

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN USING  
SIMPLE PAST TENSE IN WRITING RECOUNT TEXT BASED ON  
SURFACE STRATEGY TAXONOMY AND LINGUISTIC CATEGORY  
TAXONOMY AT THE FIRST SEMESTER OF TENTH GRADE AT SMAN  
1 SUMBEREJO TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019**

**A Thesis  
Submitted as a Partial Fulfillment of  
The Requirements for S1-Degree**



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2018**

## ABSTRACT

### AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT BASED ON THE SURFACE STRATEGY TAXONOMY AND LINGUISTIC CATEGORY TAXONOMY AT THE FIRST SEMESTER OF TENTH GRADE AT SMAN 1 SUMBEREJO TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019

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In learning the language, everyone often make error and mistake. Errors are related to language teaching, language acquisition, bilingualism, interference that causes language errors. There are two contradictory views of errors. From the teacher's point of view, the error is a disgrace or blemish for language teaching. Errors made by the student indicate that language teaching is unsuccessful or fails. Therefore, errors should be avoided in order for language teaching to succeed. While from the students' point of view, language errors are an integral part of the language learning process. The error can certainly be minimized or even eliminated by organizing a more perfect component of the teaching and learning process of language.

The objectives of the research were to know what types of errors that made by the students in writing recount text based on the surface strategy taxonomy and what the proportions (frequency and percentage) of errors that made by the students in writing recount text based on surface strategy taxonomy. The population of the research was the tenth grade of SMAN 1 SumberejoTanggamus in the academic year of 2018/ 2019. The sampling technique of the research was purposive sampling technique. The research used one class which was lowest based on the result of preliminary research.

Based on the data analysis, the researcher found errors that made by the students in the writing recount text based on the surface strategy taxonomy. The results showed that Misformation errors was 57.3%, Omission errors was 24.3%, Addition errors was 5.6%, and Misordering was 2.8%. It meant that some of students still faced difficulty in the grammar and the words. In addition, there are some errors made by students. They are morphology, syntax.

**Key words:** *Grammatical Errors, Recount Text Writing, Surface Strategy Taxonomy, Linguistic Category Taxonomy*



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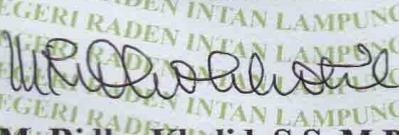
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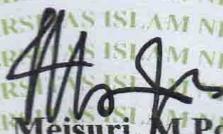
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ADMISSION

A thesis entitled: "AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN USING SIMPLE PAST TENSE IN WRITING RECOUNT TEXT BASED ON SURFACE STRATEGY TAXONOMY AND LINGUISTIC CATEGORY TAXONOMY AT THE FIRST SEMESTER OF TENTH GRADE AT SMAN 1 SUMBEREJO TANGGAMUS IN THE ACADEMIC YEAR OF 2018/2019" By: AULIATUL FITRI, NPM: 1311040194, Study Program: English Education, was tested and defended in the examination session on: Thursday, February 26<sup>th</sup> 2019

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## DECLARATION

I hereby declare that is thesis entitled “An Analysis of Students’ Grammatical Errors in Using Simple Past Tense in Writing Recount Text based on the surface strategy taxonomy and linguistic category taxonomy at the first semester of tenth grade at SMAN 1 Sumberejo Tanggamus in the Academic Year Of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in this thesis.



Bandar Lampung, November 2018

Declared by,

Auliatul Fitri

## MOTTO

QS. Al-‘Alaq : 4

الَّذِي عَلَّمَ بِالْقَلَمِ

“ who teach (human) with a pen”<sup>1</sup>



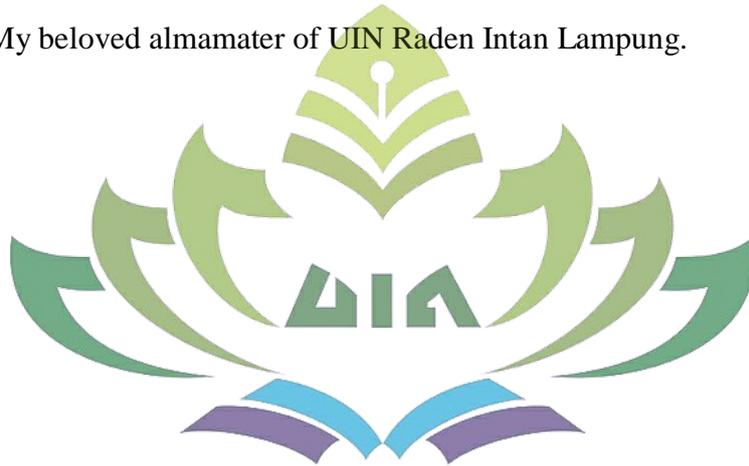
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<sup>1</sup> Depag RI, *The Holy Quran and Translation*, Surabaya : CV Penerbit Fajar Mulya, p. 479.

## DEDICATION

This thesis is dedicated to:

1. My beloved parents of Mr. H. Amir Ahmad Disran and Ms. Hj. Teti Martiyani who always give their endless love keeping and pray for my success.
2. My beloved friends who always support and give me suggestion for my success.
3. My beloved almamater of UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

The writer's name is Auliatul Fitri. She was born on February 18<sup>th</sup>, 1994 in Gisting Tanggamus. She lives on Landsbaw Gisting Tanggamus. She is the last child of Mr. H. Amir Ahmad Disran and Ms. Hj. Teti Martiyani. She has an elder sister Nurhansanah, S. Kep and an elder brother Syahrul Muzacki, SE.

The writer began her study in elementary school of MI Matha'ul Anwar, Gisting, Tanggamus and graduated in 2006. She continued her study to Junior High School of MTs Matha'ul Anwar and graduated in 2009. After that, she continued to Senior High School 1 Sumberejo and graduated in 2012.

After finishing her study, she continued her education at UIN Raden Intan Lampung since 2013 then she decided to take S-1 in English Education program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

## ACKNOWLEDGEMENT

First of all, all praises to Allah, the most merciful, the most beneficent for the blessing and mercy given to the researcher during her study and in completing this final project. Then the best wishes and salutation be upon the great messenger prophet Muhammad peace be upon him.

This thesis is presented to the English study program of UIN Raden Intan Lampung in order to fulfill a part of students' task in partial fulfillment of the requirements to obtain S1-degree.

Then the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
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Finally, none is perfect and neither this is final project. Any correction, comments, and criticisms for the betterment of this final project are always wholeheartedly welcome.

Bandar Lampung, November 2018

The Researcher



Auliatul Fitri

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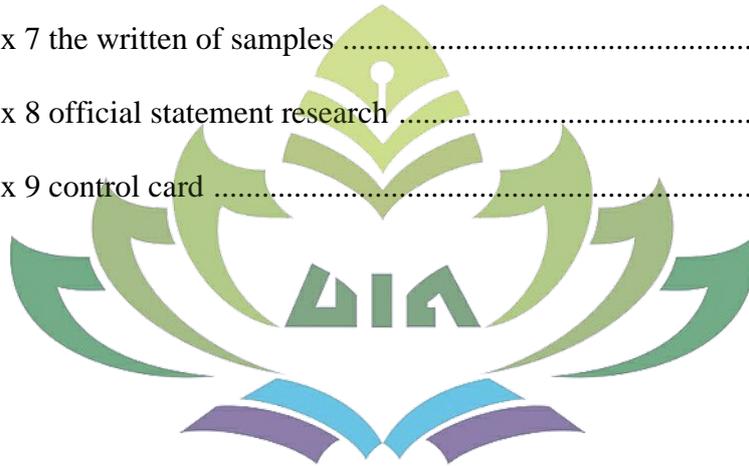
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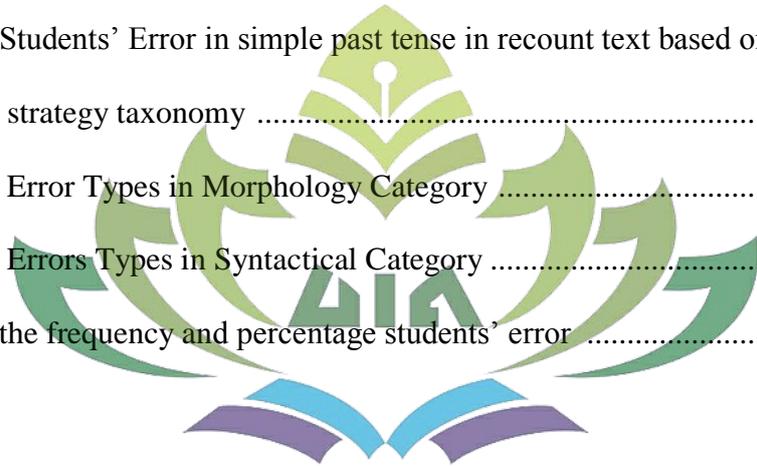
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## CHAPTER I INTRODUCTION

### A. Background of the Study

In English there are four certain major language skills that should be targeted by a language learner. Those are listening, speaking, reading, and writing skills. Listening and reading skills are referred as receptive skills while speaking and writing skills are referred as productive skills.<sup>1</sup> Senior High School students are targeted to reach informational level because in this level people enable to access knowledge and they prepare to continue their study in university.

All these skills basically train people in learning how to communicate and to deliver a message with another. Listening and reading are used to understand our world, whereas speaking and writing are to express our feeling, need, and desires through speaking and writing. Learning how to communicate with other people is not only through listening, speaking and reading but also through other media when the other person is not in front of us, which is done through writing.

Writing is one of the skills in English which demands the students are able to express their feeling and ideas in written form. According to Susanto, writing is a process of expressing ideas or thoughts in words that should be done at our

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Longman, 1989), p.16

leisure.<sup>2</sup> Writing can be very enjoyable as we have the ideas and the means to achieve it. In other words, it can be said that writing is a process to express ideas and by writing people can send their ideas to another.

Unfortunately, students tend to acquire that writing is complicated skill to belearnt, because it requires hard thinking for the writing ideas and produces words, sentences, and paragraphs at the same time. Robert M Gorrel and Charlton Lird agree as they state that: “writing requires bringing many sorts of abilities together at once. It is continuing process, allowing for growth and revision and refining. At the same time it will be handling ideas and thinking of new ones, considering audience and tone, choosing words and building sentences and devising ways of putting them together. It likes someone thrown into the ocean to learn to swim (write while learning to write)”.<sup>3</sup>

The students are often making some errors. They often apply Indonesian grammar in their writing. Whereas in every language already has its own grammar rules. It also could from students’ errors in internalizing their new system in the target language. They have made wrong generalization in their sentences. Errors can occur because the learning process of students, whether from student fatigue, carelessness, or others. Sometimes the teachers gave incorrect information for students, so the students also required the wrong information and it continued until the next level. From some of these aspects, writing becomes a difficult skill and students often make errors.

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<sup>2</sup> Leo Susanto, *Essay Writing* (Yogyakarta: Andi Yogyakarta, 2007), p. 1

<sup>3</sup> Robert M. Gorrel and Charlton Lird, *Modern English Handbook*, (New Jersey: Eaglewood Cliffs N.J, 1962) pp. 8-9

On the other hand, errors are part of learning itself. Corder in Ishida supports the statement by stating, errors are evidence of the learner's strategies of acquiring the language rather than the signs of inhibition or interference from native language habits.<sup>4</sup> Students usually do not realize when they make errors. It can happen because they often apply something without being reviewed first.

Based on the statements above, make error is acceptable. It means that students' errors provide evidence that the teacher must have strategies and do something to avoid students to make errors again. The strategy that can prevent students from making error is error analysis. By using error analysis, the teachers try to identify, describe and explain the errors made by students. It can help the teachers to minimize students' errors in their teaching and learning process. Realizing that error is inevitable in learning process, the teachers should pay attention to their errors. It will help them to avoid making the same error by analyzing the error itself.

In English lesson there is one material that must be mastered by students, that is recount text. 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

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<sup>4</sup> Masachika Ishida, "Error Analysis and its Significance in Second Language Teaching": *A Brief Survey of the Theoretical Aspect of Error Analysis*, 1982, p.3

past.<sup>5</sup> Therefore, it means that recount text is text about the experience or event in the past.

Based on the preliminary research, the subject of the research was at SMA Negeri 1 Sumberejo Tanggamus. The school has applies K-13 (Kurikulum 2013). The researcher gained some data taken by the English teacher in SMA Negeri 1 Sumberejo Tanggamus, Mr. William Martin, S.Pd. He said that his students have difficulty in writing skill. They have low score in writing recount text. They get difficulty in making recount text.<sup>6</sup> To strengthen the statement, the writer presented the data. The writer got the data from the students' recount text writing on their daily task in the preliminary reserach. The data are as follows:

**Table 1**  
**Preliminary Research Data of Recount Text Writing Score of the Tenth Grade of SMA Negeri 1 Sumberejo Tanggamus**

No	Class	Score <70	Score ≥70	Total Students
1	X IPS 1	22	8	30
2	X IPS 2	10	21	31
3	X IPS 3	13	18	31

*Source: English Teacher in SMA Negeri 1 Sumberejo Tanggamus*

From the data above, there are three classes of the tenth grade of SMA Negeri 1 Sumberejo Tanggamus. The writer chose class X IPS 1 because many students got under standars score. Standard score in this school is 70. From the three

<sup>5</sup> Natanael Saragih, Roswita Silalahi, Hilman Pardede, "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 (IOSR-JHSS)*, Vol. 19, No. 1, Ver. XII, February 2014, p. 57.

<sup>6</sup> William Martin, *English Teacher in SMA Negeri 1 Sumberejo Tanggamus*.

classes, students of class X IPS 1 got under standard score at most. We can see that only 8 students got high score and 22 students got the low score. Thus, the writer chooses X IPS 1 which may happen grammatical in that class. The writer was trying to analyze their errors.

There are some previous research studies about error analysis as follows: the first studies conducted by Novia Lestari (2014) *An Error Analysis of Narative Text made by the Ninth Year Students of MTs Darul Amin*. The result is omission 20 errors or 51.8%, addition 1 errors or 2.56%, regularization 9 errors or 23.07%, and misformation 9 errors or 23.07%.<sup>7</sup>

Secondly, Nur Choironi (2017) discusses about *An Analysis of Students' Grammatical Error in Writing Descriptive Text based on Surface Strategy Taxonomy*. The result that is omission of verb that consists of 128 or 16.10%, the second is addition of preposition that consists of 56 or 7.04%, then the third is misformation of verb that consists of 584 errors or 73.46%, and the last is misordering of phrase that consists of 27 or 3.40%. it can be inferred the highest frequency of errors is misformation which consists 584 errors or 73.46% and the lowest is misordering which consists 27 or 3.40%.<sup>8</sup>

Based on the previous studies, the first previous research analyzed the error of narrative text and the second previous research analyzed the grammatical error of

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<sup>7</sup> Novia Lestari, *An Error Analysis of Narative Text made by the Ninth Year Students of MTs Darul Amin*, S1 Thesis. Palangkaraya: the State Islamic College of Palangkaraya, 2014. [Online] Available on: [digilib.iain-palangkaraya.ac.id](http://digilib.iain-palangkaraya.ac.id). accessed on: July 22<sup>th</sup> 2018 at 09.35 PM

<sup>8</sup> Nur Choironi, *An Analysis of Studentds' Grammatical Errors in Writing Descriptive Text based on Surface Strategy Taxonomy*, S1 Thesis. Lampung: Universitas Lampung, 2017. [Online] Available on: [digilib.unila.ac.id](http://digilib.unila.ac.id). accessed on: July 22<sup>th</sup> 2018 at 10.36 PM.

descriptive text. Meanwhile the writer analyzed the grammatical errors in writing recount text in this thesis.

Referring to the statements above, the writer interest to conducting this research in entitled “ An Analysis of Grammatical Errors in Writing Recount Text at the Second Semester of Tenth Grade at SMAN 1 Sumberejo Tanggamus in the Academic Year of 2018/2019”. The writer analyzed the students’ errors based on surface strategy taxonomy and linguistic category taxonomy to classify the types of errors. It helps the teachers to identify the students’ strenghtness and weakness and provide feedback to them.

### **B. Identification of the problem**

Based on the background above, the writer identifies the problem as follows:

1. The students have low score in their recount text.
2. The students still have difficulty to make a sentence in the past tense.

### **C. Limitation of the problem**

In order to avoid misunderstanding in interpreting the problem, this study limited and focused on the analysis of grammatical errors of students in writing recount text. Grammatical errors are based to surface strategy taxonomy and linguistic category.

#### **D. Formulation of the problem**

Based on the statement above, the writer would like to formulate the problem as follows:

1. What are types of errors made by the students in writing recount text based on surface strategy taxonomy?
2. What are the proportions (frequency and percentage) of errors made by the students in writing recount text based on surface strategy taxonomy?

#### **E. Objective of the research**

The objectives of the research are:

1. To find out the most common errors made by students in writing recount text.
2. To find out proportions (frequency and percentage) of errors committed by students.

#### **F. Use of the research**

It is hoped that the result of the research can be used as:

1. Information for English teachers, it can help them in teaching and learning activities and it is also gives solution for them how to analyze students' errors in writing in order to give good feedback for the students.
2. For the students, it is important for them to be more careful in writing because writing is not only put the ideas on paper but also have to pay attention more in grammatically, so that the students are able to write well.

3. For the writer, it can be something to be searched and to find the solution, strategy or method for the students in order to decrease the errors.
4. And the last for school, it gives more information about the students' background in their school why they did the errors then it can follow up this problem.

### **G. Scopes of the research**

1. Subject of the Research

The subject of the research was the students of tenth grade at SMAN 1 Sumberejo Tanggamus.

2. Object of the Research

Object of the research was grammatical errors did by the students in writing recount text.

3. Place of the Research

The research was conducted in SMAN 1 Sumberejo Tanggamus.

4. Time of the Research

The time of the research was conducted in 2018/2019 academic year.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Error and Mistake

According to Corder 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>1</sup> Moreover, Dulay, Burt and Krashen define errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance.<sup>2</sup>

In addition, Brown states that in order to analyze students' errors in a proper perspective, it is crucial to make a distinction between mistakes and errors. An error is a deviation from the adult grammar of a native speaker which reflects the learner's language competence, while mistake refers to a performance error that is either a random guess or a "slip", in that it is failure to utilize a known system correctly.<sup>3</sup> According to James, error as being an instance of language that is unintentionally deviant and is not self-correctible by its author. A mistake is either intentionally or unintentionally deviant and self-correctible.<sup>4</sup> From the definition above, error and mistake are two different phenomena. Errors occur when the

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

<sup>2</sup> S. P. Corder, *Error analysis and Interlanguage*. (Walton Street, Oxford: Oxford University Press, 1981), p. 1

<sup>3</sup> H. Douglas Brown, *Principles of Language Learning and Teaching: fifth edition*, New York: Pearson Education, 2007, p. 226.

<sup>4</sup> Carl James, *Errors in Language Learning and Use*, England: Longman, 1998, p. 78.

students cannot identify what is correct and incorrect. Mistake is the wrong use of language, but the students knows the correct form of its rules. Mistake can be corrected by them himself, while error cannot be self corrected because the students may not be aware that they makes the error and needs help from others to correct the error.

From the explanation above, it can be distinguished between mistakes and errors. Mistake can happen when writing or speaking because of the lack of attention, fatigue, carelessness, or some other aspect performance. Mistake can be self-corrected, whereas an error happen when the students unsuccessful in determining a new language or second language. The students have the lack of knowledge of it because they do not realize what they did is an error unless other people explain about it, and it cannot be self-corrected. So, in this research error and mistake are differentiated.

## **B. Concept of Error Analysis**

Yang states that error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.<sup>5</sup>It is inevitable when students make an error in process of language learning. Fundamentally, learning is a process that involves the making of mistakes, errors, misjudgment, etc. So that is why students make errors in the process of acquiring a new language because students find many different language characteristics in their own mother tongue.

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<sup>5</sup> Wenfen Yang, *A Tentative Analysis of Errors in Language Learning and Use*, vol. 1, no. 3, may 2010, p. 266.

However, it is important for the teacher to recognize the errors. Thus, students will not repeat or minimize in making an error.

Moreover Dulay states that error analysis is a process or steps in the analysis of the flawed side of learner writing that deviate from some selected norm of mature language performance.<sup>6</sup> It means that error analysis is the process of analyzing and investigating students deviations of the language process in the second language.

Corder states that there are two functions of error analysis. The first is a theoretical one and the second a practical one. The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. In order to find out the nature of these psychological processes, and the practical aspect of error analysis is its function in guiding the remedial action we must take to correct an unsatisfactory state of affairs for learner or teacher.<sup>7</sup> It means, there are two functions in error analysis. the first, theoretical aspects that investigate the process of language learning, and the second, the practical aspect that is function guiding in remedial action.

The result of error analysis give some benefits to the teachers as well as to the students. Firstly, errors tell the teacher how far their students have progressed to reach the goal. Secondly, errors provide evidences how language learnt by students and what strategies to master the language.

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<sup>6</sup> Heidi Dulay, et.al, *Language Two*, New York: Oxford University Press, 1982, p. 132.

<sup>7</sup> S. P. Corder, *Error Analysis and Interlanguage*, Walton Street: Oxford University Press, 1981, p. 45.

From the statements above, error analysis is the technique to identify, describe and analyze errors systematically made by the students. Therefore, classification of errors needs to be done to guide avoid those errors and to guide the teachers to help the students correcting their errors.

### C. The Sources of Errors

It's necessary to know the source of error in order to identify the troubles that faced by students in language learning process. Taylor in Ellis points out the source of error into four categories:

1. Psycholinguistic sources concern the nature of the second language knowledge system and the difficulties learners has using in it production.
2. Sociolinguistics sources such matters as the learners' ability to adjust their language in accordance with the social context.
3. Epistemic sources concern the learners' lack of world knowledge.
4. Discourse sources involve problems in the organization of information into a coherent 'text'.<sup>8</sup>

Different from Ellis, Brown categories the source of error into interlingual transfer, intralingual transfer, context of learning and communication strategies.

1. Interlingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.

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<sup>8</sup>Rod Ellis and Gary Barkhuzein, *Analysing Learner Language*, Oxford: Oxford University Press, 2008, p. 53.

2. Intralingual transfer is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
3. Context of learning is the context refers, for example, to the classroom with its teacher and its materials in the case of school learning of the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation of the textbook which lead them to make errors.
4. Communication strategies is related to the learning style. The learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of error.<sup>9</sup>

James' idea parallels with Brown in talking about the sources of error as follows:

1. *Mother-tongue Influence: Interlingual Errors.* The error caused by the mother tongue interference. The learners are influenced by the persistence of the their native language in using the target language.
2. *Target Language Causes: Intralingual Errors.* The learners in ignorance of a target language form on any level and of any class can do either of two things:

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<sup>9</sup> H. Douglas Brown, *Op.Cit.*, p. 263-266.

- a) The learner can set about learning the needed item, engaging the learning strategies.
  - b) The learner can try to fill the gap by resorting to communication strategies.
3. *Communication Strategy-Based Errors*. The error includes holistic strategies and analytic strategies.
- a) *Holistic strategies*, the term ‘holistic’ refers to the learners’ assumption. The most general term for this approximation.
  - b) *Analytic strategies*, express the concept indirectly, by allusion rather than the direct reference: this is circumlocution.
4. *Induced Error* refers to the learner errors that result more from the classroom situation than from either the students’ incomplete competence in English grammar (intralingual error) or first language interference (interlingual error). They are the result of being misled by the ways in which the teachers give definitions, examples, explanations, and arrange practice opportunities. Errors are caused by material-induced error, teacher-talk induced error, exercised-based induced error, errors induced by pedagogical priorities, and look-up errors.<sup>10</sup>

It can be concluded that Taylor classifies the source of error based on the learners’ linguistic development stage. While Brown and James classify the source of error into four main categories, namely: interlingual transfer,

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<sup>10</sup> Carl James, *Op. Cit.*, p. 179-200.

intralingual transfer, context of learning and communication strategies or in James called induced error.

#### **D. The Types of Error**

Every human must have made an error in the language they say. Although they are very mastered the language but certainly not escape from the error. In error analysis, there are types that describe the errors. Some experts give their idea about kinds of error. They classify it into several types. Corder in Ellis distinguishes three types of error according to their systematically:

1. Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. They are random.
2. Systematic errors occur when the learner has discovered a rule but it is the wrong one.
3. Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently (i.e. makes a mistake).<sup>11</sup>

According to Dulay, there are four most useful and commonly used bases for descriptive classification of errors :

##### 1. Linguistic Category Taxonomy

These linguistic categories taxonomies classify errors according to either or both the language component and the particular linguistic constituent that the error affects. Language components include the phonology

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<sup>11</sup> Rod Ellis and Gary Barkhuizen, *Op.Cit.*, p. 51.

(pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).<sup>12</sup>

So in this category, errors are classified by language components that include phonology, syntax and morphology, semantics and lexicon and discourse. If we want to analyze the errors, we have to determine its category.

In this study language components are limited to morphology and syntax, which follow Politzer and Romirez' model as a guideline in Dulay, Burt and Krashen. Politzer and Romirez, who studied 120 Mexican-American children learning English in the United States, classified the errors into the following types:<sup>13</sup>

Linguistic Category and Error Type		Example of Learner Error
A	<p><b>MORPHOLOGY</b></p> <p>1. Indefinite article incorrect</p> <ul style="list-style-type: none"> <li>• a used for <i>an</i> before vowels</li> <li>• <i>an</i> used for a</li> </ul> <p>2. Possessive case incorrect</p> <ul style="list-style-type: none"> <li>• Omission of <i>'s</i></li> </ul> <p>3. Third person singular incorrect</p> <ul style="list-style-type: none"> <li>• Failure to attach <i>-s</i></li> <li>• Wrong attachment of <i>-s</i></li> </ul> <p>4. Simple past tense incorrect</p> <p>a. Regular past tense</p> <ul style="list-style-type: none"> <li>• Omission of <i>-ed</i></li> </ul>	<ul style="list-style-type: none"> <li>• A ant</li> <li>• An little ant</li> <li>• The man <i>feet</i></li> <li>• The bird <i>help</i> man</li> <li>• The apple fall <i>downs</i></li> <li>• The bird he <i>save</i> him</li> </ul>

<sup>12</sup>Heidi Dulay, et.al., *Op.Cit*, p. 146.

<sup>13</sup> *Ibid.*, p.148-150.

	<ul style="list-style-type: none"> <li>• Adding <i>-ed</i> to past already Formed</li> </ul> <p>b. Irregular past tense</p> <ul style="list-style-type: none"> <li>• Regularization by adding <i>-ed</i></li> <li>• Substitution of simple non-past</li> <li>• Substitution of past participle</li> </ul> <p>5. Past participle incorrect</p> <ul style="list-style-type: none"> <li>• Omission of <i>-ed</i></li> </ul> <p>6. Comparative adjective/adverb incorrect</p> <ul style="list-style-type: none"> <li>• Use of <i>more+er</i></li> </ul> <p>B SYNTAX</p> <p>1. Noun phrase</p> <p>a. Determiners</p> <ul style="list-style-type: none"> <li>• Omission of the article</li> <li>• Substitution of definite article for possessive pronoun</li> <li>• Use of possessive with the article</li> <li>• Use of wrong possessive</li> </ul> <p>b. Nominalization</p> <ul style="list-style-type: none"> <li>• Simple verb used instead – <i>ing</i></li> <li>• Preposition <i>by</i> omitted</li> </ul> <p>c. Number</p> <ul style="list-style-type: none"> <li>• Substitution of singular for plurals</li> <li>• Substitution of plurals for singular</li> </ul> <p>d. Use of pronouns</p> <ul style="list-style-type: none"> <li>• Omission of the subject</li> </ul>	<ul style="list-style-type: none"> <li>• He <i>calleded</i></li> <li>• He <i>putted</i> the cookie there</li> <li>• He <i>fall</i> in the water</li> <li>• I <i>been</i> near to him</li> <li>• He was <i>call</i></li> <li>• He got up <i>more higher</i></li> <li>• He <i>no go</i> in hole</li> <li>• He fall down on <i>the head</i></li> <li>• He put in the <i>his room</i></li> <li>• The little boy hurt <i>its leg</i></li> <li>• By to <i>cook</i> it</li> <li>• The dove helped <i>him</i> putting leaf on the water</li> <li>• He got some <i>leaf</i></li> <li>• He <i>stab</i> him in the feet</li> <li>• <i>(he)</i> pinch the man</li> </ul>
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	<p>pronoun</p> <ul style="list-style-type: none"> <li>• Omission of the <i>dummy</i> pronoun <i>it</i></li> <li>• Omission of object pronouns</li> <li>• Subject pronoun used as a redundant element</li> <li>• Alternating use of pronouns by number as well as gender</li> <li>• Use of <i>me</i> as a subject</li> </ul> <p>e. Use of preposition</p> <ul style="list-style-type: none"> <li>• Omission of preposition</li> <li>• Misuse of preposition</li> </ul> <p>2. Verb phrase</p> <p>a. Omission of verb</p> <ul style="list-style-type: none"> <li>• Omission of main verb</li> <li>• Omission of <i>to be</i></li> </ul> <p>b. Use of progressive tense</p> <ul style="list-style-type: none"> <li>• Omission of <i>be</i></li> <li>• Replacement of <i>-ing</i> by the simple verb form</li> <li>• Substitution of the progressive for the simple past</li> </ul> <p>c. Agreement of subject and verb</p> <ul style="list-style-type: none"> <li>• Disagreement of subject and verb person</li> <li>• Disagreement of subject and number</li> <li>• Disagreement of subject and Tenses</li> </ul> <p>3. Verb-and-verb construction</p> <ul style="list-style-type: none"> <li>• Embedding of a noun-and-verb construction in another noun-andverb construction</li> <li>• Omission of <i>to</i> in identical subject construction</li> <li>• Omission of <i>to</i> in the verb-and-</li> </ul>	<ul style="list-style-type: none"> <li>• (<i>it</i>) is nice to help people</li> <li>• I don't know (<i>it</i>) in English</li> <li>• <i>My brother he</i> go to Mexico</li> <li>• So he can eat <i>it</i> (referring to apples)</li> <li>• <i>Me</i> forget it</li> <li>• He came (<i>to</i>) the water</li> <li>• He fell down from (for <i>on, into?</i>) the water</li> <li>• He (<i>fell?</i>) in the water</li> <li>• He (<i>is</i>) in the water</li> <li>• He (<i>is</i>) going</li> <li>• The bird was <i>shake</i> his head</li> <li>• Then the man <i>shooting</i> (<i>shoot?</i>) with a gun</li> <li>• You be <i>friends</i></li> <li>• <i>The apples was</i> coming down</li> <li>• I didn't know what <i>it is</i></li> <li>• I <i>go to</i> play (I go and I play)</li> <li>• I <i>go</i> play</li> <li>• I see a bird got the leaf</li> </ul>
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	<p>verb construction</p> <ul style="list-style-type: none"> <li>• Attachment of the past marker to the dependent verb</li> </ul> <p>4. Word order</p> <ul style="list-style-type: none"> <li>• Repetition of the object</li> <li>• Adjectival modifiers placed after noun</li> </ul> <p>5. Some transformation</p> <p>a. Negative transformation</p> <ul style="list-style-type: none"> <li>• Formation of <i>no</i> or <i>not</i> without the auxiliary <i>do</i></li> <li>• Multiple negation</li> </ul> <p>b. Question transformation</p> <ul style="list-style-type: none"> <li>• Omission of auxiliary</li> </ul> <p>c. <i>There</i> transformation</p> <ul style="list-style-type: none"> <li>• Use of <i>is</i> instead of <i>are</i></li> <li>• Omission of <i>there</i></li> <li>• Use of <i>it was</i> instead of <i>there was</i></li> </ul> <p>d. Subordinate clause transformation</p> <ul style="list-style-type: none"> <li>• Use <i>for</i> for <i>so that</i></li> <li>• Use of indicative for conditional</li> </ul>	<ul style="list-style-type: none"> <li>• He was going to <i>fell</i></li> <li>• <i>The bird</i> (object) he was gonna shoot it</li> <li>• He put it inside his <i>house a little round</i></li> <li>• He <i>not</i> play anymore</li> <li>• They <i>won't</i> have <i>no</i> fun</li> <li>• How (<i>is</i>) the story helps?</li> <li>• There <i>is</i> these hole</li> <li>• (<i>there</i>) Is one bird</li> <li>• <i>It was</i> round things</li> <li>• <i>For</i> the ant could get out</li> <li>• <i>So</i> he don't kill the bird</li> </ul>
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The Politzer and Ramirez taxonomy for morphology and syntax summarized in the table above is fairly traditional descriptive taxonomy. Dulay, Burt, Krashen give as examples two error analyses that used this taxonomies for primary classification of the collected data. The first one was carried out by Burt and Kiparsky (1972) and the other by Politzer and Ramirez (1973). Both of them classified errors made by students of

English as second language, just the background of the analyses were different.

## 2. Surface Strategy Taxonomy

A surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones, that may misform items or misorder them. Analyzing errors from a surface strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learners' reconstruction of the new language.<sup>14</sup> In this category includes some types, such as omission, addition (double markings, regularization, and simple addition), misformation (regularization errors, archi-forms, and altering forms), and misordering.

### a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs.<sup>15</sup> Language learners omit grammatical morphemes much more frequently than content words. For example:

Mary is the president of the new company.

✓ *Mary, president, new, company.* (Content Morpheme)

✓ *Is, the, of, the.* (Grammatical Morpheme)

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<sup>14</sup>*Ibid*, p. 150.

<sup>15</sup>*Ibid*, p. 154.

From the sentence “Marry the president of the new company.” Then Omission of Grammatical Morpheme ‘*is*’ and if the sentence “Marry is the president of the new.” So Omission of Content Morpheme ‘*Company*’.

b. Addition

Addition errors are the presence of an item which must not appear in a well-formed utterance.<sup>16</sup> There are three types of addition errors, namely: double marking, regularization, and simple addition.

1) Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others.<sup>17</sup> Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in:<sup>18</sup>

Example:

(Incorrect) We didn’*twent* there.

(Correct) We didn’t *go* there.

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<sup>16</sup>*Ibid*, p. 156.

<sup>17</sup>*Ibid*.

<sup>18</sup>*Ibid*.

## 2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.<sup>19</sup> Typically applies to a class of linguistic items such as the class of main verbs or the class of nouns. The noun *sheep* is also *sheep* in the plural, not *sheeps*.

Example:

(Incorrect) the *sheeps* usually eat the grass.

(Correct) the *sheep* usually eat the grass.

## 3) Simple Addition

If an addition error is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors— the use of an item which should not appear in a wellformed utterance.<sup>20</sup>

Example:

(Incorrect) He can *sings* well.

(Correct) He can *sing* well.

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<sup>19</sup>*Ibid.*, p. 157.

<sup>20</sup>*Ibid.*, p. 158.

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect.<sup>21</sup>

For example:

The dog *eated* the chicken. (incorrect)

The dog *ate* the chicken (correct)

From the sentences above, the word 'eated' in the first sentence should be change into 'ate'. Because the past of 'eat' is 'ate'.

There are three types of misformation errors, they are regularization errors, archi-forms, and alternating forms. The explanation is elaboratedas follows:

1. Regularization Errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in runned for ran or geoses for geese.<sup>22</sup>

Example:

Ana has two *goose*. (incorrect)

Ana has two *geese*. (correct)

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<sup>21</sup>*Ibid.*

<sup>22</sup>*Ibid.*

## 2. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition.<sup>23</sup>

For example:

This book is mine; This **books** is mine. (incorrect)

This book is mine. (correct)

## 3. Alternating Forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other.<sup>24</sup>

For example:

This **books**; These **book** (incorrect)

This book; These books (correct)

## d. Misordering

misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>25</sup> In this case, the learners makes sentence incorrect order.

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<sup>23</sup>*Ibid.*, p. 160.

<sup>24</sup>*Ibid.*, p. 161.

<sup>25</sup>*Ibid.*, p. 162.

For example:

(Incorrect) *You don't have* breakfast every morning?

(Correct) *Don't you have* breakfast every morning?

### 3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of second language errors and certain other types of constructions.<sup>26</sup> These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. For example, if we use a comparative taxonomy to classify the errors of Indonesian students studying English, then we can compare the structure of student error that obtains English as the first language.

### 4. Communicative Effect Taxonomy

The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually do not hinder communication.<sup>27</sup>

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<sup>26</sup>*Ibid.*, p. 163.

<sup>27</sup>*Ibid.*, p.189.

It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learner's speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

There are several types of errors according to some experts. The writer decides to use the types of error based on surface strategy taxonomy and linguistic category taxonomy of errors to measure the error of students' writing in grammatical aspect.

#### **E. Procedure of Error Analysis**

It needs some steps or stages of procedure in conducting Error Analysis. According to Ellis and Barkhuizen the procedure of Error Analysis includes the following steps:

1. Collecting a sample of learner language.

Collecting a sample of learner language provides the data for the Error Analysis. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

## 2. Identification of Errors.

The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic procedure is as follows:

- a. Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.
- b. Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be wellformed.

Those utterances/sentences remaining contain errors.

- c. Identify which parts of each learner utterance/sentence differs from the reconstructed version.

## 3. Description of Errors.

The description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance.

Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts.

## 4. Explanation of Errors.

Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA (second language acquisition) research this is the most important stage in an Error Analysis.

#### 5. Error Evaluation.

It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.<sup>28</sup>

Based on the explanation above, it can conclude that actually in the procedure of error analysis has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the writer describes the error based on the error classifications and the she/he explains the sources the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation.

#### F. Concept of Grammar

Studying English at this time has become an obligation for us so that in any condition we are required to master the language. Therefore, we must first know what is meant by grammar. According to Thornbury, grammar is partly the study of what forms (or structures) are possible in a language. Grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.<sup>29</sup>

Meanwhile, Graham stated that grammar is viewed as a resource for creating meaning in spoken and written discourse. This is very different from the view of grammar as a set of rules, rules that are to be applied even when they seem

<sup>28</sup> Rod Ellis and Gary Barkhuizen, *Op. Cit.*, pp. 56-67.

<sup>29</sup> Scott Thornbury, *How to Teach Grammar*, Longman, p.1.

arbitrary.<sup>30</sup> It means, people can construct and arrange sentence well and it is make the students be able to understand and develop in produce production skills improved such as writing and speaking.

Based on the theories above according to the experts, it can be concluded that grammar is a structured rule pattern used in forming a sentence in any language. That is why, by mastering the English the students can speak or communicate with other people properly and can determine how to compose the sentences.

### **G. Concept of Simple Past Tense**

Azar gives explanation that, the simple past tense indicates that an activity or situation began and ended at a particular time in the past.<sup>31</sup> According to her, the time indications are yesterday, last night, two day ago, in 1999, etc.

In addition Parrot stated the simple past is one of the tenses which use to refer to completed events, states, action, consider that the event, state or action took place within a finished period of time.<sup>32</sup>

Finally, it can be concluded that simple past tense tells about expressions of past time when an action was completed without indicating any connecting with the present.

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<sup>30</sup> Graham Lock, *Functional English Grammar; An Introduction for Second Language Teachers*, New York: Cambridge University Press, 1996, pp. Xi-1.

<sup>31</sup> Betty Schramper Azar, *Understanding and Using English Grammar, Third Edition*, New York: Longman, 2000, p. 14.

<sup>32</sup> Martin Parrot, *Grammar for English Language Teachers, Second Edition*, Cambridge: Cambridge University Press, 2010, p. 219.

### **The pattern of simple past tense:**

The simple past tense uses the form of past tense verb (usually added by – ed in regular verb).

#### **Affirmative (+): Subject + verb II + object**

Example: I walked to school yesterday.

I bought a new car three days ago.

#### **Negative (-): Subject + did not + Verb I + Object**

Example: I did not walk to school yesterday.

I did not buy a new car three days ago.

#### **Interrogative (?): Did + subject + verb I**

Example: did I walk to school yesterday?

did I buy a new car three days ago?

### **The simple past tense also uses be; was and were.**

#### **Affirmative (+): subject + was/were + complement**

Example: Sinta was sick yesterday

They were absent a week ago

#### **Negative (-): subject + was/were + not + complement**

Example: Sinta was not sick yesterday

They were not absent a week ago

### **Interrogative (?): was/were + subject + complement**

Example: was Sinta sick yesterday?

Were they absent a week ago?

## **H. Concept of Writing**

Flynn and Stainthorp states that writing is an example of human information processing in action. It is a highly complex task that requires the orchestration of a number of different activities simultaneously and thereby places great demands on the cognitive system.<sup>33</sup> It means that writing is an example of action process of human information. It is very complicated job which need a set of activities at the same time and thus requires vast demands on system of cognitive.

Writing is one of the most significant cultural accomplishments of human being. It allows us to record and convey information and stories beyond the immediate moment.<sup>34</sup> It means that writing allows us to communicate at a distance, either at a distant place or at distant time.

From definitions above, writing is more than a medium communication. It is a way of remembering and a way of thinking. Because of that, writing is not easy. It needs a hard work. In writing we have to produce words, phrase, sentences, and paragraph at the same time. It is a way of learning. None of us can write much of

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<sup>33</sup> Naomi Flynn and Rhona Stainthorp, *The Learning and Teaching of Reading and Writing*, Chichester: Whurr Publishers Limited, 2006, p. 54.

<sup>34</sup> Henry Rogers, *Writing Systems: A Linguistic Approach*, Oxford: Blackwell Publishing, 2005, p. 1.

interest without first thinking, probing, observing, asking question, experimenting, and reading.

### **I. Types of Writing Text**

The students of senior high school need to learn five kinds of writing texts. According to Anderson, they are: Narrative, Recount, Procedure and Report Text.<sup>35</sup>

#### 1. Narrative Text

Narrative text is text type that tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener.

#### 2. Recount Text

Recount text is a piece of text that retells past events, usually in the order in which they happened. The purpose is to give the audience a description of what occurred and when it occurred.

#### 3. Procedure Text

Procedure text is a piece of text that gives instruction for doing something. The purpose is to explain how something can be done.

#### 4. Report Text

An information report text is a piece of text that presents information about a subject. The text usually contains facts about the subject, a description and information on its parts, behavior and qualities. Its purpose is to classify, describe or to present information about a subject.

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<sup>35</sup>Mark Anderson and Kathy Anderson, *Text Types in English 2*, South Yarra: MacMillan education Australia PTY LTD, 2003, pp. 3—5.

From some types of text above, the writer focused on recount text for use in this research.

## **J. Concept of Recount Text**

### **1. Definition of Recount Text**

There are some kinds of text that Students of Senior High School need to learn, one of them is Recount Text. The writer believes that recount text is the text which is so close to the students' life. The students do not need to think hard to find the ideas in creating the story, because they went through with the events, so they can write the story smoothly. Anderson states that, a recount is a text that retells past events, usually in the order in which they occurred.<sup>36</sup> It means that, recount text is a text that tells about the past that has happened.

Furthermore according to Knapp in Saragih's et.al journal, recount text basically it is written out to make a report about an experience of a series of related events. 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>37</sup> It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

In conclusion of some of the above definitions, recount text is a type of text that tells about the past based on the time and place and has a purpose to provide

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<sup>36</sup> *Ibid*, p. 5.

<sup>37</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", IOSR Journal Of Humanities And Social Science (IOSR-JHSS), Vol. 19 No. 1, Ver. XII (Feb. 2014), p. 57.

information to the readers. Recount text also has similarities with narrative text that distinguishes it only the schematic structure of the body paragraph.

## 2. Structure of Recount Text

- a. Orientation : introducing the participants, place and time.
- b. Events : describing series of event that happened in the past.
- c. Reorientation : it is optional. Stating personal comment of the writer to the reader.<sup>38</sup>

## 3. Language Features of Recount Text

- a. Use of nouns and pronouns to identify people, animals or things involved.
- b. Use of past action verbs to refer the events.
- c. Use of past tense to located events in relation to speaker's or researcher's time.
- d. Use conjunctions and time connectives to squence the event.
- e. Use of adverb and adverbial phrases to indicate place and time.
- f. Use of adjectives to describe nouns.<sup>39</sup>

### Example of recount text

Title	Visiting Bali
Orientation	There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days

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<sup>38</sup> M. Arifian Rosyadi, "Learning Material Junior Highschool Grade VII", Teaching Material Development, p. 1.

<sup>39</sup> Natanael Saragih, *et.al., Op.Cit.*

swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

#### Events

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

#### Reorientation

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfing every day. He was quiet satisfied.<sup>40</sup>

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<sup>40</sup> M. Arifian Rosyadi, "Learning Material Junior Highschool Grade VII", Teaching Material Development, p. 1.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research is qualitative research. Setiyadi states that qualitative research produces descriptive data in the form of written words or oral from the subject and its behaviour that can be observed, therefore the goal is understanding and its background completely.<sup>1</sup> It is used to describe and analyze the errors made by the students in making recount text. The purpose of descriptive research is to describe the situation or status of phenomena.<sup>2</sup> So, it is also has the purpose of the research that doing by human. Therefore, in this research, the writer gathered the data from students' English task books in writing recount text then the writer analyzed, classified, and described based on surface strategy taxonomy and linguistic category.

#### B. Research Subject

The subject in this research was the tenth grade students at SMA Negeri 1 Sumberejo Tanggamus. The writer took a class to conduct the research using purposive sampling technique. There are three classes of the tenth grade of SMA Negeri 1 Sumberejo Tanggamus. For more detail, see the table as follows:

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<sup>1</sup> Ag Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, Yogyakarta: Graha Ilmu, 2006, p. 209.

<sup>2</sup>Suharsimi Arikunto, *Procedure Penelitian: Suatu Pendekatan Prakter (second edition)*, Jakarta: Bhineka Cipta, 1993, p. 209.

**Table 2**  
**Number of the Students at the Tenth Grade of SMA Negeri 1 Sumberejo**  
**Tanggamus in 2017/2018**

No	Class	Number of Students
1	X IPS 1	30
2	X IPS 2	31
3	X IPS 3	31
Total		92

*Source: The English Teacher of SMA Negeri 1 Sumberejo Tanggamus in 2017/2018*

Based on the data above, there are three classes at the tenth grade of SMA Negeri 1 Sumberejo Tanggamus, such as X IPS 1, X IPS 2, and X IPS 3. Each class consists to 31 students in X IPS 2 and X IPS 3, meanwhile there are 30 students in X IPS 1. Thus, total of students are 92 students at the tenth grade of SMA Negeri 1 Sumberejo Tanggamus.

In this research, the writer chose class X IPS 1. See the table as follow:

**Table 3**  
**The Students' Recount Text Writing Score of the Tenth Grade of SMA**  
**Negeri 1 Sumberejo Tanggamus**

No	Class	Score <70	Score ≥70	Total Students
1	X IPS 1	22	8	30
2	X IPS 2	10	21	31
3	X IPS 3	13	18	31

*Source: English Teacher in SMA Negeri 1 Sumberejo Tanggamus*

From the table above, 21 students of class X IPS 2 got standard score and 10 students got under standard score. 18 students of class X IPS 3 got high score and 13 students got low score. Standard score in SMA Negeri 1 Sumberejo Tanggamus is 70. Then, many students of class X IPS 1 got low score. There were 22 students got under standard score and only 8 students got standard score. The

students of class X IPS 1 have low score at most and they may do errors. thus, the writer chose class X IPS 1 as the research subject to be analyzed.

### C. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data. In qualitative research, there are four kinds to collect the data, such as observation, interview, documentation and triangulation/ composite.<sup>3</sup> In order to get the data, the writer used documentation. “Document is the transcript of phenomenon to bygone. Document can be writing shaped, picture, or monumental works from someone.”<sup>4</sup> The writer used document analysis as a technique in collecting the data. It was students’ English task books.

### D. Research Instrument

In qualitative research, the researcher is as human instrument which determines the research focus, chooses the informant as source of data, does the collecting of data, analyzes the data, makes the conclusion of his or her finding.<sup>5</sup>

In this research, the writer took one assignment in students’ English task books. It was the first assignment of writing recount text. The writer analyzed students’ recount text writing based surface strategy taxonomy and linguistic category.

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<sup>3</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, Bandung: Alfabeta, 2015, p. 224

<sup>4</sup> *Ibid.*, p. 240

<sup>5</sup> *Op.Cit.*, p. 13

### E. Technique of Data Analysis

The writer used qualitative research in her study which the method was conveyed in descriptive analysis way to describe and to interpret the result of qualitative data. Bodgan in Sugiyono states, “Data analysis is the process of sistematically searching and arranging the interview transcript, fieldnotes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.<sup>6</sup> In analyzing the students’ error in writing recount text, the writer used some techniques as follow:

1. Collecting the data from the students’ work.
2. Identifying and classifying the data of students’ error by marking the items based on surface strategy taxonomy and linguistic category.
3. Counting the number of each error and total number of errors make by the students.
4. Calculating the percentage of each type by using the formula:

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

P= Percentage

F= Frequency of error’s occurence

N= Number of total errors

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<sup>6</sup>*Ibid*, p. 244.

## F. Procedure of Research

Conducting research needs a process or some steps. The writer did some procedures to conduct her research as a process. The procedures were elaborated below:

1. Formulating the research problems and determining the focus of the research. The focus is on the students' errors in writing recount text based on the surface strategy taxonomy and linguistic category.
2. Determining the way to gain the data  
It took based on the document analysis.
3. Determining the research subject  
The subject of this research is the students of the first semester of the tenth grade of SMA Negeri 1 Sumberejo Tanggamus.
4. Taking the document  
The writer took the document based on the students' English task books. It is the first assignment of students' recount text writing.
5. Identifying and classifying the data  
The writer identified and classified the students' error in writing recount text based on surface strategy taxonomy and linguistic category. Then, the writer described the proportions (frequency and percentage) of errors are made by the students.
6. Making report findings  
After gaining the data, the writer made the report of the writer's findings.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of The Research**

Documentation was the main instrument of this research. The data is collected directly from students' work in writing recount text. When collecting the data, the writer had chosen twenty six students of SMAN 1 Sumberejo, Tanggamus in the academic year of 2018/ 2019.

The numbers of students in class were 30 but the researcher only got 26 papers of students' writing in recount text by the English teacher. It is caused because there are some students did not come in this subject. So, the writer just got the 26 data of the students' recount text writing. After the writer got the documents of the students, the writer identified the error. In this research, the writer analyzed 26 students' writing in recount text. The error that the writer identified was focused on students' error in using simple past tense in writing recount text based on surface strategy taxonomy (addition, omission, misordering, and misformation) and linguistic category (morpheme and syntac).

#### **1. Types of Errors Based Surface Strategy Taxonomy**

The errors made by students in using simple past tense in writing recount text were taken into account based on surface strategy taxonomy.

It divided errors in terms of omission, addition, misformation, and

misordering. The data derived account of errors occurring in the text they wrote. The total numbers of each type are shown in the table below:

**Table 4**  
**Students' Errors in Simple Past Tense in Recount Text Based on Surface Strategy Taxonomy**

No	Types of Errors	Total Errors
1	Omission	18
2	Addition	7
3	Misformation	60
4	Misordering	2
<b>Total</b>		<b>87</b>

According to the table above, it was found there were 18 items of omission error, 7 items of addition error, 60 items of misformation error, and 2 items of misordering error. The total number of errors is 87 items. The highest frequency of error is misformation type that covers 60 errors and the lowest one is misordering type that covers 2 errors.

Below are presented several samples of apparent errors made by students in simple past tense based on surface strategy taxonomy:

**a. Omission**

Omission is characterized by the absence of items that must appear in a well-formed utterance. The following data are presented as samples of omission type. Here are the samples:

- 1) I \_\_ hurt whole part
- 2) I \_\_ feeling afraid
- 3) My friends \_\_ happy

Sample (1, 2, and 3) the students omitted an item in the sentence. The item is to be. In sample (1 and 2) should add to be “was” because the subject is “I”. Sample (3) should add to be “were” because the subject is “my friends (they)”. The revision of omission errors are follows:

- 1) I was hurt whole part
- 2) I was feeling afraid
- 3) My friends were happy

#### **b. Addition**

Addition errors are characterized by the presence of an extra item which must not appear in a well-formed utterance. In this research, the students added unnecessary item in the form of the documentation. These following examples of students errors:

- 1) I and my family was went to Palembang
- 2) We are did
- 3) We are comeback

In sample (1) the word “was” is to be in simple past tense (was and were), in simple past tense if used the past participle then do not use to be, so the word “was” should be omitted. Sample (2 and 3) the word “are” must be omitted because it is not to be the simple past tense and actually these sentence do not need it. Here the revision of addition errors are as follows:

- 1) I and my family went to Palembang
- 2) We did

3) We came back

**c. Misformation**

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The following are examples of the error:

1) We buy something

2) I eated fish

3) We get fish

The sentence in example (1, 2, and 3) the students still using verb one, actually the word “buy”, “eated”, and “get” should be “bought”, “ate”, and “got” because in simple past must use past participle. Here are the revisions of misformation errors as follows:

1) We bought something

2) I ate fish

3) We got fish

**d. Misordering**

Misordering errors are characterized by incorrect placement of a morpheme or group of morpheme in an utterance. The following are examples of students' errors:

1) He yesterday also did not to go to Bimbel

2) I spent time off at home only

In sample (1) word “yesterday” is better if located at the end of the sentence. Sample (2) the student should move the position of the adverb.

The revision are:

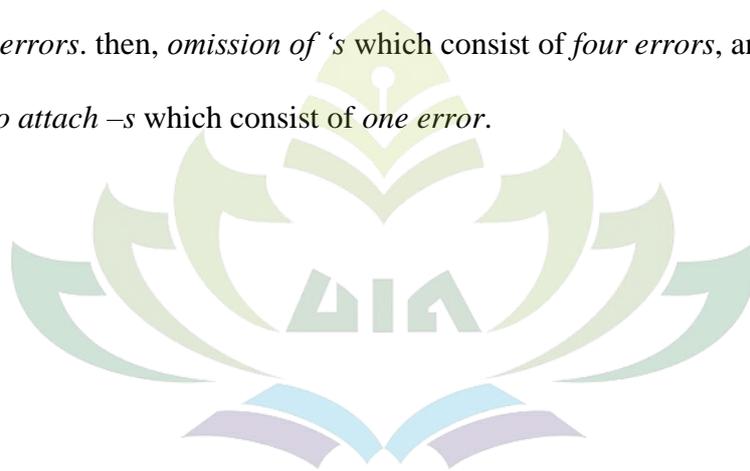
- 1) He also did not go to Bimbel yesterday
- 2) I spent time off only at home



## 2. Types of Errors Based Linguistic Category Taxonomy

### a. Morphological Errors

In analyzing error types further based on the linguistics category taxonomy, using Politzer and Ramizers' model classification as a guideline. Moreover, the following table shows that based in linguistics category taxonomy on morphology errors, there are four common errors produced in students' composition. The highest frequency of errors happens in *substitution of simple non-past* which consist of *twenty five errors*. In the second place, *omission of -ed* which consist of *fiveteen errors*. then, *omission of 's* which consist of *four errors*, and the last is *failure to attach -s* which consist of *one error*.



**Table . 5**  
**Error Types in Morphology Category**

<b>MORPHOLOGY</b>													
<b>No</b>	<b>Student Initial</b>	<b>1</b>		<b>2</b>	<b>3</b>		<b>4</b>					<b>5</b>	<b>6</b>
		<b>1.1</b>	<b>1.2</b>	<b>2.1</b>	<b>3.1</b>	<b>3.2</b>	<b>4a</b>		<b>4b</b>			<b>5.1</b>	<b>6.1</b>
							<b>4a1</b>	<b>4a2</b>	<b>4b1</b>	<b>4b2</b>	<b>4b3</b>		
1	AJ												
2	WS				1		1						
3	DWA						2						
4	ACL			2						5			
5	RNH												
6	FAF						1			2			
7	VAP												
8	E									3			
9	TKIDT			1			2			3			
10	KDA						1			1			
11	VF						1						
12	MNR												
13	SD						1			3			
14	FS						1						
15	SDA			1			1						
16	FW												
17	WN						2			1			
18	TRA												
19	LWP									3			
20	K												
21	DA												
22	RP									1			
23	SN						1						
24	NAH												
25	SY									1			
26	MSDA						1			2			
<b>Total frequency of errors each category</b>				<b>4</b>	<b>1</b>		<b>15</b>			<b>25</b>			
<b>Total number of errors</b>		<b>45</b>											

## Morphology

1. Indefinite article incorrect
  - 1.1 a used for an before vowels
  - 1.2 an used for a
2. possessive case incorrect
  - 2.1 omission of 's
3. third person singular incorrect
  - 3.1 failure to attach -s
  - 3.2 wrong attachment of -s
4. simple past tense incorrect
  - 4.a regular past tense
    - 4.a.1 omission of -ed
    - 4.a.2 adding -ed to past already formed
  - 4.b irregular past tense
    - 4.b.1 regularization by adding -ed
    - 4.b.2 substitution of simple non past
    - 4.b.3 substitution of past participle
5. past participle incorrect
  - 5.1 omission of -ed
6. comparative adjective/ adverb incorrect
  - 6.1 use of more + er







of er ro rs	
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## SYNTAX

### 1. Noun phrase

#### 1.a determiners

1.a.1 omission of the article

1.a.2 substitution of definite article for possessive pronoun

1.a.3 use of possessive with the article

1.a.4 use of wrong possessive

#### 1.b nominalization

1.b.1 simple verb used instead -ing

1.b.2 preposition *by* omitted

#### 1.c number

1.c.1 substitution of singular for plurals

1.c.2 substitution of plurals for singular

#### 1.d use of pronouns

1.d.1 omission of the subject pronoun

1.d.2 omission of the *dummy* prnoun *it*

1.d.3 omission of object pronoun

1.d.4 subject pronoun used as a redundant element

1.d.5 use of *me* as a subject

#### 1.e use of preposition

1.e.1 omission of preposition

1.e.2 misuse of preposition

2. verb phrase

2.a omission of verb

2.a.1 omission of main verb

2.a.2 omission of *to be*

2.b use of progressive tense

2.b.1 omission of *be*

2.b.2 replacement of *-ing* by the simple verb form

2.b.3 substitution of the progressive for the simple past

2.c agreement of subject and verb

2.c.1 disagreement of subject and verb person

2.c.2 disagreement of subject and number

2.c.3 disagreement of subject and tenses

3. verb-and-verb construction

3.1 embedding of a noun-and-verb construction in another noun-and-verb construction

3.2 omission of *to* in identical subject construction

3.3 omission of *to* in verb-and-verb construction

3.4 attachment of the past marker to the dependent verb

4. word order

4.1 repetition of the object

4.2 adjectival modifier placed after noun

5. some transformation

5.a negative transformation

5.a.1 formation of *no or not* without the auxiliary *do*

5.a.2 multiple negation

5.b question transformation

5.b.1 omission of auxiliary

5.c *there* transformation

5.c.1 use of *is* instead of *are*

5.c.2 omission of *there*

5.c.3 use of *it was* instead of *there was*

5.d subordinate clause transformation

5.d.1 use *for* for *so that*

5.d.2 use of indicative for conditional

## Sample of Linguistic Category Errors

### a. morphological Errors

In this case, based on linguistic taxonomy, there are six morphological types, which are indefinite article incorrect, possessive case incorrect, third person singular incorrect, simple past tense incorrect, past participle incorrect, and comparative adjective/ adverb incorrect.

#### 1) Possessive case incorrect

##### ➤ Omision of 's (2.1)

For Example :

- *Holiday last year, i went to my grandma house by motorcycle.*

The correct sentence should be : *Holiday last year, i went to my grandma's house by motorcycle.*

- *Friday, 09 april, the day was Erni birthday.*

The correct sentence should be : *Friday, 09 april, the day was Erni's birthday.*

- *I went to Anisa home to do the task until 5.30 pm.*

The correct sentence should be : *I went to Anisa's home to do the task until 5.30 pm.*

In this sentence the student did not add the 's after the word "grandma", Erni, and Anisa, because it is used to indicate ownership.

## 2) Third person singular incorrect

## ➤ Failure to attach –s (3.1)

For Example :

- *So my holiday only played with some sister and my friends.*

The correct sentence should be : *So my holiday only played with some sisters and my friends.*

In this case, the student did not add *s* in the word “sister” because it is not singular.

## 3) Simple past tense incorrect

## ➤ Omission of –ed (4.a.1)

For example:

- *I just stay at home and helped my mother.*

The correct sentence should be: *I just stayed at home and helped my mother.*

- *I want to try it self.*

The correct sentence should be: *I wanted to try it self.*

- *Erni look so scary.*

The correct sentence should be: *Erni looked so scary.*

In the simple past form, bound morpheme {ed} is functioned as past maker in verb inflection. In this, it is used to mark the verb, which the action happened in the past.

## 4) Irregular past tense

## ➤ Substitution of simple non-past (4.b.2)

For example:

- We buy some vegetable, tofu, and green pea to make porridge.

The correct sentence should be: We bought some vegetable, tofu, and green pea to make porridge.

- Me and Ryan make some food, like noodle, fried rice, fried banana, etc.

The correct sentence should be: Me and Ryan made some food, like noodle, fried rice, fried banana, etc.

- We helped the fisherman and we get the fish.

The correct sentence should be: We helped the fisherman and we got the fish.

The errors often happened in this type. Simple past misformation occurring in the students' composition, which is irregular past form by using simple present form.

## b. Syntactical Errors

In this case, based on linguistic taxonomy, there are five syntactic types, which are noun phrase, verb phrase, verb-and-verb construction, word order, and some transformation.

- 1) Noun phrase
  - a) Determiners (1.a)
    - Omission of the article (1.a.1)

Determiner is a modifier of noun which can describe the noun more specific. In this research, errors in using determiners are related to the use of articles. Article errors cover the use of indefinite article *a* and *an*, and definite article *the*. Those kinds of errors can be seen in the following sentence:

- *I was not afraid ride \_\_ delman.*

The correct sentence should be: *I was not afraid ride the delman.*

- *After that, mr. Tota was command \_\_ students to assemble in white board.*

The correct sentence should be: *After that, mr. Tota was command the students to assemble in white board.*

Then, the examples above the students forgot to add definite article *the*.

#### b) Use of preposition (1.e)

##### ➤ Omission of preposition (1.e.1)

For example:

- *Last year, I went \_\_ Bandung for holiday.*

The correct sentence should be: *Last year, I went to Bandung for holiday.*

In the sentence above, omit the preposition “to” which means preposition of movement.

#### 2) Verb phrase

## a) Omission of verb (2.a)

## ➤ Omission of main verb (2.a.2)

Be as a main verb links the subject and its complement. There are some students who forgot to use *to be*.

For examples:

- *At 1 pm, we \_\_\_ ready to execute the plan.*

The correct sentence should be: *At 1 pm, we were ready to execute the plan.*

- *I \_\_\_ very happy following the camp.*

The correct sentence should be: *I was very happy following the camp.*

## b) Agreement of subject and verb (2.c)

## ➤ Disagreement of subject and tenses (2.c.3)

For examples:

- *I am so happy because mr. Tota would join this planning.*

The correct sentence should be: *I was so happy because mr. Tota would join this planning.*

## 3) Word order

## ➤ Repetition of the object (4.1)

For example:

- *In the night, the weather is so cold, so I wore the jacket in the night.*

The correct sentence should be: *In the night, the weather is so cold, so I wore the jacket.*

### 3. The Proportion (Frequency and Percentage) of Students' Error Based on Surface Strategy Taxonomy

This part discusses about type of errors by considering their frequency and percentage of students' error.

**Table 7**  
**the frequency and percentage of students' error**

No	Types of error	frequency	percentage
1	Addition	7	8.04%
2	Omission	18	20.69%
3	Misformation	60	68.97%
4	Misordering	2	2.3%
<b>Total</b>		<b>87</b>	<b>100%</b>

Having checked the students' result of writing, it was found that there were 7 items (8.04%) of addition, 18 items (20.69%) of omission, 60 items (68.97%) of misformation, and 2 items (2.3%) of misordering. The total of error is misformation type that cover 68.97% of error and the lowest is misordering type that cover 2.3%.

## B. Discussion

In this chapter, the writer presented the type of error and the most dominant error made by the students.

### 3. Kind of Errors Made by The Students

Based on the analysis data, the writer found some aspects of errors in the students' writing recount text. They are using of simple past tense. These grammatical errors include into four types of errors based on the Dulay's theory (1982:146) classification in surface strategy taxonomy. They are omission, addition, misformation, and misordering. The errors are mostly caused by intralingual factor. It is related to the complexity of English which it is different with Indonesian language. In addition, there are some errors in linguistic category also. They are phonology, syntax and morphology, semantics and lexicon, and discourse. But the writer only focused in syntax and morphology at linguistic category.

#### **4. The most dominant error made by the students.**

After the data were analyzed by the writer, it showed that the most error made by the students:

##### **a. Misformation**

The most error found in the students' work is formation with 60 times of occurrence and 68.97 % of percentage. Misformation error is characterized by the wrong form of structure. The students made error in forming the words they used in writing recount text. From the analyzed the data, the writer found the aspect of error. These are the example of misformation as the type of errors made by the students in writing recount text. We can know that the sentence is wrong viewed from the tense rule.

##### **b. Omission**

Error of omission becomes the second highest frequencies of error made by the students in writing recount text. In this type of error the student omits the item that is actually necessary making well-formed sentence. According to analysis data, the writer found the aspects of grammatical errors of omission are in the using of simple past tense with 18 times of occurrence and 20.69 % of percentage.

c. Addition

The third frequencies of error were made by the student with 7 times of occurrence and 8.04 % of percentage. It means that the student add the item that is actually not necessary in forming the sentence.

d. Misordering

The last error was found based on the students' writing is error of misordering. It refers to incorrect placement of a morpheme or a group of morpheme in a sentence. The error of misordering found in the students' writing in the using of simple past tense with 2 times of occurrence and 2.3 % of percentage. From the result of identification data, the writer found some misordering errors. These are the students' error by using simple past tense.

In this analysis the writer only calculate error based surface strategy taxonomy.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In line with the analysis of the data presented in the previous chapter, the conclusion can be cited like the following:

At the tenth grade of SMAN 1 Sumberejo Tanggamus in the academic year of 2018/ 2019. The writer found various types of error based on surface strategy taxonomy of recount text whose total was 87. As seen in the above, the most error if error of misformation of 60 or 68.97%. Then the following error is error of omission with 18 times or 20.69%. The third position is error of addition of 7 or 8.04%. The last error is error of misordering with 2 times or 2.3%.

From the data above, we can know that the most errors made by the students were about misformation in surface strategy taxonomy with 60 or 68.97%. It caused because the students still used Indonesian style when they translated from Bahasa Indonesia into English. From the conclusion above, the researcher concluded that the students have difficulty for two reasons. The first is interlingual disorder. That is, students cannot distinguish the language structure between L1 and L2 structure. The second is intralingual intrusion. The target language is still difficult for students to understand. Sometimes, students are confused in applying or using a particular pattern of the target language itself in because of differences in patterns used in our mother tongue so that many students make error in their

writing. In addition, there are some errors made by the students in linguistics category. They are morphology, and syntax.

### **B. Suggestion**

There are some suggestions which means that the writer would like to provide some suggestion to everyone who included based on the significances of the research in the Chapter 1:

#### 1. For the next researcher

Based on the results of the research, the researcher found that the most dominant error made by the students in the tenth grade of SMAN 1 Sumberejo, Tanggamus in the academic year of 2018/ 2019 is misinformation which means that the student is still in the trouble to remember the words in verb past.

It is important to improve students' ability to memorize the form of words used in the recount text. So as for the next researcher who is also interested in conducting a research about Error Analysis in this school, the writer suggests to look for the factor of the problem of the students make error then give them treatment to help the students make it easier in studying the past tense.

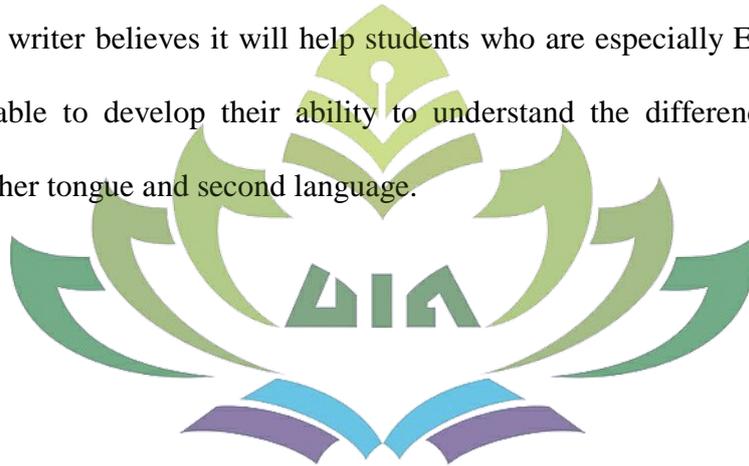
#### 2. For the teacher

In this case, teacher should be aware of the reasons for their students' error. The findings of this research, the most of the error is to change the form of words in English. Students may apply the same pattern from a particular sentence form to another sentence form. That is, students do not understand well about the patterns they should use, the writer suggests to the teacher to

give the students an understanding of using patterns in the target language first, before they apply them into text or paragraphs, possibly with the teacher should also stimulate the students' interest with the interactive methods of teaching.

### 3. For the students

Because the difference from L1 cannot be denied, students must be able to distinguish patterns between the mother tongue and the target language. By continuing to learn and always doing intensive training in the target language. The writer believes it will help students who are especially English major to be able to develop their ability to understand the difference between the mother tongue and second language.



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