

# The Analysis of Grammatical Errors in Writing Recount Text by Junior High School Students

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## Abstract

The objectives of this research were to investigate what types of error based on surface strategy taxonomy by Dulay et al. that the eighth grade students did in writing recount text and what are the causes of errors based on Norrish's theory in their writing recount text. This research uses mixed-method with explanatory sequential mixed methods approach. This research conducted on eighth-grade students at MTs Negeri Kota Sorong in 2023/2024 academic year. The writer collected the data through students' writing and interview. The errors collected was categorized into four types based on Surface Strategy Taxonomy proposed by Dulay: omission, addition, misformation, and misordering error. The total of error made by 8 students was 89. Based on the finding research, the total of omission errors were 18 errors with a percentage of 20.22%, addition errors were 8 errors with a percentage of 8.99%. The most common error that appear is misformation errors were 58 errors or 65.17% of total errors. Misordering error was the least occur with 5 errors or 5.62%. This research also aimed to find out the factors of students cause errors in writing recount text based on Norrish's theory. The data obtained from the findings of students' error in writing and interview with 5 students and the teacher. It was found that carelessness is the most causes of errors with 49 errors, which is 55.06% of total. In addition, first language interference were 13 errors with a percentage of 14.60% and translation causes were 27 errors with a percentage 30.34%.

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## INTRODUCTION

English is the language used for communication all over the world. As it functions as the language for international communication, it has a significant role in technological and scientific advances.<sup>1</sup> In Indonesia, English is the most widely studied foreign language. The development of English in the world of education requires students to master several skills in English, including speaking, listening, writing, and reading. It is classified into two parts: productive and receptive skills. Harmer states that in terms of productive skills, there are speaking and writing. Then, in receptive skills, there are reading and listening.<sup>2</sup> As a productive skill, writing is not like speaking skills or other receptive skills. Writing is the



most difficult skill because not only does it need a lot of vocabulary to arrange a paragraph, but it is also grammatically correct to be comprehensible, besides other writing rules.<sup>3</sup>

Hochman and Wexler explain that writing is not just about putting words on paper but involves a range of cognitive and organizational skills. Effective writing requires specific instruction in structured frameworks and strategies that go beyond general language skills. This approach aims to improve students' ability to organize their thoughts, develop arguments, and communicate clearly in writing. Writing involves deciding what to say, which words to use, how to spell them, perhaps how to form the letters, and what order to place the words in—and that is just at the sentence level. Writing a paragraph or an entire essay requires even more decision making, planning, and analysis.<sup>4</sup> It can be summed up that writing is not easy because it needs plenty of time to compose understandable writing using grammatical rules correctly, and it takes a process that requires a lot of practice to be good writing.

The writing material listed in the English curriculum for grade VIII is recount text. Writing recount text requires higher grammatical skills because it uses past tense, conjunctions, and has schematic structures. Therefore, it is inevitable for English foreign language learners not to make mistakes and commit errors in their writing.<sup>5</sup> Consequently, it is crucial to provide appropriate support for second language learners to minimize frequent errors. Dulay, Burt, and Stephen argue that error-making is an intrinsic part of the language learning process. Systematic errors are not merely obstacles but serve as indicators of learners' progression and understanding.<sup>6</sup> These errors can offer valuable insights into students' grasp of the target language and, importantly, can act as motivators for further learning. Analyzing and diagnosing these errors is essential for identifying specific difficulties faced by learners and for tailoring effective instructional strategies to address these challenges in the classroom.

Error analysis is used to analyze errors in language use by second language learners.<sup>7</sup> This error analysis aims to describe language items that are difficult to master and the causes of the errors. Norrish divides the cause of errors into three categories, those are carelessness, first language interference and translation which those are from the learners themselves or the teacher, and the method. Brown divides errors into two kinds: error and mistake. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter-language competence of the learner, while 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.<sup>8</sup>

Given these observed challenges, a systematic investigation of students' grammatical performance is needed to provide a clearer understanding of the specific errors that persist and the factors contributing to them. Accordingly, the present study aims to analyze and categorize the grammatical errors produced by eighth-grade students in writing recount



texts, drawing on the Surface Strategy Taxonomy and Norrish's (1983) framework of error causation. To achieve this aim, the study addresses the following research questions:

1. What types of grammatical errors, as classified by the Surface Strategy Taxonomy, do students produce in their recount-writing tasks?
2. What factors, as explained in Norrish's theory, contribute to the occurrence of these errors in students' recount texts?

## METHOD

This research is a mixed-method research. Mixed-method research was a type of research that uses data, techniques, and methods from both qualitative and quantitative research.<sup>9</sup> Creswell & Clark stated that mixed-method research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry.<sup>10</sup> This research using explanatory sequential mixed methods approach. In this research, the researcher analyzed students' grammar errors in writing recount text and the causes of errors they made.

As John Creswell stated that explanatory sequential mixed methods is one in which the researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research. It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase.<sup>11</sup>

The researcher collected data on students' writing assignment papers. The researcher corrected the paper and returned it to the students to know whether it is a mistake or an error. Then, the errors that have been collected analyzed to determine the types of errors after following Dulay's theory, i.e. surface strategy taxonomy. In this term, the error is divided into four categories: Omission, addition, misformation, and misordering. After that, the data calculated to get the result of total errors, and then the researcher interprets the data descriptively. This research also used interview to get the data about causes of errors using Norrish's theory. Finally, the researcher could draw a conclusion based on the total errors of the students.

This research conducted on eighth-grade students at MTs Negeri Kota Sorong by focusing error analysis in writing recount text. The researcher chose a class of 32 students from the eighth grade for the sample to be analyzed in this research. In this study, the researcher selected 8 students papers to be used as analysis because there were several student text writing that did not deem suitable for the recount text criteria where there were no elements of recount text and only consisted of two lines of sentences which did not allow the researcher to analyze errors. Additionally, there were students who did not finish writing on



time so they still used Indonesian in their writing instead of English, which was the language required for this research.

The researcher took place to get data for this research in MTs Negeri Kota Sorong. It is a junior high school located at Basuki Rahmat Street No. 40, Remu Selatan, Kec. Sorong Manoi, Kota Sorong. The school was established and has been operated since 1981. There are twenty-four classes registered from grade VII to IX. Each grade consists of eight classes which are divided into classes A-H. English is taught as a compulsory subject. There are two meetings in a week with a time allocation of about 70 minutes for each meeting. This research conducted in the 2023/2024 academic year.

The researcher collected the data through students' writing. The researcher asked students to write recount text paragraphs about their experience in life. After that, the researcher collected the papers and then show the incorrect words. Then, the researcher asked them to correct and revise the incorrect words and collected the papers again. The time duration given to the students is about 45 minutes. After all the data have been collected, the researcher analyzes them.

This research also uses interview techniques. The researcher chose this technique to obtain information about the causes of students making errors in recount text. Before, the researcher interviewed the English teacher about the material of the recount text, what difficulties students experienced, and whether students received the material well or not. The researcher interviews the students after entering the class and analyzing the paper.

The collected data was analyzed using procedures for error analysis. The procedures consist of four steps based on Ellis. It consists of collecting the sample, identifying errors, describing and classifying errors, and explaining errors.<sup>12</sup> Those steps attempt to discover the types of errors that arise and why the errors occur. It means determining errors' causes based on Norrish's theory.

## **FINDING AND DISCUSSION**

### ***Finding***

This part examines the data to solve two research questions. First, the surface strategy taxonomy findings about student errors in recount text writing. Second, This research also aimed to found out the factors of students cause errors in writing recount text based on Norrish theory.

#### **1. Types of Errors**

After analyzing data, it was found that students commonly make four types of errors. These errors were analyzed using Dulay's theory namely the surface strategy taxonomy, which includes four types of errors: omission, addition, misformation, and misordering.



**Table 1 Percentages of types of errors**

Types of Errors	Total of Error	Percentage (%)
Omission	18	20.22 %
Addition	8	8.99%
Misformation	58	65.17%
Misordering	5	5.62%
<b>Total</b>	<b>89</b>	<b>100%</b>

#### **a. Omission Error**

The researcher identified 18 sample of omission error, which constituted 20.22% of all errors. Based on the data presented in Table 4.1, the following are examples of omission errors made by students.

- “Before going in to watch  $\wedge$  film,” (Student 1, number of error (4))
- “Fall from  $\wedge$  bicycle” (Student 3, number of error (1))
- “ $\wedge$  happynes day” (Student 6, number of error (1))
- “me fall from  $\wedge$  motorcycle” (Student 8, number of error (8))
- “I go to  $\wedge$  nearest market” (Student 8, number of error (12))

In the examples above, the student did not add an article to refer what noun their meant. The errors made by students above classified to be the omission of article. The correct sentences should be:

- “Before going in to watch the film,”
- “Fall From a Bicycle”
- “A Happy Day”
- “We fell from a motorcycle.”
- “I went to the nearest market”

Students also made omission of prepositions, for examples:

- “ $\wedge$  Monday, April 15th” (Student 1, number of error (1)).
- “we went home  $\wedge$  02:45” (Student 5, number of error (12)).
- “my parent’s want’s  $\wedge$  go” (Student 8, number of error (23)).

The correct sentences should be:

- “On Monday, April 15th”
- “we went home at 02:45.”
- “my parents wanted to go”

Based on the data that has been collected, it was found that there was students who did not add conjunctions that function to connect words, phrases, or clauses with clauses.



- “his face was pale,  $\wedge$  he was silent sitting with other friend” (Student 2, number of error (3)).
- “with my theme  $\wedge$  goes to the mosque.” (Student 5, number of error (5)).
- The correct sentences should be:
- “her face was pale **and** she sat quietly with another friend.”
- “with my team **and** went to the mosque.”

There were also omission of verb to be. Based on the error above, it seems that the students neglected to include the verb "To Be". "To Be" is commonly utilized to express the presence or incidence of something, as well as to describe the characteristics or identity of the subject, such as:

- “He named  $\wedge$  bilqis” (Student 2, number of error (8)).
- “so-thus  $\wedge$  my stories of my life” (Student 8, number of error (28)).

The correct sentences should be:

- “her name **was** Bilqis.”
- “so, those **are** my stories of life”

**Table 2. Students’ Omission**

Student, Number of Error	Identification of Error	Corrections
1 (1)	“Monday, April 15th”	“On Monday, April 15th”
1 (4)	“to watch film”	“to watch the film”
2 (3)	“his face was pale, he was silent sitting with other friend”	“her face was pale and she sat quietly with another friend.”
2 (8)	“He named bilqis”	“her name was Bilqis.”
2 (11)	“then I saw the second time”	“Then I saw her for the second time,”
3 (1)	“Fall from bicycle”	“Fall From a Bicycle”
5 (5)	“with my theme goes to the mosque.”	“with my team and went to the mosque.”
5 (12)	“we went home 02:45”	“we went home at 02:45.”
6 (1)	“happynes day”	“A Happy Day”
8 (4)	“I go for played game,”	“I went there to play game.”
8 (8)	“me fall from motorcycle”	“We fell from a motorcycle.”
8 (12)	“I go to nearest market”	“I went to the nearest market”
8 (14)	“For buy ansaplast for stop bleeding”	“to buy ansaplast to stop it from bleeding”
8 (18)	“Last three week I’m healthy”	“Last three weeks, I’ve been healthy”
8 (20)	“Last three week I’m healthy”	“Last three weeks, I’ve been healthy”
8 (23)	“my parent’s want’s go”	“my parents wanted to go”
8 (25)	“my dream is soldier Indonesia”	“my dream is to be Indonesian soldier.”
8 (28)	“so-thus my stories of my life”	“so, those are my stories of life”

There was one example where students also neglected to include the suffixes "s/es" to indicate the plural noun. “Last three week $\wedge$  I’m healthy”





(Student 8, number of error (18)). The sentence must be added **-s** in week, because it was plural noun, apparent from “three” before. So, the correct sentence should be “Last three weekss, I’ve been healthy”.

### b. Addition

In the course of this research, the researcher discovered 8 instances of addition errors, comprising 8.99% of all errors. Addition errors made by students include adding vocabulary that means the same thing, for examples:

- “But he was not there following to do community work,” (Student 2, number of error (10)).
- “we our extended family”(Student 4, number of error (3)).
- “then the next day” (Student 4, number of error 5)).
- “so-thus my stories of my life” (Student 8, number of error (29)).

These sentences contain words that have the same meaning so one of them must be deleted. So, the correct sentences should be:

- “But she was not there **following** to do community work.”
- “**we** our extended family”
- “**then** The next day,”
- “so, those are my stories of **my** life”

Student also added unnecessary preposition in sentence, such as “*me go to home*” (Student 8, number of error (16)). In English, if we wanted to say “*pulang ke rumah*” we didn’t have to say “*go to home*” because “*home*” means “*rumah*” and also “*pulang*.” The correct sentence should be “I went **to** home”. There was also student that add unnecessary article for example “*into the room 3*”(Student 1, number of error (5)), which should be written “into **the** room 3”.

**Table 3 Students’ Addition**

Student, Number of Error	Identification of Error	Corrections
1 (5)	“into the room 3”	“into the room 3”
2 (10)	“But he was not there following to do community work,”	“But she was not there following to do community work.”
4 (3)	“we our extended family”	“we our extended family”
4 (5)	“then the next day”	“then The next day,”
6 (8)	“For that’s day.”	“for that’s day.”
8 (16)	“me go to home”	“me go to home”
8 (21)	“my parent’s want’s go”	“my parent’s wanted to go”
8 (29)	“so-thus my stories of my life”	“so, those are my stories of my life”



### c. Misformation Error

Misformation is the use of the wrong form of the morpheme or structure characterizes misformation errors. In misformation errors, the learner supplies something although it is incorrect.

**Table 4 Students' Misformation**

Student, Number of Error	Identification of Error	Corrections
1 (2)	"I want to Ramayana"	"I <b>went</b> to Ramayana"
1 (3)	"I played the Film"	"I <b>watched</b> the film"
1 (6)	"event it was so fun."	" <b>That event</b> was so fun."
2 (1)	"than we thok a break"	" <b>then</b> we <b>took</b> a break"
2 (2)	"his face was pale,"	" <b>her</b> face was pale"
2 (4)	"he was silent sitting"	"and <b>she</b> sat quietly"
2 (6)	"with other friend"	"with <b>another</b> friend."
2 (7)	"He named bilqis"	" <b>her name</b> was Bilqis."
2 (9)	"But he was not there"	But <b>she</b> was not there"
2 (12)	"he disappeared."	" <b>she</b> disappeared."
2 (13)	"and there I asked"	"and <b>then</b> I asked"
2 (14)	"I asked other friend"	"I asked <b>another</b> friend"
2 (16)	"oh, wasn't that just bilqis?"	"Oh, wasn't <b>Bilqis just there?</b> "
2 (17)	"he's not here at all."	" <b>she was</b> not here at all."
2 (18)	"there I was, surprised,"	" <b>Then</b> I was surprised."
2 (19)	"My friend said there wasn't one."	"My friend said there <b>was no</b> one."
3 (2)	"I fell of my bike,"	"I fell <b>off</b> my bike."
3 (3)	"my knee has been badly injure,"	"my knee <b>had</b> been badly <b>injured</b> ."
3 (4)	"being seriously injure."	"being seriously <b>injured</b> "
4 (2)	"i last week going to makassar city"	"Last week, I <b>went</b> to Makassar City"
4 (4)	"gathered to Eid al-Fitr."	"gathered <b>for</b> Eid al-Fitr."
4 (6)	"event than no forget."	" <b>That event was unforgettable</b> ."
5 (1)	"I help my parents"	"I <b>helped</b> my parents"
5 (2)	"my parents like cleaning"	"my parents <b>by</b> cleaning"
5 (3)	"after I help my parents"	"After I <b>helped</b> my parents,"
5 (4)	"I go to play"	"I <b>went</b> to play"
5 (6)	"with my theme goes to the mosque."	"with my team and <b>went</b> to the mosque."
5 (7)	"after we finish"	"After we <b>finished</b> ,"
5 (8)	"we continue to play"	"we <b>continued</b> to play"
5 (9)	"at the mosque sounded,"	" <b>when</b> the mosque sounded,"
5 (10)	"I and my friend's"	"I and my <b>friends</b> "
5 (11)	"to our friends house"	"to our <b>friend's</b> house"
6 (2)	"happynes day"	"A <b>Happy</b> Day"
6 (3)	"when the bell ring's"	"when the bell <b>rang</b> ,"
6 (4)	"when I come home"	"when I <b>came</b> home"
6 (5)	"I go to the mosque"	"i <b>went</b> to the mosque"
6 (6)	"I am very sad for that."	"I <b>was</b> very sad for that."
6 (7)	"I am very happy"	"I <b>was</b> very happy"
7 (1)	"I went to my kindergarten Friends, house"	"I went to my kindergarten <b>friend's</b> house"
7 (2)	"I stayed during 4 days."	"I stayed <b>for</b> 4 days."
7 (3)	"we always watch horror games."	"we always <b>watched</b> horror games."
7 (4)	"we make pudding and fruit salad"	"we <b>made</b> pudding and fruit salad"
8 (1)	"last month I visit my friend"	"last month, I <b>visited</b> my friend"
8 (2)	"my friend with outhter friend"	"my friend with <b>another</b> friend."
8 (3)	"I go for played game,"	"I <b>went</b> there to play game."
8 (5)	"I go for played game,"	"I went there <b>to play</b> game."





8 (6)	"me and my friend riding a motorcycle,"	" <b>I</b> and my friend <b>rode</b> a motorcycle."
8 (7)	"me fall from motorcycle"	" <b>We fell</b> from a motorcycle."
68 (9)	"I get wounds on my feet"	"I <b>got</b> wounds on my feet"
8 (10)	"my friend get wounds"	"my friend <b>got</b> wounds"
8 (11)	"I go to nearest market"	"I <b>went</b> to the nearest market"
8 (13)	"For buy ansaplast for stop bleeding"	" <b>to</b> buy ansaplast <b>to</b> stop it from bleeding"

The results revealed a total of 58 misinformation errors, which percentage for 65.17% of all errors.

- 1) "*with other friend*" (Student 2, number of error (6)).
- 2) "*My friend said there wasn't one.*" (Student 2, number of error (19)).
- 3) "*event than no forget.*" (Student 4, number of error (8)).
- 4) "*happynes day*" (Student 6, number of error (2)).

Based on the examples, students choosing words they should not use. These errors were categorized as misformations of word choice. The correct sentences should be:

- 1) "with **another** friend."
- 2) "My friend said there **was no** one."
- 3) "That event was **unforgettable**."
- 4) "A **Happy** Day"

According to the data collected, it appears that students incorrectly used prepositions, for examples:

- 5) "*gathered to Eid al-Fitr.*" (Student 4, number of error (4)).
- 6) "*I stayed during 4 days.*" (Student 7, number of error (2)).
- 7) "*I go for played game,*" (Student 8, number of error (5)).
- 8) "For buy ansaplast for stop bleeding" (Student 8, number of error (13)).

The correct sentences should be:

- 5) "gathered **for** Eid al-Fitr."
- 6) "I stayed **for** 4 days."
- 7) "I went there **to play** game."
- 8) "**to** buy ansaplast **to** stop it from bleeding"

Students also made errors with verb forms. Specifically, they are using the verb 1 when they should be using the verb 2. The errors classified to be misinformation of verb form. These are the most common error that students did in writing recount text.

- 9) "i last week going to makassar city" (Student 4, number of error (2)).
- 10) "*I help my parents*" (Student 5, number of error (1)).
- 11) "*when I come home*" (Student 6, number of error (4)).
- 12) "*we make pudding and fruit salad*" (Student 7, number of error (4)).
- 13) "*last month I visit my friend*" (Student 8, number of error (1)).

The correct sentences should be:

- 9) "Last week, I **went** to Makassar City"
- 10) "I **helped** my parents"



- 11) "when I **came** home"
- 12) "we **made** pudding and fruit salad"
- 13) "last month, I **visited** my friend"

Based on the data that has been analyzed, it appears that students made errors with the use of pronouns, such as:

- 14) "*He named bilqis*" (Student 2, number of error (7)).
- 15) "*he disappeared.*" (Student 2, number of error (12)).
- 16) "me and my friend riding a motorcycle," (Student 8, number of error (6)).
- 17) "*me fall from motorcycle*" (Student 8, number of error (7)).
- 18) "*I always accompany him,*" (Student 8, number of error (24)).

The correct sentences should be:

- 14) "**her name** was Bilqis."
- 15) "**she** disappeared."
- 16) "**I** and my friend rode a motorcycle."
- 17) "**We** fell from a motorcycle."
- 18) "I always accompanied **them**."

Students also made error with the use of verb to be. For examples:

- 19) "*he's not here at all.*" (Student 2, number of error (17)).
- 20) "*I am very sad for that.*" (Student 6, number of error (6)).

Students wrote present to be whereas they had to use the past to be The correct sentences should be:

- 19) "**she was** not here at all."
- 20) "I **was** very sad for that."

According to the data that had been collected, there were errors in spelling that students did in their writing. Such as:

- 21) "*than we thok a break*" (Student 2, number of error (1)).
- 22) "*I fell of my bike,*" (Student 3, number of error (2)).
- 23) "I went to my kindergarten Friends, house" (Student 7, number of error (1)).

The correct sentences should be:

- 21) "then we **took** a break"
- 22) "I fell **off** my bike."
- 23) "I went to my kindergarten **friend's** house"

#### d. Misordering Error

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. This means that the learners wrote the wrong placement of word items.

**Table 5 Students' Misordering**

Student, Number of Error	Identification of Error	Corrections
1 (7)	"event it was so fun."	" <b>That event</b> was so fun."
2 (5)	"he was silent sitting with other	"she <b>sat quietly</b> with another friend."



	friend”	
2 (15)	“oh, wasn’t that just bilqis?”	“Oh, wasn’t <b>Bilqis just there?</b> ”
4 (1)	“i last week going to makassar city”	“ <b>Last week, I</b> went to Makassar City”
8 (26)	“my dream is soldier Indonesia”	“my dream is to be <b>Indonesian soldier.</b> ”

In this research, this type of error was the least likely to occur. The results revealed a total of 5 misordering errors, which percentage for 5.62% of all errors.

- 1) “i last week going to makassar city” (Student 4, number of error (1)).
- 2) “my dream is soldier Indonesia” (Student 8, number of error (26)).

The correct sentences should be:

- 1) “**Last week, I** went to Makassar City”
- 2) “my dream is to be **Indonesian soldier.**”

## 2. Causes of Error

This research also aimed to find out the factors of students cause errors in writing recount text based on Norrish theory. According to the data that has been collected and analyzed, students also show the factors that cause them in making errors, which is the causes of errors based on Norrish’s theory: Carelessness, first language interference, and translation. The data presented below is based on the result of 8 students’ writing and interviews of 5 students.

**Table 6 Percentages of causes of errors**

Causes of Errors	Total Causes	Percentage (%)
Carelessness	49	55.06%
First language interference	13	14.60%
Translation	27	30.34%
<b>Total</b>	<b>89</b>	<b>100%</b>

### a. Carelessness

Carelessness is often closely related to lack of motivation. Many teachers admit that it is not always the student’s fault if their lost interest; perhaps the materials and/or presentation style do not suit them.

**Table 7 Students’ errors caused by carelessness**

Student, Number of Error	Identification of Error	Classification of Error
1 (1)	“ ^ Monday, April 15th”	Omission
1 (2)	“I want to Ramayana”	Misformation
1 (3)	“I played the Film”	Misformation
2 (1)	“than we thok a break”	Misformation
2 (2)	“his face was pale”	Misformation
2 (4)	“face was pale, he was silent”	Misformation
2 (7)	“He named bilqis”	Misformation
2 (9)	“But he was not there”	Misformation
2 (12)	“he disappeared.”	Misformation
2 (13)	“and there I asked”	Misformation
2 (18)	“there I was, surprised,”	Misformation
3 (2)	“I fell of my bike,”	Misformation



3 (4)	"being seriously <u>injure</u> ."	Misformation
4 (3)	" <del>we</del> our extended family"	Addition
5 (1)	"I <u>help</u> my parents"	Misformation
5 (3)	"after I <u>help</u> my parents"	Misformation
5 (4)	"I <u>go</u> to play"	Misformation
5 (6)	" <u>goes</u> to the mosque."	Misformation
5 (7)	"after we <u>finish</u> "	Misformation
5 (8)	"we <u>continue</u> to play"	Misformation
5 (10)	"I and my <u>friend's</u> "	Misformation
5 (11)	"to our <u>friends</u> house"	Misformation
5 (12)	"we went home ^ 02:45"	Omission
6 (2)	" ^ <u>happynes</u> day"	Misformation
6 (3)	"when the bell <u>ring's</u> "	Misformation
6 (4)	"when I <u>come</u> home"	Misformation
6 (5)	"I <u>go</u> to the mosque"	Misformation
6 (6)	"I <u>am</u> very sad for that."	Misformation
6 (7)	"I <u>am</u> very happy"	Misformation
6 (8)	"For <u>that's</u> day."	Addition
7 (1)	"kindergarten <u>Friends</u> , house"	Misformation
7 (3)	"we always <u>watch</u> horror <u>games</u> ."	Misformation
7 (4)	"we <u>make</u> pudding"	Misformation
8 (1)	"last month I <u>visit</u> my friend"	Misformation
8 (3)	"I <u>go</u> for played game,"	Misformation
8 (6)	"my friend <u>riding</u> a motorcycle,"	Misformation
8 (7)	" <u>me</u> <u>fall</u> from motorcycle"	Misformation
8 (9)	"I <u>get</u> wounds on my feet"	Misformation
8 (10)	"my friend <u>get</u> wounds"	Misformation
8 (11)	"I <u>go</u> to nearest market"	Misformation
8 (15)	" <u>me</u> <u>go</u> to home"	Misformation
8 (17)	" <u>medicane</u> my wounds"	Misformation
8 (18)	"Last three <u>week</u> I'm healthy"	Omission
8 (19)	"Last three week <u>I'm</u> healthy"	Misformation
8 (21)	"my <u>parent's</u> <u>want's</u> <u>go</u> "	Addition
8 (22)	"my <u>parent's</u> <u>want's</u> <u>go</u> "	Misformation
8 (24)	"I always <u>accompany</u> <u>him</u> ,"	Misformation
8 (27)	"so- <u>thus</u> my stories of my life"	Misformation
8 (29)	"my stories of my life"	Addition

The researcher identified 49 error caused by carelessness in students' recount text writing. Based on the findings and analysis carried out to students' writing and interviews, it was found that carelessness was the highest factor why students made errors. The most common example is misformation of verb form. This happens due to students' difficulty knowing the simple past form of the verb (V2). Students translate words using a dictionary so what they find is usually the present form of the verb. Sometimes they also don't check their written results again before collecting them. Some students feel that the limited time they have to write makes them not re-check their writing anymore. *"I don't usually double-check my writing, but I'm confident in my writing."*<sup>13</sup>

Students also feel grammar is difficult material in English. *"The most difficult thing (in learning grammar) is memorizing the formula,"*<sup>14</sup> said Student A (2024). This is also in line with the confession of the teacher who was also interviewed. He said grammar was the most difficult material for students to accept. However, he could not continue teaching grammar because he had to pursue other material.



## b. First Language Interference

Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits, the old ones interfere with the new ones.

**Table 8 Students' errors caused by first language interference**

Student, Number of Error	Identification of Error	Classification of Error
1 (4)	"to watch ^ film"	Omission
1 (7)	" <u>event</u> it was so fun."	Misordering
2 (11)	"then I saw ^ the second time"	Omission
3 (1)	"Fall from ^ bicycle"	Omission
4 (1)	" <u>i last week</u> going to makassar city"	Misordering
4 (5)	" <del>then</del> the next day"	Addition
5 (5)	"with my theme ^ goes to the mosque."	Omission
5 (9)	" <u>at</u> the mosque sounded,"	Misformation
6 (1)	" ^ happynes day"	Omission
8 (8)	"me fall from ^ motorcycle"	Omission
8 (12)	"I go to ^ nearest market"	Omission
8 (14)	"for stop ^ bleeding"	Omission
8 (16)	"me go <del>to</del> home"	Addition

There were 13 errors caused by first language interference in student's recount text writing. This cause of errors made by students considering their first language (Indonesia) has different grammar from English. One example of errors caused by first language interference is the omission of article. Indonesian language does not have articles in grammar like those in English. For example, "*watch ^ film*" (Student 1, number of error (4)). Student made omission of article in this sentence because word "the" in Indonesia has no meaning. Therefore, students may not include it in their writing. A student also did not include the word "a" in "*fall from ^ bicycle*" (Student 3, number of error (1)) because in Indonesian, we rarely use the word "a" which means "*sebuah*", but directly say "*jatuh dari sepeda*" instead of "*jatuh dari sebuah sepeda*."

However, this cause of errors is only a small number because students already understand that there were differences in sentence structure or grammar in English and Indonesian. "*First, I look for the meaning of the words in the dictionary. But after combining it, we have to adjust it again because usually in English there are words that don't go in Indonesian word order,*"<sup>15</sup> said Student C (2024).

## c. Translation

This cause of errors happens because a student translates his first language sentence or idiomatic expression into the target language word by word. This is probably the most common cause of error.

**Table 9 Students' errors caused by translation**

Student, Number of Error	Identification of Error	Classification of Error
1 (5)	"into <del>the</del> room 3"	Addition
1 (6)	"event <u>it</u> was so fun."	Misformation



2 (3)	"face was pale, ^ he was silent"	Omission
2 (5)	" he <u>was silent sitting</u> "	Misordering
2 (6)	"with <u>other</u> friend"	Misformation
2 (8)	"He named ^ bilqis"	Omission
2 (10)	"not there <u>following</u> to do community work,"	Addition
2 (14)	"I asked <u>other</u> friend"	Misformation
2 (15)	"oh, wasn't <u>that just bilqis</u> ?"	Misordering
2 (16)	"oh, wasn't <u>that just bilqis</u> ?"	Misformation
2 (17)	" <u>he's</u> not here at all."	Misformation
2 (19)	"My friend said there <u>wasn't</u> one."	Misformation
3 (3)	"my knee <u>has</u> been badly injure,"	Misformation
4 (2)	" <u>going</u> to makassar city"	Misformation
4 (4)	"gathered <u>to</u> Eid al-Fitr."	Misformation
4 (6)	"event than <u>no forget</u> ."	Misformation
5 (2)	"my parents <u>like</u> cleaning"	Misformation
7 (2)	"I stayed <u>during</u> 4 days."	Misformation
8 (2)	"my friend with <u>outher</u> friend"	Misformation
8 (4)	" ^ for played game,"	Omission
8 (5)	" <u>for played</u> game,"	Misformation
8 (13)	" <u>For</u> buy ansaplast <u>for</u> stop"	Misformation
8 (20)	"Last three week I'm ^ healthy"	Omission
8 (23)	"my parent's want's ^ go"	Omission
8 (25)	"my dream is ^ soldier Indonesia"	Omission
8 (26)	"my dream is <u>soldier Indonesia</u> "	Misordering
8 (28)	"so-thus ^ my stories"	Omission

Based on the result, the researcher discovered 27 errors caused by translation in student's recount text writing. This cause of error happened because students translated their first language sentence to English language word by word. Examples of errors that occur due to translation include misformations of word choice, misformations of prepositions, and misordering error. A student chose to write "*no forget*" (Student D, number of error (8)) instead of "unforgettable" for the translation of "*tidak terlupakan*". This was because she translated word by word for "*tidak*" and "*lupa*" due to the dictionary only provides the basic word for "*terlupakan*". It also happens within "*I stayed during 4 days.*" (Student 7, number of error (2)). The student wrote "*during*" instead of "*for*" because she wanted to say "*selama*". Sometimes students unsure about the sentence they translate word for word, but they merely did not know the proper form of the sentence they meant, so there was no another choice. Student E (2024) admitted, "*If I translate word by word, I was actually afraid I will make a mistake.*"<sup>16</sup>

## A. Discussion

This research aimed to investigate the grammatical errors of eighth grade students' recount text writings in MTs Negeri Kota Sorong. After data has been collected, The error analyzed to determine the types of errors based on Dulay's theory, i. e. surface strategy taxonomy. The researcher found 89 total errors made by 8 students in their recount text writing. According to Dulay et al., there are four types of errors, namely: Omission, addition, misformation, and misordering.





Omission refers to the absence of a critical element within a sentence. In most cases, students erred by neglecting to include a necessary letter or word for a morpheme to be complete. Based on this research, it was determined that omission is the second most prevalent error committed by students when composing recount text writing. Errors of addition involve the inclusion of an extra element that should not be present in a properly structured statement. Students often adding vocabulary that have the same meaning. Misformation error is the misuse of morphemes or structural components. This type of error is the most occur in students' recount text writing. This is similar with the research conducted by Fatimah (2023) who also using Dulay's surface strategy taxonomy, that misformation errors were the most frequently made. However, the difference is that in Fatimah's research, the most common error is misformation of spelling caused by overgeneralization. It was due to the subject of her research is undergraduated English education college students. In this research, the error that frequently appear is misformation of verb forms. Specifically, students are using the verb 1 when they should be using the verb 2. Furthermore, type of error that least likely to arise is misordering. This error is characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.

This research also purposed to to find out students' causes of errors in writing recount text based on Norrish's theory, namely carelessness, first language interference, and translation. Carelessness is related to lack of motivation. This happens because students lost interest and not focus on the material presented. The researcher identified 49 error caused by carelessness in students' recount text writing, which was the highest factor why students made errors. First language interference appear considering students' first language (Indonesia) has different grammar from English. Moreover, translation cause arise due to students translated their first language sentence to English language word by word using dictionary.

The researcher obtain the data based on the findings of errors from students' recount text writing and interview with 5 students and the teacher. This is different from the previous research carried out by Manik dan Suwastini (2020) which identified the source of error proposed by Brown namely: interlingual transfer, intralingual transfer, context of learning, and communication strategy. Their research also did not use interviews so the results found were only based on analysis of students' recount text writing. In this research, the writer analysed the interview finding into the types of errors made by students. Therefore, the results found are more accurate because they reflect the perspectives of researcher, teacher, and students.

## CONCLUSION

This part reflected the explanations presented in previous chapters. This research conducted with the purpose to analyze and classify the types of



students' grammatical errors in recount text writing. The errors collected was categorize into four types based on Surface Strategy Taxonomy proposed by Dulay: omission, addition, misformation, and misordering error. The total of error made by 8 students was 89. Based on the finding research, the total of omission errors were 18 errors with a percentage of 20.22%, addition errors were 8 errors with a percentage of 8.99%. The most common error that appear is misformation errors were 58 errors or 65.17% of total errors. Misordering error was the least occur with 5 errors or 5.62%.

This research also aimed to find out the factors of students cause errors in writing recount text based on Norrish's theory. The data obtained from the findings of students' error in writing and interview with 5 students and the teacher. It was found that carelessness is the most causes of errors with 49 errors, which is 55.06% of total. In addition, first language interference were 13 errors with a percentage of 14.60% and translation causes were 27 errors with a percentages 30.34%.

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