

**GRAMMATICAL ERROR ANALYSIS OF ENGLISH AS FOREIGN  
LANGUAGE (EFL) LEARNERS' IN RECOUNT TEXT BY  
TENTH GRADERS OF MA AL QODIRI JEMBER  
IN ACADEMIC YEAR 2019/2020**

**THESIS**

Presented to  
State Institute of Islamic Studies of Jember in partial fulfillment of the  
requirements for Bachelor Degree (S.Pd)  
English Education Department  
Faculty of Tarbiyah and Teacher Training



By:

**HAYU ISTIFADAH**  
**SRN. T20166073**

**IAIN JEMBER**

**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
STATE ISLAMIC INSTITUTE OF JEMBER  
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Approval by Advisor



**Sofkhatin Khumaidah, M.Pd, M.Ed., Ph.D.**  
**NIP. 19650720199102001**

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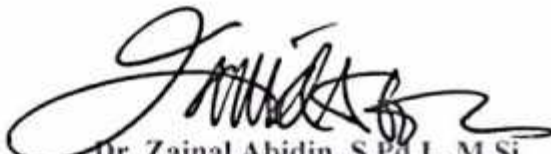
THESIS

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of Sarjana Pendidikan (S.Pd)  
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English Education Department


Day : Sunday  
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(  )  
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Approved by  
Dean Faculty of Tarbiyah and Teacher Training

  
  
Dr. Hj. Mukni'ah, M.Pd.I  
NIP. 19640511 199903 2 001

## MOTTO

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ وَفَرْعُهَا فِي

السَّمَاءِ ﴿٢٤﴾

The meaning: “See you not how Allah sets forth a parable? A goodly word as a goody tree, whose root is firmly fixed, and its branches (reach) to the sky (i.e. very high).” \* (QS Ibrahim: 24)

IAIN JEMBER

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\* Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, Translation of the Meanings of the Noble Qur'an in the English Language (Madinah, K.S.A: King Fahd Complex for the Printing of the Holy Quran),331.

## DEDICATION

*This thesis dedicated to my beloved:*

- 1. My beloved Parents, my dad Sukarman and my Mom Suswati who always pray for me and have given me the opportunity to receive education up to Bachelor Degree*
- 2. My beloved sisters and brother who also give me best treatment while writing this thesis*
- 3. My best Senior, Jamila and my best friend, Rima Rohmatul Bariroh for all the support and help*
- 4. My classmates of English Department 'Universe clas', the big family of English Association (ESA) IAIN Jember and the other friends who have accompanied me in the process of becoming a better person.*



## ACKNOWLEDGEMENT



Alhamdulillah Rabbil ‘Alamin. Thanks to Allah SWT who always gives his blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The undergraduate thesis entitled “Grammatical Error Analysis of English as Foreign Language (EFL) Learners’ In Recount Text by Tenth Graders of MA Al Qodiri Jember in Academic Year 2019/2020”

I am also fully aware that the undergraduate thesis could never finished without helping and supported from others during the process of writing. Therefore, in this occasion the writer express thankfully to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity to study in this institute
2. Dr. Hj. Mukni’ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty
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5. Mrs Siska as a teacher of MA Al Qodiri who helped me to obtain data

6. My beloved lecturers who have always been patient to teach me about English and general knowledge.
7. Unforgettable, to all of my friends who have supported me.

Wish Allah SWT gives His blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 16 November 2020

The Researcher,



## ABSTRACT

**Istifadah, Hayu, 2020:** *Grammatical error analysis of EFL Learners' in Recount Text by Tenth Grade of MA Al Qodiri.*

*Keywords: grammatical error, error analysis*

This research is about describing the students' grammatical error in recount text written by tenth graders of MA Al Qodiri 1 Jember. Grammar plays a salient role in preserving meaning construction of English texts, recount text in specific. Error, either locally or globally, may occur in the use of English by both native and non-native speakers. It's impossible those who are still learning English produce no error in their composition. Therefore, this research presented the students' grammatical error. The object of the research was X IPA 1 students' daily examination worksheets in making a recount text.

In this study, the research objectives were to describe the types of each grammatical error written by tenth graders of MA Al Qodiri, to describe the common grammatical error in recount text written by tenth graders of MA Al Qodiri, and to describe the sources of the grammatical error written by tenth graders of MA Al Qodiri 1 Jember.

This research used qualitative-descriptive research. The data of this research were students writing at recount text made by tenth graders of MA Al Qodiri 1 Jember. In compiling the data, the researcher employed document analysis. The researcher analyzed the grammatical error made by tenth grade students using the surface strategy taxonomy proposed by Dulay. et. al. In determining the cause of error, the researcher used intralingual theory introduced by Richards. Meanwhile in analyzing the data, the researcher adapted the steps by Ellis. Also, this research employed investigator triangulation to test the validity of data, and the result of the research.

The result of the research includes four types of error found from students' worksheets. Those are omission, addition, misinformation, and misordering. The common error that made by students was omission of error. It emerged ninety eight (98) times out of two hundred and six (206) errors. The most frequent omission error made by students was omission of morphemes, which was transpired forty (40) times. Meanwhile the cause of the students' grammatical error were over-generalization, ignorance of rules restriction, incomplete application of rules, and false concepts hypothesized.



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# CHAPTER I

## INTRODUCTION

### A. Background of Research

In using an understandable language, people should follow the rule of the language they speak. It drives many people to learn the right arrangement yet understandable in using a certain language. Besides, English as an international language is mostly spoken and learned in many countries whether as second or foreign language. In Indonesia, English is positioned as a foreign language and a compulsory subject at schools.

In addition, English has a very important role in technological and scientific advances. Many products of technology use English in their instruction and guidance book since it is an international language. Besides, many books on sciences, health, art, even fashion which we use as references are written in English. It is the reason English language is learned from elementary school up to university degree.

Like other languages, English consists of four skills, namely listening, speaking, reading, and writing.<sup>1</sup> To support and master those four skills, it needs some aspects to learn such as vocabulary treasuring, spelling, pronunciation, and grammar. Those competencies are also important in mastering the four skills. Among those skills, writing is the most complex one.

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<sup>1</sup> Muh Arief Muhsin, "Analyzing the students' error in using simple present", *Pacific Science Review B: Humanities and Social Science*, 2, (December, 2013), 81.

Writing is usually regarded as the most difficult skill to learn.<sup>2</sup> This case does not only come from the students but also any age of people. In making good writing, there are some aspects that need to be considered, those are content, organization, vocabulary, syntax, and mechanics.<sup>3</sup> This is in line with Brown, he said that very few learn to express themselves clearly with well-developed organization that accomplishes an intended purpose.<sup>4</sup> The way of sharing an idea in a written form needs a good arrangement and understandable sentences that both the reader and the writer can get the point of the content.

The difficulty of writing is not only in generating and organizing ideas but also in translating the ideas into readable text. At second language (L2) or foreign language, Students have to pay attention to higher-level skills of planning and organizing as well as lower learning skills of spelling, punctuation, word choice, and so on.<sup>5</sup> It showed that everybody can listen, read even speak easily. Meanwhile writing, as the productive skill needs a lot of effort to make the writing readable. Therefore, it is a compulsory skill to acquire.

Based on curriculum 2013, learners are required to write a recount text either written or oral, short and simple, related to historical event, by

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<sup>2</sup> Lailatul Husna, Zainil, Yenni Rozimela, "An Analysis of Students' Writing Skill In Descriptive Text at Grade XI IPA 1 of Man 2 Padang". *Journal English Language Teaching (ELT)*, Vol 1 No 2, (Juli, 2013), 1.

<sup>3</sup> H. Douglas Brown, "*Language Assessment Principles and Classroom Practice*" (San Fransisco California, Longman.com, 2003), 246.

<sup>4</sup> Brown, Douglas., *Language Assessment: Principle and Classroom Practice* (New York: Longman.com, 1976), 218.

<sup>5</sup> Jack C. Richards and Willy A, Renandya, *Methodology in Language Teaching; An Anthology of Current Practice* (London: Cambridge University Press, 2002), 3.

concerning social function, text structure, and language substance, correctly, and based on context.<sup>6</sup> It means students are not only obliged to do the tasks well but also have to produce the task in the form of writing either. Students are expected to be able to create paragraph writing correctly. “Correctly” here could be interpreted as correct at many aspects, one of which is text structure; grammar.

All people believed that the one who is good at grammatical competence tend to convey, express, and deliver their intention and feeling better than those whose grammatical competence is bad. This statement is also supported by Batstone. He stipulated that language without grammar would be chaotic and certainly leave the speakers seriously handicapped.<sup>7</sup>

Based on the preliminary-research by interviewing the English teacher, it was mentioned that even though grammar had been taught, it was impossible that students did not make any grammatical error in writing. It could be concluded that making a writing product, did not only focus on the content of the text, but also the arrangement or the structure of each sentence; grammar. It is because ungrammatical writing can lead to wrong perception of the reader, she said.

In fact, learning English cannot be separated from doing error. It is normal for students to make errors in learning process. This statement was supported by Dulay et. al. It was stipulated that making errors was inevitable

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<sup>6</sup> KI-KD bahasa inggris wajib kelas X akademik 2013. 15.

<sup>7</sup> Rob Batstone, *Grammar* (New York: Oxford University Press, 1994), 4.

part of learning and people could not learn language without first systematically committing errors in their learning process.<sup>8</sup>

Commonly, students make errors in grammar when it goes to writing. They often think that it becomes the obstacle in making a writing. They also think that it is such a strict rule which they need to avoid as far as possible because its character is to regulate the writing. It seems that grammar limits their writing into a creative product. It happens because their failure in understanding and applying the grammar that they have learned. Things that always come in the real condition are error in using verb such as “I dream about you last night” this word is true in meaning but it goes wrong in terms of grammar.

Grammatical error could happen because of the ignorance of applying grammar in writing. Students tend to focus on the content of their idea, story, and their point. They actually had studied grammar rules, but rarely put those knowledge to practical use. Students might think it looked so complicated to implement grammar while doing writing composition, especially in choosing the right verb. Meanwhile, English has some rules in (subject– verb agreement), tenses, moods, voices, different structures, and modals. It is different when we use the word “go” and “went”, both words have the same meaning but has different function when it is already in the sentence. The example above was one of the most common errors in students’ writing composition.

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<sup>8</sup> Dulay, H., Burt, M., & Krashen, M, *Language two*. (Oxford: Oxford University Press, 1982), 138.

In conclusion, this research aimed to analyze the students' grammatical error in making Recount text. It helped the teacher to reveal the common mistake in using grammar in form of writing. As Corder's statement, our ingenuity should be concentrated on techniques for dealing with errors after they have occurred.<sup>9</sup> So the teacher could go through with it in order to correct the students' most grammatical error in their writing. Thus, the teacher can improve the strategy used, changing the media, or giving an intensive course to break out the serious grammatical error in students' writing. This is in line with Corder's statement;

The purpose of Error Analysis is, in fact, to find " what the learner knows and does not know" and to " ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language."<sup>10</sup>

Those were the reasons why the researcher was interested in conducting this research entitled "Grammatical Error Analysis of English as Foreign Language (EFL) Learners' in Recount Text by Tenth Graders of MA Al Qodiri in Academic Year 2019/2020". Based on the background of study as previously presented, researcher formulated the research questions.

## **B. Research Question**

Based on the background above the researcher is interested in addressing three research questions. Those are:

1. What are the types of error in Recount text written by tenth graders of MA Al Qodiri in Academic Year 2019/2020?

<sup>9</sup> Corder, P.S., *Error Analysis and Interlanguage*, (Edinburgh: Oxford University Press, 1982), 6.

<sup>10</sup> Pooneh Heydari, Mohammad S. Bagheri, "Error Analysis: Sources of L2 Learners' Errors" , *Theory and Practice in Language Studies*, 2 (August, 2012), 1584



2. What are the common types of grammatical error in Recount text written by tenth graders of MA Al Qodiri in Academic Year 2019/2020?
3. What are the sources of grammatical error in Recount text written by tenth graders of MA Al Qodiri in Academic Year 2019/2020?

### **C. Research objective**

The objectives of this research can be formulated as follows:

1. To describe the types of each grammatical error in Recount text written by tenth graders of MA Al Qodiri in Academic Year 2019/2020.
2. To find out the types of common grammatical error in Recount text written by tenth graders of MA Al Qodiri in Academic Year 2019/2020.
3. To find out the sources of the grammatical error made by tenth graders of MA Al Qodiri 1 Jember in Academic Year 2019/2020.

### **D. Research benefits**

Based on the research objectives above, this research is divided into two parts:

1. Theoretically

Theoretically, this research is expected to be able to add the existing knowledge about Grammatical Errors commonly occurred in students' recount Text and their causes.

## 2. Practically

Practically, this research is expected to be useful for:

### a. Teacher

The result could give information to the teacher about the students' common grammatical error in making paragraph writing and the source it happened, so the teacher could anticipate the next material that obliged students to make writing. The teacher could have some consideration in preparing lesson plan, and provide the best strategy to improve students in arranging sentences which grammatically correct.

### b. Students

When the teacher knew about the common grammatical error then could give the right feedback, the students could understand their error in writing especially in grammar term, it helped them to understand well the grammar used in making a writing.

### c. The researcher

This research could be a reference since the researcher is a teacher to be in the future. So the researcher could apply the best strategy, media, and teaching style in teaching writing which includes grammar in it because everybody knows that writing is a quite complicated competence.

## E. Definition of Key Terms

In this part, there were some explanations from the title mentioned in the previous items. The aim was to avoid the misunderstanding between the

researcher and the reader in giving a meaning of any variables. The researcher categorized the variables below:

#### 1. Grammatical error

Grammatical Error is a term used in grammar perspective to claim the unstructured and incorrect sentence. It is different from students' mistake which is caused by not knowing about grammar. In this case, the researcher will focus on students' grammatical error such using the Pronoun, using of tenses, using the appropriate sentence as commonly used in their writing on English structure.

#### 2. Error Analysis

Error analysis is to observed, analyzed and classified errors produced by learners. It is a type of linguistic analysis that focused on the error learners made.

#### 3. EFL

EFL stands for English as foreign language. EFL is a learning or teaching English to students whose first language is not English language. In addition, Indonesia is one of the countries that English is a foreign language. And it is one of subjects that is learned by all students in all education levels, from primary school, junior high school, senior high school, till university level.

#### 4. Recount Text

Recount Text is a text that tells the reader about one story, action or activity in the past. In other meaning is a text which retells event or

experiences in the past. The students are expected to make a simple writing about their memorable experience in the past such as best moment in life, embarrassing experience, and unforgettable memory.

#### **F. Preview of Subsequent Chapters**

This research covered five chapters each of which consisted of a number of subchapters that related to one another. A research report commonly consisted of three parts; initial, core, and final part.

The first was initial or introductory part which included the research title, approval sheet, ratification sheet researcher's motto, dedication, acknowledgement, abstract, table of content and list of table.

The second part was the core which included:

1. **Chapter I** was introduction covering research background, research question, research objective, research significance, definition of key term, research methodology, and preview of subsequent chapters.
2. **Chapter II** was review of related literature which consisted of previous study and theoretical framework.
3. **Chapter III** was research methods
4. **Chapter IV** was finding and discussion.
5. **Chapter IV** was conclusion and suggestion.

The third was the final part in which covered references, statement of authenticity of writing and appendixes which covered research matrix, research instrument, data sheets of identification and classification of errors,

causes of grammatical error in the students' writings, declaration sheet and biography of researcher.



## CHAPTER II

### LITERATURE REVIEW

#### A. Review of Previous Research

This chapter contained research results that relevant to the research which was conducted by researcher. Previous research had been conducted by several researchers but each study had its own uniqueness. This was due to differences in places of research, research objects, method, technique of analyzing the data and literature used by researchers.

The first previous study was conducted by Lulu Meilina Alfiyani entitled "*An Analysis Of Grammatical Errors In Writing Among The Second Semester Students Of English Department Of Yogyakarta State University In The Academic Year Of 2011/2012*". She did the research to analyze the students' grammatical error of university students' second-semester writing in writing class.

The result of Lulu's research was omission errors had the 47.22% or the highest frequency of occurrence used in the writing conducted by the English students in their learning process. It showed that most of students lack in involving a certain word in their well-formed utterance or their writing. It is caused by developmental. It was found that the developmental had the highest frequency in affecting the students committed errors 302 times or 35.99% out of the total number of students' error sources.

The Lulu's research and this research had a same topic that was analyzing the students' writing in terms of Grammar. Also, both researchers

used the same surface strategy taxonomy from Dulay. On the contrary, the difference of Lulu's research with this research was the object of the study. In her research, the object of her research was University students which had differences characters with senior high school students. Furthermore, her research used qualitative-quantitative research, while this research used descriptive document qualitative research. Also, the location of her study was in Yogyakarta meanwhile this research was conducted in Jember.

The second previous study was conducted by Rini Meliyanti by the title "*An Analysis on Students' Grammatical Errors in Descriptive Texts Writing (A Descriptive Study in the Second Year Students of MTsN Satu Atap-Balaraja)*". Her research was aimed to analyze junior high school students' grammatical error in writing Descriptive text which located in Banten. Also she tried to find out the cause of it which had similar case with this research.

The differences of Rini's research from this research were the data collection method. She used both document review and observation while this research only did document review. In analyzing the data, she adapted Gass and Selinker's steps, while this research used Corder's. Then, the object of this research was senior high school students in Recount Text but hers was junior high school students in writing Describing Text.

In Rini's research, it was found out that the students' writing in Descriptive text was low. In addition the highest error came from the word choice. The percentage of the error was 20, 49%. It was caused by many factors both the dominant one was lack of knowledge and poor of

vocabularies. Those factors happened because most of students lack of motivation in learning English.

The last research was done by Hanafitria entitled “*A study on The Seventh Grade students’ Grammatical Errors in Descriptive Writing of SMPN 1 Muntilan*”. The research was aimed to analyze the students’ grammatical error of junior high school students on seventh grade. The material researched was Descriptive text. It analyzed the subject verb agreement, verb tense, word class, vocabulary, singular/plural, articles, sentence structure, spelling, and punctuation. She also tried to find out the solution of the problem on students’ grammatical error.

The result of her research was the highest rank on students’ grammatical error was *subject verb agreement* with the highest percentage 86, 36%. The second rank was *verb tense* with total percentage 68, 18%. Another percentage was 54, 54% was shown by three categories; they were *singular/plural, word class, and vocabulary*.

The difference of this Hanafitria’s research with this research was she tried to explore students’ writing in some aspects, such as content, organization, vocabulary, and mechanic. While this research discussed about students’ grammatical error only. Furthermore she tried to examine students’ work in two classes to compare between students in bilingual class and regular class. In addition the material that was examined is descriptive text, while this research was going to explore the students’ grammatical error about recount Text.



Based on those previous studies above, to ease the elaboration, it is explained in form of table below:

**Table : 2.1**  
**Similarities and Differences between Previous Research and this Research**

| NO | NAME and TITLE  | SIMILARITIES   | DIFFERENCES   |
|----|---|--|---|
| 1  | Lulu Meilina Alfiyani<br>, An Analysis Of Grammatical Errors In Writing Among The Second Semester Students Of English Department Of Yogyakarta State University In The Academic Year Of 2011/2012 | <ul style="list-style-type: none"> <li>Both discuss about the analysis of students' writing in terms of Grammar</li> </ul>   | <ul style="list-style-type: none"> <li>The object of the research was university students meanwhile this research used senior high school student; tenth graders as the object.</li> <li>Used qualitative-quantitative method while this research used qualitative method</li> </ul>  |
| 2  | Rini Meliyanti,<br>An Analysis on Students' Grammatical Errors in Descriptive Texts Writing (A Descriptive Study in the Second Year Students of MTsN Satu Atap-Balaraja)                          | <ul style="list-style-type: none"> <li>Both discuss about students' error in writing in terms of grammar</li> <li>Using the same surface strategy taxonomy of Dulay</li> </ul> | <ul style="list-style-type: none"> <li>She used Junior High School students as object and this research uses senior High School student.</li> <li>The analyzed material was Descriptive text whereas this research is using Recount Text.</li> <li>The location of her research is in Banten while this research is in Jember.</li> </ul> |
| 3  | A study on The Seventh Grade students' Grammatical Errors in Descriptive Writing of SMPN 1 Muntilan by Hanafitria   | Analyzing students' grammatical error in writing   | <ul style="list-style-type: none"> <li>This previous research used descriptive text, while this research used recount Text.</li> <li>The previous research used two classes to compare the students' grammatical error and this research only used a class.</li> </ul>  |

**Source: The Data Processing from Previous research**

It could be highlighted that the distinction of this research from others is this research analyze students' grammatical error in Recount text, and it's sources. Also, this research used document analysis in collecting data, used Corder's theory; surface strategy taxonomy in classifying the grammatical error, used Ellis' theory in analyzing the data, used Richards' theory in classifying the causes of students' grammatical error, and used descriptive document analysis as research design.

## **B. Theoretical Framework**

### **1. Writing**

#### **a. Definition of writing**

Writing is one of the human ways to communicate. Communication is not only achieved through speaking, but it can also be obtained through writing. Someone can express their idea that they want to share in the written form. According to Tarigan on Syafira's, thesis writing is the language skill that is used in indirect communication.<sup>11</sup> It implies that the students can deliver their ideas to others through written forms such as letters, messages, or invitation for communication.

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<sup>11</sup> Syafira Riani, "Improving Students' Writing Ability In Recount Text Through Indirect Feedback", (Thesis of Lampung University, 2016)

## b. Types of writing

Brown categorized four types of writing performance, those are:<sup>12</sup>

### 1) Imitative

To produce written language, the learner must attain skills in the fundamental, basic tasks of writing letters, words, punctuation, and very brief sentences. This category includes the ability to spell correctly and to perceive phoneme-grapheme correspondences in the English spelling system. It is a level at which learners are trying to master the mechanics of writing.

### 2) Intensive (controlled)

Intensive writing is producing appropriate vocabulary within a context, collocations and idioms, and correct grammatical features up to the long of sentence. Meaning and context are some importance in determining correctness and appropriateness but most assessment tasks are more concerned with a focus on form and are rather strictly controlled by the test design.

### 3) Responsive

Assessment tasks require learners to perform at a limited discourse level, connecting sentences into a paragraph and creating a logically connected sequence of two or three paragraphs. Tasks

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<sup>12</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Longman), 220

respond to pedagogical directives, lists of criteria, outlines, and other guidelines.

#### 4) Extensive

It implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report, or even a thesis. Writers focus on achieving a purpose, organizing and developing ideas logically, using details to support or illustrate ideas, demonstrating syntactic and lexical variety and in many cases, engaging in the process of multiple drafts to achieve a final product. Focus on the grammatical form is limited to occasional editing or proofreading of a draft.

In this research, the researcher mixed up intensive and extensive writing. In intensive writing, the students produced language to display their competence in grammar, vocabulary or sentence formation. While in extensive writing, the students could do a large quantity of informal writing on a wide range of topics and in various styles and they did so for pleasure. The students had to write one paragraph only about recount text by the topic “past experience”. They might write everything related to the topic freely and by using the correct grammar based on what they had learnt.

### c. Aspects of writing

Hughes stated there are five important aspects to be assessed in writing. Those are content, organization, vocabulary, grammar and mechanics.<sup>13</sup>

#### 1) Content

Content is the ability to use the knowledge and understandable subject and information, development thesis, interrelationship of many details relevance of materials and topic.

#### 2) Organization

Organization is the ability of the writer to arrange the ideas in a logical sequence and cohesion, to make a unified contribution to the whole paragraph. The writing must consist of an introduction, body, and conclusion.

#### 3) Vocabulary

Vocabulary is one of the most obvious components of language and one of the first things applied linguists turned their attention to.<sup>14</sup> Thornbury stated that without vocabulary nothing can be conveyed, this proves how the importance of vocabulary learning.<sup>15</sup>

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<sup>13</sup> Arthur Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003) 104.

<sup>14</sup> Jack Richards, *Curriculum Development in Language Teaching* (Cambridge University Press, 2001), 4.

<sup>15</sup> Scott Thornbury, *How To Teach Grammar*, (England:Longman, 2000), 3.

#### 4) Grammar

Grammar is partly the study of what forms or structures are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how a language's sentences are formed.<sup>16</sup>

#### 5) Mechanic

Mechanic refers to punctuation and spelling.<sup>17</sup> Such things are the nuts and bolts of the writing skill and they need to be focused on at certain stages of learning to write in English.<sup>18</sup> In this research, the researcher focused on students' grammatical error adjusted with linguistic category.



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<sup>16</sup> Scott Thornbury, *How To Teach Grammar.*, 1.

<sup>17</sup> J.B. Heaton, *Writing English Language Tests*, (London and New York, 2000), 148.

<sup>18</sup> Jeremy Harmer, *How to Teach Writing* (England: Pearson Longman, 2004), 44.

## 2. Grammatical Error

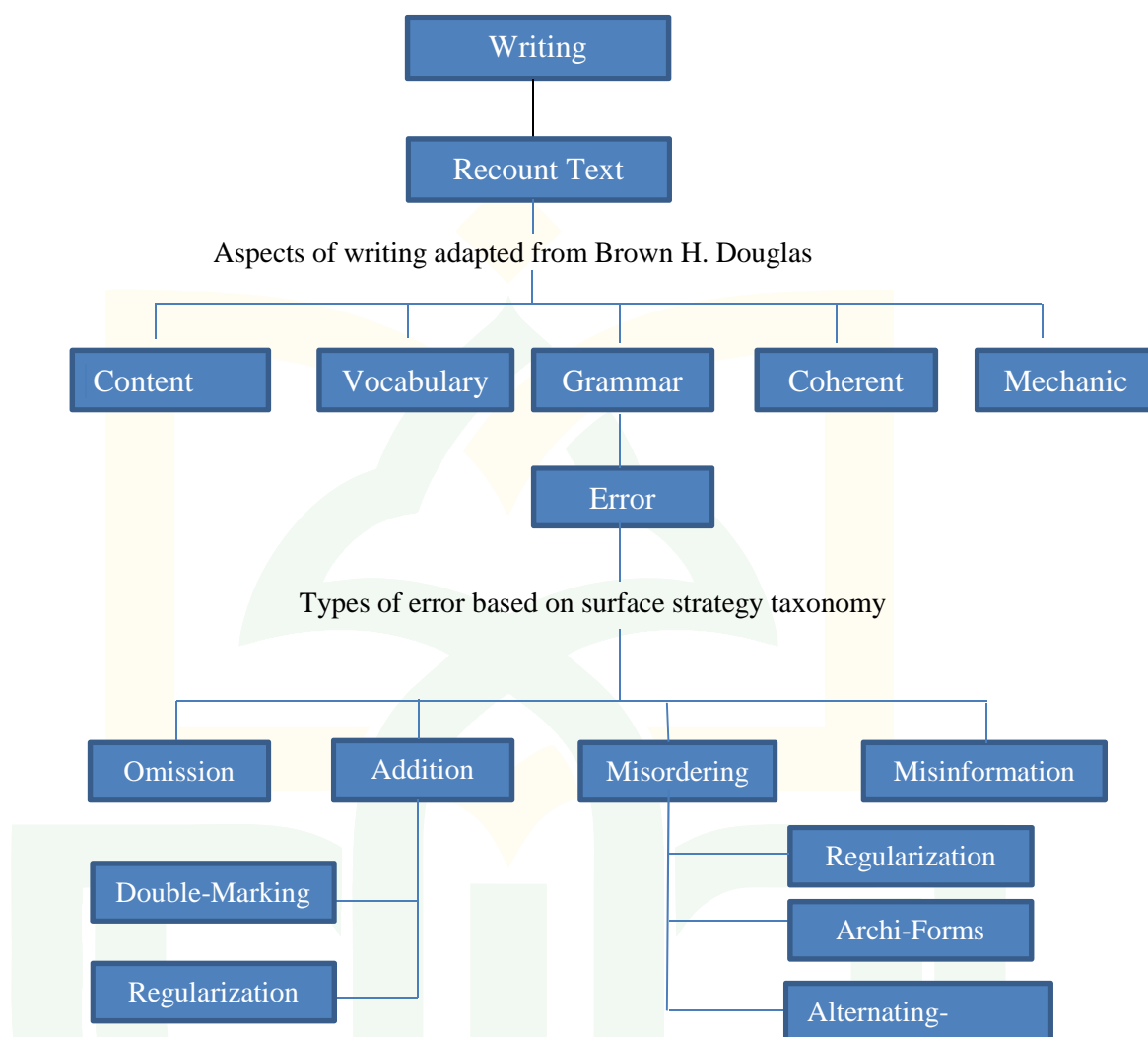


Figure 1: Aspect of writing and Types Error Analysis Mapping

### a. Definition of Grammatical Error

Grammar can be defined as a set of shared assumptions about how language works. The assessment of grammar not based on how learner point out the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the

teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

The learner's errors are evidence of this system and are themselves systematic.<sup>19</sup> Knowing how grammar works on writing, it might be possible of students in making an error in term of grammar.

The miss or making an error in writing, we call it as grammatical error. Generally, some linguists give several theoretical concepts to the types of errors, the errors are classified into four categories, namely: linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

#### **b. Types of Grammatical Error Analysis**

Types of error that dealing with the surface characteristic error is often called surface strategy taxonomy. The researcher used the surface strategy taxonomy. There are four types of errors, they are: Omission, Addition, Misformation, and Misordering.<sup>20</sup> Each of them was explained as follows:

##### 1) Omission

Omission errors are characterized by the absence of an item that must appear in a well –formed utterance.<sup>21</sup> Omission are the mostly found in analyzing students grammatical error. It was classified if the sentences left out the word which should exist in it, for example *Handoko manager famous factory*. Many people

<sup>19</sup> S.P. Corder. *Error analysis and interlanguage* (New York: Oxford University Press, 1982), 10.

<sup>20</sup> Dulay, Burt, and Krashen, *Language Two* (New York: Oxford University Press, 1982), 150.

<sup>21</sup> Dulay, Burt, and Krashen, *Language Two*, 155.



might think it was already correct sentence, but if it was seen by grammatical aspect, this sentence was incorrect. Even though the sentence was understandable and informative sentence in a meaning but it was still considered wrong in grammar. It was because lack a *be* form since it is nominal sentence. The well-formed sentence is *Handoko is a manager in a famous factory.*

## 2) Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed utterance.<sup>22</sup> Three types of addition errors: double marking, regularization and simple addition.

The first type of addition is double marking. Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions. For example *Areta doesn't gets the salary.* Here, the marker for tenses is doubled (both of them are simple present tense). The correct sentence is *Areta Doesn't get the salary*, it is in negative form. Unless the positive form is *Areta gets the salary.*

The second type of addition is regularization. Regularization is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example, in the

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<sup>22</sup> Dulay, Burt, and Krashen, *Language Two*, 156.

word *sheeps*, the correct plural form of *sheep* is *sheep*, not *sheeps*. The other example is *leaded*, the past tense form of *lead* is *lead*, not *leaded*. They are both regularizations in which the regular plural and past tense markers –s and -ed, have been added to items which do not take markers. People may not say *Breaked* even they want to use a past form because the past form of *Break* is *Broke*.

The last type of edition is Simple Addition. It is addition error that is double marking or regularization. No particular features characterize all addition errors<sup>23</sup> that is the use of an item should not appear in well-form utterances. As example: *The formers doesn't go home late*. Here, it is a wrong sentences. It should not be added *does* for formers. The well-formed sentence is *The formers don't go home late*.

### 3) Misformation

Misformation errors are characterized by the use of wrong form of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. For example, *The child taked a bath yesterday*.

A past tense marker was supplied by the learner; it was just not the right one. The well-formed of the writing is *The child took a bath yesterday*. There are three types of misformation errors:

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<sup>23</sup> Dulay, Burt, and Krashen, *Language Two*, 158.

a) Regularization errors

The regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *readed* for *read* or the word *putted* which should be *put* even in past form.

b) Archi-forms

It is the form selected by the learner. A learner may temporally select just one of the English demonstrative such as, *this, that, these and those* to point out an object that should be in singular but the learner uses it in plural and vice versa, as in *that cats* or *that dogs*. Other examples are below:

- 1) Reflexive pronoun: *theyself* ( themselves )
- 2) Regular past: *she getted* (got)
- 3) Plural: *Mouses* (mice)

c) Alternating Forms

As the learner's vocabulary grows, the use of archi-form often gives way to the apparently free alternation of various members of class with each other. For example, in the case of pronouns, a learner alternates the use of *he* for *she*, *they* for *it*; in the case of tense, the learner use perfect form for the past.

#### 4) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This type of error can be caused by the word-for word translation of native language surface structure. For example: *you don't know who is she*. Here, the learner misorders the word *is* and the well-formed sentence is *you don't know who she is*

In addition, Types of error based on Betty S. Azar was classified into fourteen types. Those were ; singular-plural, word form, word choice, verb tense, addition, omission, word order, incomplete sentence, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence. This table presents the data.

**Table: 2.2**  
**Guidance for Correcting Error**

| NO | Types of Error      | Example of Error                       | Correction  |
|----|---------------------|--|---|
| 1  | Singular-plural     | He has been in America for seven year. | He has been in America for seven <u>years</u> .     |
| 2  | Word-form           | I admire her beautiful.                | I admire her beauty.                                |
| 3  | Word choice         | They got on the taxi.                  | They got <u>into</u> the taxi.                      |
| 4  | Verb tense          | She go there last year.                | She <u>went</u> there last year.                    |
| 5  | Omission            | I entered <u>to</u> the school.        | I entered the school.                               |
| 6  | Addition            | You wanted go to America.              | You wanted to go to America.                        |
| 7  | Word order          | I love one this.                       | I love <u>this one</u> .                            |
| 8  | Incomplete sentence | When I went to the zoo.                | When I went to the zoo, I got a very exciting trip. |
| 9  | Spelling            | The girl siting on the                 | The girl <u>sitting</u> on the                      |

| NO | Types of Error  | Example of Error                               | Correction                                     |
|----|-----------------|--|--|
|    |                 | chair is my mother.                            | chair is my mother.                            |
| 10 | Punctuation     | What do you mean.                              | What do you <u>mean</u> ?                      |
| 11 | Capitalization  | She loves english subject.                     | She loves English subject.                     |
| 12 | Article         | She arrives here in a hour.                    | She arrives here in <u>an</u> hour.            |
| 13 | Unclear meaning | He lends eating chicken                        | ???  |
| 14 | Run-on-sentence | We landed in the airport, my mother called me. | We landed in the airport. My mother called me. |

However, this research used the theory proposed by Dulay et.al. Grammatical error analysis was classified into four; omission, addition, misinformation and misordering.

### c. The Causes of Grammatical Error

Richard, in his book classified the causes of error into three types. Those are: 1) Interference errors: error that caused by the interference of learner's mother tongue.<sup>24</sup> It meant the error resulting from the use of elements from one language while speaking/ writing/ another was defined as interference error. 2) Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.<sup>25</sup> It meant the error that had no interference from mother tongue or first language. 3) Developmental errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences.

<sup>24</sup> Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, (London: Oxford university Press, 1974), 172.

<sup>25</sup> Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, 174.

He also mentioned the classification of intralingual errors had four types, namely;

1) Over-generalization error

Overgeneralization is a process in both first- and second language learning, in which a learner extends the use of grammatical rule of a linguistic item beyond its accepted uses, generally by making word or structure follow a more regular pattern.<sup>26</sup> Another definition said that over-generalization is where the learners' basic experience of certain structure causes the learners creating the deviant structure on the basis of their experience of the other structures in the target language. This is in line with Richard. He stated that generally over-generalization is the creation of one deviant structure in place of two regular structures.<sup>27</sup> For example: *We are hope, It is occurs, She can cooks, and She can reads*

The examples above were incorrect, because the existence of auxiliary/*es* addition which should not exist. Therefore, the correct of the sentence above was *we hope, it occurs, she can cook/ she cooks, she read/ she can read.*

Over-generalization is associated with redundancy reduction. It may occur, for instance, which items which are constrained in the grammar of the language but which do not carry

<sup>26</sup> Jack C Richards, Richard Schmidt., *Dictionary of language teaching & applied linguistics; 4<sup>th</sup> edition* (London: Longman, 2010), 416.

<sup>27</sup> Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, 174.

significant and obvious contrast for the learner,<sup>28</sup> for example the –ed marker, in past tense or past context often appears to carry no meaning, on sentence – *I buy the bag last week*. It is as cleared, the word *bought* does not have meaning anymore because there was phrase *last week* which indicates the activity was in the past.

## 2) Ignorance of rule restriction

It was different from the previous type, over-generalization, since the students acquired rule in new situation. Some rule restriction errors might occur in terms of analogy, some of them was because of rote learning of rules or pattern. Richard stated that Ignorance of rule restriction is failure to observe the restriction of existing structure. That is the application of rules to context where they do not apply.<sup>29</sup> For example: *the children was crying*. It should be: *the baby was crying*

## 3) Incomplete application of rules

This error involves a failure to fully develop a structure. The learners fail to produce a correct sentence according to the standard rules. Richard stated that the occurrence of the structures whose deviancy represents the degree of development of the rules required to produce acceptable utterance.<sup>30</sup> For example: *she smart*.

It should be: *she is smart*

<sup>28</sup> Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, 175.

<sup>29</sup> Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, 175.

<sup>30</sup> Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, 177

#### 4) False concepts hypothesized

The students failed to understand the concept of English rules. These were commonly because of poor gradation of teaching items. Students were inclined to focus on one thing that was easy to be remembered such as the present tense by adding *-s/es* or *is/am/ are* at verb. Consequently he/she would possibly add the *-s/es* even when the subject was *I* or *they*. False concept hypothesized means developmental errors which are derived from faulty comprehension of distinction in the target language.<sup>31</sup> In other word, the learner fails to fully comprehend the target language. For example: *I was going down town yesterday*. It should be: *I went down town yesterday*

Therefore, James stated that there are four causes of errors.

Those were;

- 1) Interlingual errors (Mother-tongue influence): these kinds of errors are influenced by the native languages which interfere with target language learning
- 2) Intralingual errors: these types of errors are caused by the target language itself like: false analogy, misanalysis (learners form a wrong hypothesis), incomplete rule application (this is the converse of overgeneralization or one might call it under-generalization as the learners do not use all the rules),

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<sup>31</sup> Jack C. Richard, *Error Analysis; Perspective on Second Language Acquisition*, 178.



Exploiting redundancy (this error occurs by carrying considerable redundancy. This is shown throughout the system in the form of unnecessary morphology and double signaling), Overlooking co-occurrence restrictions (this error is caused by overlooking the exceptional rules), Hypercorrection or monitor overuse (this results from the learners' over cautious and strict observance of the rules), Overgeneralization or system-simplification (this error is caused by the misuse of words or grammatical rules)

3) Communication strategy-based errors which are subdivided into the holistic strategies or approximation and analytic strategies or circumlocution.

4) Induced Errors: these errors are the result of being misled by the way in which the teachers give definitions, examples, explanations and arrange practice opportunities. In other words, the errors are caused mostly by the teaching and learning process as follows: Materials-induced errors, Teacher-talk induced errors, Exercise-based induced errors, Errors induced by pedagogical priorities, Look-up errors.<sup>32</sup>

However, this research used the theory of Richard; intralingual. He classified the intralingual error into four types.

<sup>32</sup> Poonah Hyedri, Mohammad S. Bagheri, Error Analysis; source of L2 learners error , *Theory and Practice in Language Studies*, 2 No. 8 (August, 2012), 1584

Those are over-generalization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized.

### 3. Recount Text

#### a. Definition of Recount Text

One material that is learned by eleventh grade students on second semester is recount text. Students are expected to be able to write an experience of their own in the past correctly. According to Hyland, recount is a text that tells about past experiences of event. A reconstruct past events in the time order in which they occurred. It involves telling what happened and interpreting or evaluating the experience in some way.<sup>33</sup>

Anderson explains about recount text cited from Eni Yustina's research recount text is a text which list and describe past experiences by retelling events in the order in which they happened (chronological order). The purpose of recount text is to retell events with the purpose of either informing or entertaining their audience.<sup>34</sup>

Recount text includes eyewitness, account, newspaper, report, letter, conversation, television interviews, and speeches.<sup>35</sup> In conclusion, recount text is one of the texts that the aim is to tell, entertain, or inform about the past experience.

<sup>33</sup> Ismiati, "Improving Students' Writing Skill on Recount Text through Dyadic Essay Technique", (Thesis of Teacher Training and Education Faculty State Institute of Islamic Studies of Salatiga, 2015)

<sup>34</sup> Eni Yustina, dkk, "Improving Students' Recount Text Writing by Using Picture Series", (Article of Teacher Training and Education Faculty Tanjungpura University Pontianak, 2012)

<sup>35</sup> Mark Anderson, katy Anderson, *Text of Types in English 2* (South Yara: Macmillan, 1997), 49.

## b. The Generic Structure of Recount Text

A recount text has three main sections. The first is orientation. It consists of what, where and when the story are happened. The second is sequence of events. It retells the events in the order in which they happened. And the last is reorientation. It consists of conclusion.

According to Cliffwatt, recount focuses on a sequence of event relating to a particular activity. The recount follows three step :

- 1) Orientation : The orientation form is the first paragraph of the written recount. This can consist of one sentence but will often consist of at least two or three sentences. The orientation sets the scene and supplies the necessary introduction or background information that is needed to fully understand the retelling. It establishes the time, setting and who or what is participating.
- 2) Series of event : In this paragraph the students need to focus on supplying details of the who, what when and where. Generally recount is sequenced in time order.
- 3) Reorientation and personal or evaluative comment (optional) : This is an optional step and its often used to finish writing by rounding the series of events. It refers back some information in the orientation paragraph.<sup>36</sup>

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<sup>36</sup> Ismiati, "Improving Students' Writing Skill on Recount Text through Dyadic Essay Technique", (Thesis of Teacher Training and Education Faculty State Institute of Islamic Studies of Salatiga, 2015)

### c. Language Feature of Recount Text

The language features of Recount text are;

- 1) Using simple past tense (subject + V2)
- 2) Focus on temporal sequence. Recounts are written in chronological order. We also use time connectives to introduce each section, such as *first, then, afterward, before, when, at last, finally*.
- 3) Focus on specific participants. Recounts are written in the first person. It means we use pronouns such as “I” and “we”.

### d. Types of Recount Text

Recount text is classified into three they are personal recount, factual recount, and imaginative recount <sup>37</sup>

#### 1) Personal Recount

A personal recount is where the writer is recounting the personal event that they were involved directly. It means that the writer is actively involved in the activity of the event. The purpose of Personal recount is to inform, to entertain, the reader. An example of this text is as follow

#### **A Private Conversation**<sup>38</sup>

Last week, I went to the theatre. I had a very good seat. The play was very interesting. I did not enjoy it. A young man and a young woman are sitting behind me. They were talking loudly. I

<sup>37</sup> University of Canberra, *UC high school Kaleeen writing handbook* (Canberra: university of Canberra press, 2011), 26.

<sup>38</sup> L.G. Alexander, *Practice and Progress: An Integrated Course for Pre-Intermediate Students* (England: Longman, 1990), 17.

turned around. I looked at the man and the women angrily. They did not pay any attention. In the end, I could not bear it. I turned around again

“I can’t hear a word” I said angrily

“It’s none of your business” the young man said rudely.

“this is a private conversation”

## 2) Factual Recount

A factual recount is a list of record of a certain event. It can be used to retell the particular incident or event, such as an accident report, eyewitness, science experience, historical events, and newspaper report. Its purpose is just to inform the reader about what was going on in the past. An example of factual report is below

### **Children's Day**<sup>39</sup>

On children’s day in 1999, a technology company treated more than 200 underprivileged children to a 'high-tech' experience. They were given training on information technology.

The company wanted to provide opportunities for these children to learn more about the Internet and the latest technology. They wanted to help the less fortunate in the community.

The children had an enjoyable and educational experience that day. They were exposed to the new technology for the first

<sup>39</sup> Irsan Mahendra, "Recount Text" <http://www.text-types.com/2011/03/example-of-recount-terrible-railway.html> (08 January 2020, 01.33 am).

time and they were very interested. The company hoped to conduct many more such training sessions for these children. They felt that the skills the children had would be useful to them when they grew up.

The company was very active in caring for the less fortunate. They even put aside one day a year for their employees to do volunteer work to help the needy. They also donated money to many charitable organizations.

Many people had benefited from their efforts. Many also praised the company for being so generous towards the needy.

#### a) Imaginative Recount

An imaginative recount retells an imaginative story through the eyes of a fiction character. It means, the events that happened in the text do not occur in a real life. Its purpose is usually to entertain it is usually can be found in textbook. An example of imaginative recount is below:

#### **The First Day Activities of the Princess<sup>40</sup>**

Story by: Indah Nurhasanah

Being a princess is never an easy task. That also applied for Princess Adelle. Her day was never easy. Her schedules had always been prepared beforehand by the royal assistant. She

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<sup>40</sup>Indah Nurhasanah, “Contoh imaginative Recount text Pendek” [https:// www.bigbanktheories.com/contoh-imaginative-recount-text-pendek-beserta-artinya/](https://www.bigbanktheories.com/contoh-imaginative-recount-text-pendek-beserta-artinya/) (8 January 2020, 01.30 am).

barely had any free day. Sometimes, even on national holidays, she got a schedule. That day was not very different.

It was the first day of 2017 and Princess Adelle was very tired because she was up all night, attending The New Year's Eve event in the Royal Palace. Although she could barely sleep, she tried to wake up early. She woke up at 6 a.m. She should be ready before 8 a.m., so she washed herself and put on the dress that had been prepared for her by her assistant. After that, she had breakfast with the member of the royal family. At 9 a.m., she went to a charity event for the orphans held by several social institutions of the country. The event finished right before the time for lunch, so Princess Adelle enjoyed her lunch with the company of social workers and the orphan children. After lunch, she continued her schedule to attend the inauguration of a new public school near the palace. She gave her speech there mentioning that she was very happy to be invited to the event. She hoped that the new school would be able to help the students to be successful in the future.

She arrived back at the palace at 3 p.m. and attended her riding class with her instructor. Horse riding was able to make her happy again and she could refresh her mind after a long day activities outside the palace. She finished her riding class at 6 p.m. and prepared herself for dinner with the member of the

royal family. She was very relieved that the family dinner finished early. She finally went back to her room at 8 p.m. She threw herself in bed immediately because she felt really tired and wanted to take a rest so badly.

One day felt so long for Princess Adelle and it was only one sample of her schedules for a day. Sometimes, the schedules were even tighter than this. Princess Adelle knew that it was one of her duty as a princess. She enjoyed it, because she could meet different kinds of people from her activities.





## CHAPTER III

### RESEARCH METHODS

This chapter gives information about how this research was conducted. It includes explanations on the research design, data and source of data, data collection method, data analysis technique as well as credibility of data used under the study.

#### A. Research Design

This research used qualitative method. According to Lodico, Dean, and Katherine qualitative research reports data in narrative (using words rather than numbers) form.<sup>41</sup> It means that data of the research was analyzed in form of description. Cresswell stated that qualitative research is descriptive in that the researcher is interested in process, meaning, and understanding gained through words or pictures.<sup>42</sup> That means both result and process of the research was described in form of words or pictures. The researcher used qualitative descriptive research because it aimed to describe students' grammatical error of their writing in recount text and to figure the cause of it out. The result was provided in form of descriptive explanation.

The type of this research is document analysis. According to Donal Ary et al, document analysis is a research method applied to written or visual materials for the purpose of identifying specified characteristics of the

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<sup>41</sup> Marguerite. G Lodico, Dean T Spaulding and Katherine N. Voegt, *Methods in Education Research, 2<sup>nd</sup> Edition: From Theory to practice* (San Fransisco: Jossey-Bass, 2010), 143.

<sup>42</sup> John W. Cresswell, *Rsearch Design: Qualitavie and Quantitative Approaches* (California: SAGE Publications, Incc, 1994), 162

material.<sup>43</sup> It means document analysis is type of research design which focuses to analyze the specific thing about material. The type of the material analyzed in this study was students' writing worksheet and the focus of analysis was their grammatical error.

In conclusion, this research employed qualitative research. The research design of this study is qualitative descriptive document analysis.

## **B. Data and Sources of Data**

Data are kinds of information that the researchers need to be obtained dealing with the questions of the research. The researcher can collect books, audio, documents, and other printed materials as the source of data.<sup>44</sup> The data of this research was documents. The form of the document is students' worksheets of Recount Text of X IPA1 MA Al Qodiri 1 Jember. They were from their daily examination. The reason why the researcher chose X IPA1 was because the English teacher gave permission to analyze the X IPA1 students' worksheets only. The researcher copied the worksheet from the English teacher. There were twenty one worksheets that were collected by the researcher.

## **C. Data Collection Method**

Data collection method which was used in this research was Document Review. Document review means the effort to collect data by investigating

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<sup>43</sup> Donal Ary, et al., *Introduction to Research in Education 8<sup>th</sup> Edition* (Canada: Nelson Education, 2010), 457.

<sup>44</sup> J. R. Fraenkel and N. E. Wallen, *How to Design and Evaluate Research in Education* (New York: McGraw-Hill, 2009), 110.

written objects.<sup>45</sup> The researcher used document review as a method to find out the frequency, the type of students' grammatical error, and the cause of it based on linguistic analysis. The researcher got the data by copying the students' worksheet of X IPA 1 from the teacher and typed it out.

#### **D. Data Analysis Technique**

This research used Content analysis in analyzing the data. The data that had been collected was analyzed by using Dulay's theory using surface strategy taxonomy. The types of error analysis that proposed by Dulay are *omission, addition, misinformation, and misordering*. The steps to analyze the data used the theory proposed by Ellis, those are collection of a sample of learner language, identification of errors, description of errors, and explanation of errors.<sup>46</sup>

In analyzing the errors found, the researcher only focused on the grammatical error, any other errors as in the writing aspects were excluded. The researcher analyzed the grammatical errors based on the instrument which was already validated.

After having all students' work, the researcher did the analysis of students' grammatical error. In the process, there were three main steps to analyze the data. Those were:

1. Identifying the error

Firstly, after collecting the students' worksheet, the researcher tried to find out the grammatical error by giving a note in the error

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<sup>45</sup> Mudir, *Metode Penelitian Kuantitatif dan Kuantitatif* (Jember: STAIN Press, 2013), 186

<sup>46</sup> Rod, *Second Language*, (Oxford: Oxford University Press, 2003), 15.

words. The Researcher started identifying the sentence which produced an error or errors, by giving a note on every part of the sentence. This process was to identify the location of errors in the sentence. Afterward, the researcher classified the errors into their types of error. Finally, all errors and their corrections were put in a form of table in order to make it systematic and easy to analyze. The researcher gave a mark (✓) in the appropriate type of error classification. The table was as follows:

**Table: 3.1**  
**Table of errors, correction, and types of error**

| No | Students' initial | Erroneous sentences | Corrected sentences | Types of errors |   |    |    |
|----|-------------------|---------------------|---------------------|-----------------|---|----|----|
|    |                   |                     |                     | O               | A | Mf | Mo |
| 1. | A                 |                     |                     |                 |   |    |    |
| 2. | B                 |                     |                     |                 |   |    |    |
| 3. | C                 |                     |                     |                 |   |    |    |
| 4. | D                 |                     |                     |                 |   |    |    |

Note:

- O stands for *omission*
- A stands for *addition*
- Mf stands for *misformation*
- Mo stands for *misordering*
- Alphabets stand for *students*

## 2. Finding out the frequency of error

It consisted of two steps; calculating the error frequency of each type and calculating the error of each sub type.

## 3. Explanation of grammatical error

In this part, the researcher explained the students' grammatical error based on what was found from students' worksheet. The explanation was about the classification of each sub type of error and why it was wrong.

#### 4. Explanation about the cause of students' grammatical error

Each classification of errors was analyzed using Richard's theory to find out the possible sources of errors. The researcher classified the error using intralingual error proposed by Ricahrd's. Intralingual error was divided into four types. Those were over-generalization, ignorance of rule restriction, incomplete application of rule, and false concepts hypnotized.

In this case, the researcher employed the rubric of the causes of grammatical error found. The first cause of error was over-generalization. Over-generalization related to addition of error. It was because the addition of error mostly talked about the generalization of two structures, in short, the combination of two structures in which leads to incorrect form/ error.

The second cause of error was ignorance of rules restriction. It is connected to misinformation and misordering. The reason was misinformation or misuse of some pattern mainly related to the ignorance of the use an appropriate grammar. For instance; the use of preposition which mostly all people were confused because of. Meanwhile misordering or misplacement frequently happened due to the carelessness of the correct arrangement. It occurred whether in clause form or phrase form.

The third cause of error was incomplete application of rules. It was connected to omission of error. Omission of error was classified

into error because of missing something or incomplete in using correct structure. For example; *when I ride, I'm very afraid*, the sentence was included to correct yet understandable in meaning, but it was classified as incorrect because it was incomplete at applying the rule; the long term activity should have been used continuous.

The fourth cause of error was false concepts hypothesized. It can be any types of grammatical error in which happened several times at the same point. For examples one student wrote *we direct ordered our ice cream*. The word *direct* was occurred three times with the same case. The correct one is *directly*. It meant the student had misconception of the use of adverb. To ease the explanation above, it was explained in form of table below

**Table: 3.2**  
**Rubric of classifying cause of error**

| No | Causes of error                 | Error type     | Example  |
|----|---------------------------------|----------------|--|
| 1. | Over-generalization             | Addition       | They <b>are must</b> come back to Malang city (C)    |
| 2. | Ignorance of rules restriction  | Misinformation | I <b>swimming</b> for a moment (M)                   |
|    |                                 | Misordering    | I saw the <b>waterfall very beautiful</b> (M)        |
| 3. | Incomplete application of rules | Omission       | I gathered in <b>Dandi</b> house with my friends (N) |
| 4. | False concepts hypothesized     | General        | <b>I with my friends</b> went to Surabaya (A)        |

Note: In some cases, there was a sentence which caused by two causes of error. For instance; the example of false concepts hypothesized above was also involved in causes of error due to ignorance of rules restriction.

In presenting the data, the researcher provided a table, then classified the errors into their cause. Finally, all causes of error were put in a form of table in order to make it systematic and easy to analyze. The researcher gave a mark (✓) in the appropriate type of causes error classification and give a green bold for the error which caused by two causes of error. The form of table was as follows;

**Table: 3.3**  
**Guide to analyze the cause of errors**

| No | Students' initial | Erroneous Sentence | Cause of error |     |     |     |
|----|-------------------|--------------------|----------------|-----|-----|-----|
|    |                   |                    | OG             | IRR | IAR | FCH |
|    |                   |                    |                |     |     |     |
|    |                   |                    |                |     |     |     |
|    |                   |                    |                |     |     |     |

Note: -OG stands for *Over-generalization*

-IRR stands for *Ignorance of Rules Restriction*

-IAR stands for *Incomplete Application of Rules*

-FCH stands for *False Concepts Hypothesized*

### **E. Credibility of Data**

In qualitative research, there were some techniques that could be used to increase researcher's data credibility. The credibility of data was very important in research. According to Ary, validity, or as qualitative researchers most frequently refers to credibility, concerns to the accuracy or the truthfulness of the findings.<sup>47</sup> In this study, the researcher used the theory of triangulation to test the credibility of the data. As pointed out by Moleong

<sup>47</sup> Ary, Jacobs, Sorensen, and Razavieh, *Introduction to Research in Education; Sixth Edition* (United States of America: Wadsworth Group Wadsworth, 2002), 498.

triangulation is a technique to check the trustworthiness of data which uses something else to be compared toward that data.<sup>48</sup>

There were some types of triangulations. One of them is investigator triangulation. The data of students' writing were analyzed and consulted to the thesis advisor in order to confirm the data. Also, the researcher confirmed the research to her grammar lecturer. Then research also was triangulated by a friend of researcher. According to Silverman, investigator triangulation engages independently more than one observer.<sup>49</sup>

Therefore the researcher politely asked two lectures who are considered capable on the field. The researcher asked then to check the result of this research. The first lecture was the researcher's advisor and the second was the researcher's grammar lecture.



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<sup>48</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 303.

<sup>49</sup> Louis cohen, et al, *Research Methods In Education*, (New York: Routledge, 2007), 141.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter described finding and discussion of tenth grade students' grammatical error in Recount Text on their monthly assessment in writing a Recount Text. The erroneous sentences were analyzed by Dulay's book. The first part was finding, including the finding of the error types and the frequency of each error type. Then it described the cause of grammatical error. The second was discussion that described interpretative data analysis according to the finding that related to the research focuses.

#### **A. Finding**

The types of grammatical errors found in students' worksheet of monthly examination by Tenth graders at MA Al Qodiri 1 Jember. After collecting the students' worksheet, the researcher did an analysis by identifying and classifying the grammatical error on it, calculating the number of the error, and finding out the causes of it.

##### **1. Identifying and classifying error.**

X IPA 1 consisted of twenty three (23) students. However the two students could not attend the class. After collecting twenty one (21) students' worksheets, the researcher found the grammatical error and classified them in a table at appendix II. In order to know clearly about the errors that were made by the students in their compositions, the examples of error types, its correction, and the analysis were presented in the

following. The following explanation was the errors in each category in each type of error. The classification used Dulay's theory. There were four types of error. Those are omission, Addition, Misinformation, and Misordering

a. Omission

Omission of error was the first type of grammatical error that was made by students. Dulay stated that omission errors are characterized by the absence of an item that must appear in a well-formed utterance.<sup>50</sup> The omission that found at students' worksheet were omission of article, omission of morpheme, omission of verb, omission of pronoun, omission of preposition, omission of subject, omission of noun, and omission of conjunction. The explanation of each omission was as follows:

1) Omission of Article

*Although.....ice cream was not delicious, we could gather together.*

The sentence above was incorrect. It was because it left out the definite article. We use *the* when it is clear which one we mean.<sup>51</sup> It meant the use of *the* (definite article) is when the noun is clear enough or when it is already mentioned previously. The word *ice cream* was already identified and mentioned in the

<sup>50</sup> Dulay, Burt, and Krashen, *Language Two*, 154.

<sup>51</sup> John Estwood, *Oxford guide to English grammar* (New York: Oxford university press, 2002), 198.

previous sentence. Therefore, the correct sentence from the example above was:

*Although **the** ice cream was not delicious, we could gather together.*

## 2) Omission of morphemes

*When we **arrive** there, we **direct** sit on a chair and the situation was very beautiful*

The sentence was wrong because Recount text used past tense <sup>or</sup> second form of verb. The verb above is first form of verb. The -ed form in regular verbs was virtually always predictable from the base form.<sup>52</sup> So, It left out the morpheme *-ed* at the end of *arrive* since *arrive* was regular verb. Furthermore, the word *direct* above also caused incorrect grammatically. *Direct* is an adjective which has a function to modify a noun as Sidney Greenbaum said in his book, Attributive adjectives attribute a quality or characteristic to what is denoted by the noun they modify.<sup>53</sup>

The sentence above didn't need adjective to modify noun. It needed adverb instead of adjective. An adverb refers to any element in a sentence used to modify a verb, adjective, another adverb, or even entire clause.<sup>54</sup> One of the way to make adverb from adjective is by adding *-ly* in the end of the word. A lot of

<sup>52</sup> John Estwood, *Oxford guide to English grammar*, 124.

<sup>53</sup> Sydney Greenbaum, *The Oxford English grammar* (New York: Oxford university press, 1996), 130.

<sup>54</sup> Peter Herring, *Complete English grammar rules* (USA: Farlex international press, 2016), 375.

adverbs end in *-ly*. The word should have been added *-ly* to make the sentence correct. Therefore, the correct of the data above was:

*When we **arrived** there, we **directly** sit on a chair and the situation was very beautiful*

### 3) Omission of verbs

*My friend, my family and I to pasir putih beach*

To construct a sentence, it needs at least a subject and a verb. There are two types of verbs. Those are auxiliary verb and ordinary verb. A few verbs indicate *states* conditions like *Joe **appears** sick today and Iqbal **looks** handsome lately* and actions like *Mip **chopped down** the three and Pran **tried** to break the ice.*

Meanwhile verbs that help out are called auxiliary verb.<sup>55</sup> The example of auxiliary verb are *the cables **are** old enough* and *Annisa **is** prettier than me.*

The sentence above needs a verb. It would be correct if it was added by verb. Since the text was about recount text, so it should use second form of verb or past tense. The appropriate word to fill the sentence is *went*. Therefore, the correct of the data above was:

*My friend, my family and I **went** to pasir putih beach.*

<sup>55</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition* (Washington Dc: Georgetown university press, 2007), 7.

## 4) Omission of pronoun

*I was so happy we were in Kuala Lumpur*

Pronoun “Pro” + “noun” typically means “in place, of, instead of” a noun or a noun phrase.<sup>56</sup> Pronouns belong to the categories: personal, reflexive, possessive pronouns, reciprocal, relative /interrogative, demonstrative, and indefinite. Those have their own function.

A relative pronoun refers or “relates back” to an antecedent noun phrase appearing earlier in the sentence. It meant relative pronoun combined two clauses into one sentence which still contained one subject. Some relative pronouns were *that, when, where, which, who, whom, whose and why*. As for the above sentence, the researcher only focused on discussing the missing pronoun. Teschner and Evans stated that relative pronouns typically initiate relative clauses, which as such would have their own subject and verb if they were separate sentences<sup>57</sup>

The sentence above consisted of two clauses. Those were *I was so happy* and *we were in Kuala Lumpur*. The second clause told the time of the first clause. It gave an explanation about when the first clause happened. The relative pronoun *that* is match to connect those clauses is *when*. Therefore, the correct sentence above was;

<sup>56</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 13.

<sup>57</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 155.

*I was so happy **when** we were in Kuala Lumpur*

5) Omission of preposition

*We saw the beautiful blue fire while **waiting** the sunrise*

Prepositions are “short” or “little” words that express relationships including those of space, time, and degree.<sup>58</sup> There were some prepositions that always stick out with verbs or adjectives; such as *look for, look at, afraid of, jealous with, consist of, confirm to* and others. Phrasal verbs are verb phrases that have idiomatic meanings.<sup>59</sup> Phrasal verbs are made of a verb + a preposition or an adverbial particle, and their meaning is uniquely tied to each particular combination. The example of phrasal verb that was made of verb and preposition were *angry with, consult to, and other*. While the examples of the combination of verb + particle like *switch off, take away, etc.*

While the word *wait* was one of phrasal verb that technically combine with preposition *for*. Hence, the correct sentence above was:

*We saw the beautiful blue fire while **waiting for** the sunrise*

6) Omission of subject

*In my opinion ----- possible to join that big graduation because I was the smallest graduated student.*

<sup>58</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 14.

<sup>59</sup> Peter Herring, *Complete English grammar rules*, 46.

As has been mentioned previously, subject held an important role in the sentence as predicate. Richard Teschner stated that all verbs in English require a subject to appear in the surface structure, that is, in a construction's final spoken or written product.<sup>60</sup> There were some words that are allowed to be subject. Those are Noun, Gerund, to infinitive, and pronoun as subject. Pronoun as subject consists of *I, you, they, we, she, he, it*. While predicate could be verb or auxiliary verb.

The sentence above was incorrect because it left out the subject and the predicate. There was no noun phrase to perform the subject and there was no verb phrase to perform the predicate. To correct the sentence above, it needs a subject imperative *it* and verb *to be* "was". Hence, the right sentence was

*In my opinion **it was** possible to join that big graduation because I was the smallest graduated student.*

#### 7) Omission of noun

*There are many beautiful and cool.*

Adjectives exist to modify noun. A semantic trait of adjectives is that they describe, modify, limit, distinguish, or otherwise characterize the noun they refer to.<sup>61</sup> There are two types of adjective. Those were: attributive adjective and predicative adjective. Predicative adjective always appear after the noun they

<sup>60</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 39.

<sup>61</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 10.

modify, connected to it by a linking verb for instance *the dog is black*. While for predicative noun phrases, case is not determined by the head but rather by some other element.<sup>62</sup> Attributive adjective needs a head to lean on like *the black dog was barking*. So the adjective *black* modified the noun *dog*.

The adjective *cool* and *beautiful* were both attributive and predicative. Consequently it was needed to analyze the context in the sentence. The subject of the sentence above, *there are* didn't contain important message which support a noun after linking verb. It meant after the predicate, it needed a noun. So, the adjective above, *cool and beautiful* were not concluded in predicative, but attributive adjective.

And the sentence above was incorrect because it left out noun. The correct sentence was:

*There are many beautiful and cool **places** (optional)*

#### 8) Omission of conjunction

*We all were so happy because we could reach the top full of struggle*

Conjunction has a function to connect between two sentences, clauses, words, or phrases. The sentence above was incorrect because it didn't make a sense at the end of the clause.

The phrase *full of struggle* explained the manner of the verb *could*

<sup>62</sup> Stefan Muller, *Grammatical theory from transformational grammar to constraint-based approaches* (Berlin: Language Science Press, 2016), 41.



*reach*. To make the sentence correct grammatically, it needed to add a connector *with* before the phrase *full of struggle*. It became *We all were so happy because we could reach the top with full of struggle*

In conclusion, it was found that type of grammatical error; omission from students' worksheet consisted of omission of article, omission of morpheme, omission of verb, omission of pronoun, omission of preposition, omission of subject, omission of noun, and omission of conjunction.

#### **b. Addition**

Addition of error was the other side of omission. Addition caused the sentence incorrect grammatically because it missed something. Dulay mentioned that they are characterized by the presence of an item which must not appear in a well-formed utterance.<sup>63</sup> The researcher analyzed the students' erroneous at their writing. The types of addition error found were addition of morpheme, addition of verb, addition of article, addition of preposition, and addition of conjunction. They were explained as follow:

##### 1) Addition of morpheme

*One years ago, my friends and I went to Jatim park 2*

There are some types of noun. One of them is countable and uncountable noun. Countable noun refers to noun that can be

<sup>63</sup> Dulay, Burt, and Krashen, *Language Two*, 156.

counted. Uncountable noun refers to noun which needs measurement to count, like water, oil, sugar. The characteristic of countable noun was having a plural form. To determine the plural form, some nouns were added by *-s/-es* for example *few books, many candies, my legs, and others* or some of them have their own plural form such as *two geese, five fish, many women, some children.*

For countable noun, it is wrong to add *-s/es* which indicate plural form if it consisted of one thing. Meanwhile on the sentence above, it should have used the singular form of noun. So the correct sentence was

*One year ago, my friends and I went to Jatim park 2*

## 2) Addition of verb

*We are so busy because many jobs we **are do** together*

Auxiliary verb as mentioned previously is verb to help out. Auxiliary verb appears at many conditions, like at present tense negation (*don't/ doesn't*), present progressive (*is, am, are*) present perfect (*have/has*), negative sentence at present or past tense (*do, does, did*), modal (*may, can, might, ought to and soon*).

Nevertheless present tense used V1 and past tense used V2, without adding auxiliary before lexical verb. Hence, to add the auxiliary before the lexical verb doesn't make a sense. Since this

text talk about something in the past, so it should have been use past tense. The correct sentence above was

*We were so busy because many jobs we **did** together*

### 3) Addition of article

*I didn't prepare for that competition because of **the** tight schedule that I did*

Article in English are *a/an, the*. They are often called *definite/ indefinite article*. Article *a/an* appears before countable noun which is mentioned for the first time or *indefinite*. Whereas article *the* appeared when a noun has been mentioned previously and has been clear which noun it is.

The sentence above was considered incorrect because the use of *tight schedule* hasn't been mentioned before. Consequently it was wrong to add article *the*. Therefore, it does not need any article.

The correct form should have been:

*I didn't prepare for that competition because of tight schedule that I did*

### 4) Addition of prepositions

*On the first day they visited **in** my house, I was so surprised because I didn't know that they would spend holiday in my house*

Verb was divided into two types. Those were *transitive* and *intransitive verb*. Transitive verb means they take or are able to

take a direct object.<sup>64</sup> While an intransitive verb cannot take a direct object. Meanwhile, the word *visited* above was a transitive verb which is able to take a direct object. An object must be a noun.

The phrase *in my house* is not a noun. It is an adverbial phrase. To make a noun or correct the sentence above, it needed to take out the preposition *in*. therefore the correct form was

*On the first day they visited my house, I was so surprised because I didn't know that they would spend holiday in my house*

5) Addition of conjunction

*So after taking picture, I swam for a moment and then I finished swimming because it was cool*

Coordinate sentence contains two or more clauses of equal importance that are “coordinated” with each other by a conjunction.<sup>65</sup> Coordinate conjunction consisted of some conjunctions such as *for, and, nor, but, or, etc.* While a subordinate sentence is divided into a main clause and a subordinate clause according to the relative importance assigned each one. In very simple terms, the main clause controls the subordinate clause and is linked to it by a conjunction.<sup>66</sup> Conjunction included in coordinating conjunction.

<sup>64</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 95.

<sup>65</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 183.

<sup>66</sup> Richard V Teschner and Eston E. Evans, *Analyzing the grammar of English 3<sup>rd</sup> edition*, 183.

Discussing about coordinating conjunctions, they have different function to use. It's such *and* to coordinate one clause or word to other, *but* to show the contrary, *or* to give choice and others. While the sentence above use conjunction *so* which is to show result of something previously. It was wrong because it did not need *so* as a conjunction. It coordinated nothing. The correct sentence was:

*After taking picture, I swam for a moment and then I finished swimming because it was cool.*

It can be concluded the researcher found from students' worksheets that type of error; addition consisted of addition of morpheme, addition of verb, addition of article, addition of preposition, and addition of conjunction.

### **c. Misinformation**

Misinformation errors are characterized by the use of the *wrong form of the morpheme or structure*. In misinformation errors the learners supplies something.<sup>67</sup> The researcher found some of misinformation types at students' worksheet. Those were misinformation of article, misinformation of verb, misinformation of preposition, misinformation of pronoun, and misinformation of noun.

Each types of misinformation error was explained as follow:

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<sup>67</sup> Dulay, Burt, and Krashen, *Language Two*, 159.

## 1) Misinformation of article

*We saw **the** beautiful blue fire while waiting the sunrise*

The researcher only focused on the article used. It was mentioned previously that the definite article “*the*” is used to nouns that have been identified and article *an/a* is used to nouns that have not been identified beforehand. The word *blue fire* above was indefinite article or appears for the first time. The use of *an* is when the next word is pronounced by *a, i, u, e, o* such as *an apartment, an unpretty rapstar*. While the article *a* is when the next words were not pronounced by vowel, such as *a gentleman, a trendsetter, a lifesaver*. Therefore, the article should have been *a* yet again the learner used *the* which was ungrammatical. Hence, the correct form of the above sentence was:

*We saw **a** beautiful blue fire while waiting the sunrise*

## 2) Misinformation of verb

*Finally I **speaked** with him*

The researcher only focused on a verb only. There are two types of verb, those are; *regular* and *irregular verb*. Regular verbs are defined as having both their past simple tense and past participle forms constructed by adding *-d* or *-ed* to the end of the word.<sup>68</sup> The examples of regular verbs are; *gathered, opened, closed, baked, listened, baked, and approached*.

<sup>68</sup> Peter Herring, *Complete English grammar rules*, 142.

Irregular verb do not have spelling rules that we can follow to create the past simple tense and past participles.<sup>69</sup> It means we do not have a choice to know the past form of irregular verbs except memorizing. It was because there was no specific rule to acquire the formula of past form of irregular verb.

The verb on the sentence above concluded irregular verb. It was wrong if at the past form was added by *-ed* at the end of the word. The second form of verb of *speak* is *spoke*. Hence, the correct form of the sentence above was

*Finally I spoke to him*

### 3) Misinformation of preposition

*In the first day, they were visit in my house, I was so surprised because I don't know that they will holiday in my house*

The researcher only focused on the preposition used at the first word. There is difference usage among *in*, *on*, *at*. The preposition *in* is used especially when the landmark represent a time which is long. The use of *in* is When the landmark is a span of time longer than a couple of days.<sup>70</sup> The use of preposition *in* is usually followed by biggest size of time, like winter, summer, year or century.

<sup>69</sup> Peter Herring, *Complete English grammar rules*, 144.

<sup>70</sup> Seth Lindstromberg, *English prepositions explained Revised edition* (UK: John Benjamin publishing company, 2010), 77.

Meanwhile, the use of preposition *on* is when the unit of time at medium size.<sup>71</sup> It is usually used for telling the day. The sentence above told about *the first day* their relative visited their house. The word *the first day* was concluded at medium size, it should have been used preposition *on*. Hence the correct sentence above was

*On the first day, they visited my house, I was so surprised because I don't know that they will holiday in my house*

4) Misinformation of pronoun

*After that me and my friend went only to the beach to ride banana boat*

The researcher only focused on misuse of pronoun *me*.

There are some types of pronouns. Those are demonstrative pronoun, relative pronoun, interrogative pronoun, reciprocal pronoun, definite pronoun, indefinite pronoun, and personal pronoun. Personal Pronouns are so called, because they stand for the three persons, and have a different form for each.<sup>72</sup>

Personal pronoun consisted of subjective pronoun, objective pronoun, possessive pronoun, possessive adjective, and reflexive pronoun. Subject pronoun consisted of *I, you, they, we, etc.* While objective pronoun consisted of *me, you, them, us, etc.*

Subjective pronoun mostly located before predicates or verbs. The

<sup>71</sup> Seth Lindstromberg, *English prepositions explained revised edition*, 69.

<sup>72</sup> J.O.N ESFIELD, *A manual of English grammar composition* (London: [www.forgottenbook.com](http://www.forgottenbook.com), 2016), 32.



predicate of sentence above was *went*. So the subject was *me and my friend*. The sentence above was wrong because the word *me* included at objective pronoun. It should have been used *I* as a subjective pronoun *I*. hence, the sentence above should be

*After that my friend and I went only to the beach to ride banana boat*

##### 5) Misinformation of noun

*My brother and I swim in a swimming pool that 180 cm deep*

The researcher only focused on the word *deep* at the end of the sentence. The verb *had* of the sentence above included in transitive verb, which needed an object. As Stefan stated in his book the classic division describes all verbs which have an object which becomes the subject under passivization as transitive.<sup>73</sup> Object must be noun. Consequently, the sentence above was considered as wrong sentence because the phrase *180 cm deep* was not noun. Noun or phrasal noun normally consisted of *article*, *adjective* and the main part *noun*. Meanwhile the object of the verb *had* above was *180 cm deep* which didn't consist of any noun.

A word in English sometimes has different word classification. For instance, the word *love* could be verb in *I love reading books* and could be *noun* in the word *all I need is love*, or *she digs the well well* (the first *well* is noun and the second *well* is

<sup>73</sup> Stefan Muller, *Grammatical theory from transformational grammar to constraint-based approaches*, 42.

adverb. It is often confusing to be applied. Fortunately, it's not all English words have the same form in different word classification. *Deep* was one of those which were not the same in other word classification. *Deep* is an adjective, while the noun of *deep* was *depth*. Hence, the correct sentence above was

*My brother and I swim in a swimming pool that 180 cm **depth**.*

In conclusion, the researcher found from students' worksheets that type of error; misinformation consisted of misinformation of article, misinformation of verb, misinformation of preposition, misinformation of pronoun, and misinformation of noun.

#### **d. Misordering**

Misordering errors are characterized by the *incorrect placement of morphemes, in an utterance*.<sup>74</sup> The researcher found the students' did misordering of error. The students' made four kinds of error in misordering. Those were misordering of pronoun, misordering of adjective, misordering of noun, misordering of clause. Each type of students' misordering error at their writing was explained as follows:

##### 1) Misordering of pronoun

***I and my friends** went to Surabaya statue then we went to Plaza mall.*

<sup>74</sup> Dulay, Burt, and Krashen, *Language Two*, 162.

English language puts the subject of third person (she, he, they, etc) earlier before the first person ( I ). Based on the sentence above, it was considered as wrong sentence because misplacing the subject *my friend with I*. therefore, the correct form was

***My friends and I went to Surabaya statue then we went to Plaza mall.***

## 2) Misordering of adjective

***We direct order our ice cream favorite***

The researcher only focused on the word order of Adjective. Adjective modifies a noun. The adjectives here express physical and other qualities and the writer's opinion or attitude.<sup>75</sup>

The form of adjective was constant, but the position can be vary.

Adjective sometimes appears after linking verb, such as *it tastes delicious*. But, the general pattern of adjectives was *possessive adjective/article, adjective, ended by noun*.

However, the adjective arrangement above was wrong because of misplacing adjective order. The correct form of the sentence above was

***We directly ordered our favorite ice cream***

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<sup>75</sup> John Estwood, *Oxford guide to English grammar*, 252.

## 3) Misordering of noun

*Then I saw **a tree apple** that had fruit very much*

The researcher only discussed about the bold phrase. The main noun of the phrase was often located at the last. The main noun of the sentence above was *tree*. The word *apple* as adjective is to modify the noun *tree*. Therefore, the writer of the data misplaced them. The right form was

*Then I saw **an apple tree** that had fruit very much (great amount of fruits)*

## 4) Misordering of clause

*I tried to speak with him and I asked **who is his name***

The basic pattern of forming questions in English is the inversion of the subject and the (first) auxiliary of the verb. When a sentence has no auxiliary, it was added by *do/ does* and *did*. Whereas the sentence above was not form of question. The form of clause like the sentence above is different from the form of questions. When the clause existed in the middle of the sentence, it used a normal form whether it is at affirmative form or negative form. It was started by the question 5W1H (what, who, whom, why, when, and how) + subject + auxiliary + object (optional)

Hence, the correct form of the sentence above was

*I tried to speak to him and I asked **who his name is**.*

In summary, the researcher found from students' worksheets that type of error; misordering consisted of misordering of pronoun, misordering of adjective, misordering of noun, misordering of clause.

2. The common grammatical error type in Recount Text written by tenth grade students of MA Al Qodiri 1 Jember.

After calculating students' grammatical error, the researcher found the common grammatical error. That was omission error. It came out ninety eight (98) times. The students omitted language items in various ways. The details were as follows:

Omission of morphemes transpired forty (40) times, omission of articles came out seventeen (17) times, omission of verbs emerged twenty two (22) times, omission of object occurred two (2) times, omission of noun happened one (1) time, omission of pronoun transpired two (2) times, omission of subjects came out seven (7) times, omission of conjunctions emerged two (2) times, and omission of preposition happened five (5) times.

The second common grammatical error that made by students of MA AL Qodiri was misinformation. It emerged fifty six (56) times. The students produced grammatical error of misinformation in various ways. Those were misinformation of article happened three (3) times, misinformation of prepositions transpired four (4) times, misinformation of pronoun happened three (3) times, misinformation of conjunctions

happened five (5) times, misinformation of verbs occurred forty one (41) times, and misinformation of noun only emerged one (1) time.

The third common grammatical error that made by students was misordering. It occurred twenty seven (27) times. Student committed grammatical error of misordering in various ways. Those were misordering of pronoun occurred seventeen (17) times, misordering of adjective came out six (6) times, misordering of noun happened three (3) times, and misordering of clause emerged one (1) time.

The last and the least grammatical error that made by students of MA Al Qodiri was addition error. It occurred twenty five (25) times. Students made addition of error also in various ways. Those were addition of articles transpired two (2) times, addition of verb came out nine (9) times, addition of conjunction happened five (5) times, addition of morphemes happened six (six) times, and addition of preposition emerged three (3) times.

In short, the rank of grammatical error frequency produced by students was omission, followed by misinformation, then misordering and the least frequency of error was addition.

### 3. Sources of Error

In this research, the researcher only used theory of intralingual error that was introduced by Richards. It was divided into four classifications. Those were over-generalization, ignorance of rule restriction, incomplete application of rule, and false concepts hypnotized.

The researcher analyzed and categorized the causes of students' grammatical error into four of them. The result of analyzing the cause error was presented at appendix III. The analysis of the causes of students' grammatical error in recount text is explained as follows:

a. Over-generalization

After categorizing the students' writing, it was found that the first cause of students' grammatical error was over-generalization. Over-generalization covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language. Students take the same pattern or formula to apply in another case that shouldn't be applied. Consequently it lead to incorrect sentence grammatically. The data showed that it was found over-generalization occurred sixty one (61) times. It consisted of type of grammatical error; addition.

The researcher found the example like we ran fastly. The student definitely used the same pattern as *fairly*, *beautifully*, and *slowly*. He thought that to make an adverb from adjective was by adding *-ly* at the end of the word was on the point. The writer seemed to be focused on the pattern of how to create a correct adverb without considering the exception of some words that had the same form even both were at adjective or adverb. In this case, he made an overgeneralization in terms of adjective.

Over-generalization is associated with redundancy reduction.<sup>76</sup>

It might occur with the addition of *-ed* after verb at past form. The addition carried no meaning, the students would think that the past form was enough by adding the time signal of certain tense such as *yesterday, few months ago., etc*, and it could be expressed well in present time like *yesterday, I go to your house and I meet your mam there.*

Certain types of teaching technique increase the frequency of over-generalized structures.<sup>77</sup> Some teacher who used drilling as technique of teaching often affected to students' generalization in making sentences both writing and speaking. It was because the students tend to memorize the pattern like *he loves to be himself*. When the teacher gave instruction to change it to continuous form, the students would possibly answer *he is loving to be himself* which verb *love* shouldn't be the example of continuous. Moreover students mostly made the first form of verb (V1) even in past tense like *my father order the ticket* which should have been added by *-ed* at the word *ordered*.

In short, it was found that this cause of error type was the smallest frequency among other cause of error types. Meanwhile the highest over-generalization case is at verb case.

<sup>76</sup> Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 175.

<sup>77</sup> Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 175.



b. Ignorance of rule restriction

This type of the cause of grammatical error that is failure to observe the restriction of existing structures that is the application of rules to contexts where they do not apply.<sup>78</sup> From the data, it was found that this type cause of error emerged ninety two (92) times. It consists of type of grammatical error misinformation and misordering.

The researcher found from misordering case like the sentence.....*I and my friends went to Surabaya*. The sentence was incorrect grammatically because the arrangement of the subject was wrong. It was because another subject was put earlier than the subject of *I*. the students seemed didn't fully interest or lacked of knowledge at subject order. It lead to wrong order which brought to incorrect sentence.

Another example of this case was *when I ride*. The writer may illustrate that the clause was true without adding *-s* after the word *ride*. The fact that the conjunction *when* changes the tense used. It should have been used continuous tense. The right clause was *when I was riding*. Those were the examples of ignorance rule restriction that were made by students

In summary, it was found that students did ignorance the correct arrangement or word order and had misconception at some verb and form of word classification.

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<sup>78</sup> Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 175.

c. Incomplete application of rules

Incomplete application of rules as the occurrence of structure whose deviancy represents the degree of development of the rules required to produce acceptable utterances.<sup>79</sup> Most of students are interested mostly about target language in communication without the need to deepen the specific rule of the target language itself. It derived students to make an incomplete application of English rule in their writing. The result of this study presented the cause of incomplete application of rules emerged ninety three (93) times.

It was found the sentence like *we not direct eat it*. The sentence presented the failure at understanding the basic rule of making negative sentence at present or past tense. It was acceptable if the communication became the goal of leaning the target language. Consequently, the sentence involved in wrong sentence when it goes to grammatical term or at academic writing term.

In conclusion, students tended to incomplete the basic rule of grammar. This cause of error was the highest reason students produced errors. The type of errors that caused by incomplete of rule application emerged 93 (ninety three).

d. False concepts hypothesized

It is the cause of error which has to do with faulty rule learning at various levels which derive from faulty comprehension of

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<sup>79</sup> Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 177.

distinctions in the target language.<sup>80</sup> This cause of error type comprised thirty (30) times.

The researcher found the sentence like *they are must come back*. The writer might think that the characteristic of present tense was *to be (is, am, and are)* and for the past form was *was and were*. Consequently, he added the auxiliary *are* before modal *must* which shouldn't have been added. Besides, the students also failed to distinguish the use of *come* and *go*. As a result, He was false in using the concept of modal auxiliary and used the appropriate verb.

Furthermore, the researcher found the sentence...*many jobs we are do together*. The sentence was incorrect. It was because the writer believed that the auxiliary *are* showed the *present tense's* characteristic. So it was simply added by *is, am* or *are*. However, it drove to incorrect sentence grammatically.

Also, the researcher found the sentence *I hoped I can went to Malaysia again with my family*. It meant the writer failed to use the concept of past tense while using modal auxiliary *can*. It was because the verb *went* was already enough to present the past tense. It was a misconception of English rule which after modal auxiliary. It should be an *infinitive* form of verb that was used while the modal auxiliary *can* should have been at the past form *could*.

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<sup>80</sup> Jack C. Richard, *Error analysis: Perspective on second language acquisition*, 178.

However there were also the types of grammatical error that caused by two causes of error. It was because the error occurred several times, and it was involved in false concepts hypothesized or over-generalization even also involved at another cause of other grammatical error. For instance; the subject *I and my friends went to Surabaya*. The subject misordering happened several times not only from one student, but more than three students. Consequently, it was included at ignorance of rules restriction, also false concept hypothesized because it is clear that the students got misunderstanding the concept of subject arrangement.

In brief, the cause of error found after analyzing the grammatical error was over-generaization, ignorance of rules restriction, incomplete application of rules, and concepts hypothesized.

## **B. Discussion**

The goal of writing language is to convey information accurately, effectively, and appropriately. Writing product is necessary to be grammatically correct. Teaching and learning process cannot be free from error mistakes. In fact, based on the research, there were some problems in students' writing skill, especially in grammatical terms. There were still many students who had difficulties in writing composition. Therefore, the discussions of the findings are as follows;

1. According to Dulay, there are four categories to classify errors. There are linguistic category, surface strategy taxonomy, comparative taxonomy,

and communicative effect taxonomy. In this research, the researcher used surface strategy taxonomy to classify errors.

There are four types of errors in surface strategy taxonomy according to Dulay, Burt, and Krashen, namely Misformation, Misordering, Omission, and Addition. This surface strategy taxonomy of error clarified the surface elements of language that are altered in specific and systematic ways where the error always occurs.<sup>81</sup>

2. From the data found above, the common grammatical error type made by students of MA Al Qodiri was Omission error. The type of omission which had largest number of error was omission of morphemes. Omission was produced in larger number than other grammatical error types. This result was in line with Dulay et. al. He said that omission errors are found in greater abundance and across a greater variety of morphemes during the early stages of L2 acquisition. In higher stages, when learners have been exposed to more of the language, the other errors are more likely to occur.<sup>82</sup> The last or the lowest number of grammatical error made by students was addition.

The result of the data found was also the same with the Lulu Meilina Alfiani's research. Her research result showed omission of errors had the 47.22% or the highest frequency of grammatical error. It showed that most of students lack in involving a certain word in their well-formed utterance or their writing. Also, the result of this study was supported by

<sup>81</sup> Dulay, Burt, and Krashen, *Language Two*, 154.

<sup>82</sup> Dulay, Burt, and Krashen, *Language Two*, 154

journal proposed by Yasir Bdaiwi Jasim and Helen Tan. He analyzed the students' of university's writing. It was stipulated that the most frequent types of errors were Omission.<sup>83</sup> Moreover, the research done by Banjar Putri Kumala, Siti Aimah, Muhimatul Ifadah's journal also supported the result of this study. Their research also presented that Omission errors had the biggest percentage with the percentage of 37% from 810 errors and the lowest grammatical error found was misordering. It emerged 1%. Therefore, it was the same with Julian Chandra's journal. He found that omission and misordering errors comprised 71.73 % of total errors in which was the highest number among other grammatical error found.

However the result of this study opposed the result of journal brought by Muh Arief Muhsin. His research presented the highest score of students' grammatical error type was misinformation, it emerged 75,18%. Therefore, the study brought by Wahyu Hidayati and Suharno also defied the result of this study. It was showed that the highest number of grammatical error type found was misinformation. It comprised twenty times (20) and the lowest number of grammatical type found was misordering. It emerged once.

In this research, it was found that the lowest of students' grammatical error type was addition of error. It emerged twenty five (25) times. Banjar Putri Kumala, Siti Aimah, and Muhimatul Ifada's journal also supported the same result. Their research presented the lowest of

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<sup>83</sup> Yasir Bdaiwi Jasim, Helen Tan, Grammar Errors in writing of Iraqi English Language Learners, *International journal of Education & Literacy Studies*. 2017, Vol 5

students' grammatical error found was misordering which emerged 1%. Another research proposed by Muh Arief Muhsin showed that the lowest score of students' grammatical error type was misordering, it comprised 2,92%.

3. After analyzing the data, the researcher found the causes of error based on linguistic analysis from students' grammatical error. It employed intralingual theory proposed by Richard. It consisted of four categorization. Those were over-generalization, ignorance of rules restriction, incomplete application of rules, and false concepts hypothesized.

The result of this study presented that the highest cause of students' grammatical error was incomplete application of rules. It covered ninety three (93) and the lowest number of cause of error type comprised thirty (30) was false concepts hypothesized.

The research shows that students' incomplete or wrong learning of the second language elements leads to error commitments termed intralingual errors. As reported by Erdogan cited from journal the outcome of forming concepts and formulating hypothesis by learners who have obtained marginal knowledge of the second language is the occurrence of intralingual errors.<sup>84</sup>

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<sup>84</sup> Kouros Moqimipour., Mohsen Shahrokhi, "The Impact of Text Genre on Iranian Intermediate EFL Students' Writing Errors: An Error Analysis Perspective", *International Education Studies*, 8 (February, 2015), 122.

## CHAPTER V

### CONCLUSION AND SUGGESTION

After analyzing and discussing the findings in the previous chapter, the researcher would like to draw conclusion of this research in current chapter. Afterward, there are several suggestions to offer here with in the light of the results of this study.

#### A. Conclusion

First, the types of grammatical error in Recount Text written by Tenth graders of MA Al Qodiri academic year 2019/2020 were omission, addition, misinformation, and misordering. Grammatical error was found in recount text by students of X IPA Al Qodiri academic year 2019/2020 reached 206 error.

Second, the common type of grammatical error in Recount Text written by Tenth graders of MA Al Qodiri academic year 2019/2020 were omission for ninety eight (98) times, misinformation for fifty six (56) times misordering for twenty seven (27) times, and addition for twenty five (25) times. It can be concluded that students' most common grammatical error in their writing was omission.

Third, the source of grammatical error in Recount Text written by Tenth graders of MA Al Qodiri in academic year 2019/2020 using intralingual theory were over-generalization for sixty one (61) times, ignorance of rules restriction for ninety two (92) times, incomplete application of rules for ninety three (93) times, and false concept hypothesized for thirty (30) times.



## B. Suggestion

After drawing conclusion, the researcher would like to deliver some suggestions directing to the other researchers who are interested in conducting the same research, the English lecturers, and the students of English Education

1. For other researcher, since this research is far from being perfect, the researcher suggested to analyze the grammatical error by using better technique and deeper analysis. The further researchers are also expected to do analysis by using complete theory of Dulay; comparative taxonomy, and Politzer and Ramires and to analyze the cause of error by using complete other type cause of error theory of Richard; interlingual and developmental error. Meanwhile, hopefully, this research will be able to be a kind of reference for them to make further researches in concerning error analysis with deeper analysis and shaper results.
2. To the English teacher, after knowing the part that students made many errors at; omission of morpheme, the researcher hoped that the teacher could give more attention and emphasize the explanation about the detail (morpheme) on students' writing. It may use a new method in teaching and learning process or re-explain about the importance of choosing the right morpheme used in writing.

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IAIN JEMBER

### APPENDIX I. TABLE OF RESEARCH MATRIX

| TITLE   | VARIABLE  | INDICATOR   | RESEARCH METHODS  | RESEARCH QUESTIONS  |
|---|---|---|---|---|
| <p>Grammatical Error Analysis of English as Foreign Language Learners' in Recount Text by Tenth Graders of MA Al Qodiri 1 Jember in Academic Year 2019/2020</p> | <p>Grammatical Error Analysis</p> <p>Recount Text</p> | <p><b>Types; surface strategy taxonomy:</b></p> <ol style="list-style-type: none"> <li>a. Omission</li> <li>b. Addition</li> <li>c. Missformation</li> <li>d. Misordering</li> </ol> <p><b>Causes of error:</b><br/>Intralingual proposed by Richard;</p> <ol style="list-style-type: none"> <li>a. Over-generalization</li> <li>b. Ignorance rules restriction</li> <li>c. Incomplete application of rules</li> <li>d. False concepts hypothesized</li> </ol> <p><b>Aspects</b></p> <ol style="list-style-type: none"> <li>a. Definition</li> <li>b. Language feature</li> <li>c. Generic structure</li> </ol> | <p><b>Research Design:</b><br/>Qualitative Research</p> <p><b>Types of research:</b><br/>Descriptive Document Analysis</p> <p><b>Data and Source of Data:</b><br/>Tenth grade Students' worksheet in writing a simple recount Text</p> <p><b>Technique of Data Collection:</b><br/>Document Review</p> <p><b>Data Analysis: Content Analysis</b><br/>Based on Corder's theory with steps adapted from Ellis:</p> <ol style="list-style-type: none"> <li>1. Identification of error</li> <li>2. Description of error</li> <li>3. Explanation of error</li> <li>4. Causes of error</li> </ol> <p><b>Data validity:</b><br/>Triangulation; investigator triangulation.</p> | <ol style="list-style-type: none"> <li>1. To describe the common error in recount text written by tenth graders of MA Al Qodiri 1 Jember in Academic Year 2019/2020.</li> <li>2. To describe the common types of grammatical error in Recount Text written by tenth graders of MA Al Qodiri 1 Jember in Academic Year 2019/2020</li> <li>3. To describe the sources of grammatical error in recount text written by the tenth grades of MA Al Qodiri 1 Jember in Academic Year 2019/2020</li> </ol> |

## **APPENDIX II. RESEARCH INSTRUMENT**

### **Students A Eating Ice Cream**

One day I with my friends went to Surabaya, then we traveling for spent our holiday in some place. I with my friends went to Surabaya statue than we go to plaza mall. we parked our car in the park area. After that, we go to second floor for eat ice cream. When we arrive in there direct sit on chair and the situation very beautiful. We direct order our ice cream favorite. not long time, our ice cream arrive in our tables. We not direct eat but selvi together for posting in my instagram. After we ate, we pay in the casir and we realize that my friend order ice cream expensive but its taste not delicious. Finally, we went home. Although ice cream not nice but we can gather together. I always remember that moment in my life.

### **Students B**

Month ago I and my friend and my family to pasir putih beach. There are many beautiful and cool. There is a venue for visitors to the beach pasir putih. There is a swimming pool and various toys vehicle. My first visit that I went into pound swimming with friends and family. After that me and my friend only to the beach to ride banana boat. When I ride, I'm very afraid that what fall in the middle of the beach but it was very enjoyable. After that I went change clothe after I had changed my clothes, I and my friends went to buy food. After eating, I and my friends go around the street one by one, after tired we go home.

### **Students C**

In the moment of Ramadhan, precisely the end of the month Ramadhan my family come in my house. They come from Malang city. In the first day, they were visit in my house, I was so surprised because I don't know that they will holiday in my house. In the next day, I with my cousin prepare for celebrate Ied Mubarak. We are so busy because many jobs we are do together. On Ied Mubarak day we visited our family house to keep in touch. Although I tired, I was very

happy because I and my family can gather together but they are must comeback in Malang city. I am so sad but I hope we are live together

**Students D**  
**My bad experience**

When holiday came, I went home to Batam city. My father order the ticket in my mobile phone. When I arrive at Juanda airport, my mobile phone not work. I were confuse. I can't go home, I ask to taxi driver, he help me and bring me to the employee. Then they check my name and I can enter to the plane. I never forget that experience.

**Students E**  
**My dream**

I remember years ago, when I walk in the garden. Then I saw a tree apple that had fruit very much. I climbed that tree. I ate one on the tree. Then I climbed to the summit because there was a fruit very big. In the summit, I pick it. After that, I sat in the bough, I ate many apples. Then I to go down to the center of the tree. Suddenly I trample bough brittle I topple and yell "aaaaaaaaa....." ouch it was very hurt. I topple from my mattress. It was just a dream, very funny. From that night I always remember about that dream.

**Students F**  
**Chased by cat**

Lask week, I and my friend went to beach for holiday. When we arrive in the beach were so boring. Then we realized on reason that there were not many people in the beach that day. We decided to return home. In the way we return home a cat chased us. I didn't know why it chased us. We ran fastly, than we hit a big tree until people laughed to see us. Tomorrow, we were afraid to go the beach because there was crazy cat.

**Students G**  
**My holiday**

Last year my family and I went to Toba lake, I and my family spent two night at the lake toba. We stayed in a big house and a big mount and lots of colorful flowers. When we arrived at lake Toba which is only two kilometers from we stayed. We were surprised to see a big mount. On mount really cold and we made a fire there. My grandmother laughed see I bited my finger because really

cold there. Finally we back home in the long trip. When we arrived I felt very happy because this was my best holiday.

### **Student H Holiday**

One day I and my family went to Malaysia for holiday in Malaysia. We went to Kuala Lumpur, twin tower and many more. I was also sick when I was there and my mother took me to the hospital. I so happy we were in Kuala Lumpur. I thought it was like a dream to go holiday in Malaysia. Finally I hoped that I can went to Malaysia again with my family. I cannot to forget that holiday. It is the most attractive thing in my life.

### **Students I Holiday in the beach**

Last Sunday, I and my friend went to beach for holiday. In there, we burned chicken and then alhamdulillah we could eat together. After a moment, I looked a person from England who spend his holiday in the beach. I tried to speak with him and I asked who is his name. his name was John. After that he asked where I lived and I said I lived in Jember. Finally I speaked with him.

### **Student J Ijen Mountain**

Two years ago, I went to Ijen Mountain. That was first time I climbed the mountain. I climbed with my friends. At that moment we went up at 03.00 am at that time was very dark and we just used the flashlight from our hand phone. We climbed slowly and enjoy the night. After we arrived at the top of the mountain, we were so happy because many people from beside country. We saw the beautiful blue fire while waiting the sunrise. There, we talked with bule from Jerman. He was so happy in Indonesia. We didn't forget to take picture together. In the morning we decided to go home. We all were so happy because we could reach the top full of struggle. I could not forget that moment because that was my unforgettable moment.



**Student K**  
**My math competition**

Last year I joined math competition in junior high school 1 Jember. At that time I didn't prepare for that competition because of the tight schedule that I do. I didn't know what I felt when the competition came, I really gave up at that time. When announcement of the winner, I ignored it because I thought that I wouldn't get the champion. When the committee called my name I felt shocked, happy and unconfident because I won in this competition. But I was very happy at that time. After taking the trophy, I smiled until arrived in my house. That is my unforgettable experience.

**Student L**  
**My unforgettable experience**

At that moment my roommate and I shared our story in the dormitory room. Suddenly, LBA came in our room. At that time there were someone didn't speak Arabic when spoke. Then the LBA punished her and also my roommate and I. LBA asked us to memorize twenty vocab and twenty mufrodat while standing up in front of mosque. I was very shy because many friends laughing me. That was first time I got punishment in my cottage. So I can't forget it.

**Student M**  
**Camping in Banyuwangi**

Last year, I went to kembar arum waterfall in Banyuwangi with my family. It was my first time to Banyuwangi. When I arrived at kembar arum water fall, my heart was very happy because I saw the waterfall very beautiful. The condition was very cool. Then I took selfi with my friends before I swimming. So after taking picture, I swimming for a moment and then I finished swimming because it was cool. And then I changed my cloth and prepared for going home. After that I went go home. That was my second experience to Banyuwangi.

**Student N**  
**Idul fitri holiday**

When idul fitri holiday, I and my friends went to Banyuwangi. Before that I gathered in Dandi house with my friends. There was a fishing place and then I

and my friends went to Pulau Merah. There I feel disappointed because I couldn't see the sunrise and sunset. The weather was so bad. It was cloudy as like wanted to be raining. Then I and my friend decided to go home. That was my failed holiday. I hope I can enjoy the good holiday for the next.

### **Student O** **My experience**

Sometime I remember my good experience. Past time my TPQ is Darul Muchtar. In 2012 TPQ DM had some agendas, It's big graduation. In my opinion, possible to join that big graduation because I was small graduated student. But I was shocked because I was choosed to join the big graduation. And also impossible someone joined that graduation that from six class elementary school and junior high school. I was eight years old. I was so happy and also my parents were proud of me because I was the smallest graduated students in TPQ Darul Muchtar, that my experience story.

### **Student P** **My experience**

Last time, I went to Jogjakarta with my teacher and my elementary school friends. We went to Jogjakarta four days by train. We gathered rainway station of jember. Before going we prayed subuh together then we directly got in to the train. The trip from jember to Jogjakarta took 14 hours. In the middle of the trip, we looked view, song together, ate together and other. When arriving at jogjakarrta, we left the train and got in the bus for going to prambanan temple. When arriving at prambanan temple, we go out to the bus and took a walk. In the middle of the trip we took picture together we continued to take a walk. After trip to prambanan temple, we went to hotel and had dinner together. After eating we get in to our room to take a rest. In the morning I took a bath and prepare to eat together before continue our trip to other places as like Borobudur temple, rumah pintar and kraton.

### **Students Q Swim together**

One day pricely Sunday. I swim with my brother. I swam in sukorambi, Botanical garden. My brother and I paid 12.000 to pay for the ticket. Before swimming my brother and I bought food. My brother and I swim in a swimming pool that 180 deep. But my brother couldn't swim. Then my brother didn't swim in the pool. After that, my brother also took a bath in a pool whose was not deep. I swam about 15 minute after I finished swimming. I felt cold then we went to the canteen to order warm foods and drinks. Then we change our cloth and got ready to go home.

### **Student R My holiday in Bali**

One year ago, my family will plan vacation in Bali. I and a whole family boarded a train. When we arrivd at Banyuwangi Baru station, we had to get off because that was where the end of the train dab. Then we went to the port to queue up to board a ship to Bali. When we arrived in Bali we immediately headed to the beach pandawa and we were very happy.

### **Student S**

One years ago, I am and my friends went to Jatim park 2. My friends and I went to see bioskop 3D. When we arrived at bioskop/ cynemax I surprised because never came in bioskop. I thought it was boring going to bioskop. But I was wrong it was very happy.

### **Student T Maulid holiday**

When a maulid holiday. I went around java island we went to Java island for visiting wali songo grave. We visited during six days. And not only walisongo grave but we also visited other grave, as like Habib Soleh in Tanggul, kiai Hamid, and many other. We also visited a secret place, such as Pamajihan cave, that I had known from Pamajihan cave it was hiding place for walisongo from their enemies. There was portal of Walisongo to Mecca.

**Student U**  
**My birthday**

When 7 years old, I got the holiday party best in my house. My mom give me tart, it really big. I cried because I asked a tart and my mom rejected my request. In the afternoon, my mom brought big pan. I didn't know that there's tart in it. I was so happy, I thanked to god and to my mom. I make a wish and blow the candle.



**APPENDIX III. TABLE OF ERRORS, CORRECTION, AND TYPES OF ERROR.**

| No | Students' initial | Erroneous sentence  | Corrected sentence  | Types of error        |   |             |    |
|----|-------------------|---|---|-----------------------|---|-------------|----|
|    |                   |   |   | O                     | A | MI          | Mo |
| 1. | A                 | One day <b>I with my friends</b> went to Surabaya, then we <b>traveling for spent</b> our holiday in some <b>place</b>              | One day, <b>my friends and I</b> went to Surabaya, then we <b>traveled to spend</b> our holiday in some <b>places</b>                             | ✓                     |   | ✓<br>✓<br>✓ | ✓  |
| 2. |                   | <b>I with my friends</b> went to Surabaya statue than we <b>go</b> to plaza mall  | <b>My friends and I</b> went to Surabaya statue then we <b>went</b> to plaza mall   |                       |   | ✓           | ✓  |
| 3. |                   | we parked our car in <b>park</b> area   | we parked our car in <b>the parking</b> area  | ✓<br>✓                |   |             |    |
| 4. |                   | we <b>go</b> to second floor <b>for</b> eat ice cream   | We <b>went</b> to second floor <b>to</b> eat ice cream  |                       |   | ✓<br>✓      |    |
| 5. |                   | When we <b>arrive in there direct</b> sit on chair and the situation very beautiful   | When we <b>arrived</b> there, we <b>directly</b> sit on <b>a</b> chair and the situation <b>was</b> very beautiful                                | ✓<br>✓<br>✓<br>✓      | ✓ |             |    |
| 6. |                   | We <b>direct order</b> our ice cream <b>favorite</b>  | We <b>directly ordered</b> our <b>favorite ice cream</b>  | ✓<br>✓                |   |             | ✓  |
| 7. |                   | our ice cream <b>arrive in</b> our tables   | our ice cream <b>arrived on</b> our tables  | ✓                     |   | ✓           |    |
| 8. |                   | We <b>not direct</b> eat but selvi together <b>for posting in</b> my instagram  | We <b>did not directly</b> eat <b>it</b> but <b>took</b> selvi together <b>to post on</b> my Instagram  | ✓<br>✓<br>✓<br>✓      | ✓ | ✓           |    |
| 9. |                   | we <b>pay in</b> the casir and we <b>realize</b> that my friend <b>order ice cream expensive</b> but its <b>taste not</b> delicious | We <b>paid at</b> the cashier and we <b>realized</b> that my friend <b>ordered the expensive ice cream</b> , but it <b>didn't</b> taste delicious | ✓<br>✓<br>✓<br>✓<br>✓ |   | ✓           | ✓  |

|     |   |   |  |   |   |   |   |
|-----|---|---|--|---|---|---|---|
| 10. |   | Although ice cream <b>not</b> nice but we <b>can</b> gather together  | Although <b>the</b> ice cream <b>was</b> not nice (delicious) but we <b>could</b> gather together                          | ✓ |   | ✓ |   |
| 11. | B | <b>Month ago I and my friend and my family</b> to pasir putih beach   | <b>Months/ a month ago, my friend, my family and I went</b> to pasir putih beach   | ✓ |   |   | ✓ |
| 12. |   | There are many beautiful and cool.  | There are many beautiful and cool <b>places</b> ( <i>optional</i> )  | ✓ |   |   |   |
| 13. |   | There is a venue for visitors <b>to the beach pasir putih</b>   | There is a venue for visitors <b>at the pasir putih beach</b>  |   |   | ✓ | ✓ |
| 14. |   | There <b>is</b> a swimming pool and <b>various toys vehicle</b>   | There <b>was</b> a swimming pool and <b>various toy vehicles</b>   | ✓ | ✓ | ✓ |   |
| 15. |   | My first visit <b>that I went into</b> swimming pool with friends and family                                    | My first visit <b>was going to</b> swimming pool with friends and family   | ✓ | ✓ |   |   |
| 16. |   | After that <b>me and my friend only</b> to the beach to ride banana boat  | After that <b>my friend and I went</b> to the beach to ride banana boat  |   |   | ✓ | ✓ |
| 17. |   | When <b>I ride</b> , I'm very afraid that <b>what fall</b> in the middle of the beach but it was very enjoyable | When <b>I was riding</b> , I <b>was</b> very afraid <b>of falling</b> in the middle of the beach but it was very enjoyable | ✓ |   | ✓ |   |
| 18. |   | After that <b>I went change</b> clothe after I had changed my clothes, <b>I and my friends</b> went to buy food | After that <b>I changed</b> clothe, after I had changed my clothes, <b>my friend and I</b> went to buy food                | ✓ | ✓ |   | ✓ |
| 19. |   | After eating, <b>I and my friends go</b> around the street one by one,  | After eating, <b>my friends and I went</b> around the street one by one,   |   |   | ✓ | ✓ |
| 20. |   | <b>After</b> tired we <b>go</b> home  | After <b>we were</b> tired we <b>went</b> home   |   |   | ✓ |   |
| 21. | C | In the moment of Ramadhan, precisely the end of the <b>month Ramadhan</b> my family <b>come</b> in my house     | In the moment of Ramadhan, precisely the end of the month, my family <b>came</b> in my house                               |   | ✓ | ✓ |   |

|     |   |  |  |        |        |        |   |
|-----|---|--|--|--------|--------|--------|---|
| 22. |   | They <b>come</b> from Malang city  | They <b>came</b> from Malang city  |        |        | ✓      |   |
| 23. |   | <b>In</b> the first day, they <b>were visit in</b> my house, I was so surprised because I <b>don't</b> know that they <b>will</b> holiday in my house  | <b>On</b> the first day they <b>visited</b> my house, I was so surprised because I <b>didn't</b> know that they <b>would spend</b> holiday in my house   | ✓<br>✓ | ✓<br>✓ | ✓<br>✓ |   |
| 24. |   | <b>in</b> the next day, <b>I with my cousin prepare for</b> celebrate Ied Mubarak  | <b>On</b> the next day, <b>my cousin and I prepared to</b> celebrate Ied Mubarak   | ✓      |        | ✓<br>✓ | ✓ |
| 25. |   | We <b>are</b> so busy because many jobs we <b>are do</b> together  | We <b>were</b> so busy because many jobs we <b>did</b> together  |        | ✓      | ✓<br>✓ |   |
| 26. |   | On Ied Mubarak day we visited our <b>family</b> house to keep in touch   | On Ied Mubarak day we visited our <b>family's</b> house to keep in touch   | ✓      |        |        |   |
| 27. |   | Although I <b>tired</b> , I was very happy because <b>I and my family can</b> gather together, but they <b>are must</b> comeback <b>in</b> Malang city | Although I <b>was</b> tired, I was very happy because <b>my family and I could</b> gather together, but they <b>must</b> come back <b>to</b> Malang city | ✓      | ✓      | ✓<br>✓ | ✓ |
| 28. |   | I <b>am</b> so sad but I hope we <b>are live</b> together  | I <b>was</b> so sad but I <b>hoped</b> we <b>lived</b> together  | ✓<br>✓ | ✓      | ✓      |   |
| 29. | D | My father <b>order</b> the ticket in my mobile phone   | My father <b>ordered</b> the ticket in my mobile phone   | ✓      |        |        |   |
| 30. |   | When I <b>arrive</b> at Juanda airport, my mobile phone <b>not</b> work  | When I <b>arrived</b> at Juanda airport, my mobile phone <b>did</b> not work   | ✓<br>✓ |        |        |   |
| 31. |   | I <b>were</b> confuse  | I <b>was</b> confuse   |        |        | ✓      |   |
| 32. |   | . I <b>can't</b> go home   | I <b>couldn't</b> go home  |        |        | ✓      |   |
| 33. |   | I <b>ask to</b> taxi driver  | I <b>asked a</b> taxi driver   | ✓<br>✓ | ✓      |        |   |
| 34. |   | he <b>help</b> me and <b>bring</b> me to the employee  | he <b>helped</b> me and <b>brought</b> me to the employee  | ✓      |        | ✓      |   |

|     |   |  |  |             |   |   |        |
|-----|---|--|--|-------------|---|---|--------|
| 35. |   | Then they <b>check</b> my name and I <b>can</b> enter to the plane               | Then they <b>checked</b> my name and I <b>could</b> enter to the plane                 | ✓           |   | ✓ |        |
| 36. | E | I remember years ago, when I <b>walk</b> in the garden                           | I remember years ago, when I <b>walked</b> in the garden                               | ✓           |   |   |        |
| 37. |   | Then I saw a <b>tree apple</b> that had <b>fruit very much</b>                   | Then I saw <b>an apple tree</b> that had <b>very much fruit</b>                        |             |   |   | ✓<br>✓ |
| 38. |   | I climbed to the summit because there was a <b>fruit very big</b>                | I climbed to the summit because there was a <b>very big fruit</b>                      |             |   |   | ✓      |
| 39. |   | I <b>pick</b> it   | I <b>picked</b> it   | ✓           |   |   |        |
| 40. |   | Then I <b>to go down</b> to the center of the tree                               | Then I <b>went down</b> to the center of the tree                                      |             | ✓ | ✓ |        |
| 41. |   | Suddenly I <b>trample</b> bough brittle I <b>topple</b> and yell                 | Suddenly I <b>trampled</b> bough brittle I <b>toppled</b> and yelled                   | ✓<br>✓<br>✓ |   |   |        |
| 42. |   | I <b>topple</b> from my mattress   | I <b>toppled</b> from my mattress  | ✓           |   |   |        |
| 43. |   | very funny   | <b>It was</b> very funny   | ✓<br>✓      |   |   |        |
| 44. | F | <b>I and my friend</b> went to beach for holiday                                 | <b>my friend and I</b> went to beach for holiday                                       |             |   |   | ✓      |
| 45. |   | When we <b>arrive in</b> the beach were so boring                                | When we <b>arrived at</b> the beach, <b>it was</b> so boring                           | ✓<br>✓      |   | ✓ |        |
| 46. |   | Then we realized on reason that there were not many people in the beach that day | Then we realized on the reason that <b>why</b> there were not many people in the beach | ✓           |   |   |        |
| 47. |   | <b>In</b> the way we <b>return</b> home a cat chased us                          | <b>On</b> the way we <b>returned</b> home a cat chased us                              | ✓           |   | ✓ |        |
| 48. |   | We ran <b>fastly</b>   | We ran <b>fast</b>   |             | ✓ |   |        |
| 49. |   | we hit a big tree until people laughed <b>to see us</b>                          | we hit a big tree until people laughed <b>at us</b>                                    |             |   | ✓ |        |



|     |   |   |   |        |   |        |   |
|-----|---|---|---|--------|---|--------|---|
| 50. | G | <b>I and my family</b> spent two night at the lake toba                         | <b>My family and I</b> spent two <b>nights</b> at the lake toba                                     | ✓      |   |        | ✓ |
| 51. |   | My grandmother laughed see I bited my finger because really cold there          | My grandmother laughed <b>to</b> see I <b>bit</b> my finger because <b>it was</b> really cold there | ✓<br>✓ |   | ✓      |   |
| 52. |   | Finally we <b>back</b> home <b>in</b> the long trip                             | Finally we <b>backed</b> home <b>after</b> the long trip  | ✓      |   | ✓      |   |
| 53. | H | One day <b>I and my family</b> went to Malaysia for holiday in Malaysia         | One day <b>my family and I</b> went to Malaysia for holiday in Malaysia                             |        |   |        | ✓ |
| 54. |   | We went to Kuala Lumpur, twin tower and <b>many more</b>                        | We went to Kuala Lumpur, twin tower and <b>many other places</b>                                    |        |   | ✓      |   |
| 55. |   | I so happy we were in Kuala Lumpur  | <b>I was</b> so happy <b>when</b> we were in Kuala Lumpur   | ✓<br>✓ |   |        |   |
| 56. |   | I hoped that I <b>can went</b> to Malaysia again with my family                 | I hoped that I <b>could go</b> to Malaysia again with my family                                     |        |   | ✓<br>✓ |   |
| 57. |   | <b>I cannot to</b> forget that holiday  | <b>I couldn't</b> forget that holiday   |        | ✓ | ✓      |   |
| 58. | I | <b>I and my friend</b> went to beach for holiday                                | <b>My friend and I</b> went to beach for holiday  |        |   |        | ✓ |
| 59. |   | <b>In</b> there, we burned chicken and then alhamdulillah we could eat together | There, we burned chicken and then alhamdulillah we could eat together                               |        | ✓ |        |   |
| 60. |   | I looked a person from England who <b>spend</b> his holiday in the beach        | I looked a person from English who <b>spent</b> his holiday in the beach                            |        |   | ✓      |   |
| 61. |   | I tried to speak <b>with</b> him and I asked <b>who is his name</b>             | I tried to speak <b>to</b> him and I asked who his name is  |        |   | ✓      | ✓ |
| 62. |   | Finally I <b>spaked</b> with him  | Finally I <b>spoke</b> with him   |        |   | ✓      |   |
| 63. | J | That was first time I climbed the mountain.                                     | That was <b>the</b> first time I climbed the mountain.  | ✓      |   |        |   |
| 64. |   | At that time was very dark and we just used the flashlight from our hand phone  | At that time, <b>it</b> was very dark and we just used the flashlight from our hand phone           | ✓      |   |        |   |

|     |   |   |   |        |   |   |   |
|-----|---|---|---|--------|---|---|---|
| 65. |   | We climbed slowly and <b>enjoy</b> the night  | We climbed slowly and <b>enjoyed</b> the night  | ✓      |   |   |   |
| 66. |   | We saw <b>the</b> beautiful blue fire while <b>waiting</b> the sunrise  | We saw <b>a</b> beautiful blue fire while waiting <b>for</b> the sunrise                          | ✓      |   | ✓ |   |
| 67. |   | We all were so happy because we could reach the top full of struggle  | We all were so happy because we could reach the top <b>with</b> full of struggle                  | ✓      |   |   |   |
| 68. | K | I didn't prepare for that competition because of <b>the</b> tight schedule that I <b>do</b>                     | I didn't prepare for that competition because of tight schedule that I <b>did</b>                 |        | ✓ | ✓ |   |
| 69. |   | When announcement of the winner, I ignored it   | When <b>the</b> announcement of the winner <b>came</b> , I ignored it                             | ✓<br>✓ |   |   |   |
| 70. | L | At that time there were someone didn't speak Arabic when <b>spoke</b>   | At that time there were someone didn't speak Arabic when <b>speaking</b>                          |        |   | ✓ |   |
| 71. |   | I was very shy because many friends <b>laughing</b> me  | I was very shy because many friends <b>laughed at</b> me  | ✓      |   | ✓ |   |
| 72. |   | That was first time I got punishment in my cottage  | That was <b>the</b> first time I got punishment in my cottage                                     | ✓      |   |   |   |
| 73. | M | my heart was very happy because I saw the <b>waterfall very beautiful</b>                                       | my heart was very happy because I saw the <b>very beautiful waterfall</b>                         |        |   |   | ✓ |
| 74. |   | Then I took selfi with my friends before I <b>swimming</b>  | Then I took selfi with my friends before I <b>swam/before swimming</b>                            |        |   | ✓ |   |
| 75. |   | <b>So</b> after taking picture, I <b>swimming</b> for a moment and then I finished swimming because it was cool | After taking picture, I <b>swam</b> for a moment and then I finished swimming because it was cool |        | ✓ | ✓ |   |
| 76. |   | After that I went <b>go</b> home  | After that I <b>went</b> home   |        | ✓ |   |   |
| 77. | N | <b>I and my friends</b> went to Banyuwangi  | <b>My friends and I</b> went to Banyuwangi  |        |   |   | ✓ |
| 78. |   | Before that I gathered in <b>Dandi house</b> with my friends  | Before that I gathered in <b>Dandi's house</b> with my friends                                    | ✓      |   |   |   |
| 79. |   | <b>I and my friends</b> went to pulau merah   | <b>My friends and I</b> went to pulau merah   |        |   |   | ✓ |

|     |   |   |  |             |  |        |   |
|-----|---|---|--|-------------|--|--------|---|
| 80. |   | It was cloudy as <b>like wanted to be raining</b>   | It was cloudy as <b>if it going to be raining/going to rain</b>  |             |  | ✓      |   |
| 81. |   | Then <b>I and my friend</b> decided to go home  | Then <b>my friend and I</b> decided to go home   |             |  |        | ✓ |
| 82. | O | DM had <b>some agendas</b> , It's big graduation  | DM had <b>an agenda</b> , It's a big graduation  | ✓           |  | ✓      |   |
| 83. |   | In my opinion, possible to join that big graduation because I was small graduated student                       | In my opinion, <b>it was</b> possible to join that big graduation because I was <b>a</b> small graduated student                         | ✓<br>✓<br>✓ |  |        |   |
| 84. |   | But I was shocked because I was <b>choosed</b> to join the big graduation                                       | But I was shocked because I was <b>chosen</b> to join the big graduation   |             |  | ✓      |   |
| 85. |   | And also impossible someone joined that graduation that from six class elementary school and junior high school | And also <b>it was</b> impossible someone joined that graduation that <b>was</b> from six class elementary school and junior high school | ✓<br>✓<br>✓ |  |        |   |
| 86. |   | That my experience story  | That <b>was</b> my experience story.   | ✓           |  |        |   |
| 87. | P | We went to Jogjakarta four days by train  | We went to Jogjakarta <b>for</b> four days by train  | ✓           |  |        |   |
| 88. |   | We gathered rainway station of jember   | We gathered <b>at</b> rainway station of jember  | ✓           |  |        |   |
| 89. |   | In the middle of the trip, we looked view, <b>song</b> together, ate together and other                         | In the middle of the trip, we looked <b>at</b> view, <b>sang</b> together, ate together and other  | ✓           |  | ✓      |   |
| 90. |   | When <b>arriving</b> at Jogjakarta, we left the train and got in the bus for going to prambanan temple          | When <b>arrived</b> at Jogjakarta, we left the train and got in the bus for going to Prambanan temple                                    |             |  | ✓      |   |
| 91. |   | When <b>arriving</b> at prambanan temple, we <b>go</b> out to the bus and took a walk.                          | When <b>arrived</b> at prambanan temple, we <b>went</b> out to the bus and took a walk.  |             |  | ✓<br>✓ |   |

|      |   |  |   |        |        |   |   |
|------|---|--|---|--------|--------|---|---|
| 92.  |   | After trip to prambanan temple, we went to hotel and had dinner together   | After <b>the</b> trip to prambanan temple, we went to hotel and had dinner together   | ✓      |        |   |   |
| 93.  |   | In the morning I took a bath and <b>prepare</b> to eat together before <b>continue</b> our trip to other places as like Borobudur temple, rumah pintar and kraton. | In the morning I took a bath and <b>prepared</b> to eat together before <b>continuing</b> our trip to other places as like Borobudur temple, rumah pintar and kraton. | ✓      |        | ✓ |   |
| 94.  | Q | My brother and I paid 12.000 <b>to pay</b> for the ticket  | My brother and I paid 12.000 for the ticket   |        | ✓      |   |   |
| 95.  |   | My brother and I <b>swim</b> in a swimming pool that 180 cm <b>deep</b>  | My brother and I <b>swam</b> in a swimming pool that <b>had</b> 180 cm <b>depth</b>   | ✓      |        | ✓ | ✓ |
| 96.  |   | <b>But</b> my brother couldn't swim, Then my brother didn't swim <b>in the</b> pool.   | My brother couldn't swim, then my brother didn't swim <b>at that</b> pool.  |        | ✓      | ✓ | ✓ |
| 97.  |   | After that, my brother also took a bath in a pool <b>whose</b> was not deep  | After that, my brother also took a bath in a pool <b>which</b> was not deep   |        |        | ✓ |   |
| 98.  |   | Then we <b>change</b> our cloth and got ready to go home.  | Then we <b>changed</b> our cloth and got ready to go home.  | ✓      |        |   |   |
| 99.  | R | One year ago, my family <b>will plan</b> vacation in Bali  | One year ago, my family <b>planned a</b> vacation in Bali   | ✓<br>✓ | ✓      |   |   |
| 100. |   | <b>I and a whole family</b> boarded a train  | <b>A whole family and I</b> boarded a train   |        |        |   | ✓ |
| 101. |   | When we arrived <b>in</b> Bali we immediately headed to <b>the beach Pandawa</b> and we were very happy  | When we arrived <b>at</b> Bali we immediately headed to <b>Pandawa beach</b> and we were very happy   |        | ✓      | ✓ | ✓ |
| 102. | S | One <b>years</b> ago, <b>I am and my friends</b> went to Jatim park 2  | One <b>year</b> ago, <b>my friends and I</b> went to Jatim park 2   |        | ✓<br>✓ |   | ✓ |
| 103. |   | My friends and I went to <b>see</b> bioskop 3D   | My friends and I went to movie theatre 3D   |        | ✓      |   |   |
| 104. | T | We visited <b>during</b> six days  | We visited <b>for</b> six days  |        |        | ✓ |   |

|              |   |  |   |        |  |        |   |
|--------------|---|--|---|--------|--|--------|---|
| 105.         |   | And not walisongo grave but we also visited other <b>grave</b> , as like Habib Soleh in Tanggul, kiai Hamid, and many <b>other</b> | And not only walisongo grave but we also visited other <b>graves</b> , as like Habib Soleh in Tanggul, kiai Hamid, and many <b>others</b> | ✓<br>✓ |  |        |   |
| 106.         |   | There was portal of Walisongo to Mecca   | There was <b>a</b> portal of Walisongo to Mecca   | ✓      |  |        |   |
| 107.         | U | I got the holiday party best in my house   | I got the best holiday party in my house  |        |  |        | ✓ |
| 108.         |   | My mom <b>give</b> me tart, it really big  | My mom <b>gave</b> me <b>a</b> tart, it <b>was</b> really big   | ✓<br>✓ |  | ✓      |   |
| 109.         |   | my mom brought big pan   | my mom brought <b>a</b> big pan   | ✓      |  |        |   |
| 110.         |   | I didn't know that there's tart in it  | I didn't know that there's <b>a</b> tart in it  | ✓      |  |        |   |
| 111.         |   | I <b>make</b> a wish and <b>blow</b> the candle.   | I <b>made</b> a wish and <b>blew</b> the candle.  |        |  | ✓<br>✓ |   |
| <b>TOTAL</b> |   |  |   |        |  |        |   |

**Note:**

- **O** stands for *omission*
- **A** stands for *addition*
- **Mf** stands for *misformation*
- **Mo** stands for *misordering*
- **Alphabets** stand for *students*

IAIN JEMBER



|     |   |   |        |         |    |   |
|-----|---|---|--------|---------|----|---|
| 18. |   | After that I <b>went change</b> clothe after I had changed my clothes, <b>I and my friends</b> went to buy food                                       | ✓      | ✓       | ✓  | ✓ |
| 19. |   | After eating, <b>I and my friends go</b> around the street one by one,  | ✓      | ✓✓      |    | ✓ |
| 20. |   | <b>After</b> tired we <b>go</b> home  | ✓      | ✓       |    |   |
| 21. | C | In the moment of Ramadhan, precisely the end of the <b>month Ramadhan</b> my family <b>come</b> in my house   | ✓      | ✓       |    |   |
| 22. |   | They <b>come</b> from Malang city   |        | ✓       |    |   |
| 23. |   | <b>In</b> the first day, they <b>were visit in</b> my house, I was so surprised because I <b>don't</b> know that they <b>will</b> holiday in my house | ✓<br>✓ | ✓✓      | ✓✓ |   |
| 24. |   | <b>in</b> the next day, <b>I with my cousin prepare for</b> celebrate Ied Mubarak   | ✓      | ✓✓      | ✓  | ✓ |
| 25. |   | We <b>are</b> so busy because many jobs we <b>are do</b> together   | ✓<br>✓ |         |    | ✓ |
| 26. |   | On Ied Mubarak day we visited our <b>family</b> house to keep in touch  |        |         | ✓  |   |
| 27. |   | Although <b>I tired</b> , I was very happy because <b>I and my family can</b> gather together, but they <b>are must</b> comeback in Malang city       | ✓      | ✓✓<br>✓ | ✓  | ✓ |
| 28. |   | I <b>am</b> so sad but I hope we <b>are live</b> together   | ✓<br>✓ | ✓       | ✓✓ | ✓ |
| 29. | D | My father <b>order</b> the ticket in my mobile phone  | ✓      |         | ✓  |   |
| 30. |   | When I <b>arrive</b> at Juanda airport, my mobile phone <b>not</b> work   | ✓      |         | ✓✓ |   |
| 31. |   | I <b>were</b> confuse   |        | ✓       |    |   |
| 32. |   | I <b>can't</b> go home  | ✓      | ✓       |    |   |
| 33. |   | I <b>ask to</b> taxi driver   | ✓<br>✓ |         | ✓✓ |   |
| 34. |   | he <b>help</b> me and <b>bring</b> me to the employee   | ✓<br>✓ | ✓       | ✓  |   |
| 35. |   | Then they <b>check</b> my name and I <b>can</b> enter to the plane  | ✓      | ✓       | ✓  |   |

|     |   |  |             |    |         |   |
|-----|---|--|-------------|----|---------|---|
| 36. | E | I remember years ago, when I <b>walk</b> in the garden                           |             | ✓  | ✓       |   |
| 37. |   | Then I saw a <b>tree apple</b> that had <b>fruit very much</b>                   |             | ✓✓ |         | ✓ |
| 38. |   | I climbed to the summit because there was a <b>fruit very big</b>                |             | ✓  |         | ✓ |
| 39. |   | I <b>pick</b> it   | ✓           |    | ✓       |   |
| 40. |   | Then I <b>to go down</b> to the center of the tree                               | ✓           |    | ✓✓<br>✓ |   |
| 41. |   | Suddenly I <b>trample</b> bough brittle I <b>topple</b> and <b>yell</b>          | ✓<br>✓<br>✓ |    | ✓✓<br>✓ |   |
| 42. |   | I <b>topple</b> from my mattress   | ✓           |    | ✓       |   |
| 43. |   | very funny   |             |    | ✓✓      |   |
| 44. | F | <b>I and my friend</b> went to beach for holiday                                 |             | ✓  |         | ✓ |
| 45. |   | When we <b>arrive in</b> the beach were so boring                                |             | ✓  | ✓✓      |   |
| 46. |   | Then we realized on reason that there were not many people in the beach that day |             |    | ✓       |   |
| 47. |   | <b>In</b> the way we <b>return</b> home a cat chased us                          | ✓           | ✓  |         |   |
| 48. |   | We ran <b>fastly</b>   | ✓           |    |         | ✓ |
| 49. |   | we hit a big tree until people laughed <b>to see us</b>                          |             | ✓  |         |   |
| 50. | G | <b>I and my family</b> spent two night at the lake toba                          |             | ✓  |         | ✓ |
| 51. |   | My grandmother laughed see I bited my finger because really cold there           |             | ✓  | ✓✓      |   |
| 52. |   | Finally we <b>back home in</b> the long trip                                     |             | ✓  | ✓       |   |
| 53. | H | One day <b>I and my family</b> went to Malaysia for holiday in Malaysia          |             | ✓  |         | ✓ |
| 54. |   | We went to Kuala Lumpur, twin tower and <b>many more</b>                         |             | ✓  |         |   |
| 55. |   | I so happy we were in Kuala Lumpur   |             |    | ✓✓      |   |
| 56. |   | I hoped that I <b>can went</b> to Malaysia again with my family                  |             | ✓✓ |         |   |
| 57. |   | I <b>cannot to</b> forget that holiday   | ✓           | ✓  |         |   |



|     |   |   |        |   |    |   |
|-----|---|---|--------|---|----|---|
| 58. | I | <b>I and my friend</b> went to beach for holiday  |        | ✓ |    | ✓ |
| 59. |   | <b>In</b> there, we burned chicken and then alhamdulillah we could eat together                                 | ✓      |   |    |   |
| 60. |   | I looked a person from England who <b>spend</b> his holiday in the beach  |        | ✓ |    |   |
| 61. |   | I tried to speak <b>with</b> him and I asked <b>who is his name</b>   | ✓<br>✓ | ✓ |    | ✓ |
| 62. |   | Finally I <b>spoke</b> with him   |        | ✓ |    |   |
| 63. | J | That was first time I climbed the mountain.   |        |   | ✓  |   |
| 64. |   | At that time was very dark and we just used the flashlight from our hand phone                                  |        |   | ✓  |   |
| 65. |   | We climbed slowly and <b>enjoy</b> the night  |        |   | ✓  |   |
| 66. |   | We saw <b>the</b> beautiful blue fire while <b>waiting</b> the sunrise  |        | ✓ | ✓  |   |
| 67. |   | We all were so happy because we could reach the top full of struggle  |        |   | ✓  |   |
| 68. | K | I didn't prepare for that competition because of <b>the</b> tight schedule that I <b>do</b>                     | ✓      | ✓ |    |   |
| 69. |   | When announcement of the winner, I ignored it   |        |   | ✓✓ |   |
| 70. | L | At that time there were someone didn't speak Arabic when <b>spoke</b>   |        | ✓ |    |   |
| 71. |   | I was very shy because many friends <b>laughing</b> me  |        | ✓ | ✓  |   |
| 72. |   | That was first time I got punishment in my cottage  |        |   | ✓  |   |
| 73. | M | my heart was very happy because I saw the <b>waterfall very beautiful</b>                                       |        | ✓ |    |   |
| 74. |   | Then I took selfi with my friends before I <b>swimming</b>  |        | ✓ |    |   |
| 75. |   | <b>So</b> after taking picture, I <b>swimming</b> for a moment and then I finished swimming because it was cool | ✓      | ✓ |    |   |
| 76. |   | After that I went <b>go</b> home  | ✓      | ✓ |    |   |
| 77. | N | <b>I and my friends</b> went to   |        | ✓ |    | ✓ |

|     |   |  |   |    |         |   |
|-----|---|--|---|----|---------|---|
|     |   | Banyuwangi   |   |    |         |   |
| 78. |   | Before that I gathered in <b>Dandi house</b> with my friends   |   |    | ✓       |   |
| 79. |   | <b>I and my friends</b> went to pulau merah  |   | ✓  |         | ✓ |
| 80. |   | It was cloudy as <b>like wanted to be raining</b>  |   | ✓  |         |   |
| 81. |   | Then <b>I and my friend</b> decided to go home   |   | ✓  |         | ✓ |
| 82. | O | DM had <b>some agendas</b> , It's big graduation   |   | ✓  | ✓       |   |
| 83. |   | In my opinion, possible to join that big graduation because I was small graduated student  |   |    | ✓✓<br>✓ |   |
| 84. |   | But I was shocked because I was <b>choosed</b> to join the big graduation  |   | ✓  |         |   |
| 85. |   | And also impossible someone joined that graduation that from six class elementary school and junior high school  |   |    | ✓✓<br>✓ |   |
| 86. |   | That my experience story   |   |    | ✓       |   |
| 87. | P | We went to Jogjakarta four days by train   |   |    | ✓       |   |
| 88. |   | We gathered rainway station of jember  |   |    | ✓       |   |
| 89. |   | In the middle of the trip, we looked view, <b>song</b> together, ate together and other  |   | ✓  | ✓       |   |
| 90. |   | When <b>arriving</b> at Jogjakarta, we left the train and got in the bus for going to prambanan temple   |   | ✓  |         |   |
| 91. |   | When <b>arriving</b> at prambanan temple, we <b>go</b> out to the bus and took a walk.   | ✓ | ✓✓ |         |   |
| 92. |   | After trip to prambanan temple, we went to hotel and had dinner together   |   |    | ✓       |   |
| 93. |   | In the morning I took a bath and <b>prepare</b> to eat together before <b>continue</b> our trip to other places as like Borobudur temple, rumah pintar | ✓ | ✓  | ✓       |   |

|      |   |  |        |    |    |   |
|------|---|--|--------|----|----|---|
|      |   | and kraton.  |        |    |    |   |
| 94.  | Q | My brother and I paid 12.000 <b>to pay</b> for the ticket  | ✓      |    |    |   |
| 95.  |   | My brother and I <b>swim</b> in a swimming pool that 180 cm <b>deep</b>  |        | ✓✓ | ✓  |   |
| 96.  |   | <b>But</b> my brother couldn't swim, Then my brother didn't swim <b>in the</b> pool.   | ✓      | ✓✓ |    |   |
| 97.  |   | After that, my brother also took a bath in a pool <b>whose</b> was not deep  |        | ✓  |    |   |
| 98.  |   | Then we <b>change</b> our cloth and got ready to go home.  |        |    | ✓  |   |
| 99.  | R | One year ago, my family <b>will plan</b> vacation in Bali  | ✓      |    |    |   |
| 100. |   | <b>I and a whole family</b> boarded a train  | ✓      | ✓  |    | ✓ |
| 101. |   | When we arrived <b>in</b> Bali we immediately headed to <b>the beach Pandawa</b> and we were very happy                            | ✓      | ✓✓ |    |   |
| 102. | S | One <b>years</b> ago, <b>I am and my friends</b> went to Jatim park 2  | ✓<br>✓ | ✓  |    | ✓ |
| 103. |   | My friends and I went to <b>see</b> bioskop 3D   | ✓      |    |    |   |
| 104. | T | We visited <b>during</b> six days  |        | ✓  |    |   |
| 105. |   | And not walisongo grave but we also visited other <b>grave</b> , as like Habib Soleh in Tanggul, kiai Hamid, and many <b>other</b> |        |    | ✓✓ |   |
| 106. |   | There was portal of Walisongo to Mecca   |        |    | ✓  |   |
| 107. | U | I got the holiday party best in my house   |        | ✓  |    |   |
| 108. |   | My mom <b>give</b> me tart, it really big  | ✓<br>✓ |    | ✓✓ |   |
| 109. |   | my mom brought big pan   |        |    | ✓  |   |
| 110. |   | I didn't know that there's tart in it  |        |    | ✓  |   |
| 111. |   | I <b>make</b> a wish and <b>blow</b> the candle.   | ✓<br>✓ | ✓✓ |    |   |

**Note:** -OG stands for *Over-generalization*  
-IRR stands for *Ignorance of Rules Restriction*  
-IAR stands for *Incomplete Application of Rules*  
-FCH stands for *False Concepts Hypothesized*

## DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Hayu Istifadah  
Place, date of birth : Jember, 15 October 1998  
Address : Panti, Jember  
Faculty : Education and Teacher Training  
Program : English Education

State that thesis entitled "Grammatical Error Analysis of EFL Learners' In Recount Text by Tenth Grade of Ma Al Qodiri Jember in Academic Year 2019/2020" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact; I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 30<sup>th</sup> October 2020  
Author



Hayu Istifadah  
NIM. T20166073

## BIODATA



Name : Hayu Istifadah  
Place, Date of Birth : Jember, 15<sup>th</sup> October 1998  
Address : Panti, Jember  
Gmail Adress : [hayuistifadah53@gmail.com](mailto:hayuistifadah53@gmail.com)

### Educational Background;

1. MIMU Serut 02 (2005-2010)
2. MTs. Al Qodiri 1 Jember (2010-2013)
3. MA Al Qodiri 1 Jember (2013-2016)

# IAIN JEMBER