

**AN ANALYSIS OF SENIOR HIGH SCHOOL STUDENTS' ENGLISH
GRAMMATICAL ERRORS IN WRITING RECOUNT TEXT**

THESIS

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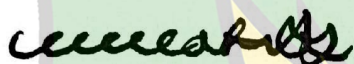
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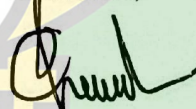
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An Analysis of Students' Grammatical Error in Writing Recount Text

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 16 Juli 2024

Saya yang membuat surat
pernyataan,



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I would like to express my gratitude to my beloved father Munir and my beloved mother Maryana AMK for eternal pray, love, patience and all supports. I also would like to express my deepest gratitude to all of my friends, thank you for always giving inspiration and motivating me to finish this thesis may Allah blesses them all.

Maximum effort in the preparation of this thesis is not spared from deficiencies due to limited knowledge and the researcher's oversight. Therefore, the researcher expects input, suggestions and constructive criticism from readers for the perfection of this thesis. In conclusion, the researcher hopes that this thesis can be useful for fellow students and readers as well as for the sake of increasing our knowledge and insight. May Allah *subhanahuwa ta'ala* bless our efforts.

Banda Aceh, July 16th, 2024

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ABSTRACT

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This study aims to analyze the grammatical errors made by senior high school students at SMAN 1 Padang Tiji in writing recount texts. Recognizing the significant role of grammar in writing proficiency and its critical importance in English language acquisition, this research investigates the types of grammatical errors commonly made by students and identifies their underlying sources. Utilizing a mixed-method approach, the study involved document analysis of students' written recount texts, with data collected from ten students selected through purposive sampling. The findings reveal five primary types of grammatical errors: verb errors, conjunction errors, article errors, preposition errors, and pronoun errors, with verb errors being the most frequent. The study further classifies the sources of these errors into three categories: intralingual errors, interference errors, and developmental errors, with intralingual errors being the most prevalent. This research contributes to a deeper understanding of the grammatical challenges faced by EFL learners and provides practical insights for educators to develop targeted instructional strategies that enhance students' grammar proficiency in writing recount texts.

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CHAPTER I

INTRODUCTION

This chapter explains briefly about the objectives of the study based on the research questions. This chapter also describes about some terms related to the topic of this study.

A. Background of Study

The proficiency in English as the widely used global language requires fundamental abilities in speaking, listening, reading, and writing. Writing in particular, demands significant time and effort, encompassing the task of generating and structuring ideas while ensuring their clear communication through proper adherence to grammatical rules. According to Zamel (2007), writing serves as a means for individuals to explore and express their thoughts, fostering self-discovery and reflection. Many learners struggle with writing as it is widely recognized as the most challenging aspect of English language acquisition. This difficulty often stems from a lack of understanding of the writing process and a tendency to overlook the necessary components. Mastery of language elements, such as grammar, vocabulary, and spelling, is crucial for effective writing. Furthermore, grammar specifically plays a vital role in ensuring that sentences are properly structured and conveyed (Brinton and Brinton, 2011).

Mastering English grammar, a fundamental aspect of language learning, is crucial for students in comprehending and effectively writing sentences

(Wahyuningtyas and Bram, 2018). However, students often encounter difficulties in applying grammar rules to their written work, leading to challenges in expressing themselves accurately (Elturki, 2014). Moreover, the overreliance on handbooks and exercises provided by teachers can hinder students' exploration and limit their ability to acquire grammar naturally (Dehghani et al., 2016). Although some studies have focused on specific areas like basic tenses, it is important to address the broader grammatical difficulties faced by students in writing to enhance their overall language learning experience.

According to Effendi et al (2017), the consideration of grammatical errors is vital for language learners, as these errors deviate from the established grammatical system and can impact the conveyed meaning. Acquiring knowledge of grammatical errors empowers students to produce high-quality writing (Gayo and Widodo, 2018). As highlighted by Hikmah (2020), plays a pivotal role in second language acquisition by systematically identifying, describing, explaining, evaluating, and analyzing errors made by students during the learning process. This comprehensive analysis not only helps in recognizing common pitfalls but also provides insights into students' cognitive processes in language acquisition. Consequently, educators can employ strategies that target these identified errors and facilitate more efficient language learning experiences for their students.

In the English writing instruction in senior high school, students are introduced to various types of text, one of which is recount text. According to Wijayanti (2017), recount text is a textual form that recounts someone's past experiences. Typically, it focuses on personal experiences of the researcher, often

describing adventures, daily activities, or significant events from their past. This type of text allows the researcher to narratively convey their experiences, providing details and insights into what happened, how it happened, and the researcher's thoughts and feelings throughout the event. Recount texts are a valuable genre for students to explore, as they not only improve writing skills but also encourage reflection on personal experiences and the development of storytelling abilities.

Several research studies have demonstrated that the majority of Indonesian EFL learner commit grammatical errors in writing recount text. A study conducted by Karani (2007) found that the grammatical errors is the most serious problem made by high school students in writing recount text. It comes up when students apply past tense with regular and irregular verbs. The organization of the text may also cause difficulty to students particularly in composing coherent and cohesive texts. Other problems come up in the part of content, vocabulary and spelling. This happens when students demonstrate to the main ideas, to care of diction and to concern on mechanism and punctuation. Another previous study conducted by Isnaini (2017) revealed that grammatical errors analysis of the recount text made by tenth grade students in the school mostly represented add and omit word errors. This study shows that in the student's writing text found many grammatical errors types on the recount texts.

Despite the significance of English grammar in writing proficiency and its pivotal role in language acquisition, there remains a gap in research addressing the broader grammatical difficulties faced by students, particularly in writing recount

texts. While various studies have touched upon grammatical challenges, the specific nuances of grammatical errors in recount text writing and their impact on the overall quality of the text have yet to be comprehensively explored. Furthermore, understanding how students apply language feature of the text, handle regular and irregular verbs, and manage text organization within the recount text genre remains under-researched. Additionally, previous studies have identified add and omit word errors as common issues, but a deeper analysis is needed to uncover the underlying reasons for these errors and their implications for language learners.

This study was conducted at Senior High School 1 Padang Tiji, which is located at Banda Aceh Medan Road, Km. 97, Pante Crung Tanjong, Padang Tiji Subdistrict, Pidie Regency, Aceh Province. It is selected to bridge the aforementioned research gap and contribute to a better understanding of how grammatical errors manifest in recount text writing among high school students. The choice of recount text is particularly relevant as it is a fundamental genre in English writing instruction and serves as a platform for students to reflect on personal experiences and narrative storytelling. By investigating the nature of grammatical errors within this context, educators can gain insights into the specific challenges students face when applying grammar rules in their writing. This research aims to provide practical insights for educators to develop targeted interventions and instructional strategies that enhance students' grammar proficiency in recount text writing, ultimately improving their overall language learning experience. Furthermore, by exploring the reasons behind common

grammatical errors, this study can contribute to more effective pedagogical approaches in English writing instruction.

B. Research Question

In order to facilitate this research, the researcher formulates the following research question:

1. What are the types of grammatical errors made by students at SMAN 1 Padang Tiji in writing recount text?
2. What are the sources of grammatical errors made by students at SMAN 1 Padang Tiji in writing recount text?

C. The Objective of Study

Based on research questions above, the objectives of this study can be stated as follow:

1. To find out the grammatical errors made by students SMAN 1 Padang Tiji in writing recount text.
2. To know the sources of grammatical errors made by students SMAN 1 Padang Tiji in writing recount text.

D. Scope of the Study

The scope of this study encompasses the analysis of grammatical errors within the generic structure (orientation, event, reorientation) section of recount text writing among 11 tenth-grade students in the language class at SMAN 1

Padang Tiji during the academic year 2023/2024. This research specifically aims to assess grammatical errors in relation to language features adopted from Ilmiah (2016). These language features encompass verbs, pronouns, articles, prepositions, and conjunctions. The evaluation conducted within the framework of the generic structure of recount text.

E. Research Significance

This study is expected to be beneficial for several parties including English teacher, students and researchers.

1. For English teachers this research will assist teachers in analyzing students' grammatical errors in writing, specifically in the context of recount text and by understanding the students' grammatical errors, teachers will be able to devise effective strategies to address their writing issues.
2. For students through this research, students will become aware of their grammatical errors and be encouraged to engage in self-correction while writing and students will be able to avoid the identified grammatical errors in their future writing endeavors.
3. For researchers this research can serve as a valuable source of information, providing examples of grammatical errors along with their appropriate corrections as identified in this study and it can serve as a point of reference for researchers seeking materials related to grammatical errors in writing compositions.

F. Terminology

To avoid any misinterpretation and misconception, this section provides definitions of important terms related to the topic of this study.

1. Grammatical Errors

According to Hsu (2013), a grammatical error reflects a learner's deviation from correctly applying certain language rules, encompassing incorrect forms, semantic meanings, and the use of a foreign language due to incomplete comprehension of the rules by the learner. This implies that errors occur as a result of a limited understanding of the rules of a foreign language. This study is focused on analyzing the grammatical errors related to the generic structure of recount text made by the students in writing recount text.

2. Writing

According to Finnochiaro (2003), writing is often described as "written thinking," implying that it is a way of generating language based on our thoughts. This suggests that writing is a process of converting thoughts into written language, allowing individuals to communicate their ideas and expressions effectively through the written medium. This study used recount text to collect the data.

3. Recount Text

According to Knapp and Warkins (2005), recount text is defined as the telling of a series of events. It describes sequences of events that are written by experienced researchers to show what occurred in the past. The aim of recount text is to inform about an event or to entertain people. The researcher has

determined that the study only analyze and assess grammatical errors in writing the generic structure of recount text.

