



**THE ANALYSIS OF THE EIGHTH GRADE STUDENTS'
GRAMMATICAL ERRORS IN WRITING A RECOUNT
TEXT AT SMP MUHAMMADIYAH 1 JEMBER
IN THE 2015/2016 ACADEMIC YEAR**

THESIS

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**ENGLISH LANGUAGE EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER AND TRAINING EDUCATION
JEMBER UNIVERSITY**

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2016

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**THE ANALYSIS OF THE EIGHTH GRADE STUDENTS' GRAMMATICAL
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DEDICATION

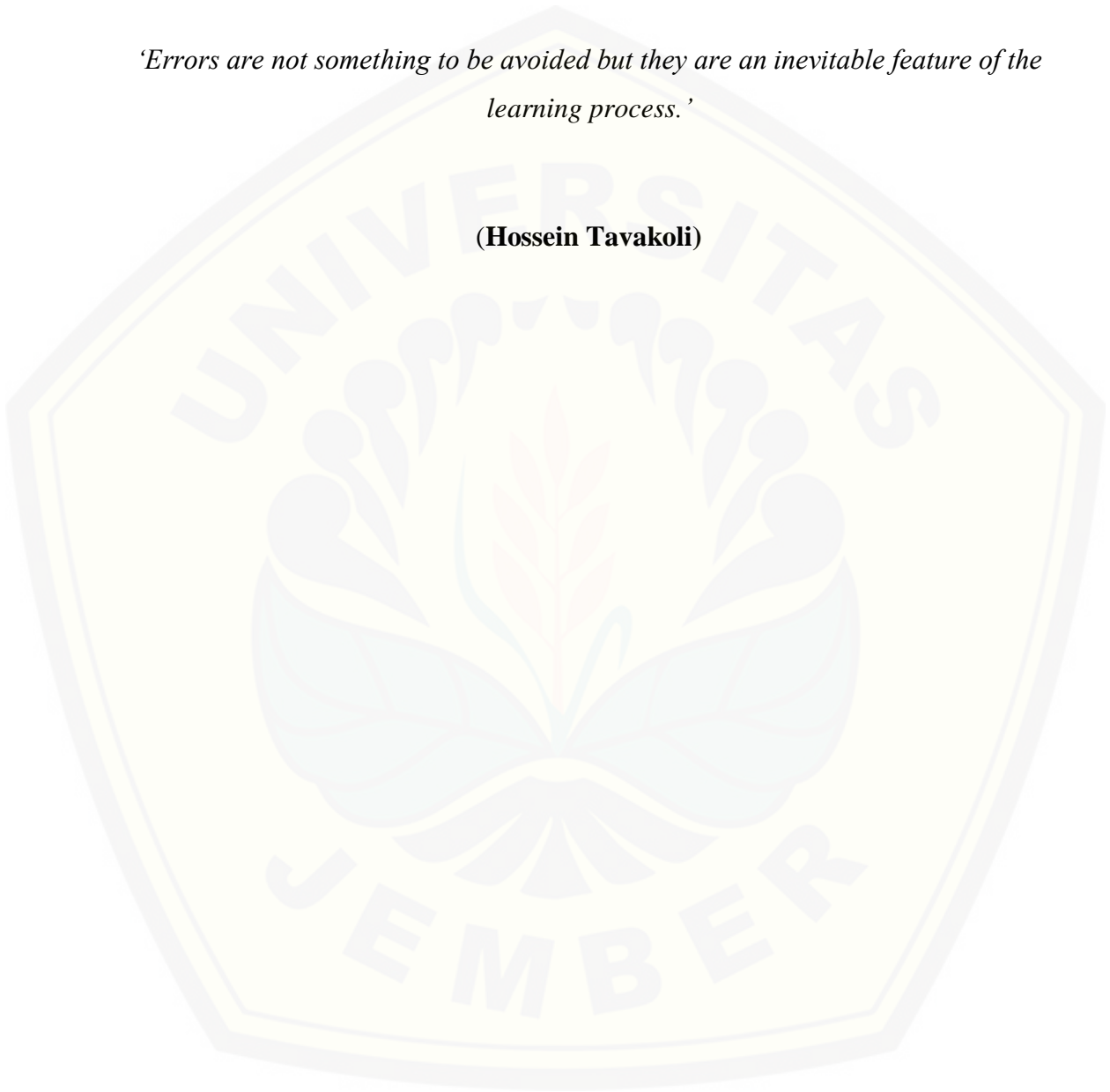
This thesis is honorably dedicated to the following people:

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3. My Almamater, Jember University.

MOTTO

'Errors are not something to be avoided but they are an inevitable feature of the learning process.'

(Hossein Tavakoli)



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Finally, the researcher hopes this thesis will be useful and present valuable information to readers. Therefore, any constructive suggestion and criticisms will be happily accepted and appreciated to make this thesis better.

Jember, August 30th, 2016

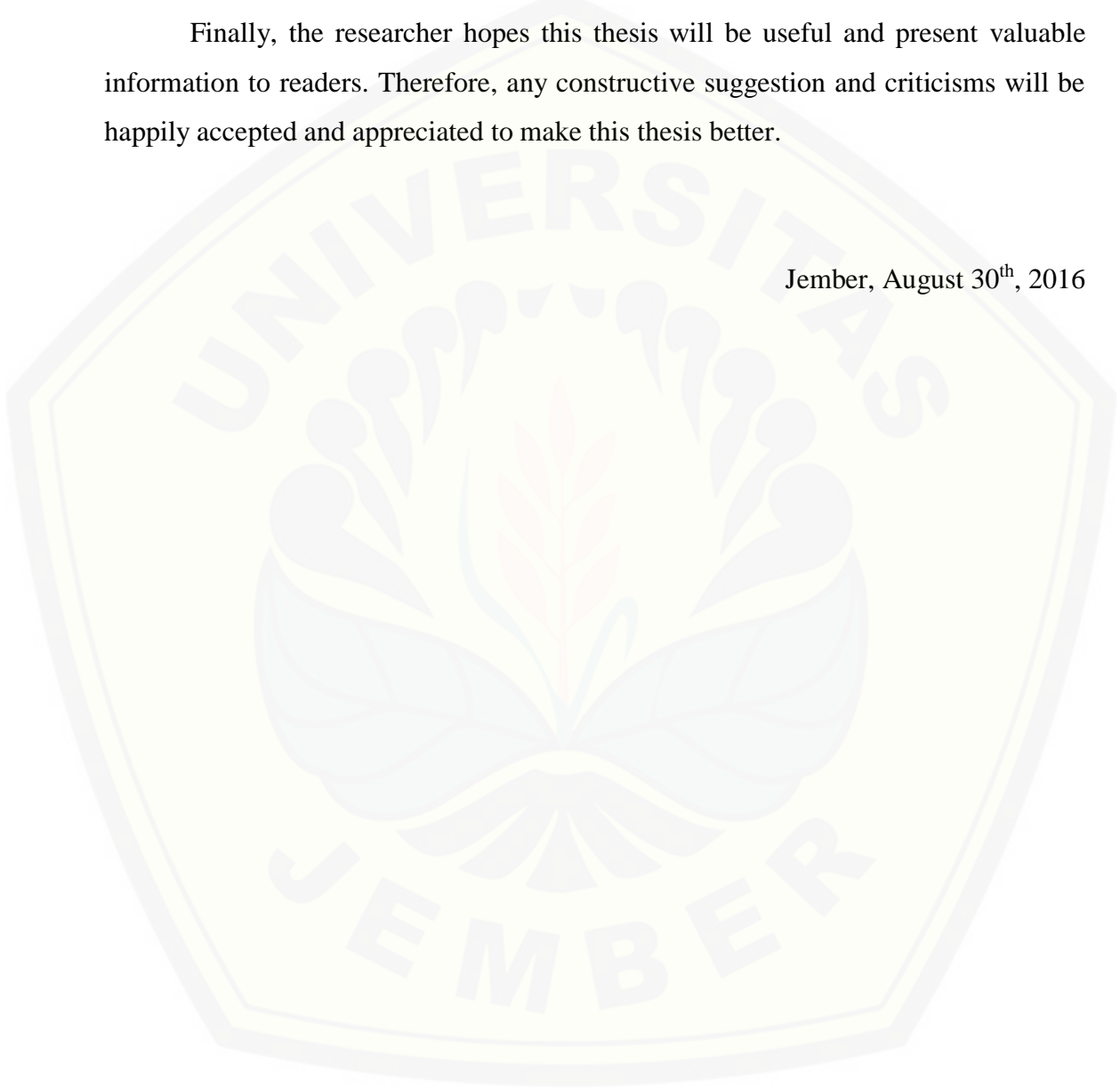


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SUMMARY

The Analysis of the Eighth Grade Students' Grammatical Errors in Writing a Recount Text at SMP Muhammadiyah 1 Jember in the 2015/2016 Academic Year; Izzatun Nafsi, 120210401034; 2016; 46 pages; English Education Program of Language and Arts Education Department, the Faculty of Teacher Training and Education, Jember University.

In Indonesia, English is taught as a compulsory subject that must be learnt by Indonesian students. In learning English itself, Indonesian students never take apart with the term grammatical error especially in learning writing. Therefore, grammar as one of the English components must be taught in all schools because its role is significant to guide the students to be able to construct sentences correctly. Based on the preliminary study that was conducted on March 14th, 2016, it was reported that most of the students wrote ungrammatical sentences that make their writing confusing and the English teachers there also never analyze their students' grammatical errors to know their students' weaknesses in learning grammar so that they cannot make an improvement for it. Dealing with that problem, the researcher intended to conduct grammatical error analysis on the eighth grade students' recount text writing at SMP Muhammadiyah 1 Jember for this research. Basically, the objectives of this research were to know and to describe the kinds of grammatical errors and the percentages made by the eighth grade students of SMP Muhammadiyah 1 Jember on recount text writing, and to describe the cause of the most grammatical error occurrence.

This research was descriptive. The data of this research consisted of primary data, that were the students' writing test results and supporting data that were obtained from interview and documentation with the English teacher to get the information about the students' learning process dealing with grammar and writing. While documentation was done to know the total number and the names of the eighth grade students in that school so that the researcher could take samples by using lottery.

The population of the eighth grade students at SMP Muhammadiyah 1 Jember in the 2015/2016 Academic Year was 130 students and the researcher took 30 students

to represent the population as the respondents. The students' writing analysis was done by giving codes on their errors found based on the error types that were omission, addition, misformation, and misordering. Then, the kinds of errors were counted.

Based on the data analysis results, it could be reported that the total number of the whole grammatical error types made by the respondents was 273 errors. Those errors consisted of 46.5% or 127 error items for omission, 11% or 30 errors of addition, 32% or 87 errors of misformation, and 10.5% or 29 errors of misordering. Meanwhile, the kinds of grammatical errors found in respondents' writings were omission errors in the forms of articles, verbs, plural markers (-s, -es), possessive inflection marker ('s), possessive determiners, prepositions, and past tense inflection (-ed). Then, addition errors in the forms of double marking and simple addition consisting addition of plural markers, prepositions, verbs (be), and articles. Next, misformation errors in the forms of regularization (misformation of verbs and plural noun) and archi-forms. Finally, misordering errors consisted of misordering adverbs in the sentence, misordering 'singular subject pronoun' with 'plural subject pronouns' in an NP, misordering noun+noun in the sentence, and misordering the modifier of noun in the sentence.

Furthermore, the highest errors or the most grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 Jember in their writings was misformation errors in the form of regularization of verbs as many as 69 errors. Most of the students did not change the basic verbs into past tense verbs so that they used the wrong forms of the verbs in their writings. These errors were occurred because there was an intralingual transfer which caused by the target language itself. The students got confused with the target language, English that has so many rules compared to their native language so that they were confused and made errors. While the lowest errors were addition of plural markers and misordering the modifier noun + noun in a sentence as many as 1 error. Thus, it could be summarized that a lot of grammatical error types made by the research respondents need to be improved, especially on the errors that was mostly made by them.

CHAPTER 1. INTRODUCTION

This chapter presents the discussion of some aspects that relate to the background of the research, the problems of the research, the objectives of the research and the significance of the research.

1.1 The Background of the Research

English as an international language is very useful to communicate with people all over the world. English has an important role in international relationship. Many people in the world, especially for those who are not English native speakers, want to learn English either at school or in the English course. In Indonesia, English is taught as a foreign language. English as one of the school subjects is not only taught in the elementary schools but also in the junior high schools and senior high schools.

In learning English, both junior and senior high school students are supposed to master the four language skills and the three language components in order to be able to use English well and communicatively. Those language skills and components are listening, speaking, reading, writing, and grammar, vocabulary and pronunciation. Among those skills, speaking and writing are considered as the difficult skills because they belong to productive skills which mean the students must produce something either in spoken or in written form. Speaking skill involves the tone of voice, facial expressions and the possibility of interaction between the speaker and the listener. While in writing, the tone of voice, physical proximity and the possibility of quick interaction are unavailable and you need to be able to communicate effectively without resorting to these features (Fairbairn *et al.* 1996:6). Besides, the students also need to consider many writing aspects in order to be able to write in a good composition. For example the content of the writing, the vocabulary choice, the language use, and the mechanics.

According to Heaton (1988:135), writing skill is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. It means that it is not easy for the students to master writing skill because there are many things that must be thought before writing including the grammatical structure.

Grammar is the core of writing. Leo (2013:74) said that grammar refers to the rules how words change their forms and how they are combined with other words to make a sentence. Poor grammar will make the unintelligible writing so that the students need to think about the grammatical structure used on what they write in order to make sense and acceptable.

There are many kinds of texts that are taught in senior high schools, and one of them is a recount text. A recount text is a text that recalls and reconstructs events, experiences and achievements from the past in a logical sequence (Stubbs, 2000:8). It talks about what we did in the past. Usually in writing a recount text, the students get confused with the simple past tense. They feel difficult to change the base verbs into the past tense verbs, especially for the irregular verbs. Therefore, they make some errors in their writing. Moreover, the learning process between the first language and the second language is quite different. Every language has some different systems as its characteristics. Hence, most of the learners get confused with them, then they make some errors.

Producing errors is an inevitable part of learning a language. As Dulay, *et al.* (1982:138) say that errors are the flawed side of learner speech or writing. It means that all language learners make some errors in a learning process. Based on the preliminary study that was conducted at SMP Muhammadiyah 1 Jember, the English teachers said that there were many grammatical errors found in the students' writing such as the omission of -s/-es for the plural nouns, the articles, the use of to be, etc. Unfortunately, the English teachers never analyzed their students' grammatical errors in their writings. However, they said that they wanted to know what types of grammatical errors that were mostly made by the eighth grade students at SMP

Muhammadiyah 1 Jember so that they will know their students' difficulties and make an improvement to increase the students' grammar mastery.

According to Thornbury (1999:114), grammar errors cover such things as mistakes in verb forms and tenses, and in sentence structure where the subject of the clause (it) has been left out. Knowing the students' errors is very important for the teacher because ignoring the students' mistakes or errors might put at risk on the learners' linguistic development. Therefore, the researcher intended to do the error analysis of the students' writing results especially in grammatical errors covering omission, addition, misformation, and misordering.

There were some previous researches about the grammatical error analysis in a recount text. Haryanto (2014) reported that the number of grammatical errors made by the students was 235 errors. He classified the errors into 7 categories. They were errors in using verb groups, subject-verb agreements, the use of articles, the use of prepositions, the plurality, the use of pronouns and the use of conjunctions. Then Bilad (2015) reported that the most students' grammatical error was about 116 number of error items for omission, that is 56%. The omission items were in the form of possessive determiners, articles, plural marker (-s), possessive inflexion marker (-'s), adverbs of manner marker (-ly), prepositions, conjunction marker (and), subject pronouns, verbs, relative clause 'which', and infinitive marker (to),.

By considering the background above, the researcher was interested in conducting a research entitled "The Analysis of the Eighth Grade Students' Grammatical Errors in Writing a Recount Text at SMP Muhammadiyah 1 Jember in the 2015/2016 Academic Year".

1.2 The Problems of the Research

Based on the research background above, the research problems were formulated as follows.

1. What types of grammatical errors were made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text?

2. What was the percentage of each type of grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text?
3. What is the cause of the most grammatical error type occurrence made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text?

1.3 The Objectives of the Research

In relation to the research problems, the objectives of the research were as follows.

1. To describe the types of grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text.
2. To describe the percentage of each grammatical error type made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text.
3. To know the cause of the most grammatical error type occurrence made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text.

1.4 The Significance of the Research

The results of this research were expected to give some advantages to these following people.

1.4.1 The English Teacher

The results of this research hopefully could provide the information for the English teacher about the students' difficulties in mastering grammar and provide the information about the students' grammatical error types in writing a recount text so that the English teacher could give more emphasis on what needed to be taught with better explanation.

1.4.2 The Students

Hopefully, this research result could be useful for them to know their errors in writing a recount text as the measurement of their grammar mastery so that they could improve their grammar knowledge and reduce the same errors in the future.

1.4.3 The Future Researchers

For the future researchers, it was hoped that the result of this research could give information and could be used as a reference to conduct a further research dealing with a similar problem by using different research design such as a classroom action research to improve the students' grammar mastery by giving the error correction feedback either in spoken or in written form.



CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter discusses the theories related to this study. They include the difference between the terms of error and mistake, the source of errors, the definition of error analysis and its functions, the definitions of grammatical errors, the types of error and the example based on surface strategy taxonomy, the definitions of writing, and a recount text writing definition and its generic structure.

2.1 The Difference Between the Terms of ‘Error’ and ‘Mistake’

Errors mean some faults made by learners either in a written or a spoken form. It is an unavoidable part of language learning. Everyone tends to make errors in their learning process especially for foreign English learners. According to Dulay *et al.* (1982:139), errors can be classified into two kinds, they are performance and competence errors. Performance errors which are called “mistakes” are caused by fatigue and inattention while competence errors are caused by lack of knowledge that are called “errors”. The term errors and mistakes have different perspective so that it is important to know the distinction on both of them to avoid the readers’ misunderstanding. It is in line with what Ellis (1999:51) states that:

“An error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access.”

Errors are commonly made by English foreign learners because they lack of competence but mistakes are made by both native and non-native speakers who are normally capable of recognizing and correcting such lapses or mistakes. Those mistakes occur as the result of temporary imperfection of the known knowledge in the

process of producing speech. As Tavakoli (2012:117) argued that mistake is either a random guess or a slip that it is a failure to utilize a known system correctly.

Other linguists, Gass and Selinker (2008:102) also differentiate error from mistake which are akin to slip of the tongue and generally one-time-only events. On the other hand, an error is systematic that is likely to occur repeatedly and is not recognized by the learner as an error. The learners who make mistakes usually are able to recognize it as a mistake and correct it if necessary.

From the explanation above, it could be concluded that errors are the learners' fault production caused by lack of knowledge and they tend to occur in a long time if they are not corrected immediately. Errors cannot be self-corrected by the learners while mistakes can be self-corrected because they are just learners' temporarily fault caused by the slip of the tongue or carelessness. For example, a student writes "She have a new bag". In this case, he writes the verb "have" instead of "has". If he always ignores the subject-verb agreement rules in his writing, it can be assumed as an error. However, if he can write the correct one in different occasion, it means that he makes a mistake. Errors are only errors from a teacher's or a researcher's perspective, not from the learner's perspectives. As Ellis (1997:17) states that error reflects gaps in a learners' knowledge; they occur because the learner does not know what is correct.

The problem was, it was not easy for the researcher to determine between which one was the student's error and which one was the student's mistake. It needed a long process to always keep an eye on the students' work to know whether they always make the same faults or not so that the researcher could determine between the learners' errors and the learners' mistakes. Considering that, the researcher did not make a distinction between an error and a mistake. All the students' errors of writing were assumed as errors which deviated from English grammar rules since the students could not do self-correction and were analyzed in this research.

2.2 The Sources of Errors

The students' error existence is a natural learning process which obviously occur because of some causes. According to Brown (2007:263-266), there are three possible general sources of errors: interlingual transfer, intralingual transfer, and context of learning.

2.2.1 Interlingual Transfer

Interlingual transfer deals with the influence of the learners' native language to the learners' target language. According to Spillner (1991:9), "errors produced in the process of foreign language acquisition are thought to be caused by more or less unconscious transfer (in the mind of the learner) of mother tongue structures to the system of the target language". It means that before learning the target language, the learners are already familiar with the system of their native language which is the only previous linguistic system upon which the learner can draw and it influences the process of the target language learning. English foreign learners in Indonesia get confused with the different system between English and Indonesian. For example, one of the different systems is, Indonesian puts the modifier after the head word but English is vice versa. For example:

In Indonesian: "buku baru" (buku = the head word & baru = the modifier)

In English: "new book" (new = the modifier and book = the head word).

That contrast system disturbs the English foreign learners in learning English because of their familiarity system of Indonesian so that they make errors.

All learners cannot avoid this sources of errors. As Brown (2007:263) states that interlingual transfer is a significant error for all learners. Thus, it can be concluded that there is an interference of the learners' native language system when they learn the target language. It influences the students' language transfer process so that they make errors unconsciously. All the learners' errors in this case are attributable to negative transfer.

2.2.2 Intralingual Transfer

According to Ellis (1999:58), “intralingual errors reflect the general characteristics of rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply”. It means that intralingual transfer is caused by faulty or partial learning of the students’ target language. Further, Brown (2007:264) states that intralingual transfer (within the target language itself) is a major factor that extends beyond interlingual errors in learning a second language. It occurs when the learners acquire more the new system of the target language and they become used to follow the tenets of the learning theory logically. For example the plural noun rule which is usually added by -s/-es. Some learners write the plural of the word “child” into “childs” instead of “children”. They just think that all of the plural nouns are added by -s/-es.

In addition, a part of intralingual errors is overgeneralization which generalizes a particular rule or item of the target language. For example, the learners often overgeneralize regular past tense ended by -ed such as “walked, opened” as applicable to all past tense forms such as “drinked, eaten” until they know a subset of verbs of the irregular verbs. Overgeneralization occurs because English itself is not consistent. English has so many rules and they make the students confused so that they generalize all of the English rules. For example the past tense verb of the word ‘drink’ is ‘drank’ while the past tense form of the verb ‘bring’ is ‘brought’ instead of ‘brang’. Thus, it can be concluded that intralingual transfer is not caused by the learners’ native language but it is caused by the target language itself.

2.2.3 Context of Learning

This source of errors overlaps both types of transfer above. The context of learning refers to anything related to the learning process, such as the learners, the teacher, the materials or the textbook, etc. In this case, the students make errors because of many things related with their learning process. As Yang *et al.* (2001:15) state, “the occurrence of errors is regarded as a sign of either the inadequacy of the teaching

technique on the part of teachers or the inability to correctly apply rules on the part of students". It means that the learners' errors may occur because the teacher cannot explain the material well or the students themselves cannot understand well so that they lack of knowledge and make some errors.

It is in line with what Brown (2007:266) states that the learners often make errors not only because of themselves but also because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or because of a pattern that was rote memorized in a drill but improperly contextualized). From all the explanation above, it can be concluded that it is a must for the teacher who has an important role in a learning process to provide the correct information of the material taught for the students so that they can learn properly.

2.3 The Definitions of Error Analysis and Its Functions

The learner's language is describable so that it can be analyzed and described to know the learners' errors as a sign of their difficulties in learning English. As Zhang (2006:93) argued that error analysis provides access to the observable data from which inferences can be made about the learner's underlying knowledge about his or her language. Further, Brown (2007:259) says that learners make errors, and these errors can be observed, analyzed, and classified to reveal something of the system operating within the learners, led to a surge of study of learners' errors, called an error analysis. It means that the result of learners' error analysis can inform the teacher about the learners' intake of how much they have learnt and how much they have yet to learn. Then, error analysis can also be used to determine what a learner still needs to be taught (Vahdatinejad (2008), in Darus and Subramaniam, 2009:488). Moreover, Darus and Subramaniam (2009:487) also define error analysis as a type of linguistic study that focuses on the errors that learners make.

According to Corder (1981:45), error analysis has two functions: a theoretical aspect and a practical aspect. The first is a theoretical aspect which is a part of the methodology of investigating the language learning process. This aspect is to find out

the learners' knowledge of the target language related with what have been receiving by the learners in a learning process. The second is a practical aspect which its function in guiding the remedial action that the teachers must take to correct an unsatisfactory state of affairs for learners. It means that the result of the error analysis is used as an input for the teacher about what learners' difficulties so that he can try to explain again to the learners in order that they can understand and reduce the errors in a different occasion.

An error analysis is important to be done especially for the English teachers to know their students' linguistic development and for the students, they can learn more from their errors. Dulay *et al.* (1982:138) state that studying learners' errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made; and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty in producing correctly and which error types detract most from a learner's ability to communicate effectively.

From the explanations above, it could be concluded that error analysis is the process of identifying and classifying the learners' errors either in a spoken or a written form in order to get the information of their knowledge development of the target language. It is also useful for the teachers to know whether the method of teaching is successful or not in explaining the materials to the students.

2.4 The Definitions of Grammatical Errors

According to Alexander (1990:1), grammar is the support system of communication and we learn it to communicate better. If the language has been structured well, it will help people to be able to understand other people utterances easily. It is in line with what Derewianka (2011:1) states that grammar means a way of describing how a language works to make a meaning. It means that grammar is important to be concerned because it deals with how sentences and utterances are formed to make a meaning. In fact, many learners think that grammar is difficult

because it has many rules to be considered before they produce something either in a spoken or a written form. Moreover, English grammar rules are totally different from Indonesian. Therefore, the learners are confused and tend to make grammatical errors in their learning. Cowan (2008:42) argued that every teacher of English is aware that the students' progress is marked by an abundance of grammatical errors. It means that it is important for the teacher to check their students' grammatical errors in order to know their learning development.

Written grammatical errors are often categorized as being errors in either grammar, usage or mechanics – and sometimes include a subset of spelling errors (Leacock *et al.* 2014:2). The grammatical error occurrences made by the learners may be caused by grammar itself is a large unit which is also seen as the study of the syntax and morphology. As Leacock *et al.* (2014:1) say that grammar contains specific rules about the morphology and syntax of a language. Morphology is the aspect of language concerned with the internal structure of words and languages vary in the extent to which they rely on morphological structure and it deals with the formation of words (Devlin *et al.*, 2004), while syntax is the system of rules that cover the order of words in a sentence (Thornbury, 1999:2). It means that the grammatical errors cover the morphological errors and the syntactical errors.

The grammatical errors in this research were not analyzed specifically on the part of syntactical errors and morphological errors but they were analyzed based on the surface strategy taxonomy of the theory from Dulay, Burt and Krashen covering omission errors, addition errors, misformation errors and misordering errors. The students' grammatical errors were analyzed into some types of error based on surface strategy taxonomy. It is supported by Ellis and Barkhuizen (1995) (in Ting *et al.* 2010:56) who stated that grammatical errors can be analyzed by using the surface strategy taxonomy based on the ways surface structures are altered in erroneous utterances or sentences.

2.5 The Types of Errors and the Example Based on Surface Strategy Taxonomy

According to Dulay *et al.* (1982:150), a surface strategy taxonomy highlights the ways surface structures are altered. Learners may omit necessary items or add unnecessary ones, they may also misform items or misorder them. There are four types of errors based on surface strategy taxonomy and they will be reviewed in the following parts.

2.5.1 Omission

Dulay *et al.* (1982:154) state that Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. The learners often omit the necessary item, such as a morpheme or a word in a sentence so that it becomes an incorrect sentence. *Is, the, and of* are grammatical morphemes that play a minor role in conveying the meaning of the sentence. Most learners omit those grammatical morphemes without knowing that it will be an incorrect sentence structure. Moreover, the learners also often omit the other parts of grammar rules such as: the article, to be, plural markers, possessive inflection marker (-'s), possessive determiners, prepositions, pronouns, past tense inflection (-ed), etc. If the learners omit one of those parts of grammar rules above, it will not be a good and correct sentence. The examples of the omission types are explained in the following parts.

a. Omission of Articles (a, an, the)

The examples:

- I bought book yesterday.
- I went to bookstore.

Those two sentences are not good sentences because they show the omission errors. In the first sentence, the students omit the article “a” before the noun “book”. The article “a/an” is used for one general thing while “the” is used for the specific thing such as the second sentence in which the students omit the article “the” before the word “bookstore”. Thus, the correct sentences should be:

- I bought **a** book yesterday.
- I went to **the** bookstore.

The second sentence uses the definite article “the” because it refers to the particular bookstore.

b. Omission of Verbs “be”

The example:

- He handsome.
- She to Malang

Those sentences show omission errors of verb. The first sentence omits the auxiliary verb which is “is” between the subject “he” and the adjective “handsome”. Then, in the second sentence, it omits the main verb between the subject and the object that is “go”. Thus, the correct sentences should be:

- He **is** handsome
- She **goes** to Malang.

c. Omission of Plural markers (-s, -es)

The example:

- I have three pencil and eraser.

That sentence is false. The student omits the plural marker (s) of the nouns “pencil” and “eraser”. Based on the plural noun rules, It should be added by (-s/-es) to show plurality. Thus, the correct sentence is “I have three pencils and erasers”.

d. Omission of Possessive inflection markers (-‘s, -s’)

The example:

- I borrowed Roni bag last week.

The students omit the possessive inflection marker (-'s) in that sentence, so the sentence has no clear meaning about whose bag that is. The correct sentence should be: “I borrowed Roni’s bag last week”.

e. Omission of Possessive adjectives

The example:

- I go to the zoo on Sunday with family.

The sentence is incorrect because it is not clear about whose family in that sentence means. The students omit the possessive determiner before the noun which is the word “family”. The correct sentence is “I go to the zoo on Sunday with **my** family”.

f. Omission of Prepositions

The example:

- Thursday, I join a football match.

The student omits the preposition “on” in that sentence and make an error. That sentence is ungrammatical. The preposition “on” should be put before the word “Thursday” to make it grammatical. So the correct sentence should be “**On** Thursday, I join a football match”.

g. Omission of Past tense inflection (-ed)

For example:

- I watch a concert in the hall with my friends last night.

That sentence belongs to simple past tense because it talks about the activity done in the past. The student often omits the past tense inflection of the simple past sentence such as (-ed) for the regular verbs. It makes the sentence false. The correct sentence should be “I **watched** a concert in the hall with my friends last night”.

2.5.2 Addition

Dulay *et al.* (1982:156) say that addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not appear in a well-formed utterance. The addition errors can also occur because the students add the wrong morpheme that must not exist in the sentence. There are three types of addition errors which will be explained in the following parts.

a. Double Markings

This type of addition errors occur when there are two items rather than one marked for the same feature. For example:

- She didn't **studied** last night. (incorrect)
- She didn't **study** last night. (correct)

The first sentence above is incorrect because there are two tense markers in the sentence. The tense markers are on the auxiliary “didn't” and on the verb “studied”. It should be like the second sentence that only has one tense marker.

b. Regularization

Regularization errors 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. It is caused by misconception to rules of forms. For example:

- I **beated** you at the tennis competition yesterday. (Incorrect)
- I **beat** you at the tennis competition yesterday. (Correct)

The regularization error in the first sentence above is caused by the past tense marker (–ed) added to the item which does not take the marker such as on the verb “beat” in that sentence. The past tense form of the verb “beat” is beat, not beated.

c. Simple Addition

If an addition error is neither a double marking nor a regularization, it is called a simple addition. It occurs because of the use of an item which should not appear in a well-formed utterance. For example:

- The cats **catches** a mouse in my house. (Incorrect)
- The cats **catch** a mouse in my house. (Correct)

The first sentence is false because the subject “cats” is plural. So, the verb should be “catch” not “catches”. It means that if the subject is singular, it takes a singular verb and the vice versa.

2.5.3 Misformation

According to Dulay *et al.* (1982:158), misformation errors are characterized by the use of the wrong form of the morpheme or structure. In omission errors, the item is not supplied at all, while in misformation errors, the learner supplies something, although it is incorrect. There are three types of misformation errors, they are:

a. Regularization errors

This error occurs because of the use of the wrong form of structure and it is also caused by a regular marker that is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*. Besides, the regular past and plural regularization errors may also occur in the reflexive pronoun. For examples:

- Mr. Andre has five **childs**. (Incorrect)
- Mr. Andre has five **children**. (Correct)
- He asked a new shirt to his mother for **hissself**. (Incorrect)
- He asked a new shirt to his mother for **himself**. (Correct)

b. Archi-forms

Archi-form is the selection of one member of a class of forms (demonstrative adjectives, personal pronoun, etc) to represent others in the class. For example, learners

may select a member of the personal pronoun class to function for several others in the class.

- Give **me** that correction pen! (Correct)
- **Me** need that pen. (Incorrect)

In the first sentence which is imperative sentence, the personal pronoun “me” is used as its function of an object. On the contrary, the pronoun “me” in the second sentence, which has a function as object is used as a sentence subject. Therefore, the second sentence is incorrect. The correct sentence should be: I need that pen.

c. Alternating Forms

Alternating form is one of the misformation error types which alternates the incorrect rules on various members of a class of word with each other. For example, in the case of pronouns: masculine for feminine (or vice versa) as in: *he* for *she*, plural for singular (or vice versa) as in *they* for *it*, etc. other examples:

- I **seen** her yesterday. (incorrect)
- He would have **saw** them. (correct)

In those two sentences, the production of verbs which are in the past and participle forms have been alternated each other and make errors. Those sentences should be:

- I **saw** her yesterday. (incorrect)
- He would have **seen** them. (correct)

2.5.4 Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance (Dulay *et al.* 1982:162). This error deals with the syntax field because it concerns with the item arrangement. For example:

- What mother **is** cooking now? (Incorrect)
- What **is** mother cooking now? (Correct)

2.6 The Definitions of Writing

Writing is one of the English productive skills that is considered as the most difficult one by the English foreign learner. A writing activity makes many learners feel stressed because it contains a complex activity which involves many writing aspects that must be concerned, such as the sentence structure, the capitalization, the punctuation (dealing with grammar), and the spelling of the word and the word choice (dealing with vocabulary), etc. Hence, writing is more distressing for the learners, especially for those who are lack of vocabularies. Usually, they will be confused about what they are going to write and spend a long time to think of it. It is supported by Thomas (2005:2) who says, writing as a term is more problematic; often teachers who deal with literacy use “writing” interchangeably to mean creating a text by handwriting or typing and composing sentences and paragraphs to create and share meaning with audience.

Through writing activity, the learners can express their ideas, opinions, and feeling. They should make their ideas stated clearly and understandable in their writing to avoid readers’ misunderstanding. Before writing, it will be better for the learners to follow the writing steps. According to Kane (2000:17), the steps of the writing are thinking about it (pre-writing), doing it (drafting) and doing it again (revising). Thus, it can be concluded that the process of writing is long enough because the learners need to write in a good composition so that it will be understandable.

2.7 A Recount Text Writing Definitions and Its Generic Structure

A recount text retells about the events or experiences that happened in the past. According to Schleppegrell (2003:17), a recount text retells events that unfold over time, they typically focus on individual participants and are organized according to temporal sequences. A recount text is one of the English text types that is considered as a simple text beside a descriptive text. It is supported by Knapps and Watkins (2005:224) who say, recount is the simplest text type in English genre texts. The social function of this text is to retell an event with a purpose either to inform or to entertain

the audience. The generic structures of a recount text are: orientation, events and re-orientation.

- *Orientation*: it introduces the topic of event or the background information dealing with who, what, where and when.
- *Events*: it tells the recount or the events that happened in chronological order.
- *Re-orientation*: it gives the writer's personal opinion about the topic or event and it also tells what happened in the end.

According to Boardman (2008) (in Saragih *et al.* 2014:2), the language features usually found in a recount, are: 1) using nouns or pronouns to identify people, animals, or things involved; 2) using past action verbs to refer the events; 3) using past tense to locate events in relations to the speaker's or writer's time; 4) using conjunctions and time connectives to sequence the event; 5) using adverbs and adverbial phrases to indicate place and time; 6) using adjectives to describe nouns.

2.7.1 The Kinds of Recount Text

Stubbs (2000:8) mentions, there are five kinds of recount text: a personal recount, a factual recount, an imaginative/literary recount, a procedural recount and a biographical recount. They are explained in the following parts.

- 1) *A personal recount* is a writer's or a speaker's own experience.
- 2) *A factual recount* is concerned with recalling events accurately. The emphasis is on using language that is precise, factual and detailed, so that the readers gain a complete picture of the event, experience or achievement.
- 3) *An imaginative recount* entertains the reader by recreating the events of an imaginary world as though they are real.
- 4) *A procedural recount* records the steps taken in completing a task or procedure.
- 5) *A biographical recount* tells the story of a person's life using a third person narrator (he, she, and they).

In this research, the researcher focused on the personal recount because it was considered as the easiest one for the learners which they could share with what they experienced in the past either a sad/happy story in sequences. Moreover, a personal recount is usually written in the first person (I or we). Here is the example of a personal recount text:

My Horrible Experience

- | | |
|--------------------|--|
| { Orientation } | Let me remind you about my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali. |
| { Event 1 } | Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks. |
| { Event 2 } | Then, I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town. |
| { Event 3 } | When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. |
| { Re-orientation } | Although nothing was left, I thanked God that nobody was seriously injured. |

Taken from:

<http://freeenglishcourse.info/my-horrible-experience-a-recount-text/>

CHAPTER 3. RESEARCH METHODS

This chapter discusses the research methods used in conducting this research. It covers research design, area determination method, respondent determination method, data collection methods, data analysis method and the operational definitions of the key terms in this research.

3.1 Research Design

Research design deals with the conceptual structure in conducting a research. According to Kothari (2004:32), research design stands for advance planning of the methods and the techniques used for collecting the relevant data in the analysis/research, keeping in view the research objective and the availability of the staff, time and money. The design of this research was a descriptive research which was applicable to describe phenomena that could be expressed in terms of quantity. McMillan (1992:144) says, a descriptive study usually describes a phenomenon in the form of statistics, such as frequencies or percentages, averages, and sometimes variability. In this research, the researcher described the types of grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 Jember in a recount text writing in the form of percentage.

Besides the research design explained above, there were some steps of conducting this research explained as follows.

1. Finding the research problems.
2. Determining the research area purposively.
3. Collecting the supporting data through interview and documentation.
4. Determining the research respondents by proportional random sampling using lottery.
5. Constructing the research instrument in the form of recount text writing test.

6. Collecting the primary data by administering writing test to the research respondents.
7. Identifying and coding the grammatical errors on the students' writings.
8. Classifying the grammatical errors on the students' recount text writings based on the types of errors and quantifying the errors.
9. Analyzing the data of the students' grammatical errors.
10. Drawing the conclusion of the data analysis results to answer the research problems.

3.2 Area Determination Method

The researcher applied the purposive method to determine the research area. According to Fraenkel and Wallen (2009:99), a purposive method is used based on the specific purposes of doing the research. It means that the research area was chosen purposively based on some reasons considered by the researcher. Therefore, the researcher determined SMP Muhammadiyah 1 as the research area because of the following reasons.

- a. The headmaster gave permission to the researcher to conduct this research so that the data of the eighth grade students of SMP Muhammadiyah 1 could be obtained.
- b. Based on the interview with the English teacher, writing a recount text was taught to the eighth grade students in this semester.
- c. The research dealing with the grammatical error analysis was not conducted at this school yet.

3.3 Respondent Determination Method

McMillan (1992:68) says that a respondent is an individual who participates in a research study or someone from whom data are collected. The population of this research respondents was the eighth grade students of SMP Muhammadiyah 1 Jember in the 2015/2016 Academic Year. The total number of the population was 130 students

which were divided into 5 classes: VIII A, VIII B, VIII C, VIII D, and VIII E. Each class consisted of about 26 students.

According to Arikunto (2002:112), if the number of the population is less than 100 people, it will be better for the researcher to take all of them as the research subjects. However, the researcher can also take 10%-15% or 20%-25% of the population as the samples if the number of the population is more than 100 people. Since the population of the eighth grade students of SMP Muhammadiyah 1 was more than 100 students, the researcher took 20% of the population in each class as the research respondents. So, the total number of the respondents in this research was 30 students.

The method used by the researcher in determining the research respondents was proportional random sampling in which each and every member of the population has an equal and independent chance of being selected (Fraenkel and Wallen, 2009:93). It means that all of the population member had the same right to be chosen as the research respondents. This method could be the representative samples of the population. The samples were taken proportionally by using lottery as many as 6 students from each class of the population. The selected respondents were gathered in one place to do the writing test at the same time.

3.4 Data Collection Methods

There were two kinds of data collected in this research, they are primary data and supporting data. The primary data were obtained by administering a writing test to the research respondents, while the supporting data were collected through interview and documentation. Furthermore, they were explained in the following parts.

3.4.1 Writing Test

A writing test was conducted to obtain the primary data about the eighth grade students' grammatical error in writing a recount text. Brown (2004:3) says that a test is an instrument of measuring a person's ability, knowledge, or performance in a given

domain. It means that a test must measure a student's ability or knowledge of what a teacher has taught to them. In this research, the writing test was not conducted to measure the students' writing ability but it was focused on the grammatical errors found in the students' writings. In addition, the material of the test was a recount text which was taught to the research respondents in that semester.

The test that was given to the students should be valid and reliable. According to Hughes (2003:26), a test is said to be valid if it measures accurately what is intended to measure, while a reliable test is dependable and provides consistent results/scores (Brown, 2004:20). The writing test of this research had the content validity since its content constituted a representative sample of the material that was constructed based on the curriculum applied at SMP Muhammadiyah 1 Jember. Furthermore, dealing with the reliability, the researcher did not deal with the scores of the students' writings but analyzed the students' grammatical errors on their recount text writings.

The writing test was in the form of essay which the students needed to think of what to say and then expressed the ideas as good as possible through writing. In the writing test in this research, the students were required to write a personal recount text which consisted of at least 8 – 10 sentences by choosing one of the topics provided by the researcher in the test sheet. The time allocation to do the test was 60 minutes. According to the English teachers, they usually give the writing tests or activities to the students in 60 minutes because the students need much time to think about what they are going to write freely so that they asked me to give them 60 minutes.

3.4.2 Interview

Interview is a way or a method to collect the data through question and answer sessions with one or more people (interviewer and interviewee) to get the information needed in the research (Driscoll, 2011:164). It means that interview is one of the data collection methods that can be used to get the supporting data needed by the researcher. Further, Kothari (2004:93) divides an interview method into two domains; personal interviews and telephone interviews. In this research, the researcher collected the data

through personal interview in which the interviewer asked some questions to the interviewees in a face to face situation.

Further, Gay *et al.* (2012:386) state that there are three types of interview, they are, structured interviews, semi-structured interviews, and unstructured interviews. In this research, the researcher used semi-structured interview which means that the researcher prepared a specified set of questions in order to elicit the information from the interviewee and developed the question based on the information needed. Moreover, the interviewees of this research were the English teachers of the eighth grade students at SMP Muhammadiyah 1 Jember. The interview was done by the researcher to get the supporting data about the teaching learning process at SMP Muhammadiyah 1 Jember and the curriculum applied in that school.

3.4.3 Documentation

Documentation is a method for collecting the supporting data from the documentary study of the school. In this research, documentation was used to get the data from the English teacher about the names and the total number of the eighth grade students at SMP Muhammadiyah 1 Jember. It was done to facilitate the researcher to take the samples of the eighth grade population as the research respondents by using lottery in each class.

3.5 Data Analysis Method

After collecting the data, the next step was processing and analyzing the data in order to know the result of the data obtained. Usually the way the researcher interprets the content of the data analysis is through the use of frequencies (the number of the specific incidents found in the data) and the percentages of particular occurrences to total occurrences (Fraenkel and Wallen, 2009:480). Dealing with that statement, the researcher analyzed the grammatical errors made by the research respondents based on the error types and calculated the percentage of each grammatical error type by using

the formula in this research. Moreover, the researcher did some steps which were adapted from Gass and Selinker's theory (2008:103) in conducting this research.

<u>The original steps from Gass & Selinker:</u>	<u>The steps have been adapted:</u>
1. collecting data	1. collecting data
2. identifying errors	2. identifying errors
3. classifying errors	3. coding errors
4. quantifying errors	4. classifying errors
5. analyzing errors	5. quantifying errors
6. remediating	6. analyzing errors

In this research, the researcher did not include the last step, “remediating” and added one step, “coding errors” in the third number. Remediating was the last step of error analysis dealing with remedial teaching which was done to improve the students’ grammar mastery. This step could be executed after knowing the students’ grammatical error results to help the teacher concern on the materials that need to be emphasized based on the students’ grammar difficulties. Remediating would be conducted by the English teacher because the researcher’s role in this research was to analyze the grammatical errors made by the students in their writing and informed the results to the English teacher. Hence, remediating was deleted by the researcher since it was not done in analyzing the data. Besides, the researcher added one step, “coding errors” because it was considered as a very essential step to be done in this research in order to facilitate the researcher to classify the errors. Afterwards, the steps that were adapted from Gass and Selinker’s theory were explained in the following parts:

3.5.1 Collecting Data

In collecting data, the researcher collected the written data of this research that was from the research respondents’ writings. Their writings were about writing a personal recount text based on the topics provided by the researcher.

3.5.2 Identifying Errors

The researcher identified the grammatical errors made by the research respondents on their writings by underlining the errors. The grammatical errors identified were based on the surface strategy taxonomy that was, omission errors, addition errors, misformation errors and misordering errors. In this step, the researcher identified all of the grammatical errors on the whole research respondents' writings before doing the next step that was, coding the errors.

3.5.3 Coding Errors

In coding the research respondents' errors, it would be better for the researcher to use a coding guide to facilitate the process of data analysis. It is supported by Tavakoli (2012:146) who states that data coding is a research technique and procedure in which the data collected are turned into categories for the purpose of counting or tabulating so that it could help the researcher to know the data better and make the data retrieval easier.

Therefore, the researcher decided to use the coding guide based on the grammatical error types that were analyzed in this research. They are explained in the following table.

Table 3.1 The Code for Each Grammatical Error Type

<i>Types of Error</i>	<i>Codes</i>
1. Omission Error	O
2. Addition Error	A
3. Misformation Error	Mf
4. Misordering Error	Mo

3.5.4 Classifying Errors

In this step, the identified grammatical errors in the research respondents' writings could be classified into each type of grammatical errors based on the surface

strategy taxonomy. So, the researcher collected all the grammatical errors that were coded in the research respondents' writing before and classified them based on the error types. It was done to facilitate the researcher in counting the total number of the errors. The grammatical error classification could be done as provided in the following table.

Table 3.2 The Classification of Grammatical Error Types

Types of Errors (O / A / Mf / Mo)	The Student's Number	The Students' Grammatical Errors	Corrections

In the table above, the researcher did the correction of the students' errors because it could be a proof that the students' errors correctly belonged to one of the grammatical error types such as omission error, addition errors etc. So the readers, hopefully, will be able to know the students' error classification was right and easy to read.

3.5.5 Quantifying Errors

The researcher quantified the errors in order to know the frequency and the percentage both of each type of grammatical errors and the total number of the grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 in their personal recount text writings. In counting the percentage of the errors, the researcher applied the following formula.

$$\% = \left(\frac{f}{N} \right) \times 100$$

(Healey, 2010:30)

Notes:

% = the percentage of the students' grammatical errors of each type of error.

f = the number of the students' grammatical errors of each type of error.

N = the total number of the whole grammatical errors made by the students.

3.5.6 Analyzing Errors

After obtaining all the data of the research respondents' grammatical errors and their percentages, the researcher explained those types of grammatical errors and the percentages descriptively. Moreover, from the quantifying errors, the researcher also knew the most grammatical error type made by the research respondents. In this case, the researcher tried to analyze the possible reasons or the causes of the most grammatical error occurrence in the research respondents' recount text writing and explained them. The results of the error analysis were very useful for the English teachers as an input to help them know the students' difficulties on grammar so that the teachers could improve it in order to reduce the same errors on the students' writing in the next occasion.

3.6 The Operational Definitions of the Key Terms

An operational definition refers to the concepts that have been identified in more detail and concise to avoid misunderstanding of the ideas between the writer and the readers. Therefore, it is essential for the researcher to specify how the terms defined in a study to eliminate the ambiguity of the terms. The key terms that were defined operationally in this research were: grammatical errors, grammatical error analysis, and recount text.

3.6.1 Grammatical Errors

Grammatical errors refer to the incorrect use of English pattern or structure in the students' sentences. Fundamentally, the use of incorrect structure makes

ungrammatical sentences. The grammatical errors do not only cover syntactical errors but also morphological errors dealing with the order of words and the formation of words in the sentences.

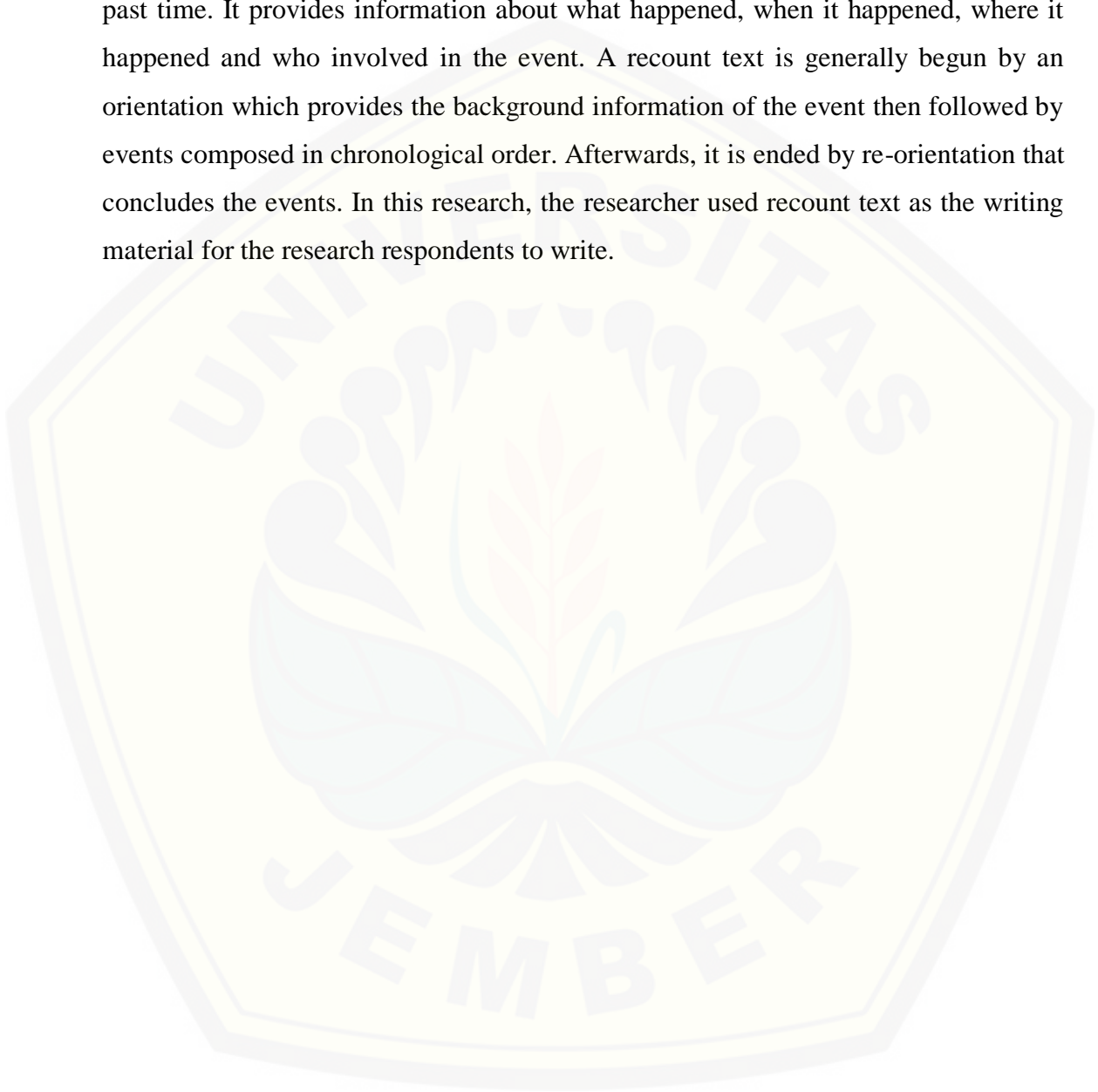
3.6.2 Grammatical Error Analysis

Grammatical error analysis in this research dealt with the analysis of the research respondents' errors in applying the grammar rules in their writings. It is important to analyze the students' grammatical errors to know their grammar weaknesses so that the teacher can make an improvement to reduce the students' errors by emphasizing more to the essential materials. Furthermore, in this research, grammatical errors made by the research respondents' were analyzed based on the surface strategy taxonomy classification covering omission, addition, misformation, and misordering.

- a. *Omission*: skipping an essential item in a sentence. For example:
 - She clever. (Incorrect)
 - She **is** clever. (Correct)
- b. *Addition*: adding an unnecessary item in a sentence. For example:
 - I see many tigers **in** there. (Incorrect)
 - I see many tigers there. (Correct)
- c. *Misformation*: using the wrong form of a structure. For example:
 - He **were** sick yesterday. (Incorrect)
 - He **was** sick yesterday. (Correct)
- d. *Misordering*: the wrong placement of an item/items in a sentence. For example:
 - Do you know what time is **it**? (Incorrect)
 - Do you know what time **it** is? (Correct)

3.6.3 Recount Text

A recount text is a non-functional text which retells events or experiences in the past time. It provides information about what happened, when it happened, where it happened and who involved in the event. A recount text is generally begun by an orientation which provides the background information of the event then followed by events composed in chronological order. Afterwards, it is ended by re-orientation that concludes the events. In this research, the researcher used recount text as the writing material for the research respondents to write.



CHAPTER 5. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the data analysis results and the suggestions related to the research results.

5.1 Conclusions

Based on the results of the data analysis and the discussion presented in Chapter 4, it could be concluded that the results of the research as follows.

1. The types of grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text were as follows.
 - a. **Omission errors:** omission of articles, verbs, plural markers (-s,-es), possessive inflection markers (-'s,-s'), possessive adjectives, prepositions, and past tense inflection (-ed).
 - b. **Addition errors:** double markings and simple addition (*addition of plural markers, prepositions, verbs, and articles*)
 - c. **Misformation errors:** regularization and archi-forms.
 - d. **Misordering errors:** misordering adverb in the sentence, 'singular subject pronoun' with 'plural subject pronoun' in the sentence, noun + noun used in the sentence, and the modifier of noun in the sentence.
2. The percentage of each type of grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 Jember were as follows.
 - a. **Omission errors:**

The total number of omission errors was 127 or 46.5%. They covered the following parts.

 - Omission of articles: 27 errors or 21.3%
 - Omission of verbs: 9 errors or 7%
 - Omission of plural markers (-s,-es): 35 errors or 27.6%

- Omission of possessive inflection marker (-'s, -s'): 6 errors or 4.8%
 - Omission of possessive adjectives: 17 errors or 13.3%
 - Omission of prepositions: 14 errors or 11%
 - Omission of past tense inflection: 19 errors or 15%
- b. **Addition errors:** the total number was 30 errors or 11%. They covered the following parts.
- Double markings: 2 errors or 6.7%
 - Simple addition: 28 errors or 93.3%
- (Addition of plural marker was 1 error or 3.3%, addition of prepositions was 15 errors or 50%, addition of verb was 4 errors or 13.3%, and addition of article was 8 errors or 26.7%)
- c. **Misformation errors:** 87 errors or 32%. They covered the following parts.
- Regularization: 70 errors or 80.5%
 - Archi-forms: 17 errors or 19.5%
- d. **Misordering errors:** 29 errors or 10.5%. They covered the following parts.
- Misordering adverbs in the sentence: 5 errors or 17%
 - Misordering 'singular subject pronoun' with 'plural subject pronoun' in the sentence: 19 errors or 66%
 - Misordering noun + noun used in the sentence: 4 errors or 14%
 - Misordering the modifier of noun in the sentence: 1 error or 3%
3. The most grammatical error type made by the eighth grade students of SMP Muhammadiyah 1 Jember was regularization errors in misformation error type. It was misformation of the verbs used. Then, the cause of the students' grammatical error type was an intralingual transfer which means that the students were influenced by the target language itself that was English. It occurred because English has so many rules rather than their native language so that they got confused with the rules and made errors in their writings.

5.2 Suggestions

Based on the conclusion above, it showed that there were so many students who made grammatical errors in their writing. Therefore, it is important to give suggestions as feedback or evaluation for the following people.

1. The English Teacher

Based on the research result, it was known that the students still have difficulties in applying grammar rules, especially on the verb forms alteration. Then, it becomes a must for the English teacher to improve the students' grammar mastery by giving error feedback either in spoken or written form to the students. The teacher also needs to emphasize and explain more on the regular verbs and irregular verbs. Error correction feedback is needed instead of teaching the material only to the students. It can help the students understand the material much better so that they will not make the same errors in the future.

2. The Students

The students are suggested to study more about the English structure in order that they know that in simple past tense, they needed to use past tense verbs (verb 2). Besides, they also need to understand about the regular and irregular verbs so that they do not feel difficult to change the base verbs into past tense verbs. Those are necessary to be done in order that they can reduce their errors.

3. Future Researchers

Future researchers are suggested to develop another research design dealing with this research result that informs about the kinds of grammatical errors made by the students and its percentage that indicate the students' difficulties in mastering grammar. From that, the future researchers can conduct another research by using grammatical error feedback or applying learning media as the problem solving to help the students increase their grammar mastery.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD
The Analysis of the Eighth Grade Students' Grammatical Errors in Writing a Recount Text at SMP Muhammadiyah 1 Jember in the 2015/2016 Academic Year	<p>1. What types of grammatical errors are made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text?</p> <p>2. What is the percentage of each type of grammatical errors made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text?</p>	<p>The eighth grade students'</p> <p>Grammatical errors in writing a recount text at SMP Muhammadiyah 1 Jember.</p>	<p>Surface strategy taxonomy:</p> <p>1. Omission</p> <p>2. Addition</p> <p>3. Misformation</p> <p>4. Misordering</p> <p><i>(Dulay, et al. 1982: 150 - 159)</i></p>	<p>1. Respondents:</p> <p>The eighth grade students of SMP Muhammadiyah 1 Jember in the 2015/2016 Academic Year.</p> <p>2. Informant:</p> <p>The English teacher of the eighth grade of SMP Muhammadiyah 1 Jember.</p> <p>3. Documents:</p> <p>The names of the research respondents.</p>	<p>1. Research Design:</p> <p>Descriptive</p> <p>2. Area Determination Method:</p> <p>Purposive Method</p> <p>3. Respondent Determination Method:</p> <p>Proportional Random Sampling.</p> <p>4. Data Collection Methods:</p> <p>Primary data</p> <ul style="list-style-type: none"> • Writing test <p>Supporting data</p> <ul style="list-style-type: none"> • Interview • Documentation

	<p>3. What is the cause of the most grammatical error type occurrence made by the eighth grade students of SMP Muhammadiyah 1 Jember in writing a recount text?</p>				<p>5. Data Analysis:</p> <p>The formula for counting the percentage of the error results:</p> $\% = \left(\frac{f}{N}\right) \times 100$ <p>% = The percentage of the students' grammatical errors of each type in writing a recount text.</p> <p><i>f</i> = The number of the students' grammatical errors of each type in writing a recount text.</p> <p><i>N</i> = The total of the students' grammatical errors in writing a recount text.</p> <p>(Healey, 2010:30)</p>
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INSTRUMENTS TO GET THE DATA IN PRELIMINARY STUDY

1. Interview Guide

No.	Questions	Answers
1.	What curriculum have you applied in SMP Muhammadiyah 1 Jember?	The curriculum applied is 2006 Institutional-Based Curriculum (KTSP 2006).
2.	Do you teach writing to the students?	Yes, I do.
3.	How do you teach English writing skill to your students?	In teaching writing to my students, I usually give them an example first, then I ask them to write a different topic based on the example provided. Sometimes, I also guide them to write a short dialogue.
4.	How do you administer writing test to your students?	In giving a writing test, I ask the students to write a recount text or other genres without an example provided on the whiteboard but I give them some of the topics to choose so they need to choose one and express their own ideas freely.
5.	Do the students have problems in writing? If yes, what problems do they have?	Yes, of course. The students' problems are on vocabulary and grammar.
6.	What do you think about your students' writing results?	Actually my students' writing results are sometimes confusing because they

	<p>7. What is the grammar focus of the English subject for the eighth grade students in this school?</p>	<p>cannot write their words into good sentences but I can get their ideas although it is not clear enough.</p> <p>The grammar focus for the eighth grade students this semester is Present and past tenses but I also teach them the basic grammars such as articles, singular and plural nouns etc.</p>
	<p>8. What is the most common grammatical errors made by the eighth grade students in writing?</p>	<p>Actually I am not sure about that because I never analyze their grammatical errors in their writing for sure. I think some of them make errors on the use of simple past tense, articles, to be, etc but actually I am eager to know what types of grammatical errors that they made especially on the most grammatical errors so that I can make an improvement for that error.</p>

2. Documentation

No.	The Data Taken	Data Resource
1.	<p>The names of the eighth grade students at SMP Muhammadiyah 1 Jember in the 2015/2016 academic year.</p>	<p>School Document</p>

RESEARCH INSTRUMENT

WRITING TEST

Skill : Writing

Text : Recount

Class/Semester : VIII / II

Time : 60 minutes

Read the following instructions!

1. Write a personal recount text containing of at least 8 - 10 sentences on a piece of paper provided!
2. Choose one of the following topics provided as follows.
 - a. My trip to go to my relative's house.
 - b. My trip to go to the zoo.
 - c. My trip to go to the beach.
 - d. My travelling for vacation to Malang/Surabaya/Bali etc.
 - e. My experience when I joined one of the school competitions.

**THE NAMES OF THE EIGHTH GRADE STUDENTS AT SMP
MUHAMMADIYAH 1 JEMBER IN THE 2015/2016 ACADEMIC YEAR**

CLASS VIII A

NO	NAMES	NO	NAMES
1	Achmat Kholil	14	Moh. Agustian Dwi
2	Adrian Desthara R.V	15	Nauval Akbar Febrian
3	Ananda Putra Pratama	16	Nur Rahmansyah Alvaro
4	Antonia Regita Wijaya	17	Purna Darma Yudha
5	Arif Wicaksono	18	Putri Rafida Faradila
6	Atillah Rizal Muvieq	19	Rendatrimunika Sari
7	Bagas Setiawan	20	Rizki Aulia Azizah
8	Icha Tri Anggriyani P	21	Syahril Ramadan
9	Lisa Agustin	22	Vina Tri Puspita Dewi
10	Lucky Satrianing Wibowo	23	Yuriko Nuzzila Maulana
11	Martin Fendy Wiradana	24	Adib Nabhan Musyafa
12	Misbahul Ramadhan	25	Moh. Niko
13	M. Johan Al Fandi F.H		

CLASS VIII B

NO	NAMES	NO	NAMES
1	Ahmad Ilham Nur Adha	14	M. Hoirul Zaman
2	Aldy Firmansyah	15	Ponco Aris Novianto
3	Amalia Kholifatur Risa	16	Raehan Reza Mahendra
4	Bayu Andiko	17	Rio Febriantoni
5	Bella Safitri	18	Safira Arifani
6	Dastin Athala Putra	19	Sarinastiti Dwina R
7	Dilla Anggraeni	20	Septian Ari Wijaya K
8	Ilham Agusta Anggara P	21	Sofi Dwi Anggraini
9	Irma Dwi Cahyani	22	Teguh Priyuda
10	Jihan Humaira Firdaus	23	Tri Dina Firdaus H S
11	M. Agus Wido Subandi	24	Fredian Firnandi Jaya M.
12	M. Rafli Hendrawan	25	Susan Kartini
13	Mochamad Satria Fattah	26	Jibril

CLASS VIII C

NO	NAMES
1	Abraham Mufa Rizul F
2	Arief Firman Hadi
3	Dini Rizqhi Melanita A.M
4	Dorafatunisa Mardiyah
5	Eko Firmansyah
6	Ely Puspita
7	Fakhrur Rozy
8	Ferdiana Turhayati
9	Firdauzi Rizqi R
10	Ila Iqlila
11	Liftia Dyah Anggraini
12	M. Ronny Saputra
13	M. Qodri

NO	NAMES
14	Putra Rahmad Rizali
15	Putri Wulandari
16	Putri Yunda Wulandari
17	Ragil Wahyu Ilahi
18	Rahmatullah
19	Rini Aprilia
20	Sherly Riska Amarta
21	Siti Mutmainah
22	Verdi Nantyas
23	Wahyu Rahman Hakim
24	Yudis Sucipto
25	Ega Tardiasyah Wahyono
26	Putra Rahmad Rizali

CLASS VIII D

NO	NAMES
1	Ahmad Fajar Septiawan
2	Akhmad Dwiki Firmansyah
3	Anandria Putri
4	Ananta Riandy Putra
5	Anisa Saparingga
6	Arif Hidayatullah
7	Ayunda Putri Permatasari
8	Chori Megawati Sukma
9	Devina Dwi Juniarningtyas
10	Ilafi Taufiq Bajsair
11	Lailannahar
12	M. Daniel Akbar
13	M. Edo Habiburrohman

NO	NAMES
14	M. Tegar Ramadani
15	Maulidiya Nanda Fitri
16	M. Rahman Maulana G
17	Mochammad Dofan
18	M. Asrofi
19	M. Agus Setiawan
20	Rendy Arif Pratama
21	Reza Maulana
22	Syafa'at Bagus Sugito
23	Tri Bagus Prasetyo
24	Verga Aditya Saputra
25	Indriyani Wasiah

CLASS VIII E

NO	NAMES
1	Akbar Hidayatullah G
2	Anifah Eka Yulya
3	Bima Cakra Buana
4	Devira Yunita Arisandi
5	Dewi Oktavianti
6	Erlina Anisawati
7	Fathin Shafa Asma H
8	Firliana Rachmaputri
9	Firman Fauzi Abim
10	Firna Nur Fadilah Arum
11	Hotimah
12	Husain Syarofuddin
13	Isya Lestari Triyundhani
14	Kofindra Oktavia H

NO	NAMES
15	Moch. Maulana Abu H
16	Mohammad Abdul Wasik
17	Mursila Ningsih
18	Prita Rizqi Utami
19	Putri Eka Yulianda
20	Qummil Laila
21	Sahara Jaya Wardani
22	Sri Astanti
23	Tegar Fiva Gumintang
24	Viona Aurelia Saputri
25	Wildan Perdana Putra
26	Windy Miftah Brilianti
27	Zamil Thoriq Azizi
28	Mohammad Jason Alexander

THE LIST OF THE RESEARCH RESPONDENTS

No	The Initials of the Respondents	Class
1	ARW	VIII A
2	AW	VIII A
3	BS	VIII A
4	LSW	VIII A
5	NAF	VIII A
6	VTPD	VIII A
7	AKR	VIII B
8	BA	VIII B
9	MHZ	VIII B
10	PAN	VIII B
11	RF	VIII B
12	TDF	VIII B
13	DM	VIII C
14	EP	VIII C
15	FT	VIII C
16	FRR	VIII C
17	MQ	VIII C
18	SM	VIII C
19	APP	VIII D
20	DDJ	VIII D
21	MDA	VIII D
22	MEH	VIII D
23	MA	VIII D
24	IW	VIII D
25	FR	VIII E
26	H	VIII E
27	HS	VIII E
28	MAW	VIII E
29	PEY	VIII E
30	MJA	VIII E

THE CLASSIFICATION OF THE GRAMMATICAL ERROR TYPES

Table 1. The Kinds of Omission Errors Made by the Eighth Grade Students at SMP Muhammadiyah 1 Jember

Types of Omission Errors	The Student's Number	The Students' Grammatical Errors	Corrections
A. Omission of articles (a, an, the)	1	1) We did some exercise in a gym and swam in swimming pool of the hotel.	1) We did some exercise in the gym and swam in the swimming pool of the hotel.
		2) It was nice vacations.	2) It was a nice vacation.
	2	3) It was nice trip.	3) It was a nice trip.
	5	4) I swimming in beach my father.	4) I swam in the beach with my father.
	6	5) My father drive car.	5) My father drove the car.
	7	6) Some family search many animal near beach.	6) Some families searched for many animals near the beach.
	8	7) I went go to department store.	7) I went to a department store.
	8	8) At afternoon I went to Kuta beach.	8) In the afternoon I went to Kuta beach.
	12	9) We watch movie in cinema.	9) We watched a movie in the cinema.

	13	10) We enjoyed the trip in afternoon.	10) We enjoyed the trip in the afternoon.
	16	11) I saw beautiful view.	11) I saw a beautiful view.
	17	12) At 1 pm, we returned to the car to eat and drink and take rest.	12) At 1 pm, we returned to the car to eat and drink and take a rest.
	18	13) Next day I go home with happily.	13) On the next day, I went home happily.
	19	14) In the middle trip, we stoped in the restaurant to had lunch.	14) In the middle of the trip, we stopped in the restaurant to have lunch.
	20	15) First thing we do when we arrived is finding the spot for picnic.	15) The first thing we did when we arrived was finding the spot for a picnic.
		16) That was amazing trip.	16) That was an amazing trip.
	22	17) We eat together at rest area in there.	17) We ate together at the rest area there.
	24	18) Last holiday I went to zoo with my family.	18) Last holiday I went to the zoo with my family.
	27	19) I sad because I lost in the final but I very happy because I become second winner.	19) I was sad because I lost in the final but I was very happy because I became the second winner.
	28	20) We taught horse riding.	20) We were taught a horse riding.

	<p>29</p> <p>21) After we played two hours at beach, we went to nice place to have lunch.</p> <p>22) It was nice picnic.</p> <p>30</p> <p>23) We feed many animals there like an elephant then we take photo together.</p>	<p>21) After we played for two hours at the beach, we went to a nice place to have lunch.</p> <p>22) It was a nice picnic.</p> <p>23) We fed many animals there like an elephant then we took a photo together.</p>
<p>The Total Number of Errors : 27 Errors</p>		
<p>B. Omission of Verb “be”</p>	<p>2</p> <p>1) I happy to visit she.</p> <p>6</p> <p>2) The weather cold and fresh.</p> <p>10</p> <p>3) I and my family very happy.</p> <p>14</p> <p>4) I very happy with my family.</p> <p>5) I also tired.</p> <p>22</p> <p>6) We photos together with animals in there.</p> <p>27</p> <p>7) I sad because I lost in the final but I very</p>	<p>1) I was happy to visit her.</p> <p>2) The weather was cold and fresh.</p> <p>3) My family and I were very happy.</p> <p>4) I was very happy with my family.</p> <p>5) I was also tired.</p> <p>6) We took photos together with animals there.</p> <p>7) I was sad because I lost in the final but I was very</p>

	28	<p>happy because I become second winner.</p> <p>8) We taught horse riding.</p>	<p>happy because I became the second winner.</p> <p>8) We were taught a horse riding.</p>
The Total Number of Errors : 9 Errors			
C. Omission of plural marker (-s, -es)	4	1) I got many gift from my friends and my parents.	1) I got many gifts from my friends and my parents.
	6	2) We took some photo together.	2) We took some photos together.
		3) Before we go home, we bought some souvenir .	3) Before we go home, we bought some souvenirs .
	7	4) Some family search many animal near beach.	4) Some families searched for many animals near the beach.
		5) I want to buy some present then I go home.	5) I wanted to buy some presents then I went home.
	8	6) Last month I spent three day in Bali.	6) Last month I spent three days in Bali.
	10	7) There, I saw many animal and plant .	7) There, I saw many animals and plants .

	11	8) I threw some peanuts to the monkey .	8) I threw some peanuts to the monkeys .
		9) We were in the zoo for two hour .	9) We were in the zoo for two hours .
	12	10) We walked around in Royal for 6 hour .	10) We walked around in Royal for 6 hours .
	13	11) After two hour , we came to the beach.	11) After two hours , we came to the beach.
		12) There were many visitor there.	12) There were many visitors there.
		13) After two hour swimming and playing, we looked for the nice place to have lunch.	13) After swimming and playing for two hours , we looked for a nice place to have lunch.
	14	14) I see so many animal .	14) I saw so many animals .
		15) I feed some of the animal .	15) I fed some of the animals .
	15	16) I saw many view in Banyuwangi.	16) I saw many views in Banyuwangi.
	18	17) I saw many construction and mall .	17) I saw many constructions and malls .
	20	18) We playing at the beach for 4 hour .	18) We played at the beach for 4 hours .

	22	19) We saw many animals like tiger, lion, snake, monkey, and horse.	19) We saw many animals like tigers, lions, snakes, monkeys, and horses.
	23	20) My father prepared the car in the garage while mother was preparing food for breakfast and some snack for us.	20) My father prepared the car in the garage while my mother was preparing food for breakfast and some snacks for us.
	24	21) There were many died animal.	21) There were many died animals.
		22) I saw many beautiful flower.	22) I saw many beautiful flowers.
	25	23) Last year I spent four day in Surabaya.	23) Last year I spent four days in Surabaya.
	27	24) Last year, I am joined one of the football competition.	24) Last year, I joined one of the football competitions.
	30	25) At there we saw many animals like lion, monkey, horse and elephant.	25) There, we saw many animals like lions, monkeys, horses and elephants.
The Total Number of Errors : 35 Errors			

D. Omission of possessive inflection marker (-'s)	4	1) Last week, I and my family went to my grandparents house.	1) Last week, my family and I went to my grandparents' house.
	9	2) I and my friends sleep at Wido's cousin house .	2) My friends and I slept at Wido's cousin's house
		3) We sleep at Wido's cousin house almost 2 days.	3) We slept at Wido's cousin's house for almost 2 days.
	15	4) I went in the rice field and I went in my uncle and aunt house.	4) I went to the rice field and I went to my uncle's and my aunt's house.
	28	5) I stayed at my friends house in Probolinggo.	5) I stayed at my friend's house in Probolinggo.
The Total Number of Errors : 6 Errors			
E. Omission of possessive adjectives	2	1) Last year, I went to grandmother's house.	1) Last year, I went to my grandmother's house.
		2) I visit grandmother.	2) I visited my grandmother.
		3) My family prayed grandmother.	3) My family prayed for my grandmother.
		4) We love grandmother.	4) We love our grandmother.
	4	5) We play hide and seek and cut cake birthday.	5) We played hide and seek and cut my birthday cake.

		6) After birthday party, I and family stay there.	6) After my birthday party, my family and I stayed there.
	11	7) Last Sunday, I am and family go to in the zoo.	7) Last Sunday, My family and I went to the zoo.
	15	8) I went in the rice field and I went in my uncle and aunt house.	8) I went to the rice field and I went to my uncle's and my aunt's house.
	21	9) After having lunch, I and family go fishing in there.	9) After having lunch, my family and I went fishing there.
		10) After fishing, I and family packing to went home.	10) After fishing, my family and I packed to go home.
	23	11) My father prepared the car in the garage while mother was preparing food for breakfast and some snack for us.	11) My father prepared the car in the garage while my mother was preparing food for breakfast and some snacks for us.
	25	12) I went there with my brother, father, mother.	12) I went there with my brother, my father, and my mother.
	30	13) There was I, my brother, sister, father and mom.	13) There was I, my brother, my sister, my father and my mom.
		The Total Number of Errors : 17 Errors	

F. Omission of prepositions	1	1) We spent the first day in Bali by enjoying our stay the hotel.	1) We spent the first day in Bali by enjoying our stay in the hotel.
	2	2) My family prayed grandmother.	2) My family prayed for my grandmother.
	5	3) Last Sunday, me and my family spent the holiday to Pasir Putih beach Situbondo.	3) Last Sunday, my family and I spent the holiday to Pasir Putih beach in Situbondo.
		4) I swimming in beach my father.	4) I swam in the beach with my father.
		5) The last, I eat together my family.	5) The last, I eat together with my family.
	7	6) Some family search many animal near beach.	6) Some families searched for many animals near the beach.
	9	7) We sleep at Wido's cousin house almost 2 days.	7) We slept at Wido's cousin's house for almost 2 days.
	14	8) I went to Ragunan zoo Jakarta with my family.	8) I went to Ragunan zoo in Jakarta with my family.
	18	9) Next day I go home with happily.	9) On the next day, I went home happily.
	19	10) In the middle trip, we stoped in the restaurant to had lunch.	10) In the middle of the trip, we stopped in the

	<p>20</p> <p>11) We took one hour travelling to the beach.</p> <p>25</p> <p>12) Then night, I went to the restaurant.</p> <p>13) I stay the hotel.</p> <p>29</p> <p>14) After we played two hours at beach, we went to nice place to have lunch.</p>	<p>restaurant to have lunch.</p> <p>11) We took one hour for travelling to the beach.</p> <p>12) Then at night, I went to the restaurant.</p> <p>13) I stayed in the hotel.</p> <p>14) After we played for two hours at the beach, we went to a nice place to have lunch.</p>
<p>The Total Number of Errors : 14 Errors</p>		
<p>G. Omission of past tense inflection (-ed)</p>	<p>1</p> <p>1) At 7 in the evening, we arrive at Ngurah Rai.</p> <p>2</p> <p>2) I visit grandmother.</p> <p>4</p> <p>3) I invite my friends and my cousin.</p> <p>4) We play hide and seek.</p> <p>5) After birthday party, I and family stay there.</p>	<p>1) At 7 in the evening, we arrived at Ngurah Rai.</p> <p>2) I visited my grandmother.</p> <p>3) I invited my friends and my cousin.</p> <p>4) We played hide and seek.</p> <p>5) After my birthday party, my family and I stayed there.</p>

	7	6) Some family search many animal near beach.	6) Some families searched for many animals near the beach.
		7) I want to buy present then go home.	7) I wanted to buy presents then I went home.
	9	8) I travel to Bali with my friends.	8) I traveled to Bali with my friends.
		9) When I arrive there, I bought cloths for me and my family.	9) When I arrived there, I bought clothes for me and my family.
		10) We arrive at 06.00 am in Jember.	10) We arrived in Jember.at 06.00 am
		11) I and my friends play first and then go home.	11) I and my friends played first and then went home.
	12	12) We watch movie in cinema.	12) We watched movie in the cinema.
	14	13) After that we continue the trip.	13) After that, we continued the trip.
	17	14) Then we continue the journey to arrive at the beach.	14) Then we continued the journey to arrive at the beach.
	19	15) Then, at 10.00 am, we arrive in Malang.	15) Then, at 10.00 am, we arrived in Malang.
	26	16) When I arrived at the beach, I swimming.	16) When I arrived at the beach, I swam.

	25	17) I arrive at 19.00.	17) I arrived at 19.00.
	28	18) I stay the hotel.	18) I stayed in the hotel.
		19) Then we want to get a closer to look at the mountain.	19) Then we wanted to get closer to look at the mountain.
The Total Number of Errors : 19 Errors			

Table 2. The Kinds of Addition Errors Made by the Eighth Grade Students at SMP Muhammadiyah 1 Jember

Types of Addition Errors	The Student's Number	The Students' Grammatical Errors	Corrections
A. Double Markings	18	1) I took a bus from Jember and arrived off at Banyuwangi bus station.	1) I took a bus from Jember and arrived at Banyuwangi bus station.
		2) Next day, I go home with happily .	2) On the next day, I went home happily .
The Total Number of Errors : 2 Errors			
B. Regularization		--	--
C. Simple addition			

<ul style="list-style-type: none"> • <i>Addition of plural markers</i> 	<p>1</p>	<p>1) It was nice vacations.</p>	<p>1) It was a nice vacation.</p>
<p>The Total Number of Errors : 1 Error</p>			
<ul style="list-style-type: none"> • <i>Addition of prepositions</i> 	<p>6</p>	<p>2) We went to there by car.</p>	<p>2) We went there by car.</p>
	<p>11</p>	<p>3) I am and family go to in the zoo.</p>	<p>3) My family and I went to the zoo.</p>
	<p>13</p>	<p>4) While we were playing the ball, many children played with sand.</p>	<p>4) While we were playing the ball, many children played sand.</p>
	<p>18</p>	<p>5) On the next day I and my cousin's family visited in Belimbing beach.</p>	<p>5) On the next day my cousin's family and I visited Belimbing beach.</p>
	<p>19</p>	<p>6) In there I playing sand, volley, and swimming.</p>	<p>6) There, I played sand, volley, and swam.</p>
		<p>7) In there, we go to my relative's house.</p>	<p>7) There, we went to my relative's house.</p>
		<p>8) We stayed in there for three days.</p>	<p>8) We stayed there for three days.</p>
		<p>9) In the second day, we go to swimming in the swimming pool.</p>	<p>9) In the second day, we went swimming in the swimming pool.</p>

	20	10) We went in there by a car.	10) We went there by car.
		11) Maybe I will be back in there sometime.	11) Maybe I will be back there sometime.
	21	12) I and family go fishing in there.	12) My family and I went fishing there.
	22	13) We photos together with animals in there.	13) We took photos together with animals there.
		14) We eat together at rest area in there.	14) We ate together at the rest area there.
	29	15) I meetted with my friend (Dina) in the beach.	15) I met my friend (Dina) at the beach.
	30	16) At there we saw many animals like lion, monkey, horse and elephant.	16) There, we saw many animals like lions, monkeys, horses and elephants.
The Total Number of Errors : 15 Errors			
• <i>Addition of verbs "be"</i>	7	17) I went go to department store.	17) I went to a department store.
	11	18) I am and family go to in the zoo.	18) My family and I went to the zoo.
	14	19) I' am went to the zoo at 05.00 am.	19) I went to the zoo at 05.00 am.

	27	20) Last year, I am joined one of the football competition.	20) Last year, I joined one of the football competitions.	
The Total Number of Errors : 4 Errors				
<ul style="list-style-type: none"> • <i>Addition of articles (a, an, the)</i> 	9	21) We went there by a train and then change transportation.	21) We went there by train and then changed the transportation.	
	16	22) I went to the temple Borobudur in central java.	22) I went to Borobudur temple in Central Java.	
	19	23) Me and my family went to the Malang.	23) My family and I went to Malang.	
	20	24) My family and I went to the Papuma beach.	24) My family and I went to Papuma beach.	
			25) We went in there by a car.	25) We went there by car.
	21	26) I and my family went to the Pasir Putih beach in Situbondo.	26) My family and I went to Pasir Putih beach in Situbondo.	
	26	27) Last holiday my family and I went to the Pasir Putih beach in Situbondo.	27) Last holiday my family and I went to Pasir Putih beach in Situbondo.	

	28	28) Then we want to get a closer to look at the mountain.	28) Then we wanted to get closer to look at the mountain.
The Total Number of Errors : 8 Errors			

Table 3. The Kinds of Misformation Errors Made by the Eighth Grade Students at SMP Muhammadiyah 1 Jember

Types of Misformation Errors	The Student's Number	The Students' Grammatical Errors	Corrections
A. Regularization	1	1) Finally we go back to Semarang in the afternoon.	1) Finally we went back to Semarang in the afternoon.
	3	2) This place is famous for its beautiful scenery.	2) This place was famous for its beautiful scenery.
	4	3) We ate cake, delicious food and drink tea.	3) We ate cake, delicious food and drank tea.
	5	4) Me and my family go there by car.	4) My family and I went there by car.
			5) Then I stop at minimarket for buy food and water.

		6) I swimming in beach with my father.	6) I swam in the beach with my father.
		7) The last I eat together my family.	7) The last, I ate together with my family.
	6	8) I go back to my house to sleep.	8) I went back to my house to sleep.
		9) My father drive car.	9) My father drove the car.
		10) Before we go to Malang my mother prepared the food.	10) Before we went to Malang, my mother prepared the food.
		11) We eat the food.	11) We ate the food.
		12) Before we go home, we bought some souvenir.	12) Before we went home, we bought some souvenirs.
	7	13) I want to buy present then I go home.	13) I wanted to buy presents then I went home.
	9	14) When I arrive there, I bought cloths for me and my family.	14) When I arrived there, I bought clothes for me and my family.
		15) I and my friends sleep at Wido's cousin house.	15) My friends and I slept at Wido's cousin's house
		16) I and my friends take a bath 1 by 1.	16) My friends and I took a bath 1 by 1.

		17) We sleep at Wido's cousin house almost 2 days.	17) We slept at Wido's cousin's house for almost 2 days.
		18) I and my friends play first and then go home.	18) My friends and I play first and then went home.
	11	19) I am and family go to in the zoo.	19) My family and I went to the zoo.
	12	20) Last year, I and my friends go to Surabaya.	20) Last year, my friends and I went to Surabaya.
		21) We go to Royal Mall.	21) We went to Royal Mall.
		22) We go there by car.	22) We went there by car.
		23) We go there at 07.00 am.	23) We went there at 07.00 am.
		24) We buyed one bracelet and one jacket.	24) We bought one bracelet and one jacket.
		25) Then we eat fried rice.	25) Then, we ate fried rice.
		26) We are very happy.	26) We were very happy.
	13	27) We parked the car and then we walked	27) We parked the car and then we walked

		along the sandy beach and swim .	along the sandy beach and swam .
	14	28) I see so many animal.	28) I saw so many animals.
		29) I feed some of the animal.	29) I fed some of the animals
		30) On the way, I sing together with my sister.	30) On the way, I sang together with my sister
	15	31) I am very excited visited my relative's house.	31) I was very excited to visit my relative's house.
		32) I am very happy and I am so tired.	32) I was very happy and I was so tired.
	17	33) When we reached the shore at 11 am, we played sand and swim .	33) When we reached the shore at 11 am, we played sand and swam .
		34) At 17.30 we see the sunset from the beach.	34) At 17.30, we saw the sunset from the beach.
		35) I think this holiday is very exciting and fun.	35) I thought this holiday was very exciting and fun.
	18	36) In there I playing sand, volley, and swimming .	36) There, I played sand, volley, and swam .

	<p>19</p>	<p>37) Next day I go home with happily.</p> <p>38) We go there by car.</p> <p>39) In the middle trip, we stoped in the restaurant to had lunch.</p> <p>40) In there we go to my relative's house.</p> <p>41) At the first day, we go to the zoo.</p> <p>42) Then, in the second day we go to swimming in the swimming pool.</p> <p>43) In the last day, we packing to go home.</p>	<p>37) On the next day, I went home happily.</p> <p>38) We went there by car.</p> <p>39) In the middle of the trip, we stopped in the restaurant to have lunch.</p> <p>40) There, we went to my relative's house.</p> <p>41) On the first day, we went to the zoo.</p> <p>42) Then, in the second day, we went swimming in the swimming pool.</p> <p>43) In the last day, we packed to go home.</p>
	<p>20</p>	<p>44) First thing we do when we arrived is finding the spot for picnic.</p> <p>45) My sister and I swimming in the water.</p> <p>46) My father and my mother watching me and my sister.</p>	<p>44) The first thing we did when we arrived was finding the spot for a picnic.</p> <p>45) My sister and I swam in the water.</p> <p>46) My father and my mother watched me and my sister.</p>

		47) We playing at the beach for 4 hour.	47) We played at the beach for 4 hours.
		48) We go home with a happy face.	48) We went home with a happy face.
	21	49) I and family go fishing in there.	49) My family and I went fishing there.
		50) I and family packing to went home.	50) My family and I packed to go home.
	22	51) I go there by car.	51) I went there by car.
		52) We eat together at rest area in there.	52) We ate together at the rest area there.
		53) I have fun together with my family.	53) I had fun together with my family.
	23	54) After everything get ready and we had our breakfast, we left the house at six o'clock.	54) After everything got ready and we had our breakfast, we left the house at six o'clock.
	25	55) I eat fried rice.	55) I ate fried rice.
		56) On the last day, I go shopping.	56) On the last day, I went shopping.
	26	57) When I arrive at the beach, I swimming .	57) When I arrived at the beach, I swam .
	27	58) I sad because I lost in the final but I very	58) I was sad because I lost in the final but I was very happy

	<p>29</p>	<p>happy because I become second winner.</p>	<p>because I became the second winner.</p>
	<p>30</p>	<p>59) I meeted with my friend (Dina) in the beach.</p> <p>60) We ate fried rice and drink water.</p> <p>61) I go there by car.</p> <p>62) We feed many animals there like an elephant then we take photo together.</p> <p>63) Then we go home at 05.00 pm.</p>	<p>59) I met my friend (Dina) at the beach.</p> <p>60) We ate fried rice and drank water.</p> <p>61) I went there by car.</p> <p>62) We fed many animals there like an elephant then we took a photo together.</p> <p>63) Then we went home at 05.00 pm.</p>
<p>The Total Number of Errors : 70 Errors</p>			
<p>B. Archi-forms</p>	<p>2</p>	<p>1) I happy to visit she.</p>	<p>1) I was happy to visit her.</p>
	<p>5</p>	<p>2) Last Sunday, me and my family spent the holiday to Pasir Putih beach Situbondo.</p> <p>3) Me and my family go there by car.</p>	<p>2) Last Sunday, my family and I spent the holiday to Pasir Putih beach in Situbondo.</p> <p>3) My family and I went there by car.</p>

		4) Then I stop in minimarket for buy food and water.	4) Then I stopped in minimarket to buy food and water.
	8	5) At afternoon I went to Kuta beach.	5) In the afternoon, I went to Kuta beach.
	13	6) After two hour swimming and playing, we looked for the nice place to have lunch.	6) After swimming and playing for two hours, we looked for a nice place to have lunch.
	15	7) I went in the rice field and I went in my uncle and aunt house.	7) I went to the rice field and I went to my uncle's and my aunt's house.
	18	8) I bought the souvenir, food, etc to my family.	8) I bought a souvenir, food, etc for my family.
	19	9) Me and my family went to the Malang.	9) My family and I went to Malang.
		10) At the first day, we go to the zoo.	10) On the first day, we went to the zoo.
	22	11) Last month, I went to Prigen Park at Pasuruan.	11) Last month, I went to Prigen Park in Pasuruan.
	23	12) We arrived at Yogyakarta.	12) We arrived in Yogyakarta.
	26	13) I saw views very beautiful in the road.	13) I saw very beautiful views along the road.

	29	14) I meeted with my friend (Dina) in the beach.	14) I meeted with my friend (Dina) at the beach.
	30	15) Last week, I went to <i>Taman Safari</i> zoo at Malang.	15) Last week, I went to <i>Taman Safari</i> zoo in Malang.
The Total Number of Errors : 17 Errors			
C. Alternating forms	-	_____	_____

Table 4. The Kinds of Misordering Errors Made by the Eighth Grade Students at SMP Muhammadiyah 1 Jember

Types of Misordering Errors	The Student's Number	The Students' Grammatical Errors	Corrections
<ul style="list-style-type: none"> Misordering the use of adverb in the sentence 	3	1) She then took us to her house in <i>Prajekan</i> .	1) Then , she took us to her house in <i>Prajekan</i>
	8	2) I swam there and surfed.	2) I swam and surfed there .
	9	3) We arrive at 06.00 am in Jember .	3) We arrived in Jember at 06.00 am .

	13	4) After two hour swimming and playing , we looked for a nice place to have lunch.	4) After swimming and playing for two hours , we looked for a nice place to have lunch.
	29	5) We together played water and sand.	5) We played water and sand together .
The Total Number of Errors : 5 Errors			
<ul style="list-style-type: none"> • Misordering ‘singular subject pronoun’ with ‘plural subjects pronouns’ in a NP 	4	6) Last week, I and my family went to my grandparents house.	6) Last week, my family and I went to my grandparents’ house.
		7) After birthday party, I and family stay there.	7) After my birthday party, my family and I stayed there.
	5	8) Last Sunday, me and my family spent the holiday to Pasir Putih beach Situbondo.	8) Last Sunday, my family and I spent the holiday to Pasir Putih beach in Situbondo.
		9) Me and my family go there by car.	9) My family and I went there by car.
	9	10) I and my friends sleep at Wido’s cousin house.	10) My friends and I slept at Wido’s cousin’s house.
		11) I and my friends take a bath 1 by 1.	11) My friends and I took a bath 1 by 1.

		12) I and my friends play first and then go home.	12) My friends and I played first and then went home.
	10	13) I and my family very happy.	13) My family and I were very happy.
	11	14) On last Sunday, I am and family go to in the zoo.	14) On last Sunday, My family and I went to the zoo.
	12	15) Last year, I and my friends go to Surabaya.	15) Last year, my friends and I went to Surabaya.
	14	16) Then I and my family went to Kencur resto to eat.	16) Then, my family and I went to Kencur resto to eat.
	18	17) On the next day I and my cousin's family visited in Belimbing beach.	17) On the next day, my cousin's family and I visited Belimbing beach.
	19	18) Me and my family went to the Malang.	18) My family and I went to Malang.
	21	19) I and my family went to the Pasir Putih beach in Situbondo.	19) My family and I went to Pasir Putih beach in Situbondo.
		20) I and my sister walked along the beach.	20) My sister and I walked along the beach.

		<p>21) At 11.00 am, I and my family had lunch.</p> <p>22) After having lunch, I and family go fishing in there.</p> <p>23) After fishing, I and family packing to went home.</p> <p>24) At 16.00 pm, I and my family went home to Jember.</p>	<p>21) At 11.00 am, my family and I had lunch.</p> <p>22) After having lunch, my family and I went fishing there.</p> <p>23) After fishing, my family and I packed to go home.</p> <p>24) At 16.00 pm, my family and I went home to Jember.</p>
		The Total Number of Errors : 19 Errors	
<ul style="list-style-type: none"> • Misordering noun + noun used in the sentence 	4	25) We play hide and seek and cut cake birthday .	25) We played hide and seek and cut my birthday cake .
	15	26) It was a nice trip holiday .	26) It was a nice holiday trip .
	16	27) I went to the temple Borobudur in central java.	27) I went to Borobudur temple in central Java.
	29	28) Last Sunday, I went to Watu Ulo beach in Ambulu, Java east .	28) Last Sunday, I went to Watu Ulo beach in Ambulu, east Java .
		The Total Number of Errors : 4 Errors	

<ul style="list-style-type: none"> • Misordering the modifier of noun in the sentence 	<p>26</p>	<p>29) I saw views very beautiful in the road.</p>	<p>29) I saw very beautiful views along the road.</p>
<p>The Total Number of Errors : 1 Error</p>			



ARW

8A

Student's Number : 01My travelling for vacation to BaliI spent the last vacation in Bali with my family. We leftSemarang at 12.45. At 7 in the evening, we arrive at NgurahRai and directly went to the Hotel. The hotel was amazing.We spent the first day in Bali by enjoying our stay the hotel.we did some exercise in a Gym and swam in swimming pool of thehotel. On the second day, we were picked up by a minibus andwent to Tanjung Berau Harbour. Then, we took a boat toNusa Penida Island. Finally, we go back to Semarang in theafternoon. It was nice vacations.

O : 4

A : 1

Mf : 2

Mo : 0

TDF

VIII B

Student's Number : 12My Traveling for Vacation to Surabaya

Last year, I and my friend go to Surabaya.

We go to Royal Mall. We go there by car. We go
there at 07.00 am and we arrived at 11.00 am. In

Royal, we bought one bracelet and one jacket.

After that we watch movie in cinema. Then we
eat fried rice. We walked around in Royal for

6 hour. We are very happy.

O : 3

A : 0

Mf : 7

Mo : 1

Student's Number : 19My Trip to go to the zoo

I went to Ragunan zoo Jakarta with my family.

I'm went to the zoo at 05.00 am. In the zoo, I see

so many animal. I feed some of the animal. Then I and

my family went to Kencur resto to eat. After that we

continue the trip. On the way, I sing together with my

sister. I very happy with my family. I also tired.

O : 6

A : 1

Mf : 3

Mo : 1

MA
VIII D

Student's Number : 23

My ~~car~~ Travelling for vacation to Yogyakarta

Last week, I went to Yogyakarta with my family. My father drove the car.

My mother sat beside him. My sister and I sat in the back seats.

We woke up early in the morning. My father prepared the car in the garage

while mother was preparing food for breakfast and some snack for us. My

sister and I packed some clothes. After everything get ready and we had our

breakfast, we left the house at six o'clock.

It was about nine a.m. we arrived at Yogyakarta. First of all we

visited our uncle. We stayed there for an hour.

O = 2

A = 0

Mf = 2

Mo = 0

H

VIII E

Student's Number : 26MY TRIP TO GO TO THE BEACHLast Holiday My Family and I went to the Pasir

A

Putih Beach in Situbondo. We went there at 05.00. Wearrived there at 10.30. I saw views very beautiful in the

MO

Mf

road. When I arrive at the beach, I swimming. After that,

O

Mf

I ate very ravenously. After that, I went home. I arrive

O

at 19.00.

O = 2

A = 1

Mf = 2

MO = 1



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
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Nomor : 3 1 8 5 /UN25.1.5/LT.5/2016
Lampiran : -
Perihal : Permohonan Izin Penelitian

0 4 MAY 2016

Yth. Kepala SMP Muhammadiyah 1
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember di bawah ini.

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Program studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang “The Analysis of the Eighth Grade Students’ Grammatical Errors in Writing a Recount Text at SMP Muhammadiyah 1 Jember in the 2015/2016 Academic Year” di Sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut, mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukan.

Demikian atas perkenan dan kerjasama yang baik, kami sampaikan terima kasih.

a.n. Dekan
Pembantu Dekan I,

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Grammatical Errors in Writing a Recount Text at

SMP Muhammadiyah 1 Jember in the 2015/2016

Academic Year "

Yang tersebut diatas telah melaksanakan penelitian di SMP Muhammadiyah 1 Jember di kelas VIII pada tanggal 16 Mei 2016

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jember, 16 Mei 2016

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