

**GRAMMATICAL ERROR IN JUNIOR HIGH SCHOOL
STUDENTS' RECOUNT TEXT: A DESCRIPTIVE STUDY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

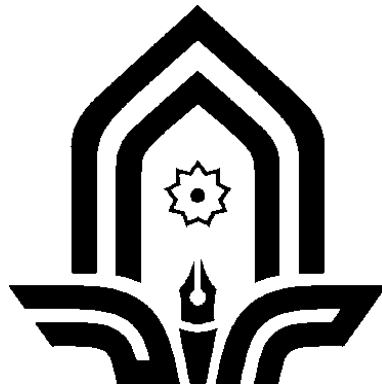
EVA LISTIAN
SN. 2518046

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

**GRAMMATICAL ERROR IN JUNIOR HIGH SCHOOL
STUDENTS' RECOUNT TEXT: A DESCRIPTIVE STUDY**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

EVA LISTIAN
SN. 2518046

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2023**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan dibawah ini:

Nama : Eva Listian
NIM : 2518046
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul “**Grammatical Error in Junior High School Students’ Recount Text: A Descriptive Study**” adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 8 June 2023



EVA LISTIAN
NIM. 25180146

NOTA PEMBIMBING

Muhammad Jauhari Sofi, M.A

Jl. Tambakbulusan Ds. Wonowoso

02/02 , Karangtengah, Demak, 51561

Lamp : 3 (Tiga) Eksemplar

Hal : Naskah Skripsi

Sdri. Eva Listian

Kepada

Yth. Dekan FTIK UIN K.H.

Abdurrahman Wahid Pekalongan

c.q. Ketua Prodi TBIG

di PEKALONGAN

Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Eva Listian

NIM : 2518046

Prodi : FTIK/Tadris Bahasa Inggris

Judul : Grammatical Error in Junior High School Students' Recount Text: A
Descriptive Study

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 8 Juni 2023

Pembimbing



Muhammad Jauhari Sofi, M.A

NIP. 198612262018011001



APPROVAL SHEET

The dean of Faculty of Education and Teacher Training Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan approved this thesis by:

Name : EVA LISTIAN
SN : 2518046
Title : GRAMMATICAL ERROR IN JUNIOR HIGH SCHOOL STUDENTS' RECOUNT TEXT: A DESCRIPTIVE STUDY

Has been established through an examination held on Thursday, 15th June 2023 and accepted in partial fulfillment of requirements for the Degree of Sarjana Pendidikan (S.Pd.).

The Examiners,

Examiner I

Fachri Ali, M.Pd

NIP. 198901012020121013

Examiner II

Nadia Faradhillah, M.A

NIP. 199304062020122015

Pekalongan, 23th June 2023 :

Assigned by

Dean of FTIK UIN K.H. Abdurrahman Wahid Pekalongan



Dr. H. M. Sugeng Sholehuddin, M.Ag.

NIP. 197301122000031001

ACKNOWLEDGMENT

Praise be to Allah, the cherisher and sustainer of the world, my thesis becomes reality and getting many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First and foremost my beloved family. I would like to say my gratitude to my parents. With your support, pray and unconditional love I am able to finish this thesis. To my brothers, I do thankful to have you.
2. Second, I would like to say my gratitude to my supervisor, Mr. Muhammad Jauhari Sofi, M.A thank you for supervising my thesis and letting me experience this incredible journey in our department.
3. Third, do not forget to mention my gratitude to my fellows English Education Departments 18 students.
4. Next, I would like to extend my gratitude to every single person who contributed to my thesis. I apologize for not mentioning them one by one, but I am grateful for your help and support.
5. Last but not least, I would like to thank me for believing in me, I would like to thank me for doing all of this hard work, I would like to thank me for having no days off.

MOTTO

“Done is Better than Perfect”

-Sheryl Sandberg-

“You don’t understand anything until you learn it more than one way”

-Marvin Minsky-

ABSTRAK

Salah satu aspek untuk mendukung keterampilan menulis adalah tata bahasa. Sayangnya, banyak siswa kurang pengetahuan tata bahasa. Mereka membuat banyak eror dalam teks recount. Tujuan dari penelitian ini adalah untuk mengidentifikasi eror-eror tata bahasa dalam teks recount. Eror tata bahasa dianalisis menggunakan teori Dulay, Burt, dan Krashen. Lima siswa di Sekolah Menengah Pertama berpartisipasi dalam penelitian ini. Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis dan eror yang sering muncul dalam tata bahasa yang ditemukan dalam teks recount serta untuk menentukan alasan di balik eror-eror tersebut. Desain penelitian ini adalah deskriptif kualitatif. Instrumen pengumpulan data adalah wawancara semi terstruktur dan dokumentasi. Hasil penelitian ini menunjukkan bahwa terdapat lima jenis kesalahan gramatikal/tata bahasa: Noun phrase (determiner, nominalization, number, pronoun, dan preposition), verb phrase (removal verb, using progressive tense, and subject-verb agreement), word order, transformation, dan verb-and-verb construction. Masalah tata bahasa yang sering terjadi adalah subject-verb agreement, determiner, and removal of verb. Oleh sebab itu alasan di balik eror-eror mereka adalah carelessness dan interlingual. Secara keseluruhan, hasil ini dapat meningkatkan pemahaman siswa tentang grammar dan meminimalisir jenis-jenis error yang dibuat oleh mereka.

Keywords: *tata bahasa, error, teks recount*

ABSTRACT

One of the aspects to support writing skills is grammar. Unfortunately, many students lack grammar knowledge. They made a lot of errors in the recount text. The purpose of this study was to identify the kinds and frequency of grammatical errors found in students' recount texts as well as to determine the reasons behind them. The research design that was adopted was descriptive qualitative. The instruments for gathering data were semi-structured interviews and documentation. The results of this research showed that there were five kinds of grammatical errors: noun phrase (determiner, nominalization, number, pronoun, and preposition), verb phrase (removal verb, using progressive tense, and subject-verb agreement), word order, transformation, and verb-and-verb construction. The frequent grammatical issues were subject-verb agreement, determiner, and removal of verb). Therefore, the reasons behind them were carelessness and interlingual. Taken together, these results could help students' understanding of grammar and minimized the kinds of errors made by them.

Keywords: *grammar, error, recount text*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled “**Grammatical Error in Junior High School Students’ Recount Text: A Descriptive Study**” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for Sarjana Pendidikan degree at English Education Department of Faculty of Education and teacher training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. The head of English Education Department and Teachers Training Faculty of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Muhammad Jauhari Sofi, M.A. as my supervisor who has given me suggestion, guidance and time in writing this thesis.
3. All lecturers of English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan
4. My beloved parents and brothers who have given me endless support, prayer, advice and encouragement in writing this thesis.

Pekalongan, 8 June 2023

The writer

TABLE OF CONTENTS

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI.....	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGMENT	v
MOTTO.....	vi
ABSTRAK	vii
ABSTRACT.....	viii
PREFACE	ix
TABLE OF CONTENTS	x
CHAPTER I INTRODUCTION	1
1.1 Background of the Study	1
1.2 Research Questions	3
1.3 Aims of the Research.....	3
1.4 Significance of the Research	3
1.5 Operational Definition.....	4
CHAPTER II LITERATURE REVIEW.....	5
2.1 Theoretical Background	5
2.1.1 Defining English Grammar	5
2.1.2 English Grammatical Error	6
2.1.3 Understanding a Recount Text.....	11
2.1.4 The Factors that Cause Grammatical Error.....	14
2.2 Previous Research	17
2.3 Conceptual Framework	20
BAB III RESEARCH PROCEDURE.....	23
3.1 Research Method.....	23
3.2 Setting and Participant.....	23
3.3 Data Collection.....	24
3.4 Data Analysis.....	25
3.5 Research Steps.....	26
CHAPTER IV RESULTS AND DISCUSSION.....	27

4. 1 Results	27
4.2 Discussion.....	36
CHAPTER V CONCLUSION	52
5.1 Summary of the Findings	52
5.2 Recommendation.....	53
REFERENCES	
APPENDIX	

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is an activity that is taught from childhood even from an early age. Writing is very closely related to student activities in class. By writing, students can express ideas. Some people think writing is a difficult thing to do. According to Raimes (1983), writing is a challenging ability because it does not only discover or use appropriate vocabulary and grammar, but students should explore and share ideas in the foreign language.

Writing is one of challenging activity, the students have to master writing skills. To master writing skills well, students have to pay attention to the aspects that support writing skills. Grammar is one of the aspects to support it. Grammar is an explanation of how the words can change or combine their forms to become sentences in that language (Harmer, 2003). When students can understand the grammar, it makes the writing process easier. Burhanuddin (2020) states the use of grammar purpose keeps off the ambiguity of the text and the reader can read the text easier.

Students should understand grammar because it is applied to writing the text. Grammar needs to be focused and emphasized because it is a fundamental language skill (Calanoga, 2019). It is crucial because students still have trouble using tenses and are not as familiar with language structure (Simbolon, 2015). Using the rules of grammar, students can combine

linguistic elements into grammatical sentences (Afdaleni, 2018). Students can vividly and meaningfully explain their thoughts by using grammar (Bradshaw in Sioco & Vera, 2018). If students lack a solid understanding of grammar, they will not be able to write sentences correctly or decipher their meaning (Cam & Tran, 2017).

There are several texts in English lessons. One of them is recount text. It is one of the English subject materials in junior high school. The researcher selects recount text because this text is a text that tells someone's experiences in the past. When students make recount texts, they make texts easily because they tell interesting or memorable experiences so students do not feel difficult or burdened. In addition, they can explore and motivate them in writing skills as well. According to Anderson and Anderson (1997) a recount text is a text that retells an incident in the past and it has the aim to describe what happened.

In reality, many students when making the recount text, still make errors. Moreover, when students make the recount text. Error is when the students make deviations systematically because they do not know the rules of the second language since they have not mastered it and they cannot correct them self (Corder in Cholipah, 2014). Errors arise when students repeatedly fail to use the correct language structure (Dulay et al. in Calanoga & Arellano - Tamayo, 2019). When the students make the recount text that tell about personal experiences in the past, the sentences should use the past tense pattern, but instead they make the sentences using the present tense pattern.

For example, the correct sentence is “I played the basketball”, but they write the sentence “I play basketball”. This error makes the writer interested in exploring more deeply about the students' abilities in grammar.

Based on the background above, the researcher is interested in research grammatical errors and kinds of errors made by students in the recount text. This research will focus on junior high school students, and the error will use the theory by Dulay, Burt, and Krashen based on linguistic categories.

1.2 Research Questions

1. What are the kinds of grammatical errors in junior high school students' recount text?
2. What is the most difficult grammatical issue when the students write recount text, and why?

1.3 Aims of the Research

1. To explore the kinds of grammatical error made by students in the recount text.
2. To investigate why the students feel difficulty with the certain grammatical issue.

1.4 Significance of the Research

1. Theoretically, this research is hoped to contribute to the theory of Dulay, Burt, and Krashen (1982) about the classification of errors.
2. Empirically, the research is hoped can give benefits such as information and new knowledge for students, teachers, and other researchers.

3. Practically, the results of the research are expected can be used for the teacher can know errors made by students and can reduce errors made by students. In addition, this study can become a reference for other researchers.

1.5 Operational Definition

1. Grammar

Grammar is a set of rules that explain how a group of words is combined, changed, and organized to express types of meaning (Swan, 2005).

2. Error

Error is the gap in student knowledge, it is because students lack understanding of what is correct (Ellis, 2003).

3. Recount Text

Recount Text is text that has the aim to entertain or inform the reader and the text retells a sequent of the event in the past (Hasna & Multazim, 2019)

CHAPTER V

CONCLUSION

5.1 Summary of the Findings

The title of the research is grammatical error in junior high school students' recount text: a descriptive study. This research focuses on kinds of grammatical error and the reasons grammatical issues behind them. This research discusses first, what are the kinds of grammatical errors in junior high school students' recount text. Second, what is the most difficult grammatical issue when the students write recount text, and why. The findings of this research are summarized as follows:

1. There are five kinds of grammatical errors made by students in the recount text, namely: first, noun phrases consist of determiner, nominalization, number, pronoun, and preposition. The second verb phrase consists of subject-verb agreement, the removal verb, and the use of progressive tense. Third is word order, then verb-and-verb construction, and last is transformation, which consists of there transformation and negative transformation.
2. All the kinds of grammatical errors are mentioned above. There are frequent grammatical issues raised by students in the recount text: subject-verb agreement, determiner, and removal of the verb. Besides, the reason behind them is carelessness and interlingual. Carelessness is when the students are not interested in the English lesson, lack

concentration, want to finish faster without rechecking the assignment. Whereas interlingual is when the students make sentences in English, they still apply the mother tongue (Indonesian's grammar/structure) into English grammar.

The implication of this research is that the researcher should provide knowledge about grammatical errors so that they can minimize grammatical errors and focus more or give more attention to material that students do not really master, such as determiners, subject-verb agreements or other types of grammatical errors.

5.2 Recommendation

This research is limited to discussing grammatical errors in recount text. From these limitations there are also deficiencies found in this study, there are other things that can still be explored more deeply related to grammatical errors. The recommendation for the future researcher is as follows:

1. This research uses qualitative method, for future research it can use a quantitative method
2. This research analyzes the recount text, for future research can analyze other text such as descriptive text or narrative text.
3. This research data is still not perfect, because it only one student assignment. Perhaps future researcher can add assignments to complete the data.

REFERENCES

- Aborisade, O. P. (2013). Data Collection and New Technology. *International Journal of Emerging Technologies in Learning*, 8 (2), 48-52.
- Afdaleni. (2018). Students' Interest Level in Learning English Grammar. *Asian EFL Journal*, 20(4), 61–65.
- Anderson, M. & Anderson, K. (1997). *Text types in English 1*. Southyourra: Macmillan.
- Arikunto, Suharsimi. (2007). *Manajemen Penelitian*. Jakarta: Rineka Cipta.
(2016). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azar, Betty Schramper. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice-Hall, Inc.
- Baehaqi, I. (2005). *Practical English Grammar*. Yogyakarta: Pustaka Pelajar.
- Barwick, Jhon. (1999). *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level*. Glebe: Blake Education.
- Bogdan, Robert C., & Biklen, S. K. (2007). *Qualitative Research for Education an Introduction to Theories and Methods*. Boston: Pearson
- Brown, H. D. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc.
- Burhanuddin, A. (2020). Error Analysis of english Sentences Written by Indonesian College Students. *Jurnal Ilmiah Lingua Idea* Vol. 11, No.1 June 2020, pp. 30- 43.
- Calanoga. Marie Claudette M, and Ria Arellano-Tamayo, (2019). Error Analysis of Student Interns' Reflective Journals: Basis for a Grammar Remediation Class. *Asian EFL Journal*. Volume 23, Issue 3.2
- Cam, L., & Tran, T. M. T. (2017) An Evaluation of using Games in Teaching English Grammar for First Year English-Majored Students at Dong Nai Technology University. *International Journal of Learning, Teaching and Educational Research*, 16(7), 55–71.
- Cholipah. (2014). *An Analysis of Students' Error in Writing Recount Text (A Case Study in Second Grade Students of SMP Trimulia Jakarta Selatan)*. Jakarta: State Islamic University Syarif Hidayatullah Jakarta.
- Chomsky, N. (2002). *Syntactic Structures*. Berlin: Mouton de Gruyter.
- Creswell, J., W. (2013). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (3rd Ed.). New Jersey: Pearson Prentice Hall.

- Crystal, D. (2003). *English as a Global Language Second Edition*. New York: Cambridge University Press.
- Dulay, H. C., Burt, M.K., & Krashen, S.D. (1982). *Language two*. New York: Oxford University Press.
- Ellis, R., & Barkhuizen, G. (2005). *Analysing Learner Language*. Oxford: Oxford University Press.
- Galderen, E. V. (2010). Amsterdam: John Benjamins Publishing Company. *An Introduction to the Grammar of English Revised Edition*
- Gerot, L and P. Wignell. (1994). *Making Sense of Functional Grammar*. Sydney: Antipodean Educational Enterprises (AEE).
- Greenbaum, S. (1996). *The Oxford: English Grammar*. New York: Oxford University Press.
- Hammersley, M. (2013). *What Is Qualitative Research?* Bloomsbury Academic.
- Harmer, Jeremy. (2003). *How to Teach English*. Harlow: Pearson Education Limited.
- Harris, A., Ansyar, M., & Radjab, D. (2014). An Analysis of Students' difficulties in Writing Recount Text at Tenth Grade of Sma N 1 Sungai Limau. *English Language Teaching (ELT)*, 2(3).
- Husna, A., & Multazim, A. (2019). Students' difficulties in writing recount text at inclusion classes. *LET: Linguistics, Literature and English Teaching Journal*, 9(1), 52–76. <https://doi.org/10.18592/let.v9i1.3077>
- James, C. (1998). *Errors in language learning and use: Exploring error analysis*. New York: Routledge.
- Josephine. (2007). *English On Sky 2*. Jakarta: Erlangga.
- Kumala, B. P., Aimah, S., & Ifadah, M. (2018, July). An Analysis of Grammatical Errors on Students' Writing. In *English Language and Literature International Conference (ELLiC) Proceedings* (Vol. 2, pp. 144-149).
- M, M. (2020). *Analysis of Generic Structure and Language Features of Recount Text Paragraph Writing by Eight Grade Students of MTsN Muaro Jambi*. Thesis, Faculty of Education and Teacher Training, State Islamic University Sulthan Thaha Saifuddin Jambi.
- Mali, Y. C. G., & Yulia, M. F. (2012). Students Subject-Verb Agreement Errors in Paragraph Writing Class. *LLT Journal: A Journal on Language and Language Teaching*, 15(2), 21-28.
- Maruao, N. (2013). *Transformasi Kalimat Bahasa Nias*. Laporan Penelitian. Gunungsitoli: Institut Keguruan dan Ilmu Pendidikan.
- Moeller, A. K., & Catalano, T. (2015). *Foreign language teaching and learning*.

- Mungungu, S. S. (2010). *Error analysis: Investigating the writing of ESL Namibian learners*. Master Thesis, University of South Africa, Pretoria.
- Odlin, T. (2012). *Cross-Linguistic Influence in Second Language Acquisition*. In C. A. Chapelle (Ed.), *The Encyclopedia of applied Linguistic*. London: Blackwell.
- Rahmayani, S. (2021). *An Analysis of Grammatical Error in The Thesis Abstract at English Department of Muhammadiyah University of Makassar*. Thesis, English Education, Muhammadiyah University of Makassar.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford: OUP.
- Setiyorini, T. J., Dewi, P., & Masykuri, E. S. (2020). The Grammatical Error Analysis Found in Students' Composition. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, 10(2), 218-233.
- Shariq, M. (2020). Difficulties Facing Saudi EFL Learners with Translation: Contrastive and Error Analysis. *Asian EFL Journal*, 27(3.3), 13–27.
- Simbolon, M. (2015). An Analysis of Grammatical Errors on Speaking Activities. *Journal on English as a Foreign Language*, 5(2), 71–86.
- Sioco, E. C., & Vera, Dr. P. V. D. (2018). Grammatical Competence of Junior High School Students. *TESOL International Journal*, 13(2), 82–94.
- Solihah, D. K. (2017). *Grammatical Errors Analysis in the Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo* (Doctoral dissertation, Universitas Muhammadiyah Sidoarjo).
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sumarto, H. (2003). *Inovasi, Partisipasi dan Good governance*. Bandung: Yayasan Obor Indonesia.
- Swan, M. (2005). *Legislation by hypothesis: the case of task-based instruction*. *Applied Linguistics* 26/3
- Tarigan, D & Tarigan, H.G. (2011). *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa.
- Tuzzahro, F. (2021). *Analysis of Typical Grammatical Error in English Sentence Writing: A Study at English Department of IAIN Pekalongan*. Thesis, English Education, IAIN Pekalongan.