



WAHANA PUBLIKASI



Analyzing of Grammatical Errors Found in Students' Recount Text

Farisya Rizkah Rachman^{1*}, I Gusti Bagus Wahyu Nugraha²

^{1,2} Faculty of Foreign Languages, Mahasaraswati Denpasar University, Denpasar, Bali 80233, Indonesia
Email: risyarachman0307@gmail.com, wahyunugraha1980@yahoo.com

ARTICLE INFO

Received:
23 May 2024

Accepted:
19 July 2024

Published:
30 August 2024

Keywords:

Grammar, Grammatical Errors, Past Tense, Writing, Recount Text

ABSTRACT

This research aims to identify grammatical errors in using the past tense of eleventh students of SMA Dharma Praja Denpasar in writing recount text. In this study, the researcher obtained data by direct field observation. The data were taken from recounted text writing made by eleven-grade students of SMA Dharma Praja, 30 of whom were involved in this study. The population of this study only took one eleventh-grade class, namely XI MIPA 1. The data was the student's original writing without the help of Google Translate during the writing process. This study used the theory proposed by Dulay et al. (1982) to analyze the types of grammatical errors. The method used for this study is the descriptive qualitative method to analyze the data. The total number of errors made by students can be seen from the data that has been analyzed. The highest error frequency was misformation and misinformation, with 45 errors (1.5 %). The second was the omission error, with 21 (0.7%). Then, the third error was addition, with a total error of 13 (0.43%). The last was misordering, which only found five errors (0.16%). This error occurred because students still do not understand proper grammar. Therefore, the language that has been written is still very influenced by the pattern of using their mother language and their everyday language.

Doi: <https://doi.org/10.59011/austronesian.3.2.2024.52-60>

1. Introduction

In general, writing is an activity in the form of systematically pouring ideas/ideas with complex abilities through active, productive activities in the form of symbols of letters and numbers so that others can understand them. According to Purnamasari et al. (2021), writing is an activity that aims to show a thought or idea in written form. Writing

* Corresponding Author
Email: risyarachman0307@gmail.com
Copyright © 2024 The Author(s)
CC BY-NC-SA 4.0 License

is a skill that everyone has, especially students who need to master writing skills properly and correctly because students are required to be able to write several texts, including recount text and descriptive text, in their English language learning. Thus, in a writing class, students must understand proper grammar, spelling, and vocabulary when writing a text.

Of these three aspects, one of the most important is mastering writing and grammar. Grammar and writing are interrelated components, and they cannot be separated. In process writing, grammar is one of the useful elements (Miko, 2018). In order to create good writing, students should understand grammar as well as possible (Kumala et al., 2018). Grammar is the rules regarding the language structure used in each sentence. In addition, grammar rules are used when using language elements such as words or phrases in a sentence (Richard & Schmidt, 2010, p. 251). In grammar, one important aspect needs to be understood, namely tenses. According to Panggabean (2016), tenses is a concept that describes the occurrence of a statement. We know some kinds of tense in general, including simple present tense, past tense, past continuous, present perfect, etcetera. Students who have a low understanding of grammar can cause errors in writing a text. The dominant grammatical errors often appearing in students' writing include using tenses, subject verbs, plural nouns, conjugations, prepositions, and spelling (Netanel, 2017). Errors are deviations from the rules or incorrect due to a lack of knowledge.

An error analysis is important to analyze some errors in students' writing. Dulay et al. (1982, p. 138) stated that error analysis is a way that aims to identify the location of the learner's errors in writing and speaking (as cited in Aqilah et al., 2012). Students should understand grammar first, so there are no errors when writing a text. Grammatical errors are often found in writing activities carried out by students. Grammatical errors are the use of incorrect grammatical patterns in a sentence. Some of them still do not know the structural form of grammar and are divided into four categories of grammatical errors.

Related to this phenomenon, the problem appointed in this study is about the types of grammatical errors in using past tense in the text writing of 11th-grade students of SMA Dharma Praja. *Recount text* is a text that is used as the data source for this study. According to Sinthianuary et al. (2019), a recount text is a text that retells experiences and accidents that have occurred in the past based on the time chronology. From the results of observations made by researchers, it can be seen that some eleventh-grade students still make mistakes in using the appropriate tenses in the recount text they made. Thus, this study focused on identifying the types of grammatical errors based on the theory proposed by Dulay et al. (1982). In classifying the types of grammatical errors, the writer used the concept of Dulay's surface strategy taxonomy. In this concept, Dulay et al. (1982, p. 138) divided it into four types of errors: omission, addition, misformation, and misordering (as cited in Rusmiati, 2019).

This study aimed to determine the errors in using the past tense when writing recount text made by eleventh students of SMA Dharma Praja based on surface structure taxonomy. Based on the background above, the writer is interested in conducting this

topic because before, in this school, there has not been any research related to this topic that discusses grammatical errors.

2. Literature Review

There are several previous studies that have the same topic as this research. Firstly, (Yudari, 2017) article, “An Analysis of Tenth-Grade Students’ Grammatical Error in Writing Recount Text.” In this study, there were two problems, namely, the types of grammatical errors and the source of grammatical errors in SMA PGRI 1 Amlapura. This article used a qualitative descriptive method to collect data. It also applied the theory proposed by Dulay et al. (1982) to identify the types of grammatical errors and used the theory from (Brown, 1980) to analyze the source of errors. The data source of her study was tenth-grade students of SMA PGRI 1 Amlapura. This study showed that students’ grammatical errors in writing recount text are divided into four categories: omission, addition, misformation, and misordering. From that, the most common error was misformation, with evidence that misformation errors emerged as much as 80 times. The lowest error was misordering; there were only ten errors out of 10 data obtained. The result of the source of errors proved that Communication Strategy was the most common source of error, while Context of Learning was the lowest error found in her study. There are several differences between the study written by Yudari. Yudari’s study focused on two problems: identifying the types of errors and analyzing the source of error. At the same time, this study was only focused on analyzing the types of errors. The similarities between her study and this study are that she used data sources in the form of recount text made by high school students, and both used the same theory from Dulay et al. (1982) to analyze the types of grammatical errors.

The second study was done by Amelia et al. (2021), entitled “An Analysis of Grammatical Errors in Writing Recount Text by The Tenth Graders.” Their study used a qualitative method. Their study focused on the types of grammatical errors based on the theory proposed by Dulay et al. (1982) with *Surface Strategy Taxonomy* concepts. From the results, it can be seen that one of the types of errors that have the highest frequency of errors is misformation (42,5%), while misordering is the type of error with the least frequency (2,0%). There are no differences between their study and this study. The similarities between these two studies are that they have the same research objective and focus on analyzing the types of errors. In addition, both used a theory proposed by Dulay et al. (1982) to find out the types of grammatical errors in writing recount text and these two studies.

The third study related to this topic is from Solikha and Rozak (2020), entitled “The Analysis of Grammatical Error in Writing Recount Text Using Surface Taxonomy Strategy.” Their study aimed to know the most common types of grammatical errors and identify the causes of the errors. The data source of their study was the tenth-grade students of SMK Muhammadiyah Cirebon, and the data sample was 18 students. The method used in this study was descriptive analysis. In their study, the data was classified based on grammatical classification from Dulay et al. (1982). Their research showed that

the type of errors made by students lie in omission and misformation. The highest frequency of errors was found as Omission, with a percentage of 41,86%, and the discovery of sources of errors made by students include intralingual errors and interlingua errors. There are some similarities between their study and this study; both used recount text by Senior High School students as data sources and classified error categories using *Surface Strategy Taxonomy*. The difference between this study and their study is that it only focuses on identifying the types of errors, and this study does not discuss the source of errors.

The fourth article was written by Lestari et al. (2014), entitled “Grammatical Error Analysis of Recount Text Writing Made by The Eighth-Year Students of SMP Negeri 1 Jember in 2014/2015 Academic”. Their study focused on analyzing errors based on *the Surface Strategy Taxonomy*. The writer used a theory proposed by Dulay et al. (1982) to analyze the types of errors. The result of this study showed that the type of error with the highest percentage was omission, and misordering was the least common error in this study. The difference between this study and theirs is that it used Junior High School writing as a data source. Meanwhile, this study obtained data sources from Senior High School writing as a data source. Both studies have similarities; firstly, this study and their study used the same theory proposed by Dulay et al. (1982) as the main theory. Also, these studies only have one goal: to analyze the types of errors in writing recounting text.

The last article is “A Grammatical Error Analysis of the Students’ Recount Text at the Eleventh Grade Students” by Huda and Rahadiano (2021). This study aimed to identify the types of errors based on four categories: omission, addition, misselection, and misordering. The research method used in their study was a quantitative method with a descriptive research design. Based on the results of their study, the frequent error with the highest percentage was misselection (63%), which was proved to be 114 times the error. Their study did not use the same theory in classifying error categories. Besides that, the difference was that they did not use the same research method; their study used a quantitative method, while this study used a qualitative one. A similarity between these two studies is that both involved eleventh grade as participants in collecting data.

3. Method

This research used a descriptive design research method with a qualitative approach. According to (Polgar & Thomas, 2000), a qualitative method is a form of interpretive approach that aims to obtain information about the meaning or certain behaviors that occur in certain social phenomena (as cited in Palmer & Bolderston, 2006, p. 16). The data source for this study was taken from recount text writing that made by the eleventh grade of SMA Dharma Praja 30 participants involved in this study. The population of this study only took one eleventh-grade class, namely XI MIPA 1. The data was the student’s original writing without the help of Google Translate during the writing process. The data for this study was obtained and collected through direct observation of SMA Dharma Praja. The researchers took some steps to collect data: firstly, the writer conducted a research permit to the school to obtain data sources. Secondly, the writer did document

analysis by giving a test to write a recount text with a holiday theme. After the data was collected, the data obtained was then analyzed by identifying the types of grammatical errors that appeared in students' writing based on the theory proposed by Dulay et al. (1982) with the *Surface Strategy Taxonomy* concept.

4. Result and Discussion

4.1 Types of Grammatical Errors in using the Past Tense of Eleventh Students of SMA Dharma Praja Denpasar in Writing Recount Text

In the following data, researchers showed the results of grammatical errors from recount text writing by thirty eleventh-grade students. The types of grammatical errors are analyzed using the theory from Dulay et al. (1982), and their concept is known as *surface strategy taxonomy*. It can be seen from the student's work that the writer found various errors consisting of four categories of errors, including omission, addition, misformation, and misordering. The four types of errors are described below in detail.

a) Omission

The omission is one type of error that eliminates a part or element that needs to be in the language structure of a sentence—Dulay et al. (1982, p. 156) stated that omission error is an error that is characterized by or not accompanied by a unit that should exist in speech to form a good and correct language pattern. In omission errors, students often omit content morphemes consisting of verbs, nouns, adjectives, and adverbs in their writing.

Data 1

I so shocked (Eveline Chatina Huwae, in fifth line)

From the sentence above, it can be seen that there is an omission *to be* after the subject "I." The sentence should be "I was so shocked." Using *to be* "was" to connect the subject with the adjective.

Data 2

When, I in Malang (Ni Putu Krisna Dian Syamarani, on third line)

The sentence above showed the omission *to be* after subject *I*, which is what she should add to "was" after the subject. The sentence should be "When I was in Malang." The use *to be* "was" intended as a marker of the subject's identity (*I*).

b) Addition

An *addition* is an error accompanied by a unit or element that should not be in a sentence, which makes the sentence form grammatically wrong. The addition is usually characterized by the appearance of an item in a sentence that makes the sentence incorrectly arranged (Dulay et al., 1982, p. 156). In addition, errors can be divided into

three categories: *double marking*, *regularization*, and *simple addition*. Some additional errors were found in students' writing when they wrote recount text.

Data 3

The next day, in the morning we are prepared to go Kintamani (Diah Shintia Bela, in the fifth line)

From the data written by that student, the existence of an error is evidenced by the presence of *to be (are)* after the subject (*We*). *To be (are)* should be omitted from that sentence because there was already a verb (*prepared*). It should be "The next day, in the morning, we prepared to go Kintamani."

Data 4

Yesterday, my father didn't worked (Muhammad Riski Mubarok, in first line).

Based on the data above, it found an addition *-ed* at the end of the verb *worked*. It can be seen that there was a doubling of the verb's past tense form. The sentence should be "Yesterday, my father didn't work." Because "*did*" is included in the second form of the verb. Thus, the next verb returns as the first verb (present), from *work* to *work*. It aimed to avoid doubling the use of the past tense verb. From the two data, it can be categorized that both are addition errors in the *double marking* category.

c) Misformation

Misformation is an error accompanied by using the wrong form in terms of linguistic structure or morpheme aspects that do not follow the grammatical arrangement. According to Dulay et al. (1982:158), misformation is one type of error accompanied by an incorrect form in the morphological aspect and grammatical structure. In this error, misformation can be divided into three error categories: *regularization*, *achi-form*, and *alternating form*.

Data 5

Me and my friend prepared anything for the beach course at 5.30 PM (Zahra Nur Rahmah, in the second line).

That sentence used errors in the subject form (*misformation of subject*). The sentence's subject should not use "*Me*" because *Me* acts as an object pronoun usually located at the end of the sentence instead of a subject pronoun. The correct sentence should be "I and my friend prepared anything for the beach course at 5.30 PM." The use of subject *I* aimed to indicate who does the verb and is always at the beginning of the sentence.

Data 6

We are hungry (Ni Made Aura Nadyne Ayudia, in the eighth line).

From the data above, using *to be* (are) and not to be is suitable for past tense sentences. Because it is a simple present tense, it was a misformation of *to be*. The sentence should be “We were hungry.” The reason for using “*were*” is because “*were*” is the second verb form of to be “*are*.”

d) Misordering

Misordering is a type of error in putting words in the wrong order in a sentence, which makes the sentence difficult because the sentence structure is not arranged exactly. Misordering is an error caused by the incorrect placement of a morpheme or group of morphemes in a statement (Dulay et al., 1982, p. 162). Some students still use incorrect words in composing sentences; the result can be seen as follows.

Data 7

I then bought young coconut ice with friends on the beach (Muhammad Haikal Arry Syahputra in third line).

From the data above, it can be seen there was inaccuracy in the placement of the adverb” then. “*Then*, the placement should be before the subject “I.” So, the correct sentence was, “Then I bought young coconut ice with friends on the beach.”

Data 8

I there told stories, ate food and watched horror movies (Roro Ayu Hesti Pramuningsih)

Based on the sentence above, the word “*there*” was found to have the wrong placement. It should be, “I told stories, ate food, and watched horror movies *there*.” For the correct sentence, “*there*,” it is more appropriate to put it at the end as an adverb for the place of the sentence. The example of the two data above is a misordering adverb error.

Table 1. Percentage of student errors in writing recount text

No	Errors type	Frequency	Percentage
1	Omission	21	0.7 %
2	Addition	13	0.43 %
3	Misformation	45	1.5 %
4	Misordering	5	0.16 %

In Table 1 show the total number of errors and the most errors made by students can be seen. The highest error frequency is misinformation, with 45 errors (1.5 %). The second is the omission error, with 21 (0,7%) errors. Then, the third error was addition, with a total error of 13 (0.43%), and the last error with the least frequency was Misordering, with a total error of 5 (0,16%).

5. Conclusion

Based on the data analysis of grammatical errors, the researchers conclude that grammatical errors are categorized into four types: omission, addition, misformation, and

misordering. These four categories are concepts of Surface Strategy Taxonomy. The most frequent errors were in the misformation category, with as many as 45 errors or 1.5%, which mostly consisted of grammatical errors in the formation of verbs and also subject form. The second highest error in the student's writing was in the Omission category, with 21 or 0.7% errors. This type of error is often found in the omission of language elements that should be in their writing. This study's most common omission error was the number of students who omitted to be. The third highest error that occurs the most is in the Addition category, which consists of 13 errors with a percentage of 0.43%. In this error category, the number of students who add an element or elements that should not be needed in their writing. It is often found that the addition of double marking. The last was in the misordering category of error. In this category, it was found that a few students made errors in placing a word. There were only five errors, with a percentage of 0,16%.

Conflict of interest

The author(s) declare(s) that there is no conflict of interest.

Authors' contribution

Author made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

References

- Amelia, B. R., Rachmajanti, S., & Anugerahwati, M. (2021). An Analysis of Grammatical Errors in Writing Recount Texts by the Tenth Graders. *JoLLA: Journal of Language, Literature, and Arts*, 1(1), 15–24. <https://doi.org/10.17977/um064v1i12021p15-24>
- Aqilah, A. I. N., Samudji, & Setiarini, R. (2012). Dulay's Surface Strategy Taxonomy on the Selected Texts of the Bilingual Biology Textbook: A Study of Error Analysis in Translation. *Articles of Students Research Result*, 1(1), 1–3.
- Brown, H. D. (1980). *Principles of Language Learning and Teaching* (5th ed.). Prentice Hall Inc.
- Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two*. Oxford University Press.
- Huda, M. C., & Rahadianto, P. (2021). A Grammatical Error Analysis of the Students' Recount Text at the Eleventh Grade Students. *Lingua-LiterA: Journal of English Language Teaching Learning and Literature*, 4(2), 2620–410. <https://doi.org/10.55933/Ing.v4i2.251>
- Kumala, B. P., Aimah, S., & Ifadah, M. (2018). An Analysis of Grammatical Error on Students' Writing. *English Language and Literature International Conference (ELLiC)*, 2(1), 144–149.
- Lestari, N., Suharjito, B., & Santihastuti, A. (2014). Grammatical Error Analysis of Recount Text Writing Made by the Eighth Year Students of SMP Negeri 1 Jember in the 2014/2015 Academic. *Artikel Ilmiah Mahasiswa*, 1(1), 1–3.
- Miko, A. J. (2018). *Analysis of Students Grammatical Errors in Writing*. Ar-Raniry State Islamic University Darussalam-Banda Aceh.
- Netanel, E. (2017). *An Analysis of Errors in Simple Past Tense in Recount Text Written by Eighth Grade Students of SMP Pangudi Luhur 1 Yogyakarta*. Sanata Dharma University.
- Palmer, C., & Bolderston, A. (2006). A Brief Introduction to Qualitative Research. *Canadian*

- Journal of Medical Radiation Technology*, 37(1), 16–19. [https://doi.org/10.1016/s0820-5930\(09\)60112-2](https://doi.org/10.1016/s0820-5930(09)60112-2)
- Panggabean, S. B. (2016). Five Basic Tenses. *Vision*, 10(10), 2086–4213.
- Polgar, S., & Thomas, S. A. (2000). *Introduction to Research in the Health Sciences*. Churchill Livingstone.
- Purnamasari, D., Hidayat, D. N., & Kurniawati, L. (2021). an Analysis of Students' Writing Skill on English Descriptive Text. *English Education: Jurnal Tadris Bahasa Inggris*, 14(1), 101–114. <https://doi.org/10.24042/ee-jtbi.v14i1.7943>
- Richard, J., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistic*. Pearson Education Limited.
- Rusmiati, R. (2019). Surface Strategy Taxonomy on Foreign Language Writing: a Study on Verb Tense Usage. *Jurnal Serambi Ilmu*, 20(2), 189. <https://doi.org/10.32672/si.v20i2.1453>
- Sinthianuary, R., Regina, & Bunau, E. (2019). The Use of Journal Writing in Teaching Recount Text. *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 9(3), 1–8. <https://doi.org/10.26418/jppk.v9i3.39816>
- Solikha, E. N., & Rozak, D. R. (2020). The Analysis of Grammatical Error in Writing Recount Text Using Surface Taxonomy Strategy. *Voice of English Learners*, 1(1), 1–9.
- Yudari, P. A. Y. (2017). An Analysis of Tenth Grade Students' Grammatical Error in Writing Recount Text. *Jurnal Humanis, Fakultas Ilmu Budaya Unud*, 21(1), 135–138.