulary are low. They keep repeating the same vocabulary in the text. Most of the students do not understand well how to use the language features in recount text. They are lack of grammatical understanding in recount text.

Grammatical errors are often made by learners in producing English, for example in writing recount text. Recount text is one of the text genres which is learnt by the tenth grade students in high school level. Its purpose is to provide the audience a description of what occurred and when it occurred. Because it tells about past events, the tense used is past tense. Learners often made errors in using past tense in their recount text writing, they tend to use present tense instead of

---

<sup>3</sup> Brown, H. D. (1980). *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall

past tense. For example, the students wrote “He go to school yesterday”, instead of “He went to school yesterday”. In this case, the students are still affected by their mother tongue in producing sentences in English. It is in line with Richards who stated that sentences in the target language may exhibit interference from the mother tongue.<sup>4</sup>

Meanwhile, Desta Tririzki Liasari found in his research that the students produced all forms of errors included in both surface strategy taxonomy and communicative effect taxonomy in their report texts. Total number of errors made by students was 182. In term of surface strategy taxonomy, the students committed errors in all types: 58 errors in form of omission (32%), 28 errors in form of addition (16 %), 82 errors in form of misformation (44 %), and 14 errors in form of misordering (8%). The while, in term of communicative effect taxonomy, the students also made errors in all forms: 26 errors included in global error (14 %) and 156 errors included in local error (86 %). As can be noticed from the results, it could be inferred that although the students are taught English about 12 hours in a week, they still have serious problems in applying English grammatical rule. In other words, they still most frequently make many grammatical errors in writing an English composition.<sup>5</sup>

---

<sup>4</sup> Richards, J. C. (1974). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman. p.5

<sup>5</sup> Desta Tririzki Liasari, *An Analysis of Students' Grammatical Errors in Writing Report Text at Second Grade of Senior High School*. Thesis. University Of Lampung Bandar Lampung, tahun 2017.

Furthermore, It is supported by Putri Nuril Mufidah's research, the major findings of this study found 155 errors in the students' writing composition. The omission error percentage is 44%. Meanwhile, addition error occurs in 27% errors, and the misinformation error is 23%. The last, the misordering error is 6%. The result of the analysis shows that omission error is the most common error produced by the students. As a whole, students still committed errors in their writing. Teachers have to pay high attention to the problematic area of the grammar structure, so some pedagogical implications on the error analysis are suggested.<sup>6</sup>

Based on the findings above, it can be concluded that the findings of the researcher indicate that the dominant error committed by students is omission error, with a percentage 40.9%, similarly with the findings by Asmoro Romi, Liasari Desta Tririzki, and Mufidah Putri Nuril, where Asmoro Romi's finding showed omission error with a percentage 33.64%, Liasari Desta Tririzki 32%, and Mufidah Putri Nuril with a percentage 44% , on the other hand, Meilia Nungki Anindtya found the most dominant error is misinformation with a percentage 44%.

### **C. Checking the Data Trustworthiness**

Based on the findings of research which is previously stated, the data showed there are four types of error that students made in this research they are omission, addition, misinformation and misordering. The percentage error of

---

<sup>6</sup> Putri Nuril Mufidah, An Analysis of Grammatical Error on Students' Writing. An international Journal of English Education and Linguistics. Vol. 04 No. 01, June 2022



omission 27 or 40.9%, misinformation 17 or 25.7% , error in addition 14 or 21.2%, and misordering 8 or 12.1%. In sum, the highest error is omission and the lowest error is misordering.

The researcher employed triangulation to compare the student data in order to determine whether the results were reliable. By comparing different sources of information on the same subject, triangulation evaluates the reliability of the data. Based on the result, the data were same from the interview and written test. The participants that come from the interview and written test were same from the teacher's interview, understanding and the individual assessment.

#### **D. Threat of the Research**

This research, based on the researcher, is far from being of the highest degree. The researcher discovered numerous dangers while conducting this study. Furthermore, it commenced from the title, collecting until analyzing the data. The threat that encountered by researcher was threats of time. There are numerous schedules for students to complete each day. Therefore, the researcher only had a little period of the students' time. The students had a limit time to complete the written test. Not all the students can be cooperative on doing the written test and interview. Also, they did not do the written test and the interview seriously. Thus, the researcher simply evaluated it without giving any thought. Under these threats, the researcher obtained assistance from advisors and friends to improve the writing.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the result from the interview and written test that done by the researcher about the students' writing recount text based on surface strategy taxonomy theory at the Tenth grade of MAS NU Batangtoru, the researcher gets the conclusion as follow:

1. There are four types of error are, omission, addition, misinformation and misordering. Based on the result of the written test, it found that the error made by students shows that the percentage of error in written test including omission errors 40.9%, addition errors with a total of 21.2%, misinformation errors 25.7% and misordering errors 12.1%.
2. error that occurs when someone fails, makes a mistake, or forgets not to do something that should be done due to an error due to negligence

#### **B. Suggestions**

Following receipt of the research's findings, the researcher would like to make the following recommendations:

1. For English teacher

From the result of the study, we know that the students had some difficulties in learning English, especially in applying grammar rules in their language production. Then, the teacher should give feedbacks to the students on the errors in their writings. Feedbacks and error corrections are more

necessary instead of teaching the materials repeatedly. After knowing the errors the students made, the teacher should highlight them and emphasize the explanation on the aspects that are difficult for the students.

In the next occasions, the teacher should also prepare some teaching techniques that will be more effective to improve students' writing skills and grammar mastery. In this case, the teacher should keep on giving more various writing tasks because writing belongs to productive skill that needs a lot of practice. In addition, because the language systems in Indonesian and English are different, the teacher should give more examples of sentences in both languages so the students will be able to find out the rule differences.

## 2. For the students

After receiving feedbacks and corrections from the teacher, the students will know their errors in their writing that show the aspects that are difficult for them. After knowing their difficulties, the students should encourage themselves to improve their English grammar mastery by learning harder and paying more attention to the teacher's explanation. Students should realize that grammar is an important element in learning a language. Particularly, they need to know the differences between their native language and the target language system.

Moreover, the students are expected to develop their writing proficiency by doing a lot of writing exercises. Writing exercises can be used by the students as a tool to practice using English and to test their grammar

mastery since having a good competence in grammar will make a well-structured writing. Above all, the students must be aware of their mistakes and learn from them, so they can avoid making errors in the next occasions.

3. For the next researchers

It is expected that the result of the study can give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to grammatical error analysis to enrich the existing study.

## References

- Azar, Betty Schramm, Understanding and Using English Grammar 3rd Edition, (New York: Pearson Education, 1999)
- Azar, Betty, Schramm, *Understanding And Using English Grammar Second Edition*, New Jersey: Englewood Cliffs, 1989.
- Anderson M., and Anderson, K, *Text Types in English 3*, Melbourne: MacMillan Education Australia PTY LTD, 1998
- Anderson, Mark, and Kathy Anderson, *Text Types in English 1*. South Melbourne: Macmillan Education, 1997.
- Alfayed Affied, An Analysis of Students' Grammatical Errors in Writing Recount Texts, "*A Thesis*", (Universitas Ar-Raniry Darussalam Banda Aceh, 2017).
- Alfiyah , Aulia Mitha, An Analysis of Students' Errors in Writing Recount Text, "*A Thesis*", (Universitas Muhammadiyah Kendari, 2021)
- Brown H. Douglas, *Principles Of Language Learning And Teaching A Course In Second Language Acquisition*, USA: Pearson Education, 2014.
- Brown, H. D., *Principle of Language Learning and Teaching*, 5th Edition New York: Pearson Education, Inc, 2007.
- Corder , S. P., *Error Analysis an Interlanguage*, Walton Street , Oxford: Oxford University Press, 1981.
- Dulay Heidi, , Marina Burt, and Stephen Krashen, *Language Two*, New York: Oxford University Press, 1982.
- Evayani," An Analysis on Grammatical Errors in Students' Recount Text Writing", *A Thesis*, (Universitas Jakarta Syarif Hidayatullah, 2013).
- Huddleston, Rodney, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2005)
- Huddleston, Rodney, *A Student's Introduction to English Grammar*, (Cambridge: Cambridge University Press, 2005)
- Hyland, Ken-, *Second Language Writing*, Hongkong: Cambridge University Press, 2003.

Irawati,Henny, “Error Analysis On Grammatical Aspect Of Students’ Narrative Writing,” *Getsempena English Education*, Volume 2, No. 1, 2015.

Izzuda, Muhammad Noval “Grammatical Error Analysis on Students’ Recount Text”, *A Thesis*, (Universitas Negeri Semarang, 2019).

James, Carl, *Errors in Language Learning and Use*, London and New York: Routledge, 2013.

Kirk, Serome and Marc L Miller, *Reliability and Validity in Qualitative Research* (London The International Proffesional Publisher Newburg Park,)

Kolln,Marttha & Robert Funk, *Understanding English Grammar* (Eight Edition), (New York: Pearson Education Inc., 2010)

Kolln,Marttha & Robert Funk, *Understanding English Grammar* (Eight Edition), (New York: Pearson Education Inc., 2010).

Langan , John, *Sentence Skills A Workbook for Writers* 7th Edition, (New York: McGraw-Hill, 2003)

Lubis, Rayendrani Fahmei. (2014). “*Simple Pat Tense in Recount Text.*” *English Education*, 01. 44.

MuhsinMuhArief and UniversitasMuhammadiyah Makassar, “*Improving Students Writing Skills of Recount Text by Applying Transtition-Action-Details ( TAD ) Strategy*, ”no.July (2018), <https://doi.org/10.15408/ijee.v4i2.2430>.

Natanael, Saragih, et al., —*The Effectiveness of Using Recount Text to Improve Writing Skill For Grade III Students of Kalam Kudus Elementary School 2 Pematangsiantar*,*IOSR Journal Of Humanities And Social Science*, Vol. XIX, No.1, ( February, 2014)).

Parrot,Martin, *Grammar for English Language Teachers* Second Edition, (Britain: Cambridge University Press, 2010)

Parrot, Martin *Grammar for English Language Teachers* Second Edition, (Britain: Cambridge University Press, 2010).

Peter, Knapp and Megan Watkins, *Genre, Text, Grammar*, Australia: University of New South Wales Press Ltd, 2005.

Sari, Tiara Juwita An Analysis of Grammatical Error in Writing Recount Text at the Eleventh Grade of Students’ SMK Negeri 1 Abung Selatan Kotabumi in the Academic, “*A Thesis*”, (Universitas Raden Intan Lampung, 2019).

Setyadi, Ag. Bambang , *Metode Penelitian Untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu,2006).

Sinaga, Yusni dan Putri Ramadhani. (2020). *Students' Grammatical Error in Writing Narrative Text*. Jurnal IAIN Padangsidempuan, p.22

Siregar, Sri Ramadhani. (2021). *Students' Writing Ability on Islamic Narrative Text Topic*. Jurnal IAIN Padangsidempuan, p.145

Sugiyono, *Metode Penelitian Pendekatan Pendidikan Kuantitatif, Kualitatif dan R&D* (Bandung. Alfabeta, 2010)

Thurnburry , Scott, *How to Teach Grammar*, London: Longman, 1999.

Ur, Penny, *A Course in Language Teaching Practice and Theory*, London:Cambridge University Press, 1996.



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : B - 2648 /Un.28/E.1/TL.00/07/2023 26 Juli 2023  
Lampiran :  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

Yth. SMAN 3 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa:

Nama : Kiki Alifia Ritonga  
Nim : 1820300067  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Gg. Perwira, Padang Matinggi

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**Grammatical Errors in Wiriting Recount Text of The X Grade Students at SMAN 3 Padangsidimpuan**"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.



a.n Dekan  
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi., MA  
NIP 19801224 200604 2 001





**LEMBAGA PENDIDIKAN AL-MA'ARIF NU  
MA NAHDLATUL ULAMA BATANGTORU**

Jl. Merdeka Barat – Desa Napa – Batangtoru Telp (0634) 370197  
Kabupaten Tapanuli Selatan 22738

Batangtoru, 23 Oktober 2023

Nomor : MA.007/SB/YPNU/X/003/2023  
Lampiran : -  
Perihal : Balasan Surat Izin Riset

Kepada Yth :  
Dekan Fakultas Tarbiyah dan  
Ilmu Keguruan  
Universitas Islam Negeri Syekh  
Ali Hasan Ahmad Addary  
Padangsidempuan

di

Tempat

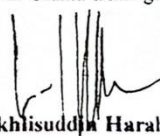
Dengan Hormat ,

Sehubungan untuk membalas surat saudara No.B-2648/UN.28/E.1/TL.00/7/2023 Tanggal 26 Juli 2023  
Perihal Izin Penelitian Penyelesaian Skripsi dengan ini kami sampaikan bahwa :

Nama : Kiki Alifia Ritonga  
NIM : 1820300067  
Program Studi : Tadris Bahasa Inggris

Maka dengan ini kami memberikan izin kepada Mahasiswi tersebut diatas untuk melakukan Penelitian.  
Demikian surat ini kami balas, atas perhatian dan kerjasamanya kami ucapkan terimah kasih.

Kepala Madrasah Aliyah  
Nahdlatul Ulama Batangtoru

  
H. Mukhlisuddin Harahap, S.Pd.I  
NIP.-