

ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT TEXT FOR TENTH GRADE OF SMA WAHIDIYAH KEDIRI IN ACADEMIC YEAR 2023/2024

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Abstract

This research used qualitative research. The objectives of the study are: (1) to know the grammatical errors in writing recount text made by the tenth-grade of SMA Wahidiyah Kediri in the Academic Year 2023/2024. (2) to know the factors influence of errors in writing recount text made by the tenth grade of SMA Wahidiyah Kediri in Academic Year 2023/2024. (3) to know the percentages of each error types made by the tenth-grade of SMA Wahidiyah Kediri in the Academic Year of 2023/2024. The instruments used writing test, interview, and observation. The subjects of the research are 27 students of X-1.

The researcher found that from the types of error proposed by Betty S. Azar, the researcher found every one of them. The most dominant error is verb tense error with 17,59%. Second is add a word with 16,44%. Followed by omit a word error with 15,78%, word choice error with 12,33%, spelling error with 10,69%, word form error with 6,43%, punctuation error with 6,41%, singular-plural error with 4,27%, word order error with 3,28%, meaning not clear error with 3,28%, capitalization error with 1,80%, article error with 1,31%, incomplete sentence error with 0,16% and the last error is run on sentence error with 0,16%. The researcher found the factors influence of error according to John Norrish theory are carelessness, first language, and translation.

Key words: *Analysis Grammatical Error; Writing; Recount Text*

INTRODUCTION

English as an international language is widely known by most people around the world. In a country where English is their first language, they use spoken and written English in their daily lives. Every part of their life, like instructions and information, is in English. In Indonesia, English is under threat as a foreign language. According to Broughton et al. (2003: 6) "English as a foreign language means that English is taught in school, often widely, but it does not play an essential role in national or social life". In general, people in such countries may live their daily lives using only their first or second language. This circumstance can also apply to social and professional growth.

In Indonesia, the students learning English as a compulsory subject in high school. Their goal is to master the four language abilities (reading, listening, speaking and writing) in language learning. According to Harmer (1989) "Listening and reading skills involve in receiving information are regarded as receptive skills. Speaking and writing skills involve in communicating information are productive skills".

The researcher is especially focused on writing skills, because writing is the most difficult skill for second language. According to Richards and Renandya (2002: 303) "Writing is the most difficult skill for second language learners to master". In SMA Wahidiyah Kota Kediri especially in the X-1 class, students had difficulty due to lack and minimum vocabularies. So, when the students write a text or make a text, they had difficulty. According to Hornby (1987: 996) "Writing as the process of making a letter or the symbol on the surface". It means

that writing is a representation of a language in textual medium through the use of a set of signs or symbols. According to Celce-Murcia, (2001: 94) "Writing is the ability to express one's idea in writing in a second or foreign language and to do so with reasonable coherence and accuracy is a major achievement". According to James C. Raymond (1980: 2) "Writing is more than a medium of communication". It is a way of remembering and thinking.

According to Indrilla & Ciptaningrum (2018) "Writing is one of the language skills that need to be developed in studying English. It can be a medium for expressing a person's ideas, feelings, and opinions in written form, and the result can be meaningful for the writer himself and/or for other". According to Brown (2010: 261) stated there were five aspects in writing process, i.e. organization, content, vocabulary, grammar and mechanics. From description above, the researcher is especially focused on grammatical.

Students struggle more with writing for formulating and organizing ideas, as well as translating those ideas into accessible text, when learning a second language. To overcome this process, students must comprehend the system of target language rules. To be comprehensible, writing requires a large vocabulary and grammatically accurate phrases or paragraphs, in addition to other writing standards. However, learning a language cannot be inseparable from making error. According to brown (2000: 226) "Making error is natural as a part of language acquisition". According to James (2013: 78) "Error is happened because of learner are less aware of target language rules". In X-1 class of SMA Wahidiyah Kota

Kediri, in general, the students are still very less in grammatical mastery. It can happen because lack of reading, motivation, and misunderstood of target language rules. Error must be corrected by another person, as it reflects the students' level of competence.

According to Betty Schramper Azar (2002:147) "The type of error in fourteen kinds, they are as follows: singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, incomplete sentences, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence". Based on description above, the researcher interested in analyzing the errors made by the students, specifically focused on grammatical error and uses Betty S. Azar's classification to classify types of errors in students' writing recount text.

According to Mark and Kathy Anderson (1997:24) "A recount is a piece of text that retells past events, usually in the order in which they happened". According to Derewianka (2004:14) "Recount text is a text retelling about events or experiences in past chronological based on sequence of events". According to Knapp and Watkins (2005: 223) recount text is a sequential text that does little more than sequence a series of events. It is different with narrative text which must have climax and resolution of the problem created in the story. This research, the researcher used recount text with personal recount material.

Although the text is told about past events and the students did not have the struggle on how to make it happen, but the students at SMA Wahidiyah Kota Kediri especially in X-1 class, they felt difficult to organize their idea. Are there difficulties came in the writing class, such as; experiencing misperception, confusing using verbs and having less understanding tenses. Based on this consideration, the researcher decided to choose recount text with personal recount material as the students' writing activity in this research.

Based on the background above, the researcher conducted a research entitled "ANALYSIS OF GRAMMATICAL ERROR IN WRITING RECOUNT TEXT FOR TENTH GRADE OF SMA WAHIDIYAH KEDIRI IN ACADEMIC YEAR 2023/2024".

METHOD

This research, the researcher used descriptive qualitative research. According to Bambang Setyadi (2006:219) "Qualitative research is a research that procedure descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely". According to Punch (1998:4) "Qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter". This means that qualitative researchers study things in their natural setting, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. According to Alhaysony's (2012:8) "Qualitative research is a form of emphasizing to describe the method of people interpret and make sense of their experiences to

comprehend the social reality of individuals". Moreover, according to Sugiyono (2015), qualitative research is a research which is conducted to investigate a condition or other phenomenon, in which the researcher is as main instrument, and the data of this research is collected in the form of words.

According to Kountur (2008) "Qualitative research is a study which gives a picture or description of a situation without giving a certain treatment". According to Robert and Sari (2006:274) "Qualitative research is an approach to social science research that emphasizes collecting descriptive data in natural setting, uses inductive thinking, and emphasizes understanding the subjects' point of view". According to Sugiyono (2010) "Qualitative research is naturalistic research method because the research did on natural setting".

According to Creswell (2012) "The characteristics of qualitative research are as follows: First, qualitative researches are exploring a problem and developing a detailed understanding of a central phenomenon. Second, qualitative researches are having the literature review play a minor role but justify the problem. Third, qualitative researches are stating the purpose and research questions in general and broad way so as to the participants' experiences, fourth, qualitative researches are collecting data based on words from a small number of individuals so that the participants' views are obtained. Fifth, qualitative researches are analyzing data for description and themes using text analysis and interpreting the larger meaning of the findings. Sixth, qualitative researches are writing the report using flexible, emerging structures, and evaluative criteria, and including the researchers' reflexivity and bias.

Based on description above, it can be concluded that qualitative research is exploring a problem or phenomena in detail, analyzing data for description, collecting descriptive data in natural setting, and the study which gives some picture or description of situation without giving a certain treatment.

This research conducted at SMA Wahidiyah Kediri, JL. KH. Wachid Hasyim, Bandar Lor, Mojoroto, Kediri, East Java. This research was applied for the students of grade X-1. This research conducted on 12 February 2024 until 10 June 2024.

Population is identifiable group of elements (e.g, people, products, organizations) of interest to the researcher and pertinent to the information (Hair et. al, 2006). Population is generalization region consist of object/subject having certain quantity and characteristic that is fixed by researcher to studying and to gain conclusion (Sugiyono 2005). Because qualitative research is based on certain case in a certain social situation where the result is not being applied to the population, but is transferred to other place in similar social situation with the case being studied, therefore the term 'population' is not used in quantitative research, in qualitative research it is called 'social situation'. Social situation is consisting of three elements such as place, actors, and activity (Spradley, 1980). Population in this research are students for tenth grade of SMA Wahidiyah Kediri. In this research, the researcher only took the population in the tenth grade,

amounting to four classes, namely X-1, X-2, X-3, X-4. The population in the study consisted of 176 students from 4 classes.

According to Sugiyono (2012: 116) "Sample is part of the number and characteristics possessed by this population". To determine the sample to be used in research, it needs sampling techniques. The sampling technique in this research used nonprobability Sampling. According Sugiyono (2012: 120), "Non-probability sampling is a sampling technique that does not give the opportunity / equal opportunity for each element or member of the population to be selected into the sample". Meanwhile, according to Sugiyono (2012: 122), "purposive sampling is a sampling technique with a certain consideration". This particular consideration, for example, is the person who is deemed to know best about what we expect, or maybe he is the master so that it will be easier for the researcher to explore the object or social situation under study. In this research, the researcher used purposive sampling as one of the sampling techniques because the respondents selected in accordance with characteristics that meet the criteria in the study. The researcher selected one class X-1 with 27 students, the researcher chose this sample by looking at the characteristics of the class based on the information of the class teacher. The reason of the teacher chooses the class as a research is the class is more conditional and their cognitive level is higher than that of other class.

Instrument is tools that are required to get information. Gay and Airasian (2000: 145) stated that instrument is a tool that is used in collecting data. While, Arikunto (2000: 134) revealed that instrument in collecting data is a tool that is used by researchers to help them in collecting data in order to make it more systematic and easier.

First instrument is writing test analyzation. The test is main of instrument in this research. According to Arikunto (2008: 33) "Test is means of collecting information, but when compared to other tool this test is more formally because it is full restrictions. Tests are valuable measuring instruments for educational research". According to Ary (2010:201) "A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned". According to Gay (1992: 154), "A test means of measuring the knowledge, skill, feeling, intelligence, or aptitude of an individual or group. The researcher used writing test in this research with the personal recount material about unforgettable experience or moment in last holiday to know each types of grammatical error made by the students of X-1 class.

To support this research, the researcher used interview. Interview is activity that involves interviewer and interviewee where the interviewer will give some questions to be answered by interviewee. Ary *et.al* (1985: 342) stated "In an interview, data are collected through face-to-face or telephone interaction between the interviewer and the respondent". Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. But it can be conducted face to face or through via electronic. For additional, Syamsuddin (2011: 95) stated that in

qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other techniques like participatory observation, document analysis and photography. Then, Creswell (2008: 226) also classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview. This research, the researcher used face-to face interview. According to him, face to face interview is data collection process in which the researcher asks questions, write an outline and records the answers.

To support this research, the researcher also used observation. According to Ary (2002:430)"Observation is the most basic method for obtaining data in qualitative research". In this study, the researcher used non participant observation. Non participant observation means the observer without participating or taking any active part in the situation. In this research, the researcher gives some notes and describe the activities in the classroom during the teaching learning process.

The researcher used qualitative research in this study, and the method is described and interpreted using descriptive analysis. As Corder in Ellis (2003: 56) suggested the steps of analyzing errors, as follow: First, identifying the errors. In this step, the researcher examines the gathered data and attempts to identify grammatical errors by underlying them. The researcher attempts to assess the data as objectively as possible. Second, classifying the errors. Once the errors have been identified, the researcher classifies them based on Betty Schramper Azar's error analysis category, they are: singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, spelling, punctuation, capitalization, article, meaning not clear, incomplete sentence and run on sentence. Third, calculating the errors. In this phase, the researcher calculates how many errors have been made by students in order to get a sense of their occurrence. The researcher shall use the following formula to calculate the frequency of each error:

$$P = \frac{F}{N} \times 100\%$$

P = Percentages
F = Frequency of errors
N = Number of cases
(total frequent, total individual)

By calculating the frequency of each error, the researcher can identify the most frequent error and the least frequent error made by the students. Then the researcher describes the result of each type of errors to make it clear. Fourth, making table result. The table result of the analysis shall be calculated and arranged after the errors have been calculated. The percentage of each error

should be easy to identify in this table. Fifth, drawing a conclusion. The next step would be drawing a conclusion based on the analysis. In this step, the researcher makes valid conclusion in the form of a brief description of the errors. Sixth, describing the factors of error by using John Norish's theory to find out the factors of errors.

DATA PRESENTATION AND DATA ANALYSIS

This chapter, the researcher presents the research results to answer the research questions in chapter one. Based on the results of an interview with English teacher in the X-1 class of SMA Wahidiyah Kediri, the students had grammar difficulties due to a lack of vocabulary, they misplaced the verb and were still confused using the verb itself or miss perception and they were also said to have a poor understanding of the tenses. And the teacher said that the factors influence of errors is carelessness because the students still confused in placing verbs. As stated before, this research focuses on grammatical errors based on Betty Schramper Azar's classification (2002:147), there are singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, spelling, punctuation, capitalization, article, meaning not clear, and run-on sentence based on the writing test with personal recount material about unforgettable experience or moment in last holiday made by the students of X-1 class of SMA Wahidiyah Kediri. A total of twenty-seven students made a personal recount with minimally three paragraphs, each paragraph consists minimally seven sentences. The students can choose nice, happy, bad, and scary experience. The researcher did 8 meeting with analysis of grammatical error in writing recount text. Those are: meeting 1, the researcher did interview; meeting 2, the teacher explained about kinds of recount text, generic structure, and language feature in general; meeting 3, the teacher gave material focused on personal recount; meeting 4, the teacher gave material about adjective clause; meeting 5, the teacher gave material about past tense; meeting 6, the teacher gave writing test for individual that made a recount text with personal recount material about unforgettable experience or moment in last holiday; meeting 7, the students proceed to creating a recount text; and meeting 8, the researcher did interview.

The table 4.3 shows the total of the students' grammatical error of unforgettable experience or moment in last holiday. A total of twenty-seven students made a personal recount about unforgettable experience or moment in last holiday.

Table 4.3 The Total of The Students' Grammatical Error of Unforgettable Experience or Moment in Last Holiday

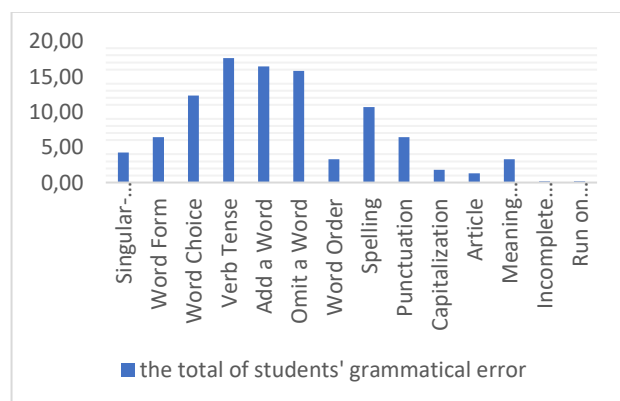
No	Students ' Initial	Types of Error														Total
		Singular-Plural	Word Form	Word Choice	Verb Tense	Add a Word	Omit a Word	Word Order	Spelling	Punctuation	Capitalization	Article	Meaning Not Clear	Incomplete Sentence	Run on Sentence	
1	S 1	0	7	1	1	3	4	0	1	10	2	0	0	1	0	30
2	S 2	0	2	1	1	0	1	0	1	5	2	0	0	0	0	13
3	S 3	0	1	0	2	0	1	0	3	7	0	0	0	0	0	14
4	S 4	2	1	0	4	0	1	0	0	0	0	0	0	0	0	8
5	S 5	0	1	2	3	0	2	1	1	3	0	0	1	0	1	15
6	S 6	2	12	6	3	0	4	3	3	4	0	0	0	0	0	37
7	S 7	1	2	5	4	5	7	1	5	0	3	1	3	0	0	37
8	S 8	0	0	3	4	1	1	0	13	0	4	1	0	0	0	27
9	S 9	3	0	9	7	0	3	2	0	1	0	0	0	0	0	25
10	S 10	5	0	8	16	11	7	1	2	0	0	0	0	0	0	50
11	S 11	0	0	0	1	1	0	0	2	0	0	0	0	0	0	4
12	S 12	1	1	5	5	10	3	3	0	2	0	0	0	0	0	30
13	S 13	1	4	5	14	31	13	0	2	0	0	0	0	0	0	42
14	S 14	0	0	1	4	4	5	0	0	0	0	1	1	0	0	16
15	S 15	0	0	2	3	6	4	1	7	2	0	0	0	0	0	25
16	S 16	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
17	S 17	0	0	0	0	0	2	0	1	2	0	0	0	0	0	5
18	S 18	2	1	2	1	8	4	0	3	0	0	2	0	0	0	23
19	S 19	1	4	5	3	3	11	0	0	0	0	1	0	0	0	28
20	S 20	1	1	1	7	9	5	2	1	0	0	1	0	0	0	28
21	S 21	0	1	2	3	6	2	0	5	0	0	0	2	0	0	21
22	S 22	0	0	8	1	2	0	0	0	2	0	0	2	0	0	15
23	S 23	4	1	4	50	10	8	5	0	0	0	0	2	0	0	39

24	S	0	0	1	1	3	3	0	1	1	0	0	1	0	0	4
25	S	1	0	2	1	5	1	1	5	0	0	0	7	0	0	2
26	S	1	0	0	6	6	2	0	0	0	0	1	0	0	0	1
27	S	1	0	2	7	4	2	0	9	0	0	0	0	0	0	2
Total		26	39	75	107	100	96	20	65	39	11	8	20	1	1	608
Percentage		4.27%	6.43%	12.33%	17.59%	16.44%	15.78%	3.28%	10.69%	6.41%	1.80%	1.31%	3.28%	0.16%	0.16%	100%

Note: calculation of students' grammatical errors determined from the results of students writing test with personal recount material

Based on table 4.3, the researcher found that verb tense is the most dominant error with 17,59%. Second place is add a word error with a rate of 16,44%. Followed by omit a word error with 15,78%, word choice error with 12,33%, spelling error with 10,69%, word form error with 6,43%, punctuation error with 6,41%, singular-plural error with 4,27%, word order error with 3,28%, meaning not clear error with 3,28%, capitalization error with 1,80%, article error with 1,31%, incomplete sentence error with 0,16% and the last error is run on sentence error with 0,16%.

To make the readers understand the findings easily, the total of errors is converted into a chart. The chart shows the highest number of errors until the lowest one.



After categorizing the errors according to Betty S. Azar's classification (2002:147) and explaining the frequency and percentages of the errors on previous pages, the researcher would like to discuss the errors made by the students in the following section, from highest to lowest frequency.

1. Grammatical Error Analysis

Verb Tense

1. Verb tense error of unforgettable experience

The students made 7 verb tense error or 8,23%. For example, '*I so scary...*'. It should be '*I was too scared...*'.

2. Verb tense error of moment in last holiday

The students made 100 verb tense error with 19,12%. For example, '*At that exact moment my brother come and I helped*'. It should be '*At that exact moment, my brother came, and I helped*'. This error happened because the students confused about choosing verb 1 or verb 2.

3. The total error of verb tense error

Verb tense error is the most dominant error with the total 107 errors out of 608 errors or 17,59% demonstrates that students make errors while dealing with tenses, notably the past tense, which is employed in recount text with personal recount material. The majority of pupils committed errors with regular and irregular verbs. For example, students wrote '*We see beautiful sunset.*' It should be '*We saw a beautiful sunset.*' Another example, '*I was feeling little scary.*' It should be '*I was feeling a little scared.*' The students are still worried, hesitant in putting V1 or V2 and confused in using V1 or V2 in other tenses. There are even students who are negligent in putting V1 or V2, though they already know the formula of tenses, even forget the formula.

b. Add a word

1. Add a word error of unforgettable experience

The students made 4 add a word error or 4,70%. For example, '*When I was kid, ...*'. It should be '*When I was a kid, ...*'. This error happened because the students still translating word by word.

2. Add a word error of moment in last holiday

The students made 96 add a word error with 18,35%. For example, '*We take bus.*' It should be '*We take a bus*'.

3. The total error of add a word error

Second is add a word error with the total 100 errors or 16,44% happened. This can happen because the student are forgets to write an important word in a sentence, it can be said that the student misses the important word that they were supposed to write. For example, '*We continued our journey to mosque.*' It should be '*We continued our journey to the mosque.*' Students compose a sentence by translating word by word, thus producing an inappropriate structure due to differences in the structure of the native language and English.

c. Omit a word error

1. Omit a word error of unforgettable

The students made 9 omit a word error with 10,58%. For example, *"I went to Kediri together with a my family"*. It should be *"I went to Kediri together with my family."*

2. Omit a word error of moment in last holiday

The students made 87 omit a word error or 16,63%. For example, *"We were spend our time to have walk around."* It should be *"We were spent our time walk around."* This error happened because the students add unnecessary words.

3. The total error of omit a word error

Next is omit a word error occurred in 96 cases or 15,78%. This error is the opposite of add a word error. This can happen because the student adds unnecessary words, unimportant words. For example, *"I went to Kediri on six months ago."* It should be *"I went to Kediri six months ago"*. Another example, *"In one day, I went to Blitar."* It should be *"One day, I went to Blitar."*

d. Word choice error

1. Word choice error of unforgettable experience

The students made 7 word choice error with 8,23%. For example, *"One day in the farm..."*. It should be *"One day on the farm..."*

2. Word choice error of moment in last holiday

The students made 68 word choice error with 13,00%. For example, *"When we arrived in Penataran Temple, ..."*. It should be *"When we arrived at Penataran Temple, ..."*. This error happened because the students still confused about choosing preposition.

3. The total of word choice error

The percentage of word choice error is 12,33%. The Students are accustomed to using words that they think are correct and correct, but basically, that words which they used unappropriated to the second language or foreign language rules. For example, *"I and my family were licensing to the owner."* It should be *"I and my family were licensing by the owner."* Other example, *"I went to Blitar with my friends in the school."* It should be *"I went to Blitar with my friends at the school."* It shows that the students still has a lack of vocabulary and its use.

e. Spelling error

1. Spelling error of unforgettable error

The students made 9 spelling error or 10,58%. For example, *"I felt out of my friends' manggo tree."* It should be *"I felt out from my friends' mango tree"*.

2. Spelling error of moment in last holiday

The students made 56 spelling error with 10,70%. For example, *"I was wearing exercise unifrom."* It should be *"I was wearing an exercise uniform"*.

3. The total error of spelling error

This error occurred 65 times with 10,69%. Students experience spelling errors in some words, such as *flease, hospitalizet, manggo, beutifull, pedicabe, ceremoni, bas*. They should be *place, hospitalized, mango, beautiful, pedicab, ceremony, bus*. It can happen because the students have not memorized the spelling of English Words.

f. Word form error

1. Word form error of unforgettable experience

Word form error made by the students are 20 or 23,52%. For example, *"So the work schedule here is alternating and coincodece"*. It should be *"So, the work schedule is alternating and coincidentally"*.

2. Word form error of moment in last holiday

The students made 19 word form error or 3,63%. For example, *"I see music instrument"*. It should be *"I saw a musical instrument."* The students confused the form of word. So, this error happened.

3. The total of word form error

The next error is word form error with percentage 6,43% or 39 out of 608 errors. This happens because the student is wrong in used the word form. They are confused to distinguish part of speech like adjectives, adverbs, verbs, etc. For example, *"One day in the farm, me and my friend..."* It should be *"One day, I and my friend..."* Another example, *"I can learn more about some education places in Blitar City."* It should be *"I can learn more about some educational places in Blitar City."*

g. Punctuation error

1. Punctuation error of unforgettable experience

The students made 21 punctuation error or 24,70%. For example, *"In one day in the farm me and my friend..."* It should be *"One day on the farm, I and my friend..."*

2. Punctuation error of moment in last holiday

The students made 18 punctuation error with 3,44%. For example, *"At that exact moment my brother come..."* It should

- be *"At that exact moment, my brother came..."*
3. The total error of punctuation error
The students made punctuation error with 6,41% or 39 errors. Mostly, they did not put a comma where it should be. For example, *"On Saturday we had planned to go to Malang."* It should be *"On Saturday, we had planned to go to Malang"*. The students are wrong in using punctuation, such as comma and full stop.
- h. Singular-plural error
1. Singular-plural error of unforgettable experience
The students made 2 singular-plural error or 2,35%. For example, *"I went to Kediri on six month ago."* It should be *"I went to Kediri six months ago"*.
 2. Singular-plural error of moment in last holiday
The students made 24 singular-plural error or 4,58%. For example, *"I see many statue"*. It should be *"I saw many statues"*.
 3. The total error of singular-plural error
The next error is singular-plural error, 26 singular plural error made by the students or 4,27%. The students are wrong in using a singular or plural word in a sentence. For example, *"We bought some thing like clothes, pie cake, and snack."* It should be *"We bought some things like clothes, pie cakes, and snacks."*
- i. Word order error
1. Word order error of unforgettable experience
The students made 3 word order error with 3,52%. For example, *"Travelling to the Kediri I'm so afraid."* It should be *"I'm so afraid of travelling to Kediri"*.
 2. Word order error of moment in last holiday
The students made 17 word order error or 3,25%. For example, *"We were to mosqiu arrahman"*. It should be *"We went to Ar Rahman Mosque"*.
 3. The total error of word order error
This type, the students made word order error with 3,28% or 20 out of 608 errors. Students translate the sentences they make into the first language, so this error occurs when applying the second language. For example, *"I was walking to mosque Ar-rohman..."* It should be *"I was walking to Ar-Rohman Mosque..."*
- j. Meaning not clear error
1. Meaning not clear error of unforgettable experience
The students do not have an error in this type of grammatical error or 0%.
2. Meaning not clear error of moment in last holiday
The students made 20 meaning not clear error with 3,82%. For example, *"a place during the and cipart from Ir.Soekarno Saka's tour."*
 3. The total error of meaning not clear error
The students made this error 20 times or 3,28%. In this type, the researcher could not understand what students wanted to write, so that the researcher must relate that sentences with other sentences they made. For example, *"years ago, that house, Soekarno lifend there with his wife..."* it should be *"Millions of years ago, Soekarno lived with his wife in that house."* The students want to write Soekarno lived with his wife. Students are still confused to write down the words they want.
- k. Capitalization error
1. Capitalization error of unforgettable experience
The students made 2 capitalization error or 2,35%. For example, *"I would change. and finally I was able to fight my trauma."* It should be *"I would change. And finally, I was able to fight my trauma."*
 2. Capitalization error of moment in last holiday
The students made 9 with 1,72%. For example, *"thank god"*. It should be *"thank God"*.
 3. The total error of capitalization error
The students made capitalization error with 1,80%, 11 out of 608 errors are committed by the students. Mostly, the students made error in writing name of place. For example, *"When we arrived in penataran temple..."* it should be *"When we arrived at Penataran Temple..."*.
1. Article error
 1. Article error of unforgettable experience
The students do not make the error in this type of grammatical error or 0%.
 2. Article error of moment in last holiday
The students made 8 article error with 1,52%. For example, *"We could take the picture of the temple and take a photo with our friends."* It should be *"we could take a photo of the temple and take a photo with our friends."*
 3. The total error of article error

The next error made by the students 8 times or about 1,31%. Students use an inappropriate article not even use an article and skip it. For example, *'We could take the picture of the temple and take a photo with our friends.'* It should be *'We could take a picture of the temple and take a photo with our friends.'*

m. Incomplete sentence error

1. Incomplete sentence error of unforgettable experience

The students made 1 incomplete sentence error with 1,17%. For example, *'a cow attack me and the others surprised saw the incident. Because my had was bleeding.'* It should be *'a cow attacks me, and others were surprised to see that incident because my head was bleeding.'*

2. Incomplete sentence error of moment in last holiday

The students do not have error in this type of grammatical error with 0%.

3. The total error of incomplete sentence error

The students made incomplete sentence error 1 time with 0,16%. The student did not complete their sentence arrangement so the researcher had to understand the meaning of the sentence they made by adjusting the other sentence. For example, students wrote *'a cow attack me and the others surprised saw the incident. Because my had was bleeding.'* It should be *'a cow attacks me, and others were surprised to see that incident because my head was bleeding.'*

n. Run on sentence error

1. Run on sentence error of unforgettable experience

The students do not have error in this type of grammatical error or 0%.

2. Run on sentence error of moment in last holiday

The students made 1 run on sentence error or 0,19%. For example, *'I was walking to mosque Ar-rohman pray and have rist and then my take picture with my friend.'* It should be *'I was walking to Ar-Rohman Mosque to pray and have a rest. Then, I take a picture with my friend.'*

3. The total error of run on sentence error

The last type is run on sentence error which occurred 1 time or 0,16%. The example, *'I was walking to mosque Ar-rohman pray and have rist and then my take picture with my friend.'* It should be *'I was walking to Ar-Rohman Mosque to pray and have a rest. Then, I take a picture with my friend.'*

Based on the all data analysis from fourteen kinds of the types of errors, those are singular-plural, word form, word choice, verb tense, add a word, omit a word, word order, spelling, punctuation, capitalization, article, meaning not clear, incomplete sentence, and run on sentence, the student's dominant errors in writing recount text with personal recount material is the use of verb tense with 17,59% made by the students. For example, students wrote *'We see beautiful sunset'* (wrong). It should be *'We saw a beautiful sunset'* (correct). Another example, *'I was feeling little scary'* (wrong). It should be *'I was feeling a little scared'* (correct). Students are still confused about when to use the past tense and how to use it in conjunction with other tenses.

2. Factors Influence of Error Analysis

The factors influence of students' grammatical error based on John Norrish (1938: 21-26) theory, there are; the first is carelessness, which is often associated with a lack of motivation. Many teachers will admit that students do not always lose interest; perhaps the materials and/or presentation style just was not right for him. Second is first language interference, learning a language (mother tongue or a foreign language) is a matter of habit information. It is believed that students' speech patterns are gradually formed according to the language they are learning. Third, translation. This happens because a student translates each of their idiomatic phrases into the target language word by word. In addition, based on the English teacher's explanation, there are no English course at SMA Wahidiyah Kediri, the students lack of vocabulary, miss perception happened like the students are still confused used V1 or V2. Students have less understanding of generic structure of recount text, so that the story is less chaotic. Besides that, the students less accurately placed verbs, less correct use of verbs like regular and irregular verbs. Then, the students have less detail in making recount texts, so readers have not understood the meaning of student writing, messages are less conveyed. Also, the students less about adjective clause. From that explanation, it can conclude the most dominant factors influence of errors made by the students is carelessness, because the students are wrong in placing verbs.

CONCLUSION

Based on the result of the research, the researcher can conclude that; first the most dominant error a student made is on the use of verb tense. Most of them made error on the use of past tense. The students are still confused choose verb 1 or verb 2. Second, the students add unnecessary words. Third, the students omit required words, so it doesn't conform to the rules of the English language. It can happen because the students translate word by word. Fourth, the students chose the incorrect word or preposition, resulting in a word choice error. Fifth, the students misspelled a few words. It happened because the students lack of reading and punctual. Sixth, the students were unable to differentiate the part of speech between adjective and noun. Seventh, the

students generally missed to put punctuation where it required, particularly comma. Eighth, the students misused or forgot the singular-plural rules, especially in addition *s*. Ninth, the students utilized the incorrect order of words. Tenth, the students composed sentences with uncertain meanings. Eleventh, the students failed to correctly capitalize the names of places. Twelfth, the students either overlooked or entered the incorrect article. Thirteenth, the students clipped the sentence, so the notion was not properly created. The last, the students run on the sentences that should be cut.

The researcher found the factors influence of error based on John Norrish (1938: 21-26) theory; first carelessness, second first language interference, and translation. The most dominant factors influence of errors made by the students is carelessness, because the students are wrong in using verbs.

Based on the result of this research, it can be concluded that from the error types suggested by Betty S. Azar (2002:147), the researcher found every error type of them, that verb tense is the most dominant error with 17,59%. The second place is add a word error with 16,44%. Then, omit a word error with 15,78%, word choice error with 12,33%, spelling error with 10,69%, word form error with 6,43%, punctuation error with 6,41%, singular-plural error with 4,27%, word order error with 3,28%, meaning not clear error with 3,28%, capitalization error with 1,80%, article error with 1,31%, incomplete sentence error with 0,16% and the last error is run on sentence error with 0,16%.

SUGGESTION

The researcher would like to provide some recommendations based on the findings of the study in light of the aforementioned conclusion. First, the students learn more about the rules of English grammar. They should practice more writing recount text and more practice about grammar.

Second, to increase students' familiarity with English grammar and rules, teachers should enhance the learning process. Teachers should pay more attention to students, accompany students, give training on grammar to students. After they have finished practicing on grammar, teachers should correct the student's work so that teachers can know the errors made by students. Besides, the teachers also pay greater attention to the methods of teaching, learning media. Teacher can give special guidance to students so that for the future, when students are asked to make a recount text, the arrangement of words or sentences or writing that they make will be better. If their grammar is good and right, then the errors made by the students in writing the recount text is also less and no more errors.

This research contains numerous flaws. The researcher advises that future research should focus on specific aspects of grammar rather than the broad scope of grammar itself. The researchers suggested that the next researcher should go into greater grammatical depth.

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