



**AN ANALYSIS OF THE EIGHTH GRADE STUDENTS' ERRORS IN  
WRITING RECOUNT TEXT BASED ON SURFACE STRATEGY  
TAXONOMY: A STUDY AT MTs AR-RIDHO MEDAN**

**A THESIS**

*Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic  
University of North Sumatera Medan as a Partial Fulfilment of the  
Requirement for S-1 Program (S.Pd)*

**By:**

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**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2021**



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**2021**



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**SURAT PENGESAHAN**

Skripsi yang berjudul "AN ANALYSIS OF THE EIGHTH GRADE STUDENTS' ERRORS IN WRITING RECOUNT TEXT BASED ON SURFACE STRATEGY TAXONOMY: A STUDY AT MTs AR-RIDHO MEDAN" yang disusun oleh Ika Suhaila yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

**12 Oktober 2021 M**  
**5 Rabiul Awal 1443 H**

Skripsi telah diterima sebagai persyaratan untuk memperoleh Gelar Sarjana Pendidikan (S.Pd) dalam Ilmu Tarbiyah dan Keguruan pada Jurusan Tadris Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

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Assalamualaikum Wr.Wb

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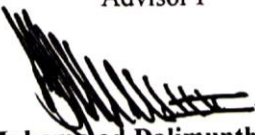
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**Judul : "An Analysis of the Eighth Grade Students' Errors in Writing Recount Text Based on Surface Strategy Taxonomy: A Study at MTs Ar-Ridho Medan"**

Maka kami menilai bahwa skripsi ini sudah dapat diterima untuk di munaqasyahkan dalam sidang munaqasyah skripsi Fakultas Tarbiyah dan Keguruan UIN-SU Medan.

Demikian kami sampaikan, atas perhatiannya kami ucapkan terimakasih.  
Wassalamu'alaikum Wr.Wb.

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Recount Text Based on Surface Strategy Taxonomy: A Study at MTs  
Ar-Ridho Medan***

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang berikan batal saya terima.

Medan, 23 Oktober 2021

Yang membuat pernyataan



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## ABSTRACT

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Thesis Title : **An Analysis of the Eighth Grade Students' Errors in Writing Recount Text Based on Surface Strategy Taxonomy: A Case Study at MTs Ar-Ridho Medan.**

This study aimed to identify and analyze the grammatical errors made by the eighth grade students of MTs Ar-Ridho Medan in writing recount text based on surface strategy taxonomy. This study applied descriptive qualitative method. The participants of this research were 34 students of the eighth grade. The data were recount texts written by the students of VIII-A. The students were asked to write recount texts based on their experiences with the theme "Unforgettable Moment" and "Holiday". The data were analyzed adopting Corder's Error Analysis (EA) approach, which involved four stages: collecting writing sample, identifying errors, classifying errors, calculating errors. The total of grammatical errors were found in students recount text is 325: 57 omission (17,35%), 43 addition (13,23%), 204 miss-formation (62,76%), and 21 miss-ordering (6,46%). The most error type was miss-formation and the least one was miss-ordering. The errors covered all six aspects; 27 errors in using noun (8,30%), 14 errors in using pronoun (4,30%), 216 errors in using verb (66,40%), 16 errors in using adverb (4,90%), 17 errors in using adjective (5,20%) and 35 errors in using preposition (10,70%).

*(Keywords: Error Analysis, Grammatical Error, Recount Text, Surface Strategy)*

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This thesis entitled “*An Analysis of the Eighth Grade Students’ Errors in Writing Recount Text Based on Surface Strategy Taxonomy: A Study at MTs Ar-Ridho Medan*” is completed to fulfill the requirement for S-1 Program at English Education Department of Tarbiyah and Teacher Training Faculty, State Islamic University of North Sumatera Medan.

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Medan, 3<sup>rd</sup> of October 2021

The Researcher,

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## CHAPTER I

### INTRODUCTION

In this first chapter, the researcher started by introducing the background of this research, the identification of the problem, the formulation of the research questions, the objectives of the study, the significances of the study and the limitation of the problem.

#### **A. The Background of the Research**

Humans cannot be separated from the interaction. To interact with others, humans need a media, namely language, which is used to convey ideas and thoughts.<sup>1</sup> For worldwide communication, English is much used by people all over the world. Reddy stated that English plays an important role in our everyday life; in business, education, technology and information, media and entertainment, and so on. Moreover, in this globalization era, English is needed to get a good job and better salaries. Either national or international corporations search for people who have a good knowledge of English.<sup>2</sup> Because of its importance, English becomes one of the compulsory subjects in formal education in many countries, including Indonesia.

In Indonesia, English is learned as a foreign language which is mandatorily taught to students of lower and upper secondary levels. The goal of teaching and learning English in SMP/MTs based on School-Based Curriculum Dikti (2013) is

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<sup>1</sup> Sholihatul Hamidah Daulay. 2011. *Introduction to General Linguistics*. Medan: LaTansa press, p.11.

<sup>2</sup> M. Samanth Reddy, 2016. *Importance of English Language in Today's World*. International Journal of Academic Research, 3(2), 179-184, p. 181.

to provide students with knowledge and skills in order to be able to communicate in English either in spoken or written language.<sup>3</sup>

In English, there are four main skills that need to be mastered; reading, listening, speaking, and writing. Among these skills, writing is very important in second language learning because it functions not only as a means of learning but also as a tool for communication and organizing ideas.<sup>4</sup> Unfortunately, writing is considered as the most difficult to master by second and foreign language learners because it involves problem solving and strategies to achieve communicative goals. Second language learners argue that it becomes more difficult as they need to transfer ideas from their first language.<sup>5</sup> Moreover, writing is difficult because it has several components that must be considered besides content, they are; vocabulary, structure/grammar, and writing mechanisms such as punctuation and capitalization.<sup>6</sup>

Recount text is one of the text types that is commonly used in writing. Based on School-Based Curriculum Dikti (2013), recount text is one of the compulsory topics in junior and senior high school levels. In junior high school level, recount text is learned in the eighth grade. Students are expected to be able

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<sup>3</sup> Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 tentang *Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah*. 2 Juli 2014. Jakarta. p. 277. Retrieved from [http://simpuh.kemenag.go.id/regulasi/permendikbud\\_59\\_14.pdf](http://simpuh.kemenag.go.id/regulasi/permendikbud_59_14.pdf) accessed on 15 July 2021 at 20.00.

<sup>4</sup> Rahmah Fithriani, *Cultural Influence on Students' Perception of Written Feedback in L2 Writing*. Journal of Foreign Language Teaching and Learning, 3(1), 1-13, p. 1.

<sup>5</sup> Rahmah Fithriani. 2017. *Indonesia Students' Perceptions of Written Feedback in Second Language Writing* (Doctoral Dissertation). Albuquerque: The University of New Mexico, p. 1.

<sup>6</sup> F. V. Hartfiel, J. B. Hughey, D. R. Wormuth, & H. L. Jacobs. 1985. *Learning ESL Composition*. Rowley Massachusetts: Newbury House Publishers, Inc., p. 102.



to apply text structure and language features of the short simple recount text by oral and written.<sup>7</sup>

Most Indonesian EFL students admit that writing is a difficult skill to develop and master, especially in terms of accuracy in using grammar.<sup>8</sup> As a result, many Indonesian EFL students often make grammatical errors in writing. Errors that were made by learners in the language learning process can be studied through error analysis. Error analysis plays an important role in second and foreign language learning. It helps the teachers to get information about the challenging areas faced by the students and to observe the reason why the errors occurred. Error analysis can bring new insights to the language teachers in finding the best techniques to solve the problems related to language learning.<sup>9</sup>

Studies have shown that Indonesian learners face difficulties in English writing. Februansyah, Nugraha, & Nurfajriah's study is among the studies that have shown that Indonesian learners have difficulties in writing recount text.<sup>10</sup> Several studies have been conducted to analyze grammar errors in one particular genre of writing, namely, recount text. The researchers used various theories in

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<sup>7</sup> Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 tentang *Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah*. 14 Desember 2018. Jakarta. p. 297. Retrieved from <https://www.mitrakuliah.com/2020/02/21/ki-dan-kd-smp-mts-kurikulum-2013-terbaru-sesuai-permendikbud-nomor-37-tahun-2018/> accessed on 15 July 2021 at 20.29.

<sup>8</sup> Rahmah Fithriani. 2020. *Grammatical Errors in Madrasah Aliyah Students' Narrative Texts: An Error Analysis of the Surface Strategy*. Ta'dib: Journal of Islamic Education. 25 (1), 6-20, p. 6.

<sup>9</sup> Aqsa Jabeen, Bahram Kazemian, Muhammad Shahbaz Mustafai. 2015. *The Role of Error Analysis in Teaching and Learning of Second and Foreign Language*. Education and Linguistics Research, Vol. 1, No. 2, 52-61. p. 53.

<sup>10</sup> Vikri Februansyah, Irsyad Nugraha & Yustika Nurfajriah, 2020. *An Analysis of Students' Difficulties in Writing Recount Text*. English Education and Applied Linguistics (EEAL) Journal, 3 (2), 17-25, p. 23.

classifying errors students made in writing recount text. Cholipah classified errors based on Ellis and Barkhuizen's theory.<sup>11</sup> While Wijayanti used Corder's theory (omission, addition, substitution, permutation) in classifying grammatical errors made by students.<sup>12</sup> Even though there have been many researches about error analysis in writing recount text but few researchers used Dulay's surface strategy taxonomy in classifying errors.

Based on the background above, the researcher decides to conduct an error analysis study entitled **“An Analysis of the Eighth Grade Students' Errors in Writing Recount Text Based on Surface Strategy Taxonomy: A Study at MTs Ar-Ridho Medan.”** This study aims to analyze grammatical errors in students' recount texts based on surface strategy taxonomy.

## **B. The Identification of the Problem**

Based on the background above, there are some problems that can be identified related to students' English ability in writing recount text. The problems are as follows: (1) the students have difficulties in writing and (2) the students have low ability in grammar.

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<sup>11</sup> Cholipah, 2014. *An Analysis of Students' Error in Writing Recount Text (A Case Study in the Second Grade Students of SMP Trimulia Jakarta)*. Thesis. Jakarta: UIN Syarif Hidayatullah. p. 50.

<sup>12</sup> Shaila Sukma Wijayanti. 2017. *The Analysis of Grammatical Error in Students' Recount Text Made by the Eighth Grade Students of SMP N 1 Gombong in the Academic Year of 2016/2017*. Skripsi. Purworejo: Universitas Muhammadiyah Purworejo, p. 47.

### **C. The Formulation of the Research Questions**

In relation to identification of the problem, the research questions are formulated as follows:

1. What are the types of grammatical errors students made in writing recount text based on surface strategy taxonomy?
2. What are the most and the least grammatical errors types?

### **D. The Objectives of the Study**

In relation to the problem above, the objectives of the study are: (1) to identify the types of grammatical errors students made in writing recount text and (2) to get information about what are the most and the least grammatical errors types made by students in writing recount text based on surface strategy taxonomy.

### **E. The Significances of the Study**

1. For the teachers; to provide information about the students' ability in writing recount text and give feedback for the English Teacher at MTs Swasta Ar-Ridho about the students' weaknesses and to improve their writing achievement.
2. For the students; to motivate them as well as reflect on how to write recount text using appropriate grammar.
3. For the researcher; to be one of her resources to find out and analyze the errors in another text, as well as to give information for the next related studies.

4. For the future researchers who are also interested in analyzing students' grammatical errors particularly in writing recount text; this research is expected to help them gaining more information that may be used to conduct better studies in the future.

#### **F. The Limitation of the Problem**

This study is limited to the analysis of the grammatical errors found in recount text by the eighth grade students at MTs Swasta Ar-Ridho Medan to see the ability of the students in writing English. The researcher focuses her study on analyzing students' grammatical errors in writing recount text. The researcher just concerns in analyzing six aspects: Noun, Pronoun, Verb, Adverb, Adjective, Preposition.

## CHAPTER II

### LITERATURE REVIEW

In conducting research, providing theories is needed to explain the concepts or terms utilized in this research. The researcher reviewed the literature regarding the area of the study. In this chapter, the researcher presented the theoretical framework, some related studies and the conceptual framework which each points were presented in detail below.

#### A. Theoretical Framework

##### 1. Writing Skills

Writing is one of four English skills that have to be mastered. According to Nunan, writing refers to a process of thinking to produce ideas, expressing the ideas into good writing, and arranging the ideas into sentences and paragraphs.<sup>13</sup> Writing plays a major role in expressing someone's ideas, thoughts, opinions, and attitudes. Through writing, people not only be able to share ideas or feelings but also to persuade and convince others. The main purposes of writing are to express ideas or thoughts and to deliver a message or information.

Meyers mentioned that “writing is a process of discovering and organizing ideas, putting them on a paper, editing and revising them.”<sup>14</sup>

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<sup>13</sup> David Nunan. 2003. *Practical English Language Practice*. Singapore: McGraw-Hill Company, p. 88.

<sup>14</sup> Horarik M. Mayers. 2002. *Something to Shoot for: A Systematic Functional Approach to Teaching Genre in Secondary School Science*. NJ: Lawrence Erlbaum Associates, p. 2.

Writing also can be defined as a way of expressing thought or ideas from our mind to written materials.<sup>15</sup> From the definitions above, we can conclude that writing is an activity where someone expresses all the ideas, thoughts, feelings, opinions and organizes them into words, sentences, and paragraphs. Writing is very important in second language learning because it functions not only as a means of learning but also as a tool for communication and organizing ideas.<sup>16</sup>

In the Qur'an, writing commands are often paired with reading. After the reading and reasoning or thinking process, Allah SWT asked humans to write. This sign regarding writing is expressed in the third until fifth verse of Al-'Alaq:

اقْرَأْ وَرَبُّكَ الْأَكْرَمُ { ٣ } الَّذِي عَلَّمَ بِالْقَلَمِ { ٤ } عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ { ٥ }

Meaning: “Read, and God is the most gracious {3} Who taught (human) through *qalam* (pen) {4} Who taught man what he did not know {5}” (QS. Al-'Alaq: 3-5)

“Who taught (humans) through *qalam*” means Allah taught human to write with a pen. Allah started the Qur'an with the command to read and write because they brought many benefits. Yusuf Qardhawi interpreted that these verses were revealed to Rasulullah SAW. as an indication of the virtue of

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<sup>15</sup> C. Prichard. 2013. *Training L2 Learners to Use Facebook Appropriately and Effectively*. CALICO Journal, 30(2), 204-225, p. 98.

<sup>16</sup> Rahmah Fithriani. 2018. *Cultural Influence on Students' Perception of Written Feedback in L2 Writing*. Journal of Foreign Language Teaching and Learning, 3(1), 1-13, p. 1.

learning and science. Reading is the key to knowledge and a tool to transform the knowledge is *qalam* (writing).<sup>17</sup>

To show the importance of writing, *Qalam* (pen) is used as the name of one of the *surah* in the Qur'an, namely *al-Qalam* (the 68<sup>th</sup> *surah*). In the first verse of *al-Qalam* *surah*, Allah even swears by the *qalam* (pen).

نَّ وَالْقَلَمِ وَمَا يَسْطُرُونَ { ١ }

Meaning: "Nun. (I swear) by the pen and what they write" {1} (QS. Al-Qalam: 1)

At the time of the Prophet Muhammad SAW., there was one of his companions named Abdullah bin Amr RA who had been proficient in reading and writing while the other companions had not. He had a habit, he liked to record the words of the Prophet Muhammad SAW. Abdullah bin Amr RA is mentioned in a hadith narrated by Abu Hurairah as follows:

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ ، يَقُولُ مَا مِنْ أَصْحَابِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَحَدٌ أَكْثَرَ

حَدِيثًا عَنْهُ مِنِّي إِلَّا مَا كَانَ مِنْ عَبْدِ اللَّهِ بْنِ عَمْرٍو ، فَإِنَّهُ كَانَ يَكْتُبُ وَلَا أَكْتُبُ { البخري }

Meaning: From Abu Hurairah RA. "There is no one from the companions of the Prophet *shallallaahu 'alaihi wasallam* who most (narrated) hadith from him (*Shallallahu 'Alaihi Wasallam*) except me, except from Abdullah bin

<sup>17</sup> Yusuf Qardhawi. 1998. *Al-Quran Berbicara Tentang Akal Dan Ilmu Pengetahuan*. Jakarta: Gema Insani Press, p. 91.

Amr, because he used to write, while I did not write." (Narrated by Bukhari no. 113)

In relation to the science, Prophet Muhammad *Shallallahu 'alaihi wa salam* also said,

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

Meaning: “—tie the science by writing” (Shahih Al-Jami’ no. 4434).

Mujib makes an analogy, “if reading is the key to enter the vast treasures of knowledge, then writing is a form of safeguarding, maintaining, and developing knowledge.”<sup>18</sup> Therefore, it is important to master writing skills. Writing skills is not only a process of expressing ideas and thoughts into words but more than that we as Muslims are asked to write because writing has many benefits, one of them is to keep memorizing the knowledge or information we have got.

## 2. The Teaching and Learning of EFL Writing in Indonesia

English is served as a foreign language which is mandatorily taught to students of lower and upper secondary education in Indonesia. According to School-Based Curriculum Dikti (2013) as the currently implemented curriculum, the time allocation for English subject in secondary schools ranges is from two to six hours of lessons (one lesson hour equals 45 minutes) per

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<sup>18</sup>Ahmad Mujib. 2016. *Literasi Dalam Al-Quran Dan Kontribusinya Terhadap Pengembangan Epistemologi Ilmu Pendidikan Islam*. Skripsi. Ponorogo: IAIN Ponorogo, p. 3.



week. For junior high schools, the time allocation is four lesson hours throughout grade 7 to grade 9.<sup>19</sup>

The goal of teaching English based on School-Based Curriculum Dikti (2013) is to provide students with knowledge and skills to make them able to communicate in English either in spoken or written language.<sup>20</sup> Therefore, English language teaching at secondary schools should focus to help students in developing their oral and written communicative competences in four areas: reading, listening, speaking, and writing.

### 3. Recount Text as A Writing Genre

Genre refer to particular text type. Genres distinguish types of texts based on their social purposes as well as the level of context dealt with those social purposes.<sup>21</sup>

There are twelve types of text genre, they are:

- a) Narrative, to narrated or present a story.
- b) Recount, to retell the past events.
- c) Descriptive, to describe something, either person, thing, etc.
- d) Procedure, to explain how to do something.
- e) Report, to report a certain phenomenon.

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<sup>19</sup> Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 tentang *Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah*. 2 Juli 2014. Jakarta. p. 277. Retrieved from [http://simpuh.kemenag.go.id/regulasi/permendikbud\\_59\\_14.pdf](http://simpuh.kemenag.go.id/regulasi/permendikbud_59_14.pdf) accessed on 15 July 2021 at 20.00.

<sup>20</sup> Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 tentang *Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah*. 2 Juli 2014. Jakarta. p. 277. Retrieved from [http://simpuh.kemenag.go.id/regulasi/permendikbud\\_59\\_14.pdf](http://simpuh.kemenag.go.id/regulasi/permendikbud_59_14.pdf) accessed on 15 July 2021 at 20.00.

<sup>21</sup> Rudi Hartono. 2005. *Genres of Text*, Semarang: UNNES, p. 4.

- f) News item, to give information about events of the day.
- g) Exposition, to persuade the readers to do something.
- h) Anecdote, to share an amusing story.
- i) Spoof, to retell an event with a humorous twist.
- j) Explanation, to explain the processes or events in detail.
- k) Discussion, to present an issue with some points of view.
- l) Review, to give evaluation about something, either events, arts, etc.<sup>22</sup>

Within each of general purposes, the researcher chooses one genre, recount text. Recount text is one of the text types that is commonly used in writing. Based on School-Based Curriculum Dikti (2013), recount text is one of the compulsory topics in junior and senior high school levels. In junior high school level, recount text is learned in the eighth grade with the standard competence; 3.12 Applying text structure and linguistic elements to carry out the social function of the recount text by stating and asking about activities, events, and events, short and simple, in accordance with the context in which they are used.<sup>23</sup>

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<sup>22</sup> L. Gerrot & P. Wignell. 1994. *Making Sense of Functional Grammar*, Cammeray: Antipodean Educational Enterprises, p. 190-219.

<sup>23</sup> Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 37 Tahun 2018 tentang *Perubahan atas Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah*. 14 Desember 2018. Jakarta. p. 297. Retrieved from <https://www.mitrakuliah.com/2020/02/21/ki-dan-kd-smp-mts-kurikulum-2013-terbaru-sesuai-permendikbud-nomor-37-tahun-2018/> accessed on 15 July 2021 at 20.29.

Knapp defined recount texts as sequential texts which consist of a series of events.<sup>24</sup> Writing recount text is an activity of writing the record of events that happened in the past time. The events are reported chronologically based on the setting of time and place with the use of conjunctions and sequence markers. Cavanagh explained that recount is retelling of past events.<sup>25</sup> It tells information about what happened, when it happened, where it happened, how it happened, and who was involved.

In writing recount text, there are some important points that need to be known. According to Anderson's theory, a recount text has three generic structures as follows:<sup>26</sup>

- a. Orientation: The introduction of the text. In this part, we introduce the topic of the text. It presents background information about who, what, where, and when.
- b. Event: It usually retells the series of events chronologically based on the setting of place and time with the use of conjunctions and temporal sequences.
- c. Reorientation: It functions as the closing statement. In this part, the writers usually put their personal comments about the events.

Hartono mentioned the language features of recount text, they are:<sup>27</sup>

- a) Focus on Individual Participants. For example: I (the writer)

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<sup>24</sup> Peter Knapp & Megan Watkins. 2005. *Genre, Text and Grammar*. Sydney: University of South Wales Press Ltd., p. 223.

<sup>25</sup> J. Cavanagh. 1998. *Text Types*. Sydney: Broad Studies, p. 11.

<sup>26</sup> M. Anderson & K. Anderson. 1997. *Text Types in English*. South Yarra: MacMillan Education, p. 53.

<sup>27</sup> Rudi Hartono. 2005. *Genres of Text*. Semarang: Universitas Negeri Semarang. p. 8.

- b) Use of Past Tense. For example: I arrived there at 8 a.m.
- c) Use Temporal Sequences. For example: on Saturday, yesterday, in May, last month, etc.
- d) Use of Conjunction. For example: then, next, before, after, etc.

The example of recount text:<sup>28</sup>

On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad's house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and a fishpond.

On Sunday Nisa and I saw Gunung Batok and went on the scenic ride on horseback. It was scary. Then we went to get a closer look at the mountain. We took picture of the beautiful sceneries there. On Monday we went to the Zoo at Wonokromo, we saw cockatoos having a shower. In the afternoon I went home.

It was fun.

#### **4. Definition and the Importance of Error Analysis in EFL Writing**

##### **Instruction**

Error analysis may be used to study errors produced by learners throughout the language learning process. According to Brown, error analysis is a process of observing, analyzing, and classifying the deviations of the rules of the second language and then revealing the systems that are operated by the

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<sup>28</sup> *Ibid*, p. 10.

learner.<sup>29</sup> Analyzing errors will help teachers and students to overcome overcoming and solving obstacles in the language learning process.

Dulay, Burt, and Krashen defined errors as deficiencies that may be contained in students' speech or writing. They are part of a conversation or composition that deviates from some rules of language.<sup>30</sup> Keshavarz explained, "Error analysis emerged as a reaction to contrastive analysis theory perspective of second-language learning, which saw language transfer as the main process that involved in second and foreign language learning." Error analysis attempts to explain learners' performance in terms of the cognitive processes that students use in rearranging the input they receive from the target language.<sup>31</sup>

Error analysis has some importance. Firstly, by error analysis, teachers will know all over about students' errors. Secondly, errors can tell the teacher how far the goals of learning have been achieved and the learners' progress, what remains for him or her to learn. In the other words, the students' errors are valuable feedback for teachers. Thirdly, errors are needed by the students themselves, making mistakes can be as a device in their learning process. Finally, some errors need to be overcome, otherwise, they would become habits.

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<sup>29</sup> H. D. Brown. 1980. *Principles of Language Learning and Teaching*. New Jersey: Prentice-Hall, p. 166.

<sup>30</sup> Heidi Dulay, Marina Burt, and Stephen Krashen. (1982). *Language Two*. Oxford: Oxford University Press, p. 138.

<sup>31</sup> M. H. Keshavarz. 2012. *Contrastive Analysis and Error Analysis*. Teheran: Rahmana Press, p. 58.

In a hadith of the Prophet it is also stated that a truly smart *mukmin* is he who learns from their mistakes and will correct those mistakes so that he would not become habits. The hadith below explains to every *mukminin* to be careful in this life, do not be negligent and should take lessons from events that have passed.

عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ أَنَّهُ قَالَ لَا يُلْدَعُ الْمُؤْمِنُ مِنْ

جُحْرٍ وَاحِدٍ مَرَّتَيْنِ ۖ {رواه بخري}

Meaning: “From Abu Hurairah *radhiallahu’anhu*, Prophet Muhammad SAW. said, “*Mukmin* will not fall into the same hole twice.” (Hadits Shahih Bukhari No. 2023)

Likewise with learning, every mistake made by students must be used as learning so that the same mistakes do not happen again. With error analysis, the students make new attempts to achieve the more closely approximate desired goals.<sup>32</sup> In conclusion, error analysis is beneficial for both learners and teachers in learning English as a foreign language. For learners, error analysis is needed to show them what errors they made so that they do not repeat it in the future, whereas for teachers, it is needed to evaluate themselves whether they are successful or not in teaching.<sup>33</sup>

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<sup>32</sup> XIE Fang, JIANG Xue-mei. 2007. *Error Analysis and the EFL Classroom Teaching*, US-China Education Review, 4(9) 10-14, p. 13.

<sup>33</sup> A. Jabben, B. Kazemian, & M. S. Mustafai. 2015. *The Role of Error Analysis in Teaching and Learning of Second and Foreign Language*, Education and Linguistics Research, 1(2), 52-61, p. 53.

## 5. Classification of Error Analysis

In error analysis, there are several theories from experts, one of them is a theory proposed by Dulay et al. Dulay et al classified errors into four types, they are: error based on Linguistic Category, Surface Strategy Taxonomy, Communicative Effect Taxonomy, and Comparative Taxonomy.<sup>34</sup>

### a. Error Based on Linguistic Category

The linguistic category categorizes errors based on the specific language components and linguistic elements affected by the errors. Those language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).<sup>35</sup>

### b. Error Based on Surface Strategy Taxonomy

The surface strategy taxonomy focuses on the surface structures that deviate. It classifies errors based on how the learners' version is different from the expected target version.<sup>36</sup> Learners may omit necessary items or add unnecessary ones or they may make incorrect forms or incorrect placement.

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<sup>34</sup> Heidi Dulay *et.al*, *op.cit.* p. 147.

<sup>35</sup> *Ibid.* p. 147-148.

<sup>36</sup> Carl James. 1998. *Errors in Language Learning and Use: Exploring Error Analysis*. Essex: Longman, p. 150.

c. Error Based on Communicative Effect Taxonomy

This taxonomy categorizes errors depending on how they influence the listener's or reader's perception. In the same way, it addresses the errors that might lead to misinterpretation or miscommunication..<sup>37</sup>

d. Error Based on Comparative Taxonomy

This taxonomy categorizes errors by comparing the structures of second language errors that are commonly produced by learners with other types of constructions that children often make when learning their first language..<sup>38</sup>

## 6. The Concept of Surface Strategy Taxonomy

Dulay, Burt, and Krashen described this taxonomy as being on the ways surface structures are deviated..<sup>39</sup> It classifies errors based on how the learners' version is different from the expected target version..<sup>40</sup> Learners may omit necessary items or add unnecessary ones or they may make incorrect forms or incorrect placement. Dulay et.al divided the Surface Strategy Taxonomy into five categories: (a) omission, (b) addition, (c) miss-formation, and (d) miss-ordering.

a. Omission

Dulay et.al stated that omission refers to the absence of an item that must be appeared in a well-formed sentence. They emphasized that

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<sup>37</sup> *Ibid.* p. 189.

<sup>38</sup> *Ibid.* p. 163.

<sup>39</sup> Heidi Dulay *et.al*, *op.cit.* p. 150.

<sup>40</sup> Carl James, *op.cit.* , p. 150.



every morpheme or word is possible to be omitted, but some particular types of morphemes are more likely to be omitted than others.<sup>41</sup>

For example:

*She my English teacher.* (Error)

There has omission of to be:

*She was my English teacher.* (Correct)

#### b. Addition

The definitions of addition and omission are totally opposed. This type of error refers to the presence of an item that must not be included in a well-formed sentence.<sup>42</sup> It usually occurs in the next stage of second language acquisition when the learner has already acquired some target language rules. Addition is divided into three types, they are as follows:

##### 1) Double Marking

Double marking occurs when two items with the same feature exist, one of which is unnecessary since it is already represented by the other.

For example:

*I didn't studied there.* (Error)

The negative form must use infinitive verbs instead of past verbs.

*I didn't study there.* (Correct)

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<sup>41</sup> *Ibid*, p. 154.

<sup>42</sup> *Ibid*, p. 156.

## 2) Regularization

A regularization error occurs when an item is changed by equating an irregular rule to a regular one.

For example:

*She camed to our house 2 days ago. (Error)*

There has regularization, the past form of verb “come” does not “came” but “came”. It is one of irregular verbs.

*She came to our house 2 days ago. (Correct)*

## 3) Simple Addition

Simple addition is characterized by addition errors other than double markings and regularization.

For example:

*He could played football well. (Error)*

There has simple addition of verb one after modal.

*He could play football well. (Correct)*

## c. Miss-formation

Miss-formation errors refer to the use of the incorrect form of the morpheme or structure. While in omission errors the item is not exist at all, in miss-formation errors the learner supplies something, but it is incorrect. Miss-formation errors divided into three types as follows:<sup>43</sup>

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<sup>43</sup> *Ibid*, p.158

### 1) Regularization Errors

Regularization errors characterized by a marker that shows a regular form placed on an irregular one.

For example:

*My friend writed a letter for me last month.* (Error)

There has wrong change of verb “*writed*”, it should be “*wrote*” because it is irregular verb.

*My friend wrote a letter for me last month.* (Correct)

### 2) Archi forms

Archi-forms errors are errors in selecting a form to express something else, for example, errors in selecting determiners (this, that, these, those) in a sentence.

For example:

*I bought this books last year.* (Error)

This is not appropriate for plural, the appropriate one is “*these*”.

*I bought these books last year.* (Correct)

### 3) Alternating Form

Alternative forms are caused by the use of archi forms which often give way to the fairly free alternation of class members from one another.

For example:

*He gives I a bouquet of flowers.* (Error)

The pronouns “*I*” must be changed with “*me*”, because it is not as subjective pronoun but as an objective pronoun.

*He gives me a bouquet of flowers.* (Correct)

d. Miss-ordering

These errors occurs when the learner makes incorrect placement of morphemes or a group of morphemes in a sentence.<sup>44</sup>

For example:

*I did not know where was she.* (Error)

To be “*was*” must be placed at the end of the sentence because it is not an interrogative form.

*I did not know where she was.* (Correct)

## **B. Related Studies**

In this study, the researcher takes two previous studies as inspiration and consideration. The discussion of those previous studies will be explored more detail in the following paragraph.

The first study is a study conducted by Cholipah (2014) entitled “An Analysis of Students’ Error in Writing Recount Text (A Case Study in the Second Grade Student of SMP Trimulia Jakarta)”. In order to conduct qualitative research, this study employed a case study technique. Ellis and Barkhuizen's error analysis theory was used to examine the data. The result of this study shows the

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<sup>44</sup> *Ibid*, p. 162.

common errors made by the students. Capitalization, word choice and verb tense are the highest-three common errors founded. The total of errors is 452 errors; 200 (23.90%) errors in capitalization, 110 (13.14%) errors in word choice, 105 (12.54%) errors in verb tense, 3 (0.36%) incomplete sentence errors, 13 (1.55%) meaning not clear errors, and 21 (2.51%) singular-plural errors.<sup>45</sup>

The next study is a research by Wijayanti (2017) entitled “The Analysis of Grammatical Error in Students’ Recount Text Made by the Eighth Grade Students of SMP N 1 Gombang in the Academic Year of 2016/2017”. The aim of this study is to analyze the students’ errors in writing recount text. The errors are classified based on Keshavarz’s theory. The objectives of this study are to determine the types of errors and the most common type of errors students made by the eighth grade in writing a recount text. This study uses descriptive qualitative as research design because the researcher would like to describe the errors were made by the students in writing recount text. The finding of this research shows that there are four types of errors were made by students. The total of errors is 186 errors; 89 (47.8%) omissions, 67 (36%) substitutions, 18 (9.7%) permutations, and 12 (6.5%) additions.<sup>46</sup>

Comparing between the previous studies and this study, there are similarities and differences between them. The previous studies and this study use qualitative research and focus on students’ errors in writing recount text. The

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<sup>45</sup> Cholipah, 2014. *An Analysis of Students’ Error in Writing Recount Text (A Case Study in the Second Grade Students of SMP Trimulia Jakarta)*. Thesis. Jakarta: UIN Syarif Hidayatullah. p. 50.

<sup>46</sup> Shaila Sukma Wijayanti, 2017. *The Analysis of Grammatical Error in Students’ Recount Text Made by the Eighth Grade Students of SMP N 1 Gombang in the Academic Year of 2016/2017*. Thesis. Purworejo: Universitas Muhammadiyah Purworejo. p. 47.

difference of the researches above with this study is the theories that were used. The previous study (by Cholipah) used the procedure of error analysis based on Ellis and Barkhuizen's theory while the second previous study (by Wijayanti) used the classification of errors based on Keshavarz's theory. Another difference between this study and the previous studies is the subject of the research.

### **C. Conceptual Framework**

The focus of this study is to analyze students' errors in writing recount text. In this study, the researcher adopts Dulay's theory in classifying errors. Dulay et al classified errors into four types, they are; omission, addition, miss-formation, and miss-ordering.<sup>47</sup> The researcher focuses her study on analyzing students' grammatical errors in writing recount text. The researcher just focuses in analyzing six aspects: Noun, Pronoun, Verb, Adverb, Adjective, Preposition.

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<sup>47</sup> Heidy Dulay *et.al*, *op.cit.* p. 154-162.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discussed the research method applied in this study. It involved the type of research design, place and time of the research, participant of the research, instrument of the research, technique of collecting data, and technique of analyzing data.

#### **A. Research Design**

This study used descriptive qualitative as the research design because the researcher would like to describe the grammatical errors were made by students in writing recount text. The descriptive study was designed to obtain information concerning the current status of phenomena. This study aimed to identify and analyze the grammatical errors were made by the eighth grade students of MTs Ar-Ridho Medan in writing recount text. The students were given tests, the tests were about writing recount text. Then, the researcher identified, analyzed, and classified the errors based on surface strategy taxonomy proposed by Dulay et al; omission, addition, miss-formation, and miss-ordering.

#### **B. Place and Time of the Research**

##### **1. Place of Research**

This research was conducted at MTs Swasta Ar-Ridho Medan. It was located on Jalan Platina Raya, Kelurahan Rengas Pulau, Kecamatan Medan

Marelan. The researcher conducted the research on the eighth grade of MTs Swasta Ar-Ridho in the academic year of 2021/2022.

## 2. Time

This research was conducted in the academic year of 2021/2022. The researcher collected the data on Tuesday, 31<sup>st</sup> of August 2021. The details of the research activities are as follows:

**Table 3.1**  
**Research Schedule**

No.	Activities	Time		
		Jul	Aug	Sep
1.	Preparing Research Instrument			
2.	Research Permit Application			
3.	Collecting Data			
4.	Analyzing Data			
5.	Writing Results of The Research			

## C. Research Participant

The participant of this research was the eighth grade students of MTs Swasta Ar-Ridho Medan. All of them were 67 students. The researcher took 34 students of the VIII- A (included 14 females and 20 males) as the participants of



this research. The researcher chose the research participant by using purposive sampling. The researcher chose purposive sampling by considering the time, effort, and other factors.

#### **D. Research Instrument**

The researcher used test as the instrument of her research. Test was a series of questions or the other tools which is used to measure of ability, the intelligence of knowledge, skill owned by an individual or group.<sup>48</sup> The data were obtained from two writing tests. Each student wrote two recount texts based on their experiences with the theme “Unforgettable Moment” and “Holiday”.

#### **E. Technique of Collecting Data**

This study used students’ writing products as the instrument of data collection. The data were obtained from two writing tests. Each student wrote two recount texts based on their experiences with the theme “Unforgettable Moment” and “Holiday” with a provided time of 40 minutes per test.

In collecting the data, there were several steps carried by the research as follows:

1. The researcher asked permission to the teacher to collect the data.
2. The researcher introduced herself to students.
3. The researcher explained the purpose of this research.
4. The researcher gave a short explanation about recount text.

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<sup>48</sup> Suharsimi Arikunto. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, p. 193.

5. The researcher asked the students to write recount texts based on their experiences with certain themes.
6. The researcher collected students' writing products.

#### **F. Technique of Analyzing Data**

The data were analyzed by using Corder's Error Analysis (EA) approach, which involved four stages: collecting the writing sample, identifying the errors, classifying the errors, and calculating the errors.<sup>49</sup> The researcher with the help of an English teacher in MTs Ar-Ridho as the second-rater analyzed, classified, and described students' errors based on surface strategy taxonomy proposed by Dulay et al.; omission, addition, miss-formation, and miss-ordering. To present the percentages number of the findings, the data were calculated and drawn up in the table of percentage which the formula as follows:

$$P = \frac{n1}{\Sigma N} \times 100\%$$

Which is:

P: Percentage of errors

F: Total of errors

N: Total of the whole errors

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<sup>49</sup> S. P. Corder. 1967. *The Significance of Learners' Errors*. International Review of Applied Linguistics, 5(4), 160-170, p. 161-169.

This formula was used to calculate the errors of each type into percentages. By calculating the percentage of each error, the most error and the least grammatical errors types made by students were identified.

Since this study was about grammatical errors, students' errors were scored based on the grammatical aspects only. In scoring the students' written products, the correct sentence(s) were divided with the total sentences and then multiplied by 100. In simple, it can be formulated as follow:

$$Score = \frac{\text{Correct sentence(s)}}{\text{Total sentences}} \times 100$$

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

#### A. Research Findings

The data were taken from 68 recount texts written by the 34 students of VIII-A at MTs Ar-Ridho. Each student wrote two recount texts based on their experiences with the theme “Unforgettable Moment” and “Holiday”. After collecting the data, the researcher identified the errors in students’ writing by underlining the errors. The researcher focused on analyzing errors based on six aspects of English part of speech, they are: Noun, Pronoun, Verb, Adverb, Adjective, and Preposition. The researcher found that there were many grammatical errors in students’ writing. The total of grammatical errors was 325.

##### 1. The Types of Grammatical Errors Students Made

The grammatical errors that were found in students’ recount texts were classified based on surface strategy taxonomy theory. The table below is the recapitulation of errors in students’ recount texts.

**Table 4.1**  
**The Frequency of Students' Grammatical Errors**

No.	Students' Initial Name	Types of Errors			
		O	A	MF	MO
1.	AS	4	1	6	1
2.	ACN	2	3	3	-
3.	AI	3	2	9	-
4.	ADA	1	1	5	1
5.	AR	4	1	4	1
6.	AS	3	-	5	-
7.	AR	1	1	8	-
8.	CA	1	1	6	1
9.	CP	3	1	8	-
10.	DAP	1	2	7	1
11.	FAF	2	1	9	-
12.	FAT	-	3	4	1
13.	FF	1	1	7	3
14.	HF	2	1	8	-
15.	KA	2	1	8	-
16.	KZ	1	2	11	-
17.	MAG	2	4	9	2
18.	MRD	1	2	6	1

19.	MR	1	1	4	1
20.	MRZ	2	2	5	-
21.	MAQ	1	1	3	-
22.	MA	3	2	6	2
23.	NM	1	-	3	-
24.	PSFA	1	1	7	-
25.	RAYP	2	-	5	1
26.	R	2	1	4	2
27.	RNP	1	2	6	-
28.	SAH	1	1	4	-
29.	SN	1	1	4	-
30.	SA	1	1	5	-
31.	WRA	2	-	6	-
32.	Y	3	1	5	1
33.	ZPA	-	1	5	-
34.	Z	1	2	9	2
<b>TOTAL</b>		<b>57</b>	<b>43</b>	<b>204</b>	<b>21</b>
<b>Total Errors</b>		<b>325</b>			

Note:

O : Omission

A : Addition

MF : Miss-formation

MO : Miss-ordering

Based on the table above, there are four types of students' errors: omission, addition, miss-formation, and miss-ordering. There are 57 omission, 43 addition, 204 miss-formation, and 21 miss-ordering.

a) Omission

Omission refers to the absence of an item that must exist in a well-formed sentence. Based on the findings, the students sometimes omitted one grammatical unit or more that must be there in their sentences. The following are among the 57 omission errors that students made:

1) *When I was grade VII Junior High School...* (student 3, line 1)

The student omitted a preposition so that the sentence was incorrect. The correct one is: *When I was in grade VII Junior High School...*

2) *..... so we lunch together.* (student 6, line 5)

The student omitted a verb that must be there in the sentence.

The correct one is: *..... so we had lunch together.*

b) Addition

Addition errors refers to the presence of an item that must not exist in a well-formed sentence. The following are among the 43 addition errors students made:

- 1) *I hoped that it would not happened again.* (student 2, line 9)

The student did not need to add ‘-ed’ because the verb must be infinitive. The correct one is: *I hoped that it would not happen again.*

- 2) *I was played bicycle.* (student 11, line 3)

The student did not need to add ‘was’ because it was not passive form. The correct one is: *I played bicycle.*

c) Miss-formation

Miss-formation errors are characterized by the use of the incorrect form of the morpheme or structure. The following are among the 204 miss-formation errors students made:

- 1) *I win a singing competition.* (student 24, line 1)

The student used the wrong verb form, the verb must be in past form. The correct one is: *I won a singing competition.*

- 2) *..... because I come late.* (student 17, line 8)

The student used the wrong verb form, the verb must be in past form. The correct one is: *..... because I came late.*

d) Miss-ordering

Miss-ordering errors refers to the incorrect placement of morphemes or group of morphemes in an utterance. The following are among the 21 miss-ordering errors that students made:

- 1) *I promised to not repeat it again.* (student 22, line 10)



The student made the incorrect placement between ‘to’ and ‘not’. The correct one is: *I promised not to repeat it again.*

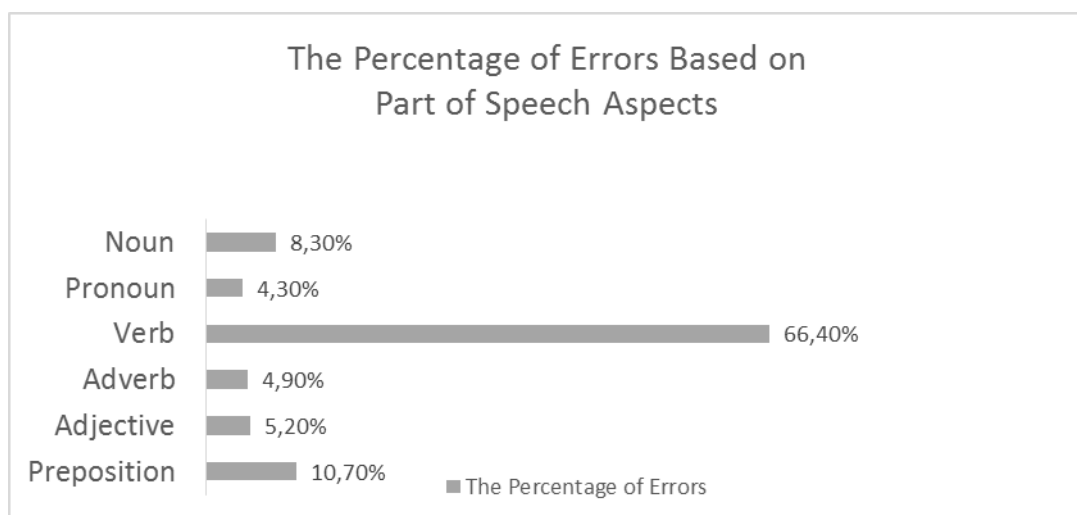
2) ..... *when we there were.* (student 10, line 4)

The student put ‘were’ in incorrect placement between. The correct one is: I promised not to repeat it again. The correct one is: ..... *when we were there.*

From those 325 errors, the researcher identified that there were 27 errors in using noun, 14 errors in using pronoun, 216 errors in using verb, 16 errors in using adverb, 17 errors in using adjective, and 35 errors in using preposition. The percentage of those aspects of errors can be seen in the chart below:

**Chart 4.1**

**The Percentage of Errors Based on Part of Speech Aspects**



## 2. The Most and The Least Grammatical Errors Types

After classifying the grammatical errors, the researcher analyzed the least and the most grammatical error types found in the students' recount texts. The researcher calculated the percentage of each type of errors by using this formula:

$$P = \frac{n1}{\Sigma N} \times 100\%$$

Which is:

P: Percentage of errors

F: Total of errors

N: Total of the whole errors

### a) Omission

From the 325 errors, the researcher found 57 omission errors in students' writing text. Therefore, the percentage of the omission errors made by the students was 17,35%.

### b) Addition

From the 325 errors, the researcher found 43 addition errors in students' writing text. Therefore, the percentage of the addition errors made by the students was 13,23%.

c) Miss-formation

From the 325 errors, the researcher found 204 miss-formation errors in students' writing text. Therefore, the percentage of the miss-formation errors made by the students was 62,76%.

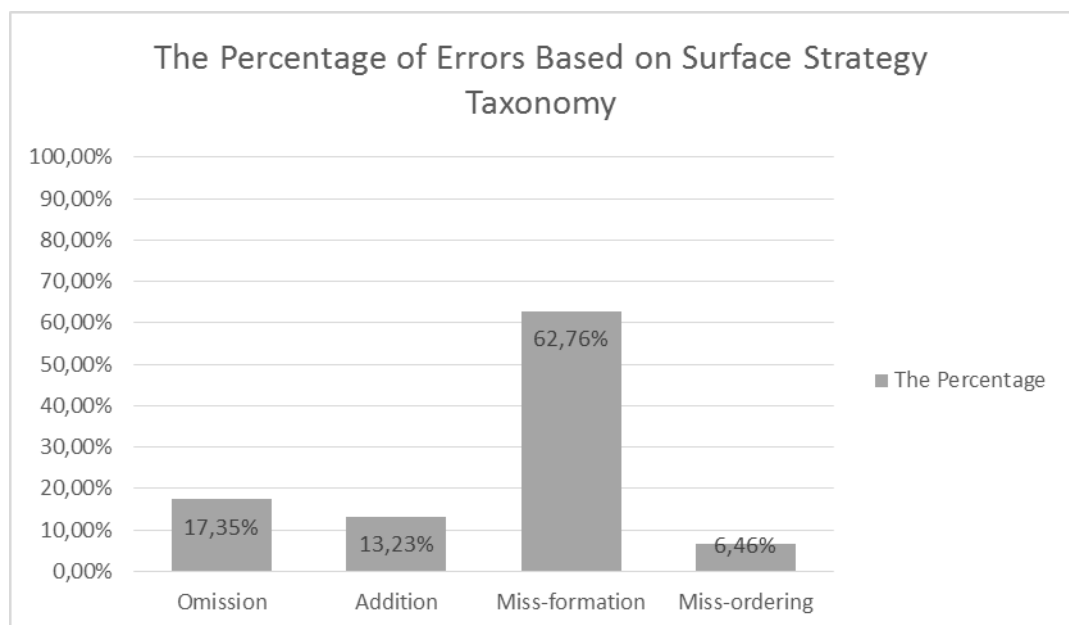
d) Miss-ordering

From the 325 errors, the researcher found 21 miss-ordering errors in students' writing text. Therefore, the percentage of the miss-ordering errors made by the students was 6,46%.

The percentage of all types of errors can be seen in the chart below:

**Chart 4.2**

**The Percentage of Errors Based on Surface Strategy Taxonomy**



By seeing the chart about the percentages of each type of errors above, it can be concluded that the most error type students' made was miss-formation (62,76%) and the least one was miss-ordering (6,46%).

Finally, after identifying and analyzing the errors, the researcher scored students' written works. As stated in the previous chapter, the researcher used the grammatical errors formula in scoring the students' written works. The scores can be seen in the table below:

**Table 4.2**  
**The Score of Students' Written Works**

<b>No.</b>	<b>Students' Initial Name</b>	<b>Score</b>
1.	AS	40
2.	ACN	63,6
3.	AI	60
4.	ADA	58,8
5.	AR	33,3
6.	AS	54,5
7.	AR	37,5
8.	CA	43,7
9.	CP	50
10.	DAP	63,3
11.	FAF	45,4
12.	FAT	60
13.	FF	50
14.	HF	50
15.	KA	52,1
16.	KZ	56,6
17.	MAG	32
18.	MRD	41,7
19.	MR	61,1

20.	MRZ	40
21.	MAQ	76,1
22.	MA	59,3
23.	NM	80,7
24.	PSFA	50
25.	RAYP	46,6
26.	R	60,8
27.	RNP	60,8
28.	SAH	70
29.	SN	70
30.	SA	61,9
31.	WRA	66,6
32.	Y	70
33.	ZPA	58,3
34.	Z	36,3
<b>AVERAGE</b>		<b>54,73</b>

## **B. Discussion**

Based on the research findings, the students participating in this study made many grammatical errors in writing recount texts. It revealed that the eighth grade students of MTs Ar-Ridho still lacked of knowledge in English grammar. Those errors occurred because the students omitted certain items from a well-

formed utterance, added an unneeded item to a well-formed utterance, used the wrong form of morphemes or structure, and placed the morphemes or group of morphemes incorrectly in an utterance. Related to the types of errors made, the findings showed that the highest was miss-formation error. The researcher argued that the errors were mostly interlingual errors. It was caused by the difference between Indonesian language grammatical rules and English grammatical rules. For example, In Indonesian language, we do not have any verb change based on tenses, meanwhile, in English, it exists. The students were influenced by their mother tongue in writing English. Therefore, they often used the wrong form of morphemes or structure.

In addition, the findings showed that among the six parts of speech that the researcher focused on, verb was the most challenging for students. The students mostly made errors because of using incorrect verb forms. The students still had a lack of knowledge about irregular verbs in past tense and past perfect. It indicated that the students had not mastered the use of verb forms yet.

From the score that can be seen on table 4.2, the eighth grade students of MTs Ar-Ridho Medan still had low ability in writing recount text in terms of grammar. The average score is 54,73. Very few students that had enough ability in writing recount text with appropriate grammar.

In several aspects, the findings of this study are in line with findings of the previous studies with similar topics. The findings showing the verb as the most challenging area in writing recount texts are in line with the previous related

studies. Evayani's study showed the result that verb tense was the most grammatical error made by the students. The numbers of errors of verb tense were 75 errors with the percentage of 22.2%.<sup>50</sup> Alfayed also found that the most frequent type of grammatical errors was verb tense which was shown through 117 errors or 27% out of 436 errors.<sup>51</sup> However, in certain aspects, the findings of this study are not in line with the findings of previous studies with similar topics. The result related to the types of grammatical errors is different with Wijayanti that found omission as the most dominant type of errors the students in her study ( 89 or 47.8%).<sup>52</sup>

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<sup>50</sup> Evayani, 2013. *An Analysis on Grammatical Errors in Students' Recount Text Writing (A Case Study at the Second Grade Students of MAN 10 Jakarta)*. Thesis. Syarif Hidayatullah State Islamic University Jakarta. p. 106.

<sup>51</sup> Alfied Alfayed, 2017. *An Analysis of Students' Grammatical Errors in Writing Recount Texts (A Study at SMA Swasta Babul Maghfirah Aceh Besar)*. Thesis. UIN Ar-Raniry Banda Aceh. p. 47.

<sup>52</sup> Shaila Sukma Wijayanti, 2017. *The Analysis of Grammatical Error in Students' Recount Text Made by the Eighth Grade Students of SMP N 1 Gombang in the Academic Year of 2016/2017*. Thesis. Purworejo: Universitas Muhammadiyah Purworejo. p. 47.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This study aimed to identify, analyze and describe the grammatical errors made by the eighth grade students of MTs Ar-Ridho Medan in writing recount text. This study classified the errors based on surface strategy taxonomy theory by Dulay et.al: omission, addition, miss-formation, and miss-ordering. This study focused on analyzing the errors based on six aspects of part of speech: Noun, Pronoun, Verb, Adverb, Adjective, and Preposition. Based on the findings and discussion on the previous chapter, it can be concluded into two points:

1. The total of grammatical errors students made are 325. Those errors covered all four types: omission, addition, miss-formation, and miss-ordering. There were 57 omission, 43 addition, 204 miss-formation, and 21 miss-ordering. The errors covered all six aspects that this study focused on: Noun, Pronoun, Verb, Adverb, Adjective, and Preposition. There were 27 (8,3%) errors in using noun, 14 (4,3%) errors in using pronoun, 216 (66,4%) errors in using verb, 16 (4,9%) errors in using adverb, 17 (5,2%) errors in using adjective and 35 (10,7%) errors in using preposition.
2. The percentage of omission errors is 17,35%, the percentage of addition errors is 13,23%, the percentage of miss-formation errors is 62,76%, and the percentage of miss-ordering errors is 6,46%.

Therefore, the most error type students made was miss-formation and the least one was miss-ordering.

## **B. Suggestion**

Having conducted this research, the researcher would like to give some suggestions related to the result of this research:

### 1. For English teachers

After knowing the students' errors, the English teacher should find out the solution to minimize them. In addition, the English teacher should find and develop the best strategy in teaching grammar so that the students have more interest in learning English grammar.

### 2. For students

Students should study and practice harder to have more proficiency in English, especially in writing skills and grammar.

### 3. For next researchers

The result of this research can be used as a reference to conduct further study about the error analysis in certain text. This research may contain shortages, especially in terms of the detail of error analysis, nonetheless, it is hoped that the future researchers will conduct similar studies in order to contribute better improvement in teaching-learning process.

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**APPENDIX I**  
**Students' Name List**

<b>No.</b>	<b>Name</b>	<b>Gender</b>
1.	Adelia Salsabilah	F
2.	Adisty Cahya Ningtiyas	F
3.	Afif Imanda	M
4.	Ahmad Dzikri Assiddiqi	M
5.	Aldo Ramadhanu	M
6.	Aprilia Salsabila	F
7.	Awal Ramadhan	M
8.	Chairul Apriliansyah	M
9.	Charissa Putri	F
10.	Dio Agusti Pratama	M
11.	Fachri Al-Fattin	M
12.	Fadhil Ananta Tarigan	M
13.	Fahrul Fahlevi	M
14.	Husna Fauziyyah	F
15.	Kaila Aprilya	F
16.	Khanaya Zalfa	F
17.	M. Alief Ghozi	M
18.	M. Rady Deski	M
19.	M. Rafli	M



20.	M. Raka Zain	M
21.	Musthofi Al-Qozwini	M
22.	Muthia Alfiliani	F
23.	Nazwa Mahrunisa	F
24.	Putri Sarah Fazar Ayu	F
25.	Raipan Arya Yuda P.	M
26.	Ramadhandi	M
27.	Ryan Nabil Pratama	M
28.	Sajjad Ali Hasbi	M
29.	Shafaa Nabila	F
30.	Siti Annisa	F
31.	Wilda Rahma Afiqah	F
32.	Yausen	M
33.	Ziza Putri Aulia	F
34.	Zulkarnaen	M

The number of studentS : 34 students

Female : 14 students

Male : 20 students



### APPENDIX III

#### Students' Written Work Result

##### TEST

Name : Charissa Putri

Class / number : VIII - A / 9

Instruction:

1. Fill your identity completely
2. Read the command carefully
3. Do the test by yourself

Write a recount text based on your experience with the theme "Unforgettable Moments". Remember the generic structure of recount text: orientation, event, re-orientation.

#### Watching Movie at The Cinema.

Several years ago before the pandemic, I went to watch a movie at the cinema for the first time. I asked my sister to take me to the cinema. The cinema <sup>MF</sup> is at Suzuya Mall <sup>O</sup> not far from our house.

We went by motorcycle. When arrived there, we <sup>MF</sup> buy tickets. My sister <sup>MF</sup> buy popcorns and drinks for us too. I was very happy. We <sup>MF</sup> choose to watch one of Disney movie. I really enjoyed that movie. After the movie <sup>MF</sup> end, we went outside the cinema and <sup>O</sup> shopping on the supermarket.

I was very happy because finally I <sup>MF</sup> can watch movie at the cinema. It was a great day. I <sup>O</sup> never forget it.

omission : 3  
addition : 0

miss-formaton : 0  
miss-ordering : 0

TEST

Name : Fahru Fahlevi  
Class / number : VIII - A

Instruction:

1. Fill your identity completely
2. Read the command carefully
3. Do the test by yourself

Holiday

Write a recount text based on your experience with the theme "~~Unforgettable Moments~~". Remember the generic structure of recount text: orientation, event, re-orientation.

Going to Beach Cemara Kembar

Last year we went to beach Cemara Kembar.  
It was Sunday, we went by car. We rent a car for a day.  
We leave home early in the morning. Actually,  
there was nothing special from beach Cemara Kembar  
because we went to there for many times. But I always  
enjoy playing at the beach. We also eat and swim at  
the beach.

It was a beautiful day because I really loved to  
go to beach.


O = - Mt = 4  
A = 1 MO = 3



## APPENDIX IV

### Permission Letter from Campus

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**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683**

---

Nomor : B-18292/ITK/ITK.V.3/PP.00.9/08/2021 30 Agustus 2021  
Lampiran : -  
Hal : Izin Riset

**Yth. Bapak/Ibu Kepala Madrasah Tsanawiyah Ar-Ridho Medan**

*Assalamualaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:


**Nama : Ika Suhaila**  
**NIM : 0304172066**  
**Tempat/Tanggal Lahir : Medan, 27 Mei 1999**  
**Program Studi : Tadris Bahasa Inggris**  
**Semester : IX (Sembilan)**  
**Alamat : Jalan Platina Raya, Jlingkungan 21, Gang Masjid Kelurahan Rengas Pulau Kecamatan Medan Marelan**

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Platina Raya lingkungan 21, Kelurahan Rengas Pulau, Kecamatan Medan Marelan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***An Analysis of the Eight Grade Students' Errors in Writing Recount Text Based on Surface Strategy Taxonomy: A Case Study at MTs Ar-Ridho Medan***

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 30 Agustus 2021  
a.n. DEKAN  
Ketua Program Studi Pendidikan Bahasa Inggris



*Digitally Signed*  
**Yani Lubis, M.Hum**  
NIP. 197006062000031006


Tembusan:  
- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

info : Silahkan scan QRCode diatas dan klik link yang muncul, untuk mengetahui keaslian surat

1 of 1 9/6/2021, 4:27 PM

## APPENDIX V

### Permission Letter from School

**YAYASAN PENDIDIKAN ISLAM AR – RIDHA**  
**MADRASAH TSANAWIYAH AR – RIDHA**  
SIOP : Nomor 2 Tahun 2019 NPSN : 69994651  
NSM : 121212 710098 E-Mail : [mts.arridha266@gmail.com](mailto:mts.arridha266@gmail.com)  
Jl. Platina Raya Lingkungan 21 Kelurahan Rengas Pulau ( 20255 ) Kecamatan Medan Marelan Kota Medan  
Provinsi Sumatera Utara. Hp : 0823 6223 5347 / 0858 34969102 Facebook : Madrasah Tsanawiyah Ar – Ridha

---

**SURAT KETERANGAN**  
Nomor : **095**.B / MTs.Ar-Ridha /VIII/2021

Assalamu'alaikum Warahmatullahi Wabarakatuh

Yang bertanda tangan dibawah ini Kepala Madrasah Tsanawiyah Ar-Ridha menerangkan bahwa :


Nama : IKA SUHAILA  
NIM : 0304172066  
Tempat/Tanggal Lahir : Medan, 27 Mei 1999  
Program Studi : Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Jalan Platina Raya, Lingkungan 21, Gang Masjid  
Kelurahan Renggas Pulau Kecamatan Medan Marelan

Telah melaksanakan Riset di Madrasah Tsanawiyah Ar-Ridha 31 Agustus 2021 untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul “ An Analysis of students errors in writing recount text based on surface strategy taxonomy at the eighth grade of Madrasah Tsanawiyah Ar-Ridha Medan Marelan ”

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya .

Wassalamualaikum Warahmatullahi Wabarakatuh

Medan,31 Agustus 2021  
Kepala MTs Ar-Ridha



## APPENDIX VI

### Documentation

Picture with the English teacher of MTs Ar-Ridho Medan, Ms. Sri Wahyuni

