

AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT AT THE TENTH GRADE OF STUDENTS' SMK AL KAAFFAH KEPANJEN MALANG IN THE ACADEMIC YEAR 2022/2023

Ika Andryanti¹, Dzul Fikri², Imam Wahyudi Karimullah³

*English Language Education, Faculty of Teacher Training and Education, University
os Islam Malang, Indonesia*

ABSTRACT

This *skripsi* is the result of an analysis of the types of errors made by students and how many errors students make in writing recount text. This research was conducted using qualitative research design. The subjects of this research were tenth grade students at Al Kaaffah Vocational School Kepanjen Malang. In this research, the task of writing recount text and a questionnaire were the instruments used. Data is analyzed, identified and classified based on 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%), additional 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 describe in 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.

Keywords: Grammatical Errors, Qualitative Research, Writing Text

INTRODUCTION

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. In view of the current educational plan in Indonesia, when the students want to study English. The learners have to master listening, speaking, reading dan writing 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.

When the students wish to write in english. They need to be familiar with sentence structure since it is one of the main parts of English language particularly recorded as a hard copy abilities. The student who has a decent dominance in syntax, it will assist them with composing the text well. It very well may be depicted the manners by which words in that language can be joined together in sentences and have different structures. Punctuation can be characterized as the piece of language that arrangements with the structures and design of words, called morphology, their ordinary plan into provisions and sentences (grammar). Grammar is about the relationships between words in a sentence. This is a scientific declaration about good use principles. Moreover, punctuation is supposed to be a bunch of decides that make sense of how words and gatherings of words can be sorted out to shape sentences in a given language. Because language is explained in two ways, having proper grammar is very important.

Researcher focus on analysis of recount text 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.

Dulay et al. (1982), surface methodology scientific categorization underlines the manners by which surface designs can be adjusted: students can exclude important things or add pointless ones; they can distort or lose objects. A classification system called surface strategy taxonomy is based on "the ways in which the learner's incorrect version differs from the expected target version." (James, 2009). Using the surface strategy, the taxonomy researcher can easily analyze the spelling errors of new language learners. In addition, James (2009) takes note of that

inside this classification, blunders can be arranged into four classification: omission, addition, misformation, and misordering.

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?

RESEARCH METHODE

In the method section, the experimenter uses a qualitative research of descriptive. A qualitative research of descriptive is study that deals with data of descriptive about a subject and its observed behavior in the shape of words which are written or verbally, so the purpose of the study is to mastery individually and its surrounding as a whole.

A sample of research participants is section of the resident and each prose has some characteristic makes them a component of the sample group (James and Kimberly, 2011). Recognize a resident or shall plainly focus to a cluster of subject through which data was collected (James and Kimberly, 2011). Mcmillan (2015) states that a sample would like to be choosen from a big population. In light of the above clarification, sample is a set or part of a population that is delegate of the whole study population. 25 students from all tenth grade students, a total of 43 students from SMK Al Kaaffah Kepanjen Malang participate in this study.

The procedure that will be carried out in this research is as follows:

1. Determination of research subjects are students of class tenth students at SMK Al Kaaffah Kepanjen Malang.
2. Prepare a method for gathering data by writing a recount text task.
3. Collect data through the task of writing paragraphs of recount text.
4. Documenting the data collected from students.
5. Classify data, examined the information utilizing the surface methodology scientific categorization which groups mistakes in each fitting classification.
6. Evaluate, analyze and calculate conversion text written data.
7. Know the results of the data analysis that will be included in the research findings.

Ellis and Tarigan (2011) express that there are five stages engaged with investigating information containing understudy blunders. Data collection, error detection, classification, explanation, and evaluation are all part of it. The process of systematically organizing raw data was data analysis. The stages of data analysis for this study are as follows:

1. The pupils worksheets served as the source of the researcher's data.
2. While writing the written text, the researcher noticed the mistake made by the students. It utilized the marking of blunders like expansion, exclusion, contortion, and misordering (often referred to as the surface strategy taxonomy).
3. The researcher categorized each error as well as the pupils total number of errors.
4. The author explained the students' mistakes to get the subsequent method for the percentage of every type (Sudjiono, 2008).

$$P = \frac{F}{N} \times 100\%$$

Note :

P = Percentage

F = Frequency of wrong answer

N = Number of Sample

RESEARCH FINDINGS AND DISSCUSSION

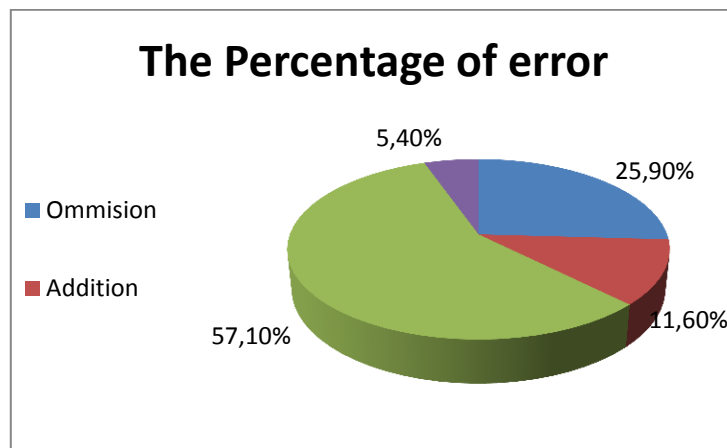
Based on the taxonomy strategy, the researcher found that the students made a total of 112 mistakes. These blunders are separated into four kinds, which are oversights, increments, misinformation and misordering. On the basis of Dulay et al. 1982) scientific categorizations of characterization of surface system blunders are recorded in the accompanying table.

Table 1. The Summary of All Types of Errors Made by the Students

Kind of Errors	Total of Errors
Misformation	64
Omission	29
Addition	13
Misordering	6

The Percentage of Students' Errors in Writing Recount Text

After the data were identified and analyzed using surface strategy taxonomy, the researcher omission, addition, misinformation, and misordering, the total number of errors can be calculated to be 112 items. They are 29 omission, 13 addition, 64 misinformation and 6 misordering. The following diagram show the percentage of these errors.



DISCUSSION

According to the explanation above, the researcher can conclude that students still have many mistakes because their knowledge of recount text is still very low. Some of the students said that the material of recount text was the most difficult in English, other students said that English was not interesting because they did not understand grammar well. The instructor likewise told that a few pupils discover as hard to grasp English lesson. So the teacher must explain by using a language that it is easy to understand for her students. These are a portion of the justifications for why the pupils make mistakes recorded as a writing recount text.

In this study, a mistake that students most often made when writing recount text was misinformation. This study is different from several previous studies which also examined recount text. Hasanah et al., (2023) states while making a composed work, for example, a paper, understudies center around satisfied more than syntax. Misinformation is a slip-up that is made for the most part in light of the fact that in Indonesian as L1, designs, for example, 'corresponding' or normal and unpredictable past action words are not huge or not found. Along these lines, understudies should learn it as new information. This requires some investment and four semesters isn't sufficient. This research focuses on the grammatical errors in argumentative essays written by fourth-year English pupils. It has different results because the subjects chosen are not the same as the research that has been carried out by Alka, Dzulfikri & Khusna (2023) the article deals with the students' shortage of grammar; hence, the student often design their posess customs when they are composing a discourse. In fine, we can concluded that students' mastery of the use of language structures in English is still relatively low. 40 students from the 4th years class of Muslim Cendekia Elementary School Batu participated. Andasari, Sari & Murwanto (2019) the article talks about the biggest mistake students make is omission. The learner must observe to employ of grammar, adjust right regulation in the independent clause, take up again on tenses, mainly practice again recalculation of the text, and when writing the simple past. The 10th grade understudies of SMAN 1 Petanahan partook in the 2016/2017 scholastic year. Maula et al., (2020) The ongoing review

examined that the reasons for mistakes were between lingual obstruction. In light of the aftereffects of this review, the specialist found that the understudies actually disapproved of understanding their English sentence structure rules for their creative cycle. Information was gathered by straightforward irregular testing from a few proposal conversations made by EFL pupils of University of Islam Malang over the most recent two years, 2018 and 2019. The last one is research from Fawaid et al., (2022) This examination was led fully intent on recognizing, arranging and showing the level of pupils who make each sort of mistake. In this study, students made the most omissions, which accounted for half of all errors. This examination included 30 first semester pupils as members in quite a while at the University of Muhammadiyah Malang in 2021.

CONCLUSION AND SUGGESSTION

Based on the results of the analysis carried out by researchers, 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 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 error 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 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 fot 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.

REFERENCES

- Hasanah, M., Alaydrus, Y., & Umamah, A. (2023). AN ANALYSIS GRAMMATICAL ERROR IN ARGUMENTATIVE ESSAY OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF UNIVERSITAS ISLAM MALANG. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 18(21).
- Astiantih, S. (2023). Error analysis using simple past tense in writing recount text. *Journal of English Education*, 8(1), 52-62.
- Suryani, R. (2020). an analysis of students' ability in writing recount text.
- Fawaid, A., Raunaq, M. N., & Mustofa, M. (2022). Error Analysis of Students' Comment Writing in Online Learning at FLSP Class. *IJET (Indonesian Journal of English Teaching)*, 11(2), 118-137.
- Alka, W., Dzulfikri, D., & Khusna, K. A. (2023). INVESTIGATING PRIMARY SCHOOL STUDENTS' GRAMMATICAL ERRORS IN WRITING: DULAY'S SURFACE STRATEGY TAXONOMY. *Journal of English Educational Study (JEES)*, 6(1), 51-59.
- Andansari, I. R., Sari, O. W., & Murwantono, D. (2020). The Students' Error Analysis of Writing in Recount Text for Millineal Students. *Science, Technology, Engineering, Economics, Education, and Mathematics*, 1(1).
- Maula, A., Mustofa, M., & Karimullah, I. W. (2020). An Analysis of Grammatical Errors in the Skripsi Discussion of EFL Students. *Jurnal Penelitian, Pendidikan, dan Pembelajaran*, 15(30).
- Setiyorini, T. J., Dewi, P., & Masykuri, E. S. (2020). The grammatical error analysis found in students' composition. *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*, 10(2), 218-233.
- Saputra, H. (2022). Surface Strategy Taxonomy: Error Analysis in Academic Writing. *ETERNAL (English Teaching Journal)*, 13(2), 226-235.
- Sari, N. I. M., Zuhairi, A., & Ismiatun, F. (2019). A study of grammatical errors in Skripsi abstract on undergraduate EFL students. *Unpublished Journal thesis. Malang: Faculty of Teacher Training and Education. University of Islam Malang*.
- Selvaraj, M., & Aziz, A. A. (2019). Systematic review: Approaches in teaching writing skill in ESL classrooms. *International Journal of Academic Research in Progressive Education and Development*, 8(4), 450-473.
- H. Douglas Brown, *principles of Language Learning and Teaching* (Prentice Hall Regents : United States, 1994), p.4

- Fitria, T. N. (2020). Error analysis found in students' writing composition in simple past tense of recount text. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 4(2), 141-160.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434131-3, \$5.95)..
- Sugiyono, D. (2013). Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.
- Dulay, H. C., Burt, M. K., & Krashen, S. D. (1982). *Language Two* Oxford: Oxford University Press.
- Hartono, R. (2005). Genres of Texts. Semarang: English Department Faculty of Language and Art Semarang State University. *Journal Accessed on 11st December 2019*.
- Wijayanti, E. (2011). " *Interlanguage: English for Senior High School Students XI*" as a communicative coursebook (Doctoral dissertation, Universitas Negeri Malang).
- James, C. (2013). *Errors in language learning and use: Exploring error analysis*. Routledge.
- Knapp, P., & Watkins, M. (2005). *Genre, text, grammar: Technologies for teaching and assessing writing*. unsw Press.
- Harmer, J., & KHAN, S. (1991). The Practice of English Language Teaching with DVD. A TESOL Publication of English Australia Pty Ltd, 24(1), 85.
- Kavaliauskienė, G. (2009). Role of mother tongue in learning English for specific purposes. *English for specific purposes world: Online Journal for Teachers: [Elektroninis išteklius]. [London]: International Association of Technical English Trainers (IATET), 2009, Vol. 8, nr. 1 [22]*.
- Brown, H. D. (2002). *Teaching by principles second edition: an interactive approach to language pedagogy*. NJ: Prentice Hall: Englewood Cliffs.
- Michael, S. (1994). *Practical English Usage*. Oxford University Press.
- Trask, R. L. (1999). *Key concepts in language and linguistics*. Psychology Press.
- Priyana et al., *Interlanguage: English for Senior High School Students X*. Jakarta: Gramedia Widiasarana Indonesia., no. 2001. 2008.

Melati, A., Suryati, N., Irawati, E., & Mustofa, M. (2023). The Role of English for the Improvement of Vocational High School Students in the Department of Accounting About Financial Reports. *Owner: Riset dan Jurnal Akuntansi*, 7(3), 2093-2097.

Wang, Y., Wang, Y., Dang, K., Liu, J., & Liu, Z. (2021). A comprehensive survey of grammatical error correction. *ACM Transactions on Intelligent Systems and Technology (TIST)*, 12(5), 1-51.