

**GRAMMATICAL ERROR OF THE ELEVENTH GRADE STUDENTS IN  
RECOUNT TEXT AT SMAN 1 CEPOGO, BOYOLALI**

**THESIS**

**Submitted as A Partial Requirements**

**for writing the thesis**



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Thank you for the attention.

*Wassalamu'alaikum Wr. Wb.*

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## RATIFICATION

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## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents, who give love, support and prayers in my life.
2. My brothers, who give me support in finishing my thesis.
3. All of my friends.
4. My Almamater UIN Raden Mas Said Surakarta.

## **MOTTO**

"Education is not the learning of facts, but the training of the mind to think."

-Albert Einstein-

“So which of the favors of your Lord do you deny”.

(QS Ar-Rahmaan: 13)

## PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled

“GRAMMATICAL ERROR OF THE ELEVENTH GRADE STUDENTS IN RECOUNT TEXT AT SMAN 1 CEPOGO, BOYOLALI” is my real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 30 Mei 2023



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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 30 Mei 2023

The Researcher



Dika Arya Putra



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## **ABSTRACT**

Dika Arya Putra. (2023). Grammatical Error of the Eleventh Grade Students in Recount Text at SMAN 1 Cepogo, Boyolali. Thesis. English Education Department, Cultures and Languages Faculty.

Writing is the most difficult skill to be mastered in English for students. They need a lot of practice, and in practice, they make errors in language. For this reason, the objective of this research is to find out the error that the students make in writing recount text based on surface strategy taxonomy and what the causes of grammatical errors made by students when writing recount text in the eleventh grade at SMAN 1 Cepogo, Boyolali.

This research used qualitative research with purposive sampling research in collecting and analyzing the data. The data were gathered from the students and then analyzed in order to conclude. The subjects of this research were 20 students of the eleventh science 2 at SMAN 1 Cepogo. In this research, the students were asked to write recount text. The result of student writing was analyzed, classifying the error and the causes of the error.

In conclusion, based on the result of the research, it was found that the total of students' error was 89 items. There were 57 items of errors of misformation, 20 items of errors of omission, 11 items of errors of addition, and 1 items of error of misordering. There are many errors that the students made in writing the recount text. Those are indicating that the student's ability in writing recount text is still low. The causes of the grammatical error are divided into interlanguage transfer and intralanguage transfer.

Keywords: Grammatical error; qualitative research; recount

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Nowadays, one of the most powerful foreign languages, also international too, is English. Gadisma (2020) states that in Indonesia, English is taught as a foreign language. English in academics is taught as a subject. In our education system, it is a compulsory subject from junior high school to university level. By learning English, students are expected to be able to communicate about anything in English. When the students are not able to deliver their idea or give information directly in spoken, they can write in writing form. As Walsh (2010) says, writing is important because it's used extensively in higher education and the workplace. If students don't know how to express themselves in writing, they can't communicate well with professors, employers, peers, and anyone else. So, writing is an essential skill to be mastered by the students. Writing is one of the language skills, and it is physical and cognitive in which the writer is required to generate several variables consisting of words, spelling, sentence structure, punctuation, etc. to enable message transmission (Makmun, 2017). Writing is a difficult skill for almost anyone who learns English. They are faced with many difficulties in conveying ideas and arranging several clauses in a written text. In writing any text, we need grammar to express ideas so that they can be properly created in writing.

In addition, in writing something writers are required to express ideas into creative and innovative content. There are many kinds of writing text that

should be learned at Senior High School. They are narrative, descriptive, expository, persuasive, and recount. In this research, the writer was focused on recounting text. According to Chaisiri (2010), recounts are used to reconstruct and describe something that has already happened. They are used to retell experiences and may include the author's or other people's feelings and responses to these experiences. To compose recount text the students should master the feature of recount text first. Besides they should master the recount text feature, they must master grammar (pronouns, word order, etc.), tenses (simple past tense), and also should have enough vocabulary.

One of the common goals of language learning is to guide students to use the target language, either orally or in writing. As a second language learner, students can face many problems because the language they learned is different from the target language. English as a second language that students learn has different structural rules, especially grammar, from the Indonesian language. Every language has a grammar. In writing any text, we need grammar to express ideas so that they can be properly created in writing. Grammar is really important in learning English because by using grammar, people can express their ideas correctly both spoken and written.

Singh, et.al. (2017) state that grammar is viewed as the most essential aspect of the language learning for second language learners. The study of grammar is needed to understand language because not everyone can understand the information we want to convey, so we need grammar to convey the correct sentences so that readers or listeners understand our meaning. This is what

makes it important to learn grammar, which can provide students with knowledge about how to arrange words into a sentence.

Many students commonly make grammar mistakes in their learning, especially in writing. Sometimes the teacher didn't aware of the student's mistakes. Then the students make a mistake repeatedly because the students don't have a correction and it was called an error. Error is caused by a lack of knowledge about the target language or by an incorrect hypothesis about it, while mistake is cause by temporary lapses of memory, confusion, slips of the tongue, and so on. If the learner can correct themselves that is probably a mistake, but if they can't that is an error.

Based on the preliminary research that the researcher conducted in November 2022 at SMAN 1 Cepogo Boyolali, the researcher found several problems after conducting interviews with the teacher, the teacher said that some students had limited knowledge of grammar rules, thus making students omit something. At the time of writing, some students were still confused about prepositions, articles, and some students did not understand the correct use of vocabulary, so they chose the wrong vocabulary, not knowing its function of the word. To know about students' competency in writing for students of eleventh grade at SMAN 1 Cepogo Boyolali, in the preliminary research, the writer asked some students to make recount text writing, and there were some errors that the students had:

- We walk and play with animals (Misformation)
- On the way home we our family bought souvenirs (Addition)



- On Wednesdays (Addition)
- It's a lot of food and drink (Misformation)

The correct sentences are:

- We walked and played with animals.
- On the way home our family bought souvenirs.
- On Wednesday
- It was a lot of food and drink.

As seen from the results of previous research, regarding students' grammar errors in writing invitation cards written by Nofia Gadisma Chandra (2020). She found a problem that made it difficult for students to write invitation cards. So that with this research teachers can find better strategies for teaching and students can solve their mistakes. Meanwhile, this study focuses on students' grammatical errors in recount text.

Second, at SMKN 1 Abung Selatan it was conducted by Tiara Juwita (2019). This researcher uses the Dulay surface strategy taxonomy to classify the types of faults. There are several differences between previous research and current research. In previous studies, researchers conducted research only to find grammatical error classifications. Meanwhile, the researcher not only classifies grammatical errors but also looks for the causes of students making grammatical errors.

Based on the explanation above, the researcher realizes that students still have difficulties in writing text, more than half of students are confused about grammar when they write text. Therefore, learning grammar is important for

students because by studying grammar, students can gain knowledge that can be used to arrange words into a sentence. According to Richards and Schmidt (2010), grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. By studying grammar, students can easily what they want to convey through writing. It can also improve students' ability to make more complex words into a story. That fact, attract the writer to carry out an error analysis to analyze the grammatical errors in students. The study entitled: “Grammatical Error of the Eleventh Grade Students in Recount Text at SMAN 1 Cepogo, Boyolali”.

## **B. Identification of the Problems**

Based on the description of the background of the study above, it can be identified several problems as follows:

1. Some students have limited knowledge of grammatical rules, causing students to have difficulty arranging words when they write.
2. Some students are still confused when using prepositions and articles.
3. Some students do not understand the use of suitable vocabularies.

## **C. Limitations of the Problems**

Based on the result of pre-observation and recommendation from the teacher, the researcher focused on students' grammatical errors in recount text in eleventh grade (Science 2 Class) of SMAN 1 Cepogo Boyolali on the 2022/2023 academic year and used Dulay's theory as a role model for determining types of grammatical errors. The researcher chose this theory

because it is a useful theory to facilitate researchers in examining grammatical errors.

#### **D. Formulation of the Problems**

To facilitate this research, the researcher formulates the research questions as follows:

- 1) What are the types of grammatical errors made by the eleventh grade of SMAN 1 Cepogo Boyolali?
- 2) What are the causes of students' grammatical error in writing recount text?

#### **E. Objectives of The Study**

The Objective of the research is to:

- 1) Analyze the types of grammatical error in recount text made by the eleventh grade students of SMAN 1 Cepogo Boyolali.
- 2) Find out the causes of students' grammatical error in writing recount text.

#### **F. Benefits of The Study**

The result of this research can be beneficial for:

- 1) For students, they can find out their errors and correcting them so they can make better in writing English.
- 2) For teachers, this study can help them in correcting students' writing errors. They can determine the right steps to correct errors in the teaching-learning process.

- 3) For readers, they can use the result as reference. It is hoped can give more information and contribute the knowledge.

## **G. The Definition of the Key Term**

### **1. Grammatical Error**

According to Hsu (2013), grammatical error is a deviation from learners in applying certain language rules which consists of incorrect forms, semantics meaning, and uses of foreign language because of incomplete comprehension from learners about foreign language's rules.

### **2. Writing**

According to Richards and Schmidt (2010), writing is the strategies, procedures and decision-making employed by writers as they write. Writing is viewed as the result of complex processes of planning, *writer-based prose* drafting, reviewing and revising and some approaches to the teaching of first and second language writing teach students to use these processes.

### **3. Recount Text**

According to Fisher (2016), a recount is a text that explain about past experience or events that can be based on the author's personal or historical events.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Review**

##### **1. Error Analysis**

###### **a. Definition of Error and Mistake**

According to Corder (1974), error is a part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition. Moreover, Dulay et al (1982), define that errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. Every language learner can make mistakes in the learning process. Mistakes are made because they do not yet understand the rules of the second language. According to Brown (2007), mistake is a failure to utilize a known system, it refers to a performance error that is either a random guess or a "slip". Slips are caused by processing problems or carelessness. Students can correct them automatically 'if indicated' and 'if given the opportunity'.

###### **b. Definition of Error Analysis**

According to James (1998), error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. According to Dulay (1982), people cannot learn languages without first

systematically committing errors. It means mean that everyone who learns naturally makes mistakes.

Errors are very common in paragraph and essay writing, so error analysis is necessary for teacher to correct students' writing and essays. Erdogan (2005) adds that error analysis shows that learner errors are not only the mother tongue of the learner but also reflect some universal learning methods in learning the target language. According to Brown (2007), analysis of learning errors can be observed, analyzed, and classified to reveal something of the system operating within the learner. Richards and Schmidt (2010) also said that Error analysis may be carried out in order to identify strategies which learners use in language learning, try to identify the causes of learner errors, obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

Based on the definitions of these experts, it can be concluded that in learning a foreign language, it is natural for students to make mistakes because it is not their first language.

### **c. Differences between Error and Mistake**

It is necessary to make a distinction between an error and a mistake. Brown (2007) explains that a mistake refers to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second-language situations. While the error is a noticeable deviation from the adult

grammar of a native speaker, reflects the competence of the learner and an error that reveals of a portion of the learners' competence in the target language.

According to the understanding above, it can be distinguished between mistakes and errors. Mistakes happen when writing or speaking because of a lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called, whereas, error is the use of linguistic items in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

#### **d. Types of Error Analysis**

According to Dulay et al (1982), present the most useful and commonly used bases for the descriptive classification of errors, to classify the types of errors, Dulay says, there are four classifications of error namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, communicative effect taxonomy.

The four taxonomies, one of them employed in the present study. There are:

##### **1) Linguistic Category Taxonomy**

Dulay et al (1982) explain linguistic category taxonomy classify error according to either or both the language component include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon

(meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component.

## **2) Surface Strategy Taxonomy**

The surface strategy taxonomy is classification system “based on the ways in which the learner’s erroneous version is different from the presumed target version”. It highlights the ways the surface structures deviate. For example, learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Using surface strategy taxonomy’s error classification can give a clear description about cognitive process that underline the learner’s re-construction of the new language or language being learned. It also makes us aware that learners’ errors result from their active way in using the interim principles to produce the target language. Under this category, errors can be classified in to four types:

### **a) Omission**

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. It means that students omit one of language structure because students feel confused with the sentence structure. For example, my sister is very beautiful if the writer omitted become my sisters very beautiful.

- Error : She the smartest student in my class.

There has omission of auxiliary of to be:

Correct : She is the smartest student in my class.

### **b) Addition**



Addition errors are the presence of an item which must not appear in a well-formed utterance. There are three categories of additional errors, namely:

### **1) Double marking**

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction but not in others. It means that additional parts can be changed or omitted. For example, Bring as a verb 1 and Brought as a verb 2 and buy as a verb 1 and Bought as a verb 2.

For instance : (In Past Tense).

- Error : we didn't went there.

Correct : we didn't go there

### **2) Regularization**

Regularization a rule typically applies to a class of linguistic item. It means that regularization is part of the type errors that describe about the use of language elements. For example: he doesn't eat a fried rice.

For instance, in the sentence:

Error : Laura camed to her mother house 2 months ago.

There has regularization of regular past, the verb come does not become camed, because come is irregular verb .

Correct : Laura came to her mother house 2 months ago.

### 3) Simple Addition

No particular features characterize simple additions other than those that characterize all addition errors the use of an item which should not appear in a well- formed utterance. It means simple addition is an element that does not appear in speech.

Example:

Error : I can played the game.

There has simple addition of verb one after modal

Correct : I can play the game.

### c) Misformation

Misformation errors are characterized by use of the wrong of the morphemes or structure. In misformation errors the learner supplies something, although it is incorrect. It means that misformation is part of the errors found by the teacher in students' writing that uses the wrong structure in constructing sentence.

Examples:

- Error: He rided his motorcycle.

There has wrong change of verb ride, it should be rode.

Correct :He rode his motorcycle.

- Error :This pencils are mine.

This is not appropriate for plural, the appropriate one is these.

Correct :These pencils are mine.

- Error : I written a letter yesterday.

The form of the verb written is wrong, the correct one is wrote, because the example is past sentence.

Correct :I wrote a letter yesterday.

#### **d) Misordering**

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. It means that the learners can select the right forms to use in the context The nature of writing.

For example:

- Error: I did not know why *was he thirsty*.

Correct: I did not know why *he was thirsty*.

The placement of „tobe“ *was* is wrong.

So the research concludes that grammatical errors are used to describe examples of errors such as misplaced verb modifiers and types of errors namely omission, addition, misformation and misordering. Humans are basically in the process of learning to make mistakes. Errors occur when deviations arise as a result of lack of knowledge and errors occur when students fail to perform their competency features from native speakers.

### **3) Comparative Taxonomy**

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other

types of constructions. If we are to use comparative taxonomy to classify the errors of an Indonesian learning English, we might compare the structure of the student's errors to that of errors reported for children acquiring English as a first language.

#### **4) Communicative Effect Taxonomy**

This type taxonomy classifies errors based on “the perspective of their effect on the listener or reader”. It deals much with distinguishing between errors that seem to cause miscommunication and those that do not. Research on this matter has shown that errors that reflect the overall organization of the sentence usually do not hinder communication. Based on this taxonomy, categorize errors into “Global Error” and “Local Errors.” Based on the statements above, the materials are suitable for the students have to be known by the teacher by having the input from those who involved in education field, because in teaching-learning process no only involve both, teacher and students but also the materials itself. If the students have many problems in learning process, it is the teachers' duty to help and guide them as someone who has the most role in teaching-learning process.

In this research, the writer used surface strategy taxonomy to analyze the students' errors, because surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Regarding that the errors in using grammar are closely related to the students' ability in composing writing recount text.

### **e. The Causes of Error**

According to Brown (2007), there are four sources of errors, they are:

#### **1) Interlanguage Transfer**

Interlingual transfer (from the native language), at this early stage, before the second language system is known, the native language is the only linguistic system in the prior experience that the learner can learn.

As an example:

We hear English learners say "sheep" for "ship" or " the book of Jack" instead of "Jackbook".

All of these errors were due to negative interlingual transfer. Although it is not always clear that an error is the result of a transfer from the native language, many such errors can be detected in a learner's speech.

#### **2) Intralanguage Transfer**

Intralingual transfer or intralingual interference the negative transfer of items in the target language or in other words, the incorrect generalization of rules in the target language is a major factor in second language learning. The early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once the learner begins to acquire parts of the new system, more generalizations of intralingual transfer in the target language are realized. Negative intralingual transfers, or overgeneralizations have been illustrated in utterances such as "he goed", "I don't know what time is it," and "11 a tombe."

#### **3) Context of Learning**

Context refers to the classroom with the teacher and the material in terms of learning at school. In a classroom context, the teacher or textbook can lead students to make incorrect hypotheses about the language. Students often make mistakes because of teacher errors, misrepresentation of structures or words in textbooks. The sociolinguistic context of natural and uneducated language acquisition can lead to the acquisition of certain dialects which in itself can be a source of error.

#### **4) Communication Strategies**

Communication strategies are defined and related to learning styles. Learners use production strategies to improve the delivery of their messages, but sometimes these techniques themselves can be a source of error.

## **2. Grammatical Error**

### **a. The Definition of Grammar**

According to Sidney and Gerald (2002), grammar is set of rules that allow us to combine word in our language into large units. It means language speakers have the ability to put words in the right order and can interpret what other people say. Example, Dimas likes Dea means different from Dea likes Dimas. Then, according to Thornbury (1999), grammar is a description of the rules that govern how a language's sentences are formed. Then, grammar is usually thought as the study of the syntax and morphology of sentences.

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the grammar language (Richard dan Smith, 2010). Grammar teaches us how to arrange words into good sentence. According to Gadisma (2020), Grammar is one of the important things that students must mastered in learning English. If students already know about the rules of using grammar, it will make it easier for them to learn English, especially in writing. In learning grammar, students can improve their ability to practice their expression in speaking and writing. In conclusion grammar is the study of the classes of words, their inflections, function and relation in language sentence that must be mastered in order to be able to arrange words into good sentences.

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

According to Kreml (2004) cited in Safitri (2019), the examples of the types of grammatical errors found in students' writing are:

##### 1) Sentence Pattern

Subject is the word that tells you who or what performed the action of the verb. Almost all English sentences contain a subject (S) and a verb (V). The verb may or may not be followed by an object (O). This means that the Subject comes before the Verb, which comes before the Object.

##### 2) Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an

ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over.

### 3) Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase.

### 4) Preposition

Preposition has been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

### 5) Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

### 6) Spelling



Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell success with only one 's', or colleague without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word definitely, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences.

### **3. Writing**

#### **a. The Definition of Writing**

According to Hyland (2003), writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. It means that writing is conveying the idea or message with other people in writing. Nunan (2005) defines that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. It will be clearer for readers to understand. For this reason, the writer is required to compose a good composition of writing so that it can be understood by the reader.

From the definition above, the researcher can conclude that writing is an activity of using language to communicate with others and sharing information to express the idea and message in writing. So the reader can easily understand about information.

## **b. The Writing Process**

According to Harmer (2004), there are four main elements in the writing process, namely as follows:

### 1) Planning

#### a) Purpose

The purpose of writing will affect several things related to the type of text that will be produced. By knowing the purpose, we can adjust the appropriate language style, and the selected information to be entered. Therefore, the result will be better in achieving the goal.

#### b) Audience

The audience here are the readers they will influence our choice of language.

#### c) Content Structure

It is important to consider the structure of the content to find how best to sort the facts, ideas, or arguments they have decided to include.

### 2) Drafting

After making a plan, the author can make a draft based on their material to be written. A number of drafts may be generated on the way of the final revision.

### 3) Editing

After writers have finished in make the draft, they should check their works. That is, we reread what we have written as a draft. This includes aspects of grammar such as spelling, sentence structure, word choice, punctuation, and others.

#### 4) Final Draft

Final Draft is the last process of writing after all processes have been done, they can rewrite their final writing and polish it for readers to read.

### c. **Criteria of Good Writing**

In order for his writing to be easily captured by readers, writers need to pay attention to the criteria of good writing. According with the statement by Boardman & Frydenberg (2008), writing in English must also have the criteria of coherence, cohesion, and unity.

#### 1) Coherence

In writing paragraph, coherence means that the supporting sentences must be arranged according to a principle so that readers can understand the meaning of the paragraph easily.

#### 2) Cohesion

Cohesion means that all supporting sentences are connected to each other to support the topic sentence. In Connecting sentences with one another requires what are called cohesive devices such as connectors, definite articles, personal pronouns, and synonyms.

#### 3) Unity

Unity means that all supporting sentences in a paragraph must be relevant to the topic sentence. With unity, the reader will understand that the paragraph is only about one topic.

Based on the description above, it can be concluded that a written product is said to be good if there is coherence, cohesion, and unity in it. Teachers should be able to direct their students to understand these characteristics, so that students are able to produce good written forms.

#### **4. Recount Text**

Recount text can be considered as a type of text that we can find in our daily lives, especially when we tell others about past events. According to Anderson and Anderson (1998), speaking or writing about past events is called recount. Recount is retelling of past events to inform or entertain the reader about what and when it happened. The goal is to give the reader an idea of what happened and when it happened.

##### **a. Generic Structure of Recount Text**

According to Suhaimi (2016), recount text has three parts. There are:

###### **1) Orientation**

Orientation or introduction, namely providing information about who, where, and when the event or activity occurred in the past.

###### **2) Event**

Events are records of events that occurred, which are usually presented chronologically, such as “In the first day, I.... and in the next day.... and in the last day...” In the events section

usually there is also a personal comment about the event or occurrences being told.

### 3) Re-Orientation

In the reorientation section, there is a repetition of the introduction in the orientation, a repetition that summarizes the series of events or activities being told.

## **b. Kind of Recount Text**

According to Derewianka (1990) cited in Pramesti (2020), Recount classified into three types they are; personal recount, factual recount and imaginative recount.

- 1) Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in.
- 2) Factual recount is a recount that recording the particulars of an accident.
- 3) Imaginative recount is a recount that taking on an imaginary role and giving details events.

## **B. Previous Studies**

The researcher found several research reports that are relevant to the problems discussed in this study. First, a research report from Nofia Gadisma Chandra (2020), entitled, " An Analysis of Students' Grammatical Error In Writing Invitation Card at Second Grade of MTSN 1 Bukittinggi". The purpose of this study was to find out what types of grammar errors made by students and what were the causes of grammatical errors made by students when writing

invitation cards. Data collection was carried out through tests and questionnaires. The results showed that the most frequent errors in student grammar errors were negligence with a percentage of 62.89%, the second highest error was misinformation with a percentage of 26.41%, then the highest error was misordering with a percentage of 10.06%, and the lowest error. is addition with a percentage of 0.63%. The number of percentages above shows that grammatical errors still occur on students' writing invitation cards.

The second is the research by Dara Puspita Rachmawati (2018), entitled, “An Analysis of Grammatical Error in Writing Descriptive Text Among The Eight Graders at SMP N 3 Batanghari East Lampung”. The objective of this research is to analyze the grammatical errors commonly made by students in writing descriptive text. The data collecting method used documentation, observation and interview. The findings of the research shows that the students often make errors in grammatical errors. The total errors made by students were 352 errors. It consist of 98 errors in agreement or 27.84%, 28 errors in article or 7.96%, 3 errors in thensis 0.85%, and 223 error in spelling or 63.35%.

The third is the research by Erna Safitri (2018), entitled,” Analysis of Students’ Grammatical Errors in Writing Narrative Text. The purpose of this research is to identify the types of common errors made by the third semester students of English Education Department in writing narrative text. She reported the three most common types of grammatical errors in the students’ narrative texts were *verb tense* which was shown through 171 errors or 37%,

followed by *capitalization* which appeared in 97 errors or 21%, and *punctuation* which appeared in 94 errors or 20%.

In conclusion, the review of related finding above show that there were some problems that was faced by the students in writing. By having those previous studies, the researcher was interested to conduct a research entitle “Grammatical Error of the Second Grade Students in Recount Text at SMAN 1 Cepogo, Boyolali”. The similarities with this research is analyzed the students’ grammatical errors. The differences of this research with another research is this research will analyze the research with another object and The previous research, grammatical error has been done in writing descriptive text, invitation card and narrative text. Meanwhile the current research, the grammatical error will be focus in writing recount text.

**Table 1.1 Previous Studies**

NO	Prev. Studies	Similarities	Differences
1.	Nofia Gadisma Chandra (2020), entitled, ” An Analysis of Students’ Grammatical Error In Writing Invitation Card at Second Grade of MTsN 1 Bukittinggi”	<ul style="list-style-type: none"> <li>Analyzed Student’s Grammatical Error.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzed students' grammatical error in writing invitation card. While this study will analyze students' grammatical errors in recount text.</li> </ul>
2.	Dara Puspita Rachmawati (2018), entitled, “ An Analysis of	<ul style="list-style-type: none"> <li>Analyzed Student’s Grammatical Error.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzed students' grammatical error in writing</li> </ul>

	Grammatical Error in Writing Descriptive Text Among The Eight Graders at SMP N 3 Batanghari East Lampung”.		descriptive text. While this study will analyze students' grammatical errors in recount text.
3.	Erna Safitri (2018), entitled,” Analysis of Students’ Grammatical Errors in Writing Narrative Text”.	<ul style="list-style-type: none"> <li>Analyzed Student’s Grammatical Error.</li> </ul>	<ul style="list-style-type: none"> <li>Analyzed students' grammatical error in writing narrative text. While this study will analyze students' grammatical errors in recount text.</li> </ul>



## **CHAPTER III**

### **RESEARCH METHOD**

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

In this research, the writer used descriptive qualitative research. This is because the writer analyzed the data descriptively and the presentation of the result was in form of explanation of words which would be supported by data presented in the form of table. Koshy (2005) stated that Qualitative data is more in the form of transcript, description and document for analysis. It is related to the purpose of this research is analysis of students' grammatical error in recount text by eleventh grade students of SMAN 1 Cepogo, Boyolali. The population is 210 students that consist of class XI IPA 1, XII IPA 2, XI IPA 3, XI IPA 4 also XI IPS 1 and XI IPS 2. The researcher uses purposive sampling technique to collecting and analysing the data. According to Lenaini (2021), Purposive sampling is a non-random sampling method in which researchers ensure the citation of illustrations through a method of determining a special identity that fits the research objectives so that they are expected to respond to the research case. Based on the pre-observation and teacher recommendation, XI IPA 2 students have more potential in writing.

#### **B. Research Setting**

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

According to Sugiyono (2018) cited in Lasmini (2022), a research must provide a report containing the social situation will be research, such as schools, companies, government agencies, roads, houses and so on. Based on the theory,

the research was conducted at SMAN 1 Cepogo, Boyolali especially the second grade students. SMAN 1 Cepogo is located at Jl. Raya Cepogo KM 8 Cepogo, Boyolali. SMAN 1 Cepogo has a fairly complete and sufficient physical condition and facilities to support daily teaching and learning activities. Facilities at SMAN 1 Cepogo such as classrooms, library, field, sports venues such as futsal field, biology laboratory, computer laboratory, prayer room, canteen, etc. In this school has two teachers in the field of English to carry out teaching and learning activities in the first, second and third grades.

## 2. Time of Research

**Table 1.2 Time of Research**

Activities	Month/Week																								
	February					March					April					May					June				
Proposal seminar																									
Research data collection																									
Analyzing the data, writing research report and guidance																									
Thesis examination																									

### **C. Research Subject**

The research participants were the 20 students of Eleventh grade students of Science 2 class at SMAN 1 Cepogo. The subject was chosen because the Eleventh grade students of Science 2 Class had better skills than other classes in writing English based on pre-research that had been conducted previously with the English teacher's class Mr. Arjanto, S.Pd.

### **D. Data and Source of Data**

#### **1. Data**

There are two classes of second grade students at SMAN 1 Cepogo Boyolali, namely the science class (IPA) and the social class (IPS). All of them constitute the total population in this study, which is about 210 students. The author only took 20 students as the sample of this study.

#### **2. Source of Data**

According to Creswell (2009), the data collection steps include setting the boundaries for the study, collecting information through unstructured or semistructured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information. The research data was collected from participant and sources. The main data from document analysis from students' writing, supporting data from classroom observations and from teachers who provide further information about students.

### **E. Research Instruments**

According to Djatmiko (2018), research data collection needs to be supported by tools that have been arranged systematically and meet scientific requirements,

which are called research instruments. The researcher used interview and observation as a main research instrument. The researcher also used recorder, camera, and student's work sheet to supporting instruments for collecting the data.

### 1. Interview Blueprint

The researcher was used unstructured interviews, the researcher was interviewed four students of eleventh grade (Science 2) regarding students' difficulties in writing. Questions must be asked in accordance with the guidelines and rules for preparatory steps so as to free the respondent from thinking that is too complicated, for example asking students about students' grammar mistakes when writing due to differences in English and their mother tongue.

**Table 1.3 Grid of Interview**

<b>Construct</b>	<b>Indicator</b>	<b>Question Items</b>
Grammatical Error of the Eleventh Grade Students in Recount Text at SMAN 1 Cepogo, Boyolali	Interlanguage Transfer	1-3
	Intralinguage Transfer	4-10

### 2. Observation Blueprint

The researcher conducted observation without participating and taking any part in teaching and learning process. The reseacher only sat and

observed in the back of class. During the observation, the researcher used observation checklist as instruments to help the researcher take the data.

**Table 1.4 Blueprint of Observation Checklist**

<b>Classroom Observation Form</b>			
Class:			
Day/date:			
Time:			
<b>No</b>	<b>Condition</b>	<b>Available</b>	<b>Not Available</b>
1	Greeting the students		
2	Checking the students' attendance		
3	Giving ice-breaking		
4	Using teaching aids		
5	Checking the students' understanding		
6	Writing key words on the board		
7	Giving reward on student's correct		
8	Giving reinforcement		
9	Giving homework		
10	Etc.		

## **F. Techniques of Collecting the Data**

### **1. Interview**

To obtain data, researchers used interviews to collect data. The type of interview in this research was semi-structured interview. According to Ary et.al. (2010), semi- or partially structured interview, in which the area of interest is

chosen and questions are formulated but the interviewer may modify the format or questions during the interview process. The interview process would be taken directly with the eleventh science two's English teacher and four students of eleventh science 2 (XI IPA 2).

## **2. Documentation**

During the process of making research, researchers can collect documents. Data collected from documents through tests conducted by the researcher. Here, the test means about the written test. The researcher asks students to express their ideas by writing about something in the form of recount text. Then write it down on a piece of paper and they can make their own writing freely.

## **3. Observation**

According to Creswell (2002), observation is the process of gathering open-ended, firsthand information by observing people and place at a research site. The researcher uses observation to get detail information and the process of the event while the research in SMAN 1 Cepogo, Boyolali. The researcher observes the school that has location at Jl. Raya Cepogo KM 8 Cepogo, Boyolali, observes about the facilities and infrastructures in that school and observed about the students' grammatical errors in Writing Recount text.

## **G. Trustworthiness of the Data**

In research, researchers must obtain valid data. This section of the study shows how data can get the trustworthiness. To check the trustworthiness of the data, the researcher used several steps were taken to check the reliability, namely:

## **1. Expert Judgment**

According to Sotille (2016), expert judgment is a technique in which judgment is provided based upon a specific set of criteria and/or expertise that has been acquired in a specific knowledge area, application area, or product area, a particular discipline, an industry, etc. In this research, the research instrument was asked and consulted with expert judgment to avoid unnecessary data. Then, in the expert in this study the expert who gave an assessment of the research data and was an expert in the field of English, namely Mr. Rifqi Hanif Barezzi, S. Hum, M. Li.

## **2. Triangulation**

In this step, the researcher repeatedly observes and checks the data obtained. Creswell (2013: 251) states that researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence. Therefore, the researcher uses information from various data sources.

## **H. Techniques of Analyzing the Data**

In this case, the researcher uses the steps which are stated by Creswell (2013) to analyze the research data. There are as follows:

1. Organizing data for analysis.
2. Reading the data. The researcher reads the students' writing to determine the grammatical errors.
3. Describing, classifying, and interpreting data with coding process. The researcher took students' Grammatical errors in Omission (OM), Addition (AD), Misformation (MF), Misordering (MD). Then researcher used coding

for the students' name, examples: Kharisatul Uyun (KU), Nurul Fatimah (NF), Riana Rahmadani (RR).

4. Using the coding process. The researcher uses this step to generate a description of the setting or people as well as categories for analysis.
5. Making interpretation of the data. It is a final step where the data is analyzed and interpreted. The researcher inferred which kinds of error are mostly made by eleventh science 2 students at SMAN 1 Cepogo Boyolali.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. Types of Students' Grammatical Errors in Writing Recount Text

The researchers did pre-research interviews on November 2022 to 4 students. The researchers concluded that most of the students did not really understand about past tense materials in recount text. It was due to their confusion to distinguish between verb 1, 2, and 3. In addition, the students also found it difficult to distinguish between the regular verbs and irregular verbs. Therefore, the students needed an assistance of dictionary to be able to distinguish them. The major difficulty for the students was to distinguish verb 1, 2, and 3 in the irregular verbs. They needed a help of teacher to understand it more. Due to those problems the students then happened a difficulty in dealing with writing recount text. The writer also found information that the students sometimes got wrong in memorizing the formula of past tense. One of the students who was interviewed said that the simple past used verb 3.

The researchers found many errors made by the students in writing the recount text. Any errors found were marked and corrected. After that the researchers classified each type of error and each source of error made by the students. The writer found that there were 89 total errors, based on the surface strategy taxonomy, the writer classified the error into omission, addition, misformation, and misordering.

**a. Omission**

Omission errors are characterized by the absence of an item in well formed utterance. Based on the data, the writer found 20 omission errors which were made by the students. The grammatical errors related to omission made by students are in this following examples:

**Table 1.5 Omission Data**

No	Error Sentence	Correct Sentence
1.	A very pleasant trip (KU)	<u>It was</u> a very pleasant trip
2.	I was getting bored because there were no signs of getting fish. (AHR)	I was getting bored because there weren't signs of getting <u>a</u> fish.
3.	Immediately pulled the fishing hook. (AHR)	<u>I</u> Immediately pulled the fishing hook
4.	Stay at Home Weekend (RR)	Stay at Home <u>on</u> Weekend
5.	I take 2 times the time, that was afternoon and evening (DAS)	I take 2 times the time, that was <u>in the</u> afternoon and evening.
6.	I started making brownies. (NPA)	I started making <u>some</u> brownies
7.	When we in the middle of the trip. (AFR)	When we <u>were</u> in the middle of the trip.
8.	Then, I watched my phone and I open tiktok until it almost mid day. (MPP)	Then, I watched my phone and I open tiktok until it <u>was</u> almost mid day. (MPP).
9.	I saw good painting. (SA)	I saw <u>a</u> good painting.

10.	I and my friend on Wednesday went nyadran. (RW)	I and my friend on Wednesday went <u>to</u> nyadran.
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Here are the following classification of omission errors in recount text made by Eleventh Science Two students of SMAN 1 Cepogo Boyolali:

1) A very pleasant trip. (KU)

The sentence is not correct. It must adding subject before verb. The appropriate subject is “It was” because the sentence tells about holiday experience and “It was” is the third person singular. The correct sentence is “ It was a very pleasant trip”.

2) There weren’t signs of getting fish. (AHR)

The sentence is not correct. The student must adding article before “fish”. It will make correct sentence. The correct sentence is “There were no signs of getting a fish”.

3) Immediately pulled the fishing hook. (AHR)

The sentence is not correct. The student must adding subject before “immediately”. It will make correct sentence. The correct sentence is “I immediately pulled the fishing hook”.

4) Stay at Home Weekend (RR)

The sentence is not correct. It must adding preposition “on” before “Weekend”. The correct sentence is “Stay at Home on Weekend”.

5) I take 2 times the time, that was afternoon and evening (DAS)

The sentence is not correct. The student must adding preposition before “afternoon”. It will make correct sentence. The correct sentence is “I take 2 times the time, that was in the afternoon and evening”.

6) When we in the middle of the trip (AFR)

The sentence is not correct. It must adding “were” after “we” to make the correct sentence. The correct sentence is “When we were in the middle of the trip”.

7) I started making brownies. (NPA)

The sentence is not correct. The student must adding article before “brownies”. It will make correct sentence. The correct sentence is “I started making a brownies”.

8) Then, I watched my phone and I open tiktok until it almost mid day.  
(MPP)

The sentence is not correct. It must adding “was” before “almost”. The correct sentence is “Then, I watched my phone and I open tiktok until it was almost mid day”.

9) I saw good painting. (SA)

The sentence is not correct. The student must adding article before “good”. It will make correct sentence. The correct sentence is “I saw a good painting”.

10) I and my friend on Wednesday went nyadran. (RW)

The sentence is not correct. The student must adding "to" after verb "went".

The correct sentence is "I and my friend on Wednesday went to nyadran".

**b. Addition**

Addition errors are characterized by the presence of an item that must not appear in a well-formed utterance. Based on the data, the writer founds 12 addition errors which were made by the students. The analysis could be seen from the following data:

**Table 1.6 Addition Data**

No	Error Sentence	Correct Sentence
1.	The first goal was <u>to</u> going to Gusdur's grave (KU)	The first goal was going to Gusdur's grave
2.	We <u>all</u> had lunch first. (SW)	We had lunch first.
3.	I went to home coz I was <u>is</u> tired. (FN)	I went to home coz I was tired.
4.	Even more <u>so</u> for students, with this pandemic it was very detrimental to many people. (AHP)	Even more for students, with this pandemic it was very detrimental to many people.
5.	Next time, this will be another option for us to enjoy <u>weekends</u> (RR)	Next time, this will be another option for us to enjoy weekend

6.	I took 2 times the time, that was in the <u>time</u> afternoon and evening	I took 2 times the time, that was in the afternoon and evening
7.	I never expected that spending <u>weekends</u> at home with family could be <u>this</u> interesting and fun. (RR)	I never expected that spending weekend at home with family could be interesting and fun.
8.	On <u>Wednesdays</u> (RW)	On Wednesday

The following classification of addition errors in recount text made by Eleventh Science Two students of SMAN 1 Cepogo Boyolali:

- 1) The first goal was to went to Gusdur's grave (KU)

This sentence has error in addition "to". So, the correct sentence is: The first goal was going to Gusdur's grave.

- 2) We all had lunch first. (SW)

This sentence has error in addition "to". So, the correct sentence is: The first goal was went to Gusdur's grave.

- 3) I went to home coz I was is tired. (FN)

This sentence has error in addition "is". So, the correct sentence is: I went to home coz I was tired. (FN)

- 4) Even more so for students, with this pandemic it was very detrimental to many people. (AHP)

This sentence has error in addition “so”. The correct sentence is: Even more for students, with this pandemic it was very detrimental to many people.

5) Next time, this will be another option for us to enjoy weekends (RR)

This sentence has error in addition “-s”. So, the correct sentence is: Next time, this will be another option for us to enjoy weekend.

6) I took 2 times the time, that was in the time afternoon and evening (DAS)

This sentence has error in addition “time”. The correct sentence is: I took 2 times the time, that was in the afternoon and evening.

7) I never expected that spending weekends (RR)

This sentence has error in addition “-s”. So, the correct sentence is: I never expected that spending weekend.

8) At home with family could be this interesting and fun. (RR)

This sentence has error in addition “this”. So, the correct sentence is: At home family could be interesting and fun.

9) On Wednesdays (RW)

This sentence has error in addition “-s”. So, the correct sentence is: On Wednesday.

**c. Misformation**

Misformation are characterized by the use of wrong form of morpheme or structure. Based on the data, the writer found 57 misformation errors which were made by the students. The data of the research only found error in archi form. Some analysis could be seen from the following table:

**Table 1.7 Misformation Data**

No	Error Sentence	Correct Sentence
1.	The first goal is to go to Gusdur's grave (KU)	The first goal <u>was going</u> to Gusdur's grave
2.	We prepare to continue the next trip. (KU)	We <u>prepared</u> to continue the next trip.
3.	We go to the Apple Orchard (KU)	We <u>went</u> to the Apple Orchard
4.	many people visit. (FS)	many people <u>visited</u> .
5.	The atmosphere in the Zoo is very lively (FS)	The atmosphere in the Zoo <u>was</u> very lively
6.	I'm happy (AHR)	I <u>was</u> happy
7.	This incident is really sad (NF)	This incident <u>was</u> really sad
8.	Cepogo is very crowded. (FN)	Cepogo <u>was</u> very crowded.
9.	You don't get nervous (HPS)	You <u>didn't</u> get nervous
10.	When I'm in the field (PWA)	When I <u>was</u> in the field
11.	The volume is small (HDS)	The volume <u>was</u> small



12.	I didn't went anywhere (MPP)	I didn't <u>go</u> anywhere
13.	We feel hungry (PWI)	We <u>felt</u> hungry
14.	We see such a beautiful night. (PWI)	We <u>saw</u> such a beautiful night.
15.	Which painting do you like. (SA)	Which painting <u>did</u> you like
16.	I'm happy to answer the painting (SA)	I <u>was</u> happy to answer the painting
17.	what you think about the painting.	what you <u>thought</u> about the painting.
18.	that is in the afternoon and evening (DAS)	that <u>are</u> in the afternoon and evening

The following classification of misformation errors in recount text made by Eleventh Science Two students of SMAN 1 Cepogo Boyolali:

- 1) The first goal is go to Gusdur's grave (KU)

There has wrong change of verb "is" and "go", it should be "was" and "going". The correct sentence is "The first goal was going to Gusdur's grave".

- 2) We go to the Apple Orchard (KU)

There has wrong change of verb "go", it should be "went". The correct sentence is "We went to the Apple Orchard".

- 3) We prepare to continue the next trip. (KU)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. There has wrong change of verb “prepare”, it should be “prepared”. The correct sentence is “We prepared to continue the next trip”.

4) many people visit. (FS)

The sentence is not correct because the sentence uses infinitive verb. In writing recount text must uses past tense. There has wrong change of verb “visit”, it should be “visited”. The correct sentence is “many people visited”.

5) The atmosphere in the Zoo is very lively (FS)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses past tense. There has wrong change of verb “is”, it should be “was”. The correct sentence is “The atmosphere in the Zoo was very lively”.

6) I’m happy (AHR)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses past tense. There has wrong change of verb “am”, it should be “was”. The correct sentence is “I was happy”.

7) This incident is really sad (NF)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses past tense. There has wrong change of verb

“is”, it should be “was”. The correct sentence is “This incident was really sad”.

8) Cepogo is very crowded. (FN)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. The correct sentence is “Cepogo was very crowded”.

9) So you don’t get nerveous (HPS)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. The correct sentence is “So you didn’t get nerveous”.

10) When I’m in the field (PWA)

There has wrong change of verb “am”, it should be “was”. The correct sentence is “When I was in the field”.

11) The volume is small (HDS)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. The correct sentence is “The volume was small”.

12) I didn’t went anywhere (MPP)

The sentence is not correct because the sentence use verb “did” before verb “went”. It should used one verb 2 in a sentence to make a correct sentence. The correct sentence is “ I didn’t go anywhere”.

13) We feel hungry (PWI)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. The correct sentence is “We felt hungry”.

14) We see such a beautiful night. (PWI)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. The correct sentence is “We saw such a beautiful night”.

15) Which painting do you like. (SA)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. The correct sentence is “Which painting do you like”.

16) What you think about the painting (SA)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. There has wrong change of verb “think”, it should be “thought”. The correct sentence is The correct sentence is “what you thought about the painting”.

17) That is in the afternoon and evening (DAS)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. There has wrong change of verb “is”, it should be “are”. The correct sentence is The correct sentence is “That are in the afternoon and evening”.

18) I’m happy to answer the painting (SA)

The sentence is not correct because the sentence uses simple present tense. In writing recount text must uses simple past tense. There has wrong change of to be “am”, it should be “was”. The correct sentence is The correct sentence is “I was happy to answer the painting”.

**d. Misordering**

These errors are characterized by the incorrect placement of morphere or group of morpheme in an utterance. Based on the data, the writer found 1 misordering error which were made by the students. The analysis could be seen from the following table:

**Table 1.8 Misordering Data**

No	Sentence Error	Correct Sentence
1.	I and my friend on Wednesday went to nyadran. (RW)	I and my friend <u>went to nyadran on Wednesday.</u>

The following classification of misformation errors in recount text made by Eleventh Science Two students of SMAN 1 Cepogo Boyolali:

- a. I and my friend on Wednesday went to nyadran. (RW)

This sentence has error in misordering. The correct sentence is “I and my friend went to nyadran on Wednesday”.

## **2. The Causes of Error**

The writer classified error based on the causes of the error by Brown (2007). In this case, the writer analyzed the error whether it came from the Indonesian language (interlanguage) or came from English (intralanguage). So that the writer would not use the sources of error based on context learning and communication strategies.

- a. Interlanguage Transfer

Example: After the ingredients were complete

The correct sentence: After the ingredients were completed

In the example above, the students removed the item that should be there. The student had not understood if the sentence used simple past tense which following word must be placed with phoneme -d. This error occurred because the student was still influenced by the Indonesian language. There are striking differences between Indonesian and English such as from the time statement, mentioning verb 1 or 2. Although teachers have basically taught the grammatical

English to the students, but in fact they still do not understand it. So, the source of the error came from the interlanguage transfer.

The researcher made questions about the causes of interlanguage error to find out student problems. The following is a question about the causes of interlanguage errors.

**Table 1.9 Interlanguage Interview Grid**

No.	Question	Students' Answer
1.	<i>Apakah anda sering melakukan kesalahan grammar ketika menulis karena adanya perbedaan bahasa inggris dengan bahasa yang digunakan sehari-hari?</i>	<p>1) <i>Sering, soalnya karena belum memahami grammar maka sering melakukan kesalahan dalam menulis. (HPS)</i></p> <p>2) <i>Sering, karena belum bisa kayak membedakan situasinya dan suasananya, jadi masih sedikit ada mistake. (DAS)</i></p> <p>3) <i>Ya itu sering, karena di keseharian kan ngomongnya ngga terbiasa menggunakan Bahasa Inggris jadi saat menulis ada salah sedikit. (MPP)</i></p> <p>4) <i>Iya soalnya kan ngga ngerti bahasa Inggris, dan belum bisa memahami grammarnya. (FN)</i></p>
2.	<i>Apakah anda mengikuti aturan bahasa dari bahasa ibu ke bahasa inggris ketika menulis?</i>	<p>1) <i>Ya, karena saya harus mengikuti peraturan bahasa meskipun sebisanya saja. (HPS)</i></p> <p>2) <i>Biasanya mengikuti, karena kalau tidak mengikuti biasanya bisa salah arti. (DAS)</i></p> <p>3) <i>Terkadang ngga, soalnya kurang tahu juga aturannya gimana-gimana dan ngga terlalu paham mengenai grammar. (MPP)</i></p> <p>4) <i>Kalo di SMP kan sudah diajarkan materi tenses juga, tetapi sudah</i></p>

		<i>lupa sekarang jadi saya tidak tau aturannya. (FN)</i>
3.	<i>Apakah anda mencoba menulis dalam bahasa inggris di kelas tanpa mempertimbangkan grammar dengan benar?</i>	<p>1) <i>Sering, karena kadang kayak sebisanya pakai bahasa sendiri, kalau tidak bisa baru translate begitu. (HPS)</i></p> <p>2) <i>Kalau tanpa mempertimbangkan grammar dalam berbicara bukan dalam menulis, kalau menulis menurut saya itu harus benar tapi kalau berbicara itu masih bisa dijelaskan artinya. (DAS)</i></p> <p>3) <i>Sering banget, soalnya ya grammar itu rada susah ya menurut saya, belum paham juga. (MPP)</i></p> <p>4) <i>Sepertinya tidak, karena saya tidak memahami aturan-aturan dalam grammar dengan baik. (FN)</i></p>

From the table above it is explained about the causes of students' grammatical errors in writing recount text. The first reason students make grammar mistakes is because they do not consider writing correct grammar due to students' lack of understanding of grammar rules. The causes of the second error, students find that there is a difference in English with the language used every day.

b. Intralanguage Transfer

Example: Cepogo is very crowded.

The correct sentence: Cepogo was very crowded.



In this sentence the student did not know that the verb in the past tense had to be changed into a past form. Where the to be of "is" has changed to "was" The source of this error is the intralanguage transfer.

The researcher made questions about the causes of intralanguage error to find out student problems. The following is a question about the causes of interlanguage error.

**Table 2.1 Intralanguage Interview Grid**

No.	Question	Students' Answer
1.	<i>Apakah materi yang disampaikan oleh pengajar dapat mempengaruhi pengetahuan anda dalam grammar?</i>	<p>1) <i>Mempengaruhi, karena pak guru jarang masuk ke kelas jadi materi banyak yang belum diajarkan. (HPS)</i></p> <p>2) <i>Sangat, karena masih banyak yang belum saya pahami jadi setelah pak guru memberikan pemahaman saya juga langsung bisa. (DAS)</i></p> <p>3) <i>Jelas kak, soalnya pak guru juga berperan penting dalam kayak njelasin setiap pertemuan itu pasti disinggung gitu, tapi ya saya nya kurang memperhatikan jadi saya kurang paham mengenai materinya. (MPP)</i></p> <p>4) <i>Nggak ngerti kak, karena biasanya hanya diberi tugas untuk dipresentasikan di depan, makanya saya ngga tau karena saya kebiasaan translate juga. (FN)</i></p>
2.	<i>Apakah guru selalu mengoreksi grammar pada penulisan anda?</i>	<p>1) <i>Kadang dikoreksi, pada saat pelajaran berlangsung kadang</i></p>

		<p><i>pak guru mengoreksi kesalahan grammar kita. (HPS)</i></p> <p>2) <i>Sering, apalagi setiap menjelaskan tentang teks atau paragraf yang memang itu belum dipahami siswa maka harus diartikan secara jelas. (DAS)</i></p> <p>3) <i>Iya sering, misalkan pak gurunya ngomong nih nantikan disuruh membuat tulisan dalam bahasa Inggris, nanti pak guru nyamperin ke meja-meja untuk mengoreksi tulisan-tulisan yang belum benar nanti dibenerin. (MPP)</i></p> <p>4) <i>Kalau untuk kesalahan pronoun itu dikoreksi tapi kalau tulisan dalam tugas itu kayaknya nggak. (FN)</i></p>
3.	<p><i>Apakah komunikasi dalam proses belajar penting untuk meningkatkan pengetahuan anda dalam grammar?</i></p>	<p>1) <i>Penting, soalnya kalau pak guru menyampaikan materi dengan baik maka kita juga akan lancar memahaminya juga, kalau komunikasi tidak baik maka materi akan sulit dipahami. (HPS)</i></p> <p>2) <i>Sangat penting, karena itu latihan utama untuk belajar bahasa. (DAS)</i></p> <p>3) <i>Penting banget kak, soalnya ya gimana ya kan nanti ada kesalahpahaman gitu, apalagi sama guru nanti malah tambah nggak tau gitu. (MPP)</i></p> <p>4) <i>Bisa, tetapi saya lebih mudah memahami materi dengan media audio-visual, karena juga tidak suka membaca tetapi suka menulis. (FN)</i></p>

4.	<i>Apakah anda selalu memperhatikan grammar ketika membuat kalimat dari bahasa indonesia ke bahasa inggris?</i>	<p>1) <i>Kurang memperhatikan grammar, biasanya saya langsung menulis sebisanya dan seadanya. (HPS)</i></p> <p>2) <i>Kalau memang itu seperti membuat artikel atau yang sangat resmi saya mencoba untuk memperhatikan dari awal sampai akhir. Tapi jikalau itu hanya seperti teks atau cerita hanya saya perhatikan sedikit yang menurut say aitu memang salah. (DAS)</i></p> <p>3) <i>Kalau saya pribadi kurang, karena itu tadi karena masih kurang paham mengenai grammar dan biasanya langsung memakai translate gitu biar simple. (MPP)</i></p> <p>4) <i>Kayaknya nggak, karena setiap ada tugas kan saya translate kak. Tetapi y aitu saya tidak tau benar atau salahnya. (FN)</i></p>
5.	<i>Apakah anda tidak bisa membedakan penggunaan tobe yang benar pada simple past tense?</i>	<p>1) <i>Kalau itu saya sedikit-sedikit sudah paham mengenai perbedaan dari tobe nya. (HPS)</i></p> <p>2) <i>Kalau penggunaan tobe sudah mulai bisa, tapi masih belum sepenuhnya. (DAS)</i></p> <p>3) <i>Iya, belum bisa dan paham mengenai tobe dalam past tense. (MPP)</i></p> <p>4) <i>Nggak ngerti, karena belum paham dengan tobe dari past tense. (FN)</i></p>
6.	<i>Apakah anda tidak mengerti ketika guru menjelaskan tentang grammar dalam menulis?</i>	<p>1) <i>Paham tetapi kembali ke tadi kan pak guru jarang masuk, kalau masuk itu materi yang disampaikan hanya beberapa</i></p>

		<p><i>saja jadi pemahaman saya pun juga masih terbatas. (HPS)</i></p> <p>2) <i>Mengerti, sebab setelah pak guru menjelaskan, langsung dijelaskan artinya dan mengapa menggunakan grammar tersebut. (DAS)</i></p> <p>3) <i>Iya kurang paham, dari awal kurang paham dijelasin lagi sedikit paham tapi belum maksimal. Jadi belum bisa diterapkan untuk penulisan gitu. (MPP)</i></p> <p>4) <i>Nggak mengerti, karena pak guru biasanya menjalaskan dengan bahasa Inggris jadi saya tidak paham. (FN)</i></p>
7.	<p><i>Apakah anda mengetahui aturan bahasa inggris tetapi tidak dapat menerapkannya dengan benar melalui tulisan?</i></p>	<p>1) <i>Kurang mengerti aturan dalam menulis di Bahasa Inggris jadi tidak menerapkan dengan baik saat menulis. (HPS)</i></p> <p>2) <i>Kalau dalam menulis masih kadang belum menerapkannya, tapi saya masih berusaha untuk menerapkannya karena memang itulah aturannya. (DAS)</i></p> <p>3) <i>Saya tidak tau, jadi ngga diterapin karena belum paham dengan materi grammar. (MPP)</i></p> <p>4) <i>Kalau kata saya seperti yang basic-basic gitu mengerti, tapi kalau untuk berbicara dan menulis saya tidak mengerti. (FN)</i></p>

From the table above, it can be seen that intralingual errors occur because students do not understand how to make simple sentences such as make simple present sentences in writing. The second reason

is that some students do not observe their grammar when making sentences from Indonesian to English. The next most common cause of student errors is because they cannot distinguish between the use of the simple past tense. In addition, most students understand when the teacher explains grammar material in writing recount text. But some students still can't make recount work correctly. The last question is intralingual error, most of the students know grammar rules but they cannot apply them correctly by writing.

### **3. The Frequencies of Occurrence of the Students' Grammatical Errors and Source of the Errors in Writing Recount Text**

In conducting this research, the researcher and students must finish it in one session. The students were asked to make a recount text. The researcher chose recount because the researcher expected that it will be easier for students to express their thoughts in written form because they could tell anything based on the experiences they had. Recount is retelling of past events to inform or entertain the reader about what and when it happened.

The data were analyzed based on the steps which are stated by Creswell. The researcher analysed the errors in five steps of analysing errors namely; Organizing and preparing the data for analysis, Reading through all the data, Beginning detailed analysis with a coding process, Calculating the errors made by students and put into a table prepared and Interpreting data. After collecting the data, the researcher read all the data of the students' writing to determine the errors. The errors were identified and classified detailed analysis with a

coding process. In this research the writer determined the errors as follow: Omission (OM), Addition (AD), Misformation (MF), Misordering (MD). The data obtained from the students recount text writing showed that there were 91 errors occurring in the text that they wrote. The total number of the each error type are explained as follows:

**Table 2.2 Students' Errors In Grammatical**

No.	Student's Name	Types of Error			
		OM	AD	MF	MD
1	KU	1	1	4	-
2	FS	-	-	2	-
3	AHR	2	-	3	-
4	NF	-	-	2	-
5	RR	1	4	-	-
6	NPA	3	-	1	-
7	CMG	-	-	2	-
8	HDS	-	-	1	-
9	SA	-	-	4	1
10	MPP	5	-	2	1
11	SW	-	2	4	-
12	AHP	-	2	4	-
13	DAS	-	1	4	-
14	PWI	-	-	5	-

15	FN	1	-	3	-
16	II	1	-	6	-
17	HPS	-	-	8	-
18	PWA	-	-	1	-
19	PR	-	-	-	-
20	AFR	2	-	-	-
21	RW	2	1	1	1

**Table 2.3 Student's Errors in Gramatical and Frequency**

	Types of Error				Total Errors
	OM	AD	MF	MD	
Total	20	11	57	1	89

It can be inferred that the highest frequency of errors is misformation type. There are 57 of the errors. The second type is omission by accumulating 20 errors. Thirdly is addition which is amounted 13 errors. And the last is Misordering which consisted of 1 error.

**Table 2.4 Student's Source of the Error**

No.	Student's Name	Source of Error	
		Interlanguage Transfer	Intralinguage Transfer
1	KU	1	5
2	FS	-	2
3	AHR	2	3
4	NF	-	2
5	RR	1	4
6	NPA	3	1

7	CMG	-	2
8	HDS	-	1
9	SA	-	4
10	MPP	5	2
11	SW	-	6
12	AHP	-	6
13	DAS	-	5
14	PWI	-	5
15	FN	1	3
16	II	1	6
17	HPS	-	8
18	PWA	-	1
19	PR	-	-
20	AFR	2	-
21	RW	2	2

**Table 2.5 Student's Source of Errors and Frequency**

No.	Source of Error	Frequency
1	Interlanguage Transfer	20
2	Intralinguage Transfer	68
Total		88

## **B. Discussions**

This research was to complete two research questions. First, what type of grammatical error in writing recount text and second, what the causes of students' grammatical error in writing recount text. The researcher also used two instruments, there were interview and observation. Based on the data analysis above, the researcher found 89 errors identified in 21 students writing recount text. In collecting the data, the writer choose one class which consist of 36 students to complete the data. The number of students were 36, but the subject of the research were 21 students, because some of the documents did not meet the requirements in



the recount text form regulations so that only 21 were selected. The class was the eleventh science 2 (XI IPA 2) of SMAN 1 Cepogo, Boyolali. The types of error divided on four categories based on Dulay et al (1982) theories such as omission, addition, misformation and misordering.

The students composed recount text which had personal experience and holiday theme. They had studied recount text when they were in the tenth grade, it means that their teacher had explained everything about recount text. The students' writing about recount text were analysed. The incorrect forms in students' writing regarded as error.

After analyzing the data, this research found that there were four kinds of errors which was made by the students. The first was omission. The frequency error of omission was 20 errors. The second was addition, the frequency error of addition was 11 errors. The third was misformation, the frequency error of misformation was 57 errors. The fourth was misordering, the frequency error of misordering was 1 error. It means in this study, the writer found all types in surface strategy taxonomy's types.

First is misformation, which data frequency are 57 errors. According to Dulay (1982), misformation errors are characterized by the use of the wrong form of the morpheme or structure. My alarm rang the volume is small. The underline word was misinformation. The correct of the example was, my alarm rang the volume was small.

The second highest error made by the students was omission, which data frequency are 20 errors in students' writing, as Dulay (1982) declares Errors of

omission are errors happen when learners omit something that should appear in utterance. And the writer found that: “having delicious fried rice”, it should be “having a delicious fried rice”. Based on the finding and the theory above concluded that students were still make an error in grammatical especial in omission part.

Then, the error made by students in writing recount text was addition with the frequency 11 errors. Errors of addition are errors happen when appearance of an item that should not appear in a well utterance. Based on the finding and the theory above the researcher concluded that some of students were still make an error in grammatical error in error addition.

The lowest, the error made by the students was misordering with the frequency are 1 error. Errors of misordering are errors that occur when the student made utterance in wrong order in the sentence. This result was similar with the results of previous research conducted by Tiara Juwita (2019), The total numbers of error committed by the students were 157 , and the proportion (frequency) based on surface strategy taxonomy. There were 113 items errors of misformation, 43 items errors of ommision, 8 items errors of misordering, and 8 items errors of addition.

Besides, from finding of the students’ errors data, the researcher found the causes of grammatical error using the theory by Brown (2007), First was interlanguage, influenced by interference from the first language where students tend to use sentence structures in Indonesian or their mother tongue in English when they write recount text. It can be seen on the table of interlingual error in the finding, there were 20 errors of the students often made grammatical error when writing recount text because of the differences between English and the language used

daily. It means mother tongue influences their grammatical error when they write recount text. In other hand, in this research the researcher found that the main causes were intralanguage. It can be seen on the table of the intralanguage most of students were 68 errors. Students still hesitant in using “to be” when they wrote and they were often forgot “d/ ed” to the verb to the verb in the simple past sentence when write recount text. This is because students do not understand the use of grammar rules in English.

In conclusion, intralingual error influence in students writing, it can be seen from the students’ errors data was they were know the rules of grammar but they can’t applied it correctly by writing. This result is in line with the results of previous research in a journal entitled *Analysis of Grammatical Errors in Writing Class VIII Recount Texts at SMP Negeri 20 Jambi City* by Asni and Susanti (2018). They found a problem that made it difficult for students to write recount text, namely that intralingua transfer was the main source of error. After doing the analysis, the author found that the errors of the students were caused by the complexity of the English system itself and not because of the influence of the Indonesian system. The fact that the students lacked understanding of the grammar in English became the causes of the errors.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The purpose of the research were to know the type of error in writing and know what are the cause of error in writing of elevent grade students of SMAN 1 Cepogo Boyolali. This research used interview and observation as instruments. Based on the findings and discussion, it can be conclude that student at eleventh science 2 SMAN 1 Cepogo in this study have four type of grammatical errors. Those types include omission, addition, misinformation and misordering. Those types answer the first research question of this study. The errors were found by collecting the data of 21 students from eleventh science 2. According to the analysis, the errors happened because the students are not able to remember the rules of grammar. Moreover, students first language also is the factor students did error. Related to the second research question of this study, the errors that most common in the students' grammatical error were misformation with the frequency are 57 errors, the second highest error was omission with the frequency of 20 errors, next the highest error was addition with the frequency of 11 errors, and the lowest error was in misordering with the frequency of 1 error. The number of the frequency above shows that grammatical error still happened in students' writing recount text.

The causes of grammatical error are divided into interlanguage transfer and intralanguage transfer. First error based on interlanguage transfer was caused by difficulty of the target language. Students made 20 errors because they did not

consider grammar when they wrote. The two errors were intralingual, with frequency 68 errors because they were still hesitant in using “to be” when they wrote. The data showed that intralanguage transfer was the main source of error. After doing the analysis, the author found that the errors of the students were caused by the complexity of the English system itself and not because of the influence of the Indonesian system. The fact that the students lacked understanding of the grammar in English became the cause of the error. In this study, most students did not understand verb 1, 2, 3, as well as the proper use of "tobe" in a sentence. This suggested that students had difficulty with the use of grammar in writing.

## **B. Suggestion**

Based on the results of this study, it provides several recommendations for students or readers, teachers and further researchers.

### **1. For students or readers.**

To improve students' ability in grammar, the researcher suggests them to be aware in writing, especially in grammar. Students or readers should practice more related to grammar rules, so they can avoid their grammatical mistakes in writing recount texts.

### **2. For teachers**

Based on research findings on the analysis of grammatical errors in writing recount texts in class eleven science 2 of SMAN 1 Cepogo Boyolali, the researcher suggest that teachers know grammar problems, especially in

writing and teach students more in ways that are easy for students to understand.

### **3. For further researchers**

Based on research on the types of student errors and what causes errors made by students at eleven science 2 SMAN 1 Cepogo Boyolali, the researcher suggest the next researcher who is interested in doing the same topic at a different focus or a different methodology.

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## **Appendix I**

### **Interview Result**

#### **Question for Students:**

1. Apakah anda sering melakukan kesalahan grammar ketika menulis karena adanya perbedaan bahasa inggris dengan bahasa yang di gunakan sehari-hari?
2. Apakah anda mengikuti aturan bahasa dari bahasa ibu ke bahasa inggris ketika menulis?
3. Apakah anda mencoba menulis dalam bahasa inggris di kelas tanpa mempertimbangkan grammar dengan benar?
4. Apakah materi yang disampaikan oleh pengajar dapat mempengaruhi pengetahuan anda dalam grammar?
5. Apakah guru selalu mengoreksi grammar pada penulisan anda?
6. Apakah komunikasi dalam proses belajar penting untuk meningkatkan pengetahuan anda dalam grammar?
7. Apakah anda selalu memperhatikan grammar ketika membuat kalimat dari bahasa indonesia ke bahasa inggris?
8. Apakah anda tidak bisa membedakan penggunaan tobe yang benar pada simple past tense?
9. Apakah anda tidak mengerti ketika guru menjelaskan tentang grammar dalam menulis?

10. Apakah anda mengetahui aturan bahasa inggris tetapi tidak dapat menerapkannya dengan benar melalui tulisan?

**Answer:**

Student 1 (HPS)

1. Sering, soalnya karena belum memahami grammar maka sering melakukan kesalahan dalam menulis.
2. Ya, karena saya harus mengikuti peraturan bahasa meskipun sebisanya saja.
3. Sering, karena kadang kayak sebisanya pakai bahasa sendiri, kalau tidak bisa baru translate begitu.
4. Mempengaruhi, karena pak guru jarang masuk ke kelas jadi materi banyak yang belum diajarkan.
5. Kadang dikoreksi, pada saat pelajaran berlangsung kadang pak guru mengoreksi kesalahan grammar kita.
6. Penting, soalnya kalau pak guru menyampaikan materi dengan baik maka kita juga akan lancar memahaminya juga, kalau komunikasi tidak baik maka materi akan sulit dipahami.
7. Kurang memperhatikan grammar, biasanya saya langsung menulis sebisanya dan seadanya.
8. Kalau itu saya sedikit-sedikit sudah paham mengenai perbedaan dari tobe nya.

9. Paham tetapi kembali ke tadi kan pak guru jarang masuk, kalau masuk itu materi yang disampaikan hanya beberapa saja jadi pemahaman saya pun juga masih terbatas.
10. Kurang mengerti aturan dalam menulis di Bahasa Inggris jadi tidak menerapkan dengan baik saat menulis.

#### Student 2 (DAS)

1. Sering, karena belum bisa kayak membedakan situasinya dan suasananya, jadi masih sedikit ada mistake.
2. Biasanya mengikuti, karena kalau tidak mengikuti biasanya bisa salah arti.
3. Kalau tanpa mempertimbangkan grammar dalam berbicara bukan dalam menulis, kalau menulis menurut saya itu harus benar tapi kalau berbicara itu masih bisa dijelaskan artinya.
4. Sangat, karena masih banyak yang belum saya pahami jadi setelah pak guru memberikan pemahaman saya juga langsung bisa.
5. Sering, apalagi setiap menjelaskan tentang teks atau paragraf yang memang itu belum dipahami siswa maka harus diartikan secara jelas.
6. Sangat penting, karena itu latihan utama untuk belajar bahasa.
7. Kalau memang itu seperti membuat artikel atau yang sangat resmi saya mencoba untuk memperhatikan dari awal sampai akhir. Tapi jikalau itu hanya seperti teks atau cerita hanya saya perhatikan sedikit yang menurut saya itu memang salah.
8. Kalau penggunaan tobe sudah mulai bisa, tapi masih belum sepenuhnya.

9. Mengerti, sebab setelah pak guru menjelaskan, langsung dijelaskan artinya dan mengapa menggunakan grammar tersebut.
10. Kalau dalam menulis masih kadang belum menerapkannya, tapi saya masih berusaha untuk menerapkannya karena memang itulah aturannya.

#### Student 3 (MPP)

1. Ya itu sering, karena di keseharian kan ngomongnya ngga terbiasa menggunakan Bahasa Inggris jadi saat menulis ada salah sedikit.
2. Terkadang ngga, soalnya kurang tahu juga aturannya gimana-gimana dan ngga terlalu paham mengenai grammar.
3. Sering banget, soalnya ya grammar itu rada susah ya menurut saya, belum paham juga.
4. Jelas kak, soalnya pak guru juga berperan penting dalam kayak njelasin setiap pertemuan itu pasti disinggung gitu, tapi ya saya nya kurang memperhatikan jadi saya kurang paham mengenai materinya.
5. Iya sering, misalkan pak gurunya ngomong nih nantikan disuruh membuat tulisan dalam bahasa Inggris, nanti pak guru nyamperin ke meja-meja untuk mengoreksi tulisan-tulisan yang belum benar nanti dibenerin.
6. Penting banget kak, soalnya ya gimana ya kan nanti ada kesalahpahaman gitu, apalagi sama guru nanti malah tambah ngga tau gitu.
7. Kalau saya pribadi kurang, karena itu tadi karena masih kurang paham mengenai grammar dan biasanya langsung memakai translate gitu biar simple.
8. Iya, belum bisa dan paham mengenai tobe dalam past tense.

9. Iya kurang paham, dari awal kurang paham dijelasin lagi sedikit paham tapi belum maksimal. Jadi belum bisa diterapkan untuk penulisan gitu.
10. Saya tidak tau, jadi ngga diterapin karena belum paham dengan materi grammar.

Student 4 (FN)

1. Iya soalnya kan ngga ngerti bahasa Inggris, dan belum bisa memahami grammarnya.
2. Kalo di SMP kan sudah diajarkan materi tenses juga, tetapi sudah lupa sekarang jadi saya tidak tau aturannya.
3. Sepertinya tidak, karena saya tidak memahami aturan-aturan dalam grammar dengan baik.
4. Nggak ngerti kak, karena biasanya hanya diberi tugas untuk dipresentasikan di depan, makanya saya ngga tau karena saya kebiasaan translate juga.
5. Kalau untuk kesalahan pronoun itu dikoreksi tapi kalau tulisan dalam tugas itu kayaknya nggak.
6. Bisa, tetapi saya lebih mudah memahami materi dengan media audio-visual, karena juga tidak suka membaca tetapi suka menulis.
7. Kayaknya nggak, karena setiap ada tugas kan saya translate kak. Tetapi yaitu saya tidak tau benar atau salahnya.
8. Nggak ngerti, karena belum paham dengan tobe dari past tense.
9. Nggak mengerti, karena pak guru biasanya menjalaskan dengan bahasa Inggris jadi saya tidak paham.

10. Kalau kata saya seperti yang basic-basic gitu mengerti, tapi kalau untuk berbicara dan menulis saya tidak mengerti.

## Appendix II

### OBSERVATION CHECKLIST

<b>Classroom Observation Form</b>			
Class: XI IPA 2			
Day/date: Friday 17 <sup>th</sup> March 2023			
Time: 08.55-11.15 AM			
No	Condition	Available	Not Available
1	Greeting the students	✓	
2	Checking the students' attendance	✓	
3	Giving ice-breaking	✓	
4	Using teaching aids	✓	
5	Checking the students' understanding	✓	
6	Writing key words on the board	✓	
7	Giving reward on student's correct	✓	
8	Giving reinforcement	✓	
9	Giving homework		✓
10	Etc.		

## **Appendix III**

### **Student Test**

**Name:**

**Class:**

#### **Instruction**

Write a recount text with a theme (personal experience or holiday)!



## **Appendix IV**

### **Student Work:**

#### 1. Student 1 (KU)

##### **Holiday at the Malang**

I had the best experience of my life in 2019. At the time I went to Malang with my friends. The first goal is to go to Gusdur's grave which is located at Tebu Ireng. After that, we went to the inn to rest.

In the morning, we prepare to continue the next trip. We go to the Apple Orchard, Jatim Park 1, and the Bagong Adventure Museum.

A very pleasant trip, on the way home we rested for a while and went straight home and we got home at 1 pm.

#### 2. Student 2 (FS)

##### **Vacation at the Zoo**

One Saturday, my family and I went on vacation to the Zoo in the Jogja area driving a car.

After traveling for about 2 hours my family and I arriving. My father rushed to buy an entrance ticket. The ticket price at the time was 50 thousand per person.

After giving the tickets, my family and I rushed to enter the Zoo. Inside I saw a group of kindergarden children who were on vacation.

The atmosphere in the Zoo is very lively because many people visit. My family and I there saw many kinds of animals that we had never seen before.

After taking pictures and walking around the Zoo and the situation was very crowded. My family and I decided to go home.

3. Student 3 (AHR)

Fishing on the River

Last week, my father didn't work and he took me to spend time going fishing to the river. In the morning, my father took me to the market to bought all fishing equipment.

Arriving at the river, I saw many people fishing too. I was getting bored because there were no signs of getting fish. Immediately pulled the fishing hook and got a big enough fish. I'm happy and proud because I can enjoy the catch.

After being satisfied with fishing we went home. When I got home, I gave the fish to the mother to cook. We ate the fish ravenously.

4. Student 4 (NF)

Market Thief

Three days ago, I went to the traditional market to buy some fruits and vegetables. In that market I saw an incident, a thief was beaten by the mob. The incident was very terrible. I don't want to go near to see it.

A few minutes later the police came and arrested the thief.

I asked the fruit seller about the incident and the and the seller explained that a thief had tried to steal someone's wallet and he had no luck.

Someone saw the action then shouted loudly and suddenly several people beat the thief black and blue.

This incident is really sad and I hope something like that will not happen again.

#### 5. Student 5 (RR)

##### Stay at Home Weekends

Last weekend, my family and I decided to spend our day off by staying at home. Some people might think that it was not a good idea. However, we thought differently because we had planned to do some fun activities together.

In the morning, we took care of our tiny garden after having delicious fried rice for breakfast. In our little garden, we planted some flowers, weeded the grass, and watered the plants.

In the afternoon, my sister invited us to make homemade chocolate brownies which was a big success. My little sister was the first person to try it out. She liked it do much and asked for more and more.

I never expected that spending weekends at home with family could be this interesting and fun. Next time, this will be another option for us to enjoy weekends.

6. Student 6 (NPA)

Cooking with me

I like cooking, last holiday I wanted to try baking a new recipe. I'll make a brownies.

In the morning, I went to the market to buy ingredients for the cake. From the house to the market is not far. After the ingredients were complete, I went home.

After arriving home, I prepared the cooking utensils and ingredients that I had bought earlier.

I started making brownies. The brownies batter will be steamed around 20 minutes.

Finally, my brownies have been made. I tried it and it taste pretty good.

7. Student 7 (CMG)

Went to the Sholawat Assembly

My friends and I went to the sholawat assembly on Wednesday 22 February 2023.

We prepare from after the maghrib prayer until isya prayer. Then after the isya prayer, we headed straight to the location.

We went by car, on the way we picked up another friend. After that, we continued our journey.

Arriving at the parking location, we got out of the car and walked to the assembly location for more than 1 km.

Arriving at the location of the assembly, we did not immediately get a seat because there were already many people who had come.

After getting a seat, we follow all the series of events that exist until it's finished.

After the event was over, we walked to the parking lot to return our respective homes. When we got home we cleaned ourselves up and went straight to bed.

#### 8. Student 8 (HDS)

##### At the School

Last week was the first day I came late to school. I had never come late to school before.

I was getting up late until 02.00 am which was very unusual for me.

I set my alarm to 05.00 pm. I woke up at 07.00 am and I did not hear my alarm rang the volume is small.

Finally I was a little late for school.

9. Student 9 (SA)

Personal Experience of visiting a painting exhibition

I visited the painting exhibition on Sunday afternoon in Boyolali.

When I was in Boyolali, I saw good paintings also meet with some experienced painters.

Then, one of the art teachers asked what you think about the painting and which painting do you like?, and I'm happy to answer the painting that depicts a tiger that I like.

Then I didn't feel like it was almost maghrib time so I rushed home.

10. Student 10 (MPP)

Holiday at Home

Last week, I didn't went anywhere. I just stay at home and did the same activities routinely.

I woke up earlier and did subuh prayer. After that, I help my mother clean up the house. At 08.00 am, I bathe my cat. After that I feed it. Not felt, it was 10.00 o'clock, I rushed to take a bath to freshen my body.

Then, I watched my phone and I open tiktok until it almost mid day. At 01.00 pm, I went to bathroom to ablution and did zuhur prayer. Then, I had lunch and helped my mother to prepare lunch.

Because I was boring, I felt sleepy on the sofa and to my surprise my cat woke me up and I play together.

Although just a home holiday. At least to refresh my mind from the routine activities in the school.

#### 11. Student 11 (SW)

##### a Vacation to the Beach

A few months ago, our family and I went on vacation to the beach in the Gunung Kidul area of Yogyakarta. Before leaving we all do breakfast together. We leave at 09.00 am.

After a few hours, we arrived at 12.00 pm. We all had lunch first. After eating, we cleaned up the rest of the food and took a short break.

After that, we all immediately swim until the afternoon. Not only swimming, we also played in the sand, took photos together, and walked on the beach.

#### 12. Student 12 (AHP)

##### Personal Experience of School During a Pandemic

COVID-19 has been a frightening experience for many people around the world. Even more so for students, with this pandemic it is very detrimental to many people.

This problem affects with all activities, from work to learning activities. This is very detrimental to everyone and I personally feel it. From studying, lessons that are difficult to understand. So that I want to leave the house are also limited.

For 2 years, the pandemic has finally got better and learning started to return to normal even though the learning hours were not full but this made me feel better than before.

### 13. Student 13 (DAS)

#### Photography

After mid term test, I want a to capture nature photo and this is my first experience and this is the craziest experience, because I can feel for myself how nature speaks and shows its power.

I take 2 times the time, that is time afternoon and evening, and during the day it was so hot that I had to struggle to endure the heat as the sun. But all was not felt after I saw the beautiful nature.

Tomorrow afternoon how perfect God's creation, that made me almost shed tears. That why this is my craziest experience because my feeling can be mixed.



Even though it is very tiring but the result makes the feeling disappear and I hope for the earth to continue show its natural beauty to all of us.

14. Student 14 (PW)

At the Temple

My family and I went to the temple on Sunday.

When we are on a trip. We are very happy and enjoy the trip. We see such a beautiful night.

After we arrived at the temple, we saw a beautiful temple building and we feel hungry then we bought food.

We were so tired when we went around the temple, so we decided to go home.

15. Student 15 (FN)

The Key Chan

Yesterday, I and my friend went to Supermarket in Cepogo.

We went to the Supermarket after school. At 03.00 pm, Cepogo is very crowded.

After that, I went to the second floor and I bought the key chan three pieces.

Later it, I went to home coz I am is tired and I will sleep until the night.

16. Student 16 (II)

At the Field

My friend and I went to the field during school holiday.

I help my parent plant red onion. Growing red onions is quite laborious, because my field is wide enough, At the time the weather was very hot. Then I decided to went home.

I were tired from our day at the field, so I immediately took a shower, eat and bad.

17. Student 17 (HPS)

KIR Training in Selo

Last year in November, my two friends and I were assigned a school to take part in a youth scientific work training in Selo. The training was attended by all secondary schools in the Boyolali area.

The training was held for two days. On the first day, we were given some materials on youth scientific work training which included how to write scientific papers correctly, how to present them so you don't get nerveous and the last one was about the KRENOVA competition. On the second day, we played games with several guides there. The game is very exciting, who is less focused will get streaks. Oh yeah! I forgot! Before the game takes place we are given some coconut shell coins to buy breakfast. I think it's a unique thing.

This youth scientific work Training was very memorable for me. From this training, I got a lot of knowledge to write a term paper.

18. Student 18 (PW)

#### Long Holiday

I went to the field to help my parents during the long school holidays.

When I'm in the field, I harvest a lot of broccoli.

After the broccoli was finished, I took it to the vegetable seller.

Then after bringing my harvest, I was given the money from selling the broccoli, then I went home and gave the money to my parents.

I was quite tired after participating in the broccoli harvest in the field. I immediately rested and then ate with my family.

19. Student 19 (PR)

#### At the Town Square

My sister and I went to the Town Square on Sunday.

While we were at the Town Square, we went around to see some of the animals there. We saw rabbits, deer, and birds.

After walking around, we stopped and bought snacks.

We were tired from our day at the Town Square, so we went to bed early.

20. Student 20 (AFR)

Sadranan

My classmate and I went to the Maulina's home on Wednesday for Sadranan.

When we in the middle of the trip. Nabila's motorcycle broke down, then she hitchhiked my motorcycle.

On the next trip Nabila and I suddenly fell of the motorbike, that incident made our feet hurt a little.

After that we continued our journey to Maulina's home.

21. Student 21 (RW)

Nyadran

I and My friend on Wednesday go nyadran.


On that day the sadranan was very crowded.

On Wednesdays It's a lot of food and drink.

After all has been visited, I and my friend went home and finally got home at 04.00 p.m.

## Appendix V

### Surat Ijin Penelitian

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA**  
**FAKULTAS ADAB DAN BAHASA**  
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774  
Website : www.uinsaid.ac.id E-mail : fab.iainsurakarta@gmail.com

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Nomor : B-1001/Un.20/F.V/PP.00.9/03/2023 1 Maret 2023  
Lamp. : -  
Perihal : *Permohonan Izin Penelitian*

Kepada Yth.  
Kepala SMAN 1 Cepogo Boyolali  
di  
Tempat

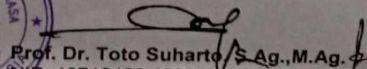
**Assalamu'alaikum Wr. Wb.**


Yang bertandatangan di bawah ini Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta memohon ijin atas:

Nama : **DIKA ARYA PUTRA**  
NIM : 196121086  
Program Studi : Pendidikan Bahasa Inggris  
Semester : 8  
Judul Skripsi : GRAMMATICAL ERROR OF THE ELEVENTH GRADE STUDENTS IN CREATIVE WRITING AT SMAN 1 CEPOGO, BOYOLALI

Untuk mengadakan penelitian pada instansi yang Bapak/Ibu pimpin.  
Adapun waktu penelitian pada tanggal 8 Maret 2023 sampai tanggal 17 Maret 2023.  
Demikian permohonan ini disampaikan, atas perkenan dan kerjasamanya kami ucapkan terimakasih.


**Wassalamu'alaikum Wr.Wb.**

Dekan,  
  
Prof. Dr. Toto Suharto, S.Ag., M.Ag.  
NIP. 19710403 199803 1 005



## Appendix VI

### Surat Telah Melakukan Penelitian

**PEMERINTAH PROPINSI JAWA TENGAH**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**SEKOLAH MENENGAH ATAS NEGERI 1 CEPOGO**  
Jalan Raya Cepogo Km 08 Cepogo, Boyolali Kode Pos 57362 Telp. (0276) 3287015  
Surat Elektronik [smn120308616@gmail.com](mailto:smn120308616@gmail.com)

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**SURAT KETERANGAN**  
Nomor : 070/160/III/2023

Yang bertanda tangan dibawah ini kami :

Nama : **Elok Nur Faiqoh, S.Pd.**  
NIP : 19850103 200903 2 011  
Pangkat,Gol.Ruang : Penata Muda Tk. I (III/b)  
Jabatan : Kepala Sekolah


Dengan ini kami menerangkan dengan sebenarnya bahwa :

Nama : **Dika Arya Putra**  
NIM : 196121086  
Program Study : S.1 Pendidikan Bahasa Inggris  
Fakultas : Adab Dan Bahasa Universitas Islam Negeri Raden Mas Saïd Surakarta.

Telah melaksanakan Penelitian di SMA Negeri 1 Cepogo pada tanggal, 17 Maret 2023 dengan judul “ **GRAMMATICAL ERROR OF THE ELEVENTH GRADE STUDENT IN CREATIVE WRITING AT SMA NEGERI 1 CEPOGO, KABUPATEN BOYOLALI** ”.


Demikian kepada yang berkepentingan agar dapat dipergunakan sebagaimana mestinya.

Boyolali, 17 Maret 2023  
Kepala Sekolah

  
Elok Nur Faiqoh, S.Pd.  
19850103 200903 2 011

## Appendix VII

### Surat Tugas Pembimbing

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI RADEN MAS SAID SURAKARTA**  
**FAKULTAS ADAB DAN BAHASA**  
Jalan Pandawa, Pucangan, Kartasura, Sukoharjo Telepon (0271) 781516 Fax (0271) 782774  
Website : www.iain-surakarta.ac.id E-mail : akademikfab.uinsaid@gmail.com

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**SURAT TUGAS**  
Nomor : B-4020/Un.20/F.V/PP.00.9/09/2022

***Assalamu'alaikum Wr. Wb.***

Dekan Fakultas Adab dan Bahasa Universitas Islam Negeri Raden Mas Said Surakarta dengan ini memberikan tugas kepada:

Nama : **Nuning Wahyu Astuti, M.TESOL.**  
NIP : 19890413 201903 2 025  
Sebagai : Pembimbing 1

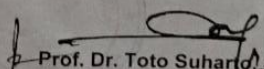
dalam proses penulisan skripsi mahasiswa :

Nama : **DIKA ARYA PUTRA**  
NIM : 196121086  
Jurusan / Prodi. : Pendidikan Bahasa Inggris  
Semester : 7  
Judul Skripsi : Grammatical Error of Student in Writing Narrative Text at The Second Grade Students of SMAN 1 Cepogo Boyolali

Demikian surat tugas ini disampaikan untuk dapat dilaksanakan sebagaimana mestinya. Atas kesediaan Saudara, kami sampaikan terimakasih.

***Wassalamu'alaikum Wr.Wb.***

Sukoharjo, 21 September 2022  
Dekan,

  
Prof. Dr. Toto Suharto, S.Ag., M.Ag.  
NIP. 19710403 199806 1 005

## Appendix VIII

### Surat Pernyataan Validator

#### SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

Nama : Rifqi Hanif Barezzi, S.Hum, M.Li

Jabatan : Dosen Bahasa Inggris

Dengan ini menyatakan bahwa mahasiswa yang bernama Dika Arya Putra dengan NIM 196121086 dengan judul “Gramatical Error of the Eleventh Grade Students in Recount Text at SMAN 1 Cepogo, Boyolali.” Benar telah melakukan validasi instrument penelitian dan pengolahan data dalam skripsi.

Demikian surat keterangan ini saya buat dengan sesungguhnya agar dapat dipergunakan sebagaimana mestinya.

Boyolali, 3 Mei 2023

Validator



Rifqi Hanif Barrezi, S.Hum, M.Li



## Appendix IX

### Documentation



Student Test

Name: Du Wanyu

Class: Y1 M02 2

**Instruction**

Write a recount text with a theme (personal experience or vacation)

long holiday

- I went to the fields to help my parents during the long school holidays <sup>(my room)</sup>
- when I <sup>was</sup> in the field I harvested a lot of broccoli.
- After the broccoli harvest was finished I took it to the Vegetable Seller.
- Then after <sup>bring</sup> bringing my harvest I was given the money from selling the broccoli then I <sup>bring</sup> went home and gave the money to my parents.
- I was quite tired after <sup>participated</sup> participating in the broccoli harvest to the field. I immediately rested and then <sup>participated</sup> ate with my family.

Student Test

Name: Andie Y. Laras

Class: X1 MIPA 2

**Instruction**

Write a recount text with a theme (personal experience or vacation)

The Key Chain

Yesterday, I and my friend went to Supermarket in Cepago.

We went to the Supermarket after school. At 3.00 PM, Cepago is very crowded.

After that, I went to the second floor and I bought the key chain three pieces.

Later it, I went to home <sup>was</sup> coz I am so tired and I <sup>was</sup> will sleep until the night. <sup>was</sup> <sup>was</sup>

## Appendix X

### Data Analysis of Error

No	Error	Correct	Types of Error
			Omission
1.	A very pleasant trip (KU)	<u>It was</u> a very pleasant trip	
2.	I was getting bored because there were no signs of getting fish. (AHR)	There were no signs of getting <u>a</u> fish.	
3.	I was getting bored because there were no signs of getting fish. Immediately pulled the fishing hook and got a big enough fish. (AHR)	<u>I</u> Immediately pulled the fishing hook	
4.	Stay at Home Weekend (RR)	Stay at Home <u>on</u> Weekend	
5.	I started making brownies. (NPA)	I started making <u>some</u> brownies	
6.	It taste pretty good.	It <u>tastes</u> pretty good.	
7.	I take 2 times the time, that was afternoon and evening (DAS)	I take 2 times the time, that was <u>in the</u> afternoon and evening	
8.	Aftergiving tickets (FS)	After giving <u>the</u> tickets	
9.	I was make some brownies. (NPA)	I was <u>going to</u> make some brownies	
10.	When we in the middle of the trip. (AFR)	When we <u>were</u> in the middle of the trip.	
11.	Nabila's motorcycle broke down	Nabila's motorcycle <u>was</u> broke down	
12.	I help my mother clean up the house. (MPP)	I <u>helped</u> my mother clean up the house.	
13.	At 8 am, I bath my cat	At 8 am, I <u>bathed</u> my cat	
14.	Then, I watched my phone and I open tiktok until it almost mid day. (MPP)	Then, I watched my phone and I open tiktok until it <u>was</u> almost mid day.	

15.	I play together	I <u>played</u> together	
16.	it almost mid day.	it <u>was</u> almost mid day	
17.	I and my friend went to Supermarket (FN)	I and my friend went to <u>the</u> Supermarket	
18.	I helped my parent plant red onion. (II)	I helped my parent plant <u>a</u> red onion.	
19.	I and my friend went nyadran. (RW)	I and my friend on Wednesday went <u>to</u> nyadran.	

No	Error	Correct	Types of Error
			Addition
1.	The first goal was <u>to</u> going to Gusdur's grave (KU)	The first goal was going to Gusdur's grave	
2.	We <u>all</u> had lunch first. (SW)	We had lunch first.	
3.	We <u>all</u> immediately swam until the afternoon.	We immediately swam until the afternoon.	
4.	Even more <u>so</u> for students, with this pandemic it was very detrimental to many people. (AHP)	Even more for students, with this pandemic it was very detrimental to many people.	
5.	<u>This</u> was very detrimental to everyone and I personally feel it.	It was very detrimental to everyone and I personally felt it.	
7.	I take 2 times the time, that are in the <u>time</u> afternoon and evening (DAS)	I take 2 times the time, that are in the afternoon and evening	
8.	I never expected that spending <u>weekends</u> (RR)	I never expected that spending weekend	
9.	At home with family could be <u>this</u> interesting and fun.	At home with family could be interesting and fun.	
10.	enjoy <u>weekends</u>	enjoy weekend	

9.	Stay at Home on <u>Weekends</u>	Stay at Home on Weekend	
10.	I was <u>is</u> tired. (FN)	I was tired.	
11.	On <u>Wednesdays</u> (RW)	On Wednesday	

No	Error	Correct	Types of Error
			Misformation
1.	The first goal is go to Gusdur's grave (KU)	first goal <u>was going</u> The to Gusdur's grave	
2.	We prepare to continue the next trip.	We <u>prepared</u> to continue the next trip.	
4.	We go to the Apple Orchard	We <u>went</u> to the Apple Orchard	
5.	many people visit. (FS)	many people <u>visited</u> .	
6.	The atmosphere in the Zoo is very lively	The atmosphere in the Zoo <u>was</u> very lively	
7.	I'm happy and proud because I can enjoy the catch. (AHR)	I <u>was</u> happy and...	
8.	I'm happy and proud because I can enjoy the catch.	....I <u>could</u> enjoy the catch	
9.	my father took me to the market to bought all fishing equipment.	my father took me to the market to <u>buy</u> all fishing equipment.	
10.	This incident is really sad (NF)	This incident <u>was</u> really sad	
11.	and I hope something like that will not happen again.	I hope something like that <u>would</u> not happen again.	
12.	It is very detrimental to everyone (AHP)	It <u>was</u> very detrimental to everyone	
13.	It is very detrimental to many people.	It <u>was</u> very detrimental to many people.	
14.	I personally feel this	I personally <u>felt</u> this	
15.	So, leave the house are also limited	So, leave the house <u>was</u> also limited	
16.	we all do breakfast together (SW)	we <u>did</u> breakfast together	

17.	We leave at 09.00 am	We <u>left</u> at 09.00 am	
18.	After that we immediately swim	After that we immediately <u>swam</u>	
19.	The day had begun in the evening.	The day had <u>began</u> in the evening.	
20.	I were assigned a school (HPS)	I <u>was</u> assigned a school	
21.	You don't get nervous	You <u>didn't</u> get nervous	
22.	The game is very exciting	The game <u>was</u> very <u>excited</u>	
23.	Who is less focused will get streaks.	Who <u>was</u> less focused <u>would</u> get streaks.	
24.	we are given some coconut shell coins to buy a food.	we <u>were</u> given some coconut shell coins to buy a food.	
25.	I think it's a unique thing.	I think it <u>was</u> a unique thing.	
26.	I help my parent plant a red onion. (II)	I <u>helped</u> my parent plant a red onion.	
27.	growing red onions is quite laborious	growing red onions <u>was</u> quite laborious	
28.	I were tired from our day at the field.	I <u>was</u> tired from our day at the field.	
29.	Then I decided to went home.	Then I decided to <u>go</u> home.	
30.	I immediately took a shower, eat and bad	I immediately took a shower, <u>ate</u> and <u>slept</u>	
31.	I will make some brownies. (NPA)	I <u>would</u> going to make some brownies.	
32.	When I'm in the field (PWA)	When I <u>was</u> in the field	
33.	We follow all the series of events. (CMG)	We <u>followed</u> all the series of events.	
34.	It's finished.	It <u>was</u> finished.	
35.	Cepogo is very crowded. (FN)	Cepogo <u>was</u> very crowded.	
36.	I went to home coz I am tired.	I went to home coz I <u>was</u> tired.	

37.	I will sleep until the night.	I <u>would</u> sleep until the night.	
38.	That made me almost shed tears (DAS)	That <u>makes</u> me almost shed tears	
39.	During the day it was so hot	During the day it <u>is</u> so hot	
40.	That I had to struggle to endure the heat as the sun.	That I <u>have</u> to struggle to endure the heat as the sun.	
41.	that is in the afternoon and evening	that <u>are</u> in the afternoon and evening	
42.	We feel hungry (PWI)	We <u>felt</u> hungry	
43.	When we are on a trip.	When we <u>were</u> on a trip.	
44.	We are very happy and enjoy the trip	We <u>were</u> very happy and <u>enjoyed</u> the trip	
45.	We see such a beautiful night.	We <u>saw</u> such a beautiful night.	
46.	Which painting do you like. (SA)	Which painting <u>did</u> you like	
47.	I'm happy to answer the painting	I <u>was</u> happy to answer the painting	
48.	I saw good paintings also meet with some experienced painters	I saw good paintings also <u>met</u> with some experienced painters	
49.	what you think about...	what you <u>thought</u> about...	
50.	The volume is small (HDS)	The volume <u>was</u> small	
51.	I didn't went anywhere (MPP)	I didn't <u>go</u> anywhere	
52.	I was stay at home	I was <u>stayed</u> at home	
53.	It's a lot of food and drink. (RW)	It was a lot of food and drink.	
54.	I and my friend on Wednesday go to nyadran.	I and my friend on Wednesday <u>went</u> to nyadran	

No	Error	Correct	Types of Error
			Misordering
1.	I and my friend on Wednesday went to nyadran. (RW)	I and my friend <u>went to nyadran on Wednesday.</u>	