



**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN  
WRITING RECOUNT TEXT AT THE TENTH GRADE OF STUDENTS'  
SMK AL KAAFFAH KEPANJEN MALANG IN THE ACADEMIC  
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Sarjana in English Language Education**

**BY**

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## ABSTRACT

**Andryanti, Ika.** 2023. *An Analysis of Student's Grammatical Errors in Writing Recount Text at the Tenth Grade of Student's SMK Al Kaaffah Kepanjen Malang in the Academic Year 2022/2023.* Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Dr. Dzul Fikri, S.S., M.pd; advisor II: Dr. Imam Wahyudi Karimullah, S.S., MA.

**Keywords:** Grammatical Errors, Qualitative Research, Writing Text

Writing is one of the abilities that is challenging to dominate in English. Consequently, this study was directed to break down various sorts of error and the number of missteps that were made by pupils recorded as a writing recount text based on surface strategy taxonomy. This study utilized qualitative research method. The subjects in this review are 10th grade pupils at SMK AL Kaaffah Kepanjen Malang in the 2022/2023 learning year. The questionnaires and student writing were used as research instruments in this study.

In this exploration, pupils were approached to compose a recount text of individual encounters that the pupils had encountered. The consequences of the pupils recount text composing will be analyzed, identified and classified in view of Dulay's (1982) Taxonomy of Surface Strategies. From the aftereffects of this investigation, specialists found 112 syntactic mistakes made by pupils. These errors are isolated into four sections, to be specific, the mistakes most frequently made by pupils are misformation mistakes of 64 items (57.1%), the subsequent mistakes are omission of 29 items (25.9%), addition mistakes of 13 items (11.6%) and misordering mistakes 6 items (5.4%).

In light of the consequences of this exploration, the discoveries uncover that's how pupils might interpret sentence structure is still low and there is still a ton of need for development in word writing in describe message. Where an essential component of English language instruction is grammar. It is hoped that



future researchers will place a greater emphasis on the vocabulary and grammar abilities of students.



## CHAPTER I INTRODUCTION

Within this part the creator would like to introduce this review foundation, the examination of research, motivation behind review, meaning of the review, and understanding the terms of key.

### 1.1 Framework of the Study

The ordering of well organized spoken or assembled figures between person who present themselves as personal in a assembling and as constituent of its method of human being is called Language. Pants Aitchison (2008) states that language is designed arrangement of inconsistent sound signs, described by structure reliance, inventiveness, uprooting, duality, and social transmission.

Language can be isolated into two gatherings : spoken and composed, both of which can be used as a means of communication (Brown.D., 1994). The meaning of the language itself is an arrangement of sound equivalent between the organs of speech and hearing, a part or a certain local area, which uses sound images with an irregular regular meaning. Language is a characteristic of every social group. This is a method for correspondence among people. It additionally carries them into relationship with their current circumstance. Boey Kiat (1997) states that language is socially scholarly way of behaving, an expertise that is gained as we experience childhood in the general public.

Based on this statement we can find out if language is very important to use to communicate between individuals. Language facilitates all the activities we will do with other people. Language is a unique thing, because everyone has their own thoughts to communicate their feelings to others with the language themselves. So that new languages are created, for example slang used among young people. Language is a communication tool, we can communicate not only using voice but with writing. We can also communicate with other people just as we spend all our thoughts or worries in a book. The language we use is influenced and shaped by the environment around us. As time goes by, the vocabulary will increase.

One of the main dialects to learn is English. English is the global dialects. English turns into the most fundamental language on the planet since English is

utilized all around the world to bring together the distinctions of every language that is possessed by every country. Almost everyone from various countries around the world uses English to convey their thoughts. Learning in the field of English is a good interest. An important result to be able to communicate English in our daily life. These days, having great capacity in English is vital. Assuming we can communicate in English fluidly, we can have great relationship in business and collaborate with others in the world. Julian Edge (1993) states that English serves for the overwhelming majority of times a lot more individuals as an obstruction among themselves and those a few fields of interest, many individuals in their own nations can't become specialists, for instance on the off chance that they can't learn sufficient English.

English just when dialect utilized towards to relate between nations, consequently English is very important to learn. If we are fluent in English, we can easily develop business around the world. English makes it easier for us to communicate well when we meet foreigners. English is also a support when we will apply for jobs in foreign companies or in large companies in Indonesia. When we work in a foreign company, we must be able to communicate effectively in English. Most large companies in Indonesia have also begun to require prospective applicants to be able to use English well.

English must be taught in schools. English is taught from an early age, so that children get used to it and do not feel foreign to English. Teaching English is a skill which is qualified for children when they grow up. English is some of the significant matters in educational institution. In modern times like today, children have been taught to use English in their daily activities. Currently English has also been taught in kindergarten, so that when entering elementary school children are no stranger to English.

Indonesia expects English to be shown in all schools from elementary, middle school, secondary school and college levels. Even though in college we do not major in English, we are still required to Master Basic English and are required to take the TOEFL test for the mandatory requirements for graduation in

college. TOEFL test in college for English majors and other majors has a different minimum score achievement.

In view of the current educational plan in Indonesia, when the students want to study English. The learners have to master talking, hearing, skimming and composing as four fundamental capabilities. They frequently have difficulties when they are studying English. Indonesian students know that English is a overseas dialect. Writing is one of the important and useful things to be trained and prepared when learning English which is useful to be prepared to support speaking, listening, and other reading skillfulness. talking and composing skillfulness that include dialect creation are thought of as useful (Harmer J., 1989). They still have difficulty when they are writing in English practically, such as making English text, and using the correct grammar rules. It is also very important to make sentences explicit by using of grammar, punctuation, and spelling rules.

During the time spent learning a language, we want high fixation and center our psyches. The terms L1 and L2 might be natural to certain individuals who are concentrating on dialects. Morehouse (2017), L1 alludes to the language that the client is the local speaker of that language. Ordinarily, L1 is advanced normally from youth and it is generally utilized in the day to day existence. L1 has different names, for example, first language, first language, local tongue, local language, and others.

L2 terms are not the same as L1. L2 is a language that isn't utilized by local speakers. Mizza (2014) expressed, L2 is the language other than one's native language being learned or concentrated on in its current circumstance. Related with the utilization of L1 and L2 in showing English, L1 that utilized by the educator could be the language that become the primary language of the environmental elements. L2 on the other hand, is the school's foreign language.

The four English skills that must be taught, the author focuses on writing. Due to the fact that English is a overseas dialect for Indonesian pupils, learning the dialect presents numerous challenges for them, for the most part in writing. Writing is a useful activity to support listening, speaking and reading skills. If

studied further, Indonesian students experience many difficulties in composing English, such as creating texts in English applying good grammar customs.

A recount text is a text composed from the writer's previous encounters fully intent on engaging or informing the reader. Muhammad (2017) states that a relate reviews and remakes occasions, encounters, and accomplishments from the past in a coherent grouping. A few relates will be simply educational, while others will mean to both inform and entertain.

Based on analyzing errors in the using of grammar which are made by the students in the previous research, Siregar et al., (2023) conducted the previous study, grammatical mistakes were most often made by students and the most significant errors of grammar when they are writing a recount text class Tenth SMA Swasta Kisaran during 2022/2023". Indriany and Dewi(2022) led the past review, which examined about presenting more errors which are done by the students when they are involving straightforward past tense recorded as a hard copy a describe message. Junior high school students in eighth grade are the subject of this research. Alka, Dzulfikri & Khusna(2023) This review was completed to recognize various sorts of linguistic mistakes made by grade school student since a few past examinations just directed similar exploration with secondary school student as the members. Saputra(2022) within examination, examiner focus on analyzing writing mistakes in recount text overusing sua taxonomy strategy. Researcher conducted research in the Educational composing Group of the IAIN Salatiga competence Scouting plan of action.

Listiani & Megawati (2022) the goal of this thesis was to realize the kinds of mistake, detect the predominating mistake, along with detecting the resources of mistake. Researcher conducted research in the students of secondary school. They actually created various syntactic mistakes in their theoretical works. Sari, Zuhairi & Ismiatun (2019) this exploration was led on definite understudies who were dealing with their proposition. It tends to be derived that misordering was the most minimal recurrence of mistakee things. The aftereffect of this review demonstrate that albeit the pupils have learned English punctuation in grade school, senior secondary school, even in college level, they actually had the



hardships in dominating English language. Then, Reskiawan & Astiantih (2023) this study discusses on the learners problem in composing especially recount discourse at SMA state 1 Wundulako. The effect of the review showed that the students are still lacking in understanding the vocabulary, especially verbs, and also the formula pattern of the simple past tense, thus, causing errors.

Researcher focus on analysis of recount discourse writing. The object of this examination is vocational high school pupils. Vocational high school student and high school student have differences in understanding the English material given and definitely have differences in writing errors so the author is interested in conducting research in vocational high school. If we look at previous studies, researcher rarely conduct research in vocational high school. They usually conduct research on high school students. Researcher hope that the results of this examination can be helpful for student and teacher to carry out learning more effectively and students will be able to write recount text more easily and correctly.

### **1.2 The Research of Study**

Considering the clarification over, the author planned the issue that will be centered around are as per the following.

1. What are the kind of mistakes in grammar which are done by the pupils have when they are writing a recount text. It is especially when they are using past tense established on Surface procedure Taxonomy done in the first year students at SMK Al Kaaffah Kepanjen Malang?
2. How many grammatical mistakes do the pupils have in whole established on surface procedure taxonomy in grade tenth students at SMK Al Kaaffah Kepanjen Malang?

### **1.3 The Purpose of the study**

Established on the formulation of the troubles over, the objectives of the examination are as follow:

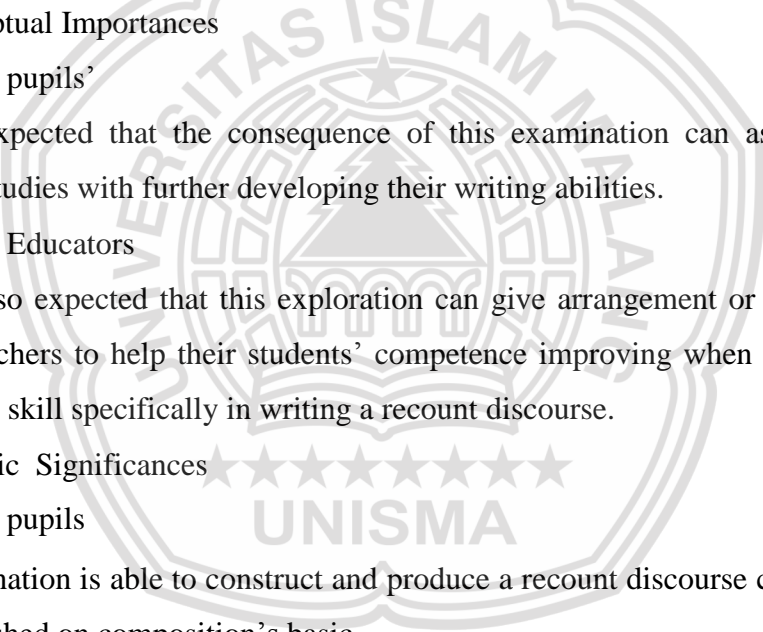
1. To detect kinds of grammatical mistakes do pupils have when they are writing a recount discourse in view of surface procedure taxonomy in tenth grade students at SMK Al Kaaffah Kepanjen Malang.
2. To realize the total errors when the students are writing a recount discourse established on surface procedure taxonomy in class tenth students at SMK Al Kaaffah Kepanjen Malang.

#### 1.4 Significance of the Study

This examination is expected to bring theoretical and realistic benefits to students and teachers. A clarification of the significance prior to the study is at the same time that follows:

1. Conceptual Importances
  - a. For the pupils'

It is expected that the consequence of this examination can assist the understudies with further developing their writing abilities.
  - b. For the Educators

It is also expected that this exploration can give arrangement or data for the teachers to help their students' competence improving when they are writing skill specifically in writing a recount discourse.
2. Realistic Significances 
  - a. For the pupils

Examination is able to construct and produce a recount discourse correctly established on composition's basic.
  - b. For the educators

It is as a source of perspective for the educator who needs to build their student composing capability by understanding student challenges recorded as a hard copy a recount text, by this study ia ready to give arrangement or data for educators to further develop their understudy's expertise when they are composing explicitly in relate text.

## 1.5 Scope of Study and Limitation

### 1. The Research Subject

The learner of examination was the tenth student at Al Kaaffah Vocational High School Kepanjen Malang. The researcher choose 25 students out of 43 students to take part in the research because of the total tenth grade students only 25 students wanted to participate in this research.

### 2. The Object of Research

The term of this examination is mistakes in grammar component when the student are writing a recount discourse.

### 3. The Research Place

The location of this study was carried out at Al Kaaffah Kepanjen Vocational High School which is located on Semeru street number 18A, Lemah Duwur, Dilem, Kepanjen Malang District, Malang, East Java-Indonesia.

## 1.6 The Key Terms

A number of key terms, that are given in this examination, are as the following:

1. The first one, A Recount discourse is a discourse which is telling the scholar what occurred in the previous time. It retells about event which happened in the past.
2. The second one, Technique is a practical method or art which is applied to some specific task
3. Vocational high school: school where people learn how to do jobs that require special skills. This is different from high school because it teaches more specific skills

## CHAPTER V CONCLUSION AND SUGGESTION

The researcher concludes with a recommendation for future research in this chapter. The end will be given as the foundation of problem of the examination.

### 5.1 Conclusion

According to findings in this research, it is able to be concluded that tenth grade students SMK Al Kaaffah Kepanjen Malang still experiences some difficulties when they are writing recount text. The using of grammar becomes the most difficult part in this matter. The researcher can analyze from the linguistic blunders made by understudies recorded as a hard copy sentences in describe message.

The data get from the recount text assignment written by students will be analyzed using the taxonomy theory strategy created by Dulay, H., Burt, M. and Krashen, S.D (1982). It turns out that the most mistakes made by students' are in misinformation category. From the data analysis above, 64 misinformation errors were found. Error occurs when students enter grammatical errors, but the form is incorrect.

This misinformation error occurs when students make mistakes in the placement or use of morphemes or structures. This error can occur because students do not understand the correct use and placement of words and students lack understanding of grammar rules. It often happens that students use their mother tongue or L1 when using sentences in L2. This can trigger many students' mistakes in writing recount text, which requires good understanding to be able to compose sentences in recount text.

It is recommended that the instructor has to pay more consideration to the pupils grammar using and often train students to write. It's good if Students have a writing schedule. Writing a weekly journal can also be done as a writing practice for students. In this way, students can slowly understand grammar and

put it in the correct grammar in their writing. Because of the limitations of this research, the research can be declared incomplete because it cannot cover all aspects of grammar. Therefore, the researcher gives suggestion for the future researcher who need to direct similar examination by utilizing the various strategies. Apart from that, it is also important for future researcher to find good ways to help students understand grammar well.

## 5.2 Suggestion

In view of the examination discoveries, this analyst might want to make the accompanying ideas:

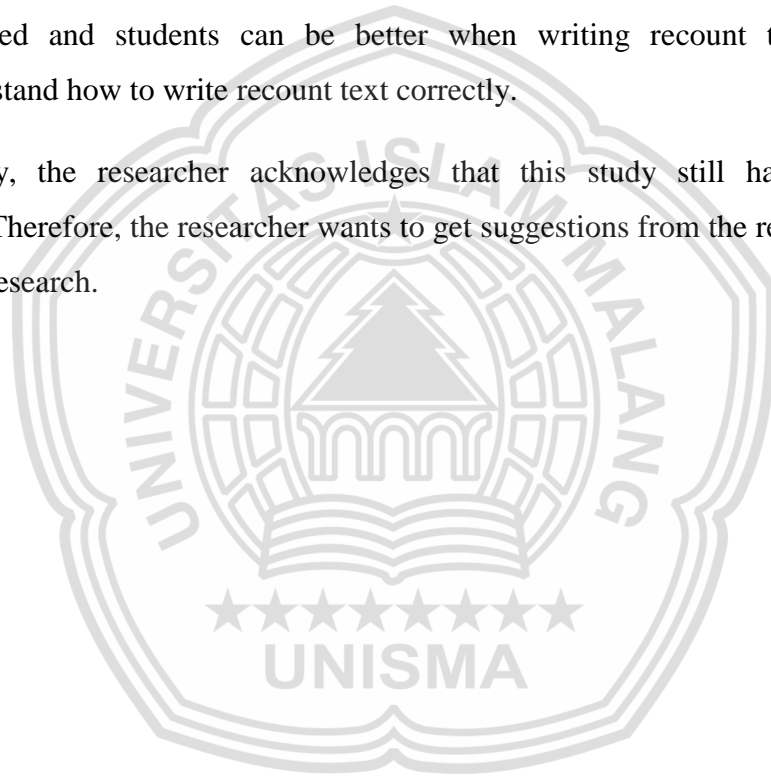
1. For English Teacher
  - a. They ought to pay attention to the writing mistake made by pupils, and it is important to give material on grammar. Thus, students understand more about grammar and want to minimize making grammar mistakes.
  - b. It can be proposed that while showing refractory text composing, the educator ought to give a revision illustration. They ought to demonstrate to the students in detail how to properly write the paraphrased text, considering there are many findings in the study that show that the students were mostly worried about this issue.
  - c. A teacher must provide clear explanations and instructions to guide his students as they write a text with a story.
  - d. The instructor ought to direct the understudies' exercises by composing a describe text.
2. For The Students'
  - a. Pupils must be further solemn when they are studying English, specifically in writing recount text where there are still making many grammatical errors in composing recount text.
  - b. Pupils must study and practice writing recount texts more seriously in order to improve their knowledge, and it is critical for them to do so.

- c. They can study with the teacher or with their friends who already understand recount text material, ask some questions if they don't understand it. So they can get more knowledge, especially in recount text material.

3. For the Other Researcher

Advice given by researchers to other researchers. It is necessary to carry out further research with the same object but in a different way to find out why students make mistakes, so that different results can be obtained and students can be better when writing recount text and understand how to write recount text correctly.

Finally, the researcher acknowledges that this study still has many weaknesses. Therefore, the researcher wants to get suggestions from the readers to improve the research.



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