GRAMMATICAL ERROR ANALYSIS ON STUDENTS' RECOUNT TEXTS

(A Case Study of the Tenth-Grade Students
of SMK Texmaco Semarang in the Academic Year 2017/2018)

a final project
submitted in partial fulfilment of the requirements for the degree
of *Sarjana Pendidikan* in English

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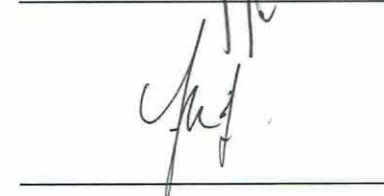   Dr. Sri Rejeki Urip, M.Hum.
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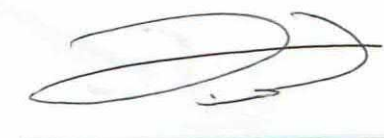   Alief Noor Farida, S.Pd., M.Pd.
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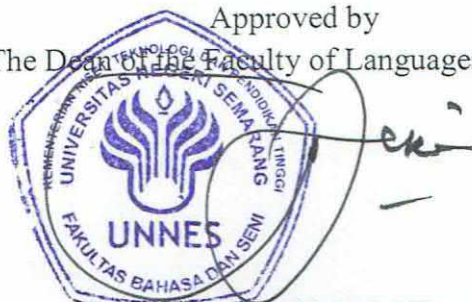   Rohani, S.Pd., M.A.
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ii

DECLARATION OF ORIGINALITY

I, Muhammad Naufal Izzuda, hereby declare that this final project entitled *Grammatical Error Analysis on Students' Recount Texts (A Case Study of the Tenth-Grade Students of SMK Texmaco Semarang in the Academic Year 2017/2018)* is my own work and has not been submitted in any forms for another degree or diploma at any universities or other institutes of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references are given in the bibliography.

Semarang, 26 Sept 2019

Muhammad Naufal Izzuda

MOTTO AND DEDICATION

"The problem is not the problem.

The problem is your attitude about the problem."

(Captain Jack Sparrow, Pirates of the Caribbean)

This final project is dedicated to:

My mother, my father, and my brother

My extended family

My teachers and lectures

My friends, and

All people who have been there for me through ups and downs

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Alhamdulillah, all praise to Allah SWT for His blessings, so that I can finish this final project as a fulfilment to achieve the Undergraduate Degree of English Education. Peace and blessings be upon the noblest prophet and messenger of Allah, Prophet Muhammad SAW, his family, and all of his companions. I realize that the completion of this final project could not be reached without the help, encouragement, and support from numerous people. Therefore, in this occasion, I would like to express my gratitude for them.

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literature program, the functionaries of English Students Association in the 2015 period, and my beloved friends in Basecamp. Thank you for the precious friendship and memories. May Allah always bless you all.

Finally. I hope that this study will be useful for the readers. I also realize that this final project is not perfect because there are still many weaknesses. Therefore, some criticisms and suggestions are expected and certainly will be accepted for the improvement of this final project.

Muhammad Naufal Izzuda

ABSTRACT

Izzuda, Muhammad Naufal. 2019. *Grammatical Error Analysis on Students' Recount Texts (A Case Study of the Tenth-Grade Students of SMK Texmaco Semarang in the Academic Year 2017/2018).* Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Arif Suryo Priyatmojo, S.Pd., M.Pd.

Keywords: error analysis, recount text, surface strategy taxonomy, source of error

This study is a descriptive qualitative study aimed to find out the grammatical errors made by the students, the most frequent error, and the source of the errors in their recount texts. The subject of this study is the tenth-grade students of SMK Texmaco Semarang in the academic year 2017/2018 which consists of 30 students. In this study, the writer collected the data in the form of students' recount texts by using documentation technique. The data were then analyzed using error analysis method and descriptive qualitative approach. The analysis was carried out by referring to Dulay's surface strategy taxonomy in terms of the types of error and Ellis and Barkhuizen's theory in terms of sources of error. The results of this study showed that the total number of grammatical errors made by the students in their recount texts is 620 errors. These errors consist of 184 omission errors, 99 addition errors, 242 misformation errors, and 95 misordering errors. Accordingly, the most frequent error is misformation error which corresponds to 39.03% of the total error. Then, it is followed by omission error (29.68%), addition error (15.97%), and misordering error (15.32%). Furthermore, this study also revealed that most of the errors are caused by interlingual transfer (441 errors or 71.13% of the total error). Meanwhile, 179 errors or 38.87% of the total error are caused by intralingual transfer. Based on these findings, it can be concluded that the students had some difficulties in applying English grammar rules in their writings. Therefore, it is suggested for the teacher and the students to be aware and pay more attention to the errors in order to improve the English teaching and learning process.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Figure

LIST OF APPENDICES

Appendix

CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) reasons for choosing the topic, (3) research problems, (4) objectives of the study, (5) significance of the study, and (6) outline of the study.

1.1 Background of the Study

Nowadays, English is getting more and more of its importance as an international language. English is widely used not only in the countries of which the native language is English, but also in other countries where English becomes the second or even foreign language, including Indonesia. In Indonesia, English has been taught as an optional subject at school from the fourth year up to sixth year of Elementary School. Moreover, English is taught as a compulsory subject at school from the first year of Junior High School up to the third year of Senior High School and also as a general basic subject at Universities.

In learning English, both junior and senior high school students are supposed to master four language skills and the three language components in order to be able to use English well and communicatively. Those language skills are listening, speaking, reading, and writing. According to Harmer (1991: 1), speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. Among those skills, writing is considered to be the most difficult skills because in writing the students need to produce something in written form. Harmer (2001: 79) stated that

writing is a form of communication to deliver thought or to express feeling through written form.

Writing requires hard thinking for the writing ideas and producing words, sentences, and paragraphs at the same time. Moreover, Harmer (2001: 255) says that writing has a number of conventions which separate it out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, layout, and punctuation. The writer should combine and express what he/she would like to convey in good written forms. Besides, the writer should not neglect the language components, namely structure, vocabulary, and spelling, because the content of writing can only be understood if those language components are written in correct forms.

When writing skill is taught in class, students are expected to be able to write English using a correct structure or grammar. Grammar is one of the basic components of which are very important in making writing. Harmer (2001: 12) defined grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Gerot and Wignell (1994: 2) stated that grammar is theory of a language, of how language is put together and how it works.

Grammar is an essential part for each English learner. Penny Ur (1996: 75) defines grammar as words that are put together to make correct sentences. It does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning. Moreover, Brown (1980: 264) once

stated that in learning a language we must know the grammar rules for forming correct sentence. It means that a good competence in grammar will make a well-structured writing that means the learners are able to use English language correctly, so that the readers can understand the meaning of what the students write and the goal of English teaching and learning will be achieved.

However, in learning a foreign language, learners often faced some difficulties. Ramelan (1992: 5) said that most of learning problems are caused by different elements found between the two languages. Grammar becomes one of the elements in which Indonesian learners found it difficult, because the grammatical systems between Indonesian and English are different. One example is the tenses. In English, the verb represents the time orientation. Ho (2005:49) said that tense is correlated with the location of a situation in time. While in Indonesian, there is no rule of changing the verb to represent the time orientation. It could be seen in the table below:

Table 1.1 The Difference between Indonesian and English Sentences

Indonesian sentences	English sentences
1. *Kami sedang belajar sekarang.*	*We are studying now*
2. *Kami belajar kemarin.*	*We studied yesterday.*
3. *Kami akan belajar besok.*	*We are going to study tomorrow.*

From the examples above, it is clear that the way Indonesian sentences formed is different from the way of English. Consequently, the students often make some grammatical errors because of these differences. Brown (1980: 165) stated that an error is a noticeable deviation from the adult grammar of native

speaker, reflecting the interlanguage competence of the learners. The students make errors because they lack of knowledge or competence in English grammar.

Grammatical errors are often made by learners in producing English, for example in writing recount text. Recount text is one of the text genres which is learnt by the tenth grade students in high school level. According to Anderson and Anderson (1998: 24), recount text is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred. Because it tells about past events, the tense used is past tense. Learners often made errors in using past tense in their recount text writing, they tend to use present tense instead of past tense. For example, the students wrote "He go to school yesterday", instead of "He went to school yesterday". In this case, the students are still affected by their mother tongue in producing sentences in English. It is in line with Richards (1974: 5) who stated that sentences in the target language may exhibit interference from the mother tongue.

However, errors are natural part of language learning. Errors are considered as an essential thing for both learners and teachers since the making of errors can be regarded as an important part of learning in order to get information about which part of the target language that is most difficult for the students to produce correctly. Errors also give another benefit for the teacher by showing what learners have not mastered yet in the lesson.

Some errors made by second language learners in their learning process can be studied through error analysis. According to Brown (1980: 166), error

analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. Richards et al. (1973: 96) stated that error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.

Focusing on errors made by the students will help not only the students themselves but also the teacher to overcome the problem into a solution. According to Ellis (1997: 15), there are good reasons for focusing on errors, "First, they are a conspicuous feature of learner language, raising the important question of 'Why do learners make errors?'. Second, it is useful for teachers to know what errors learners make. Third, paradoxically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make." Therefore, it will be very useful for teachers to know what kind of errors that might be produced by students. The teacher can give more attention in subjects that cause the errors.

By considering the background above, the writer is encouraged to carry out an error analysis study to analyze the grammatical errors in students recount texts. The study is titled "Grammatical Error Analysis on Students' Recount Texts (A Case Study of the Tenth Grade Students of SMK Texmaco Semarang in the Academic Year 2017/2018)."

1.2 Reasons for Choosing the Topic

The researcher chooses this topic because of some considerations:

1) Writing is getting more and more essential nowadays. It should be mastered in order to be literate. But, most Indonesian students in senior high school levels commonly have difficulties in the writing tasks. Consequently, they have little enthusiasm in writing. However, writing skill is important for the students to master before entering the higher level of education. Moreover, writing skill will also prepare students for their future academic and professional world.

2) Recount text is the most common kind of text we can find in our everyday life, especially when we tell others about past events. By learning and writing recount text, the students can practice to retell and share their personal experiences to others. Moreover, the students can improve their English writing skills.

3) Grammar is one important aspect that should be mastered in order to make a well structured writing. However, writing in foreign language is not always as easy as writing in the first language, since there are some different rules in the grammatical systems, and these differences sometimes cause the students to make errors. That is why the researcher chooses to analyze the grammatical errors in writing.

4) The researcher believes that error analysis maintains role in English teaching and learning. It can give contribution to both the teacher and the students to improve the English teaching and learning process.

1.3 Research Problems

This study is intended to answer the following questions:

1) What grammatical errors are made by the tenth grade students of SMK Texmaco Semarang in their recount text writing?

2) What is the most frequent error made by the students?

3) What are the sources of errors in writing recount text?

1.4 Objective of the Study

Based on the problems above, this research has the following objectives:

1) To find out the grammatical errors made by the tenth grade students of SMK Texmaco Semarang in their recount text writing;

2) To find out the most frequent error made by the students, and

3) To find out the sources of errors in writing recount text.

1.5 Significance of the Study

The result of this study is expected to be able to give the following benefits:

1) Theoretical significance

   This study is expected to be able to strengthen the existing theories and give contribution to some typical previous studies. Moreover, the result of

this study can be used as reference for the next researchers who have interests in similar topic.

2) Practical significance

For the teachers, this study can help them to correct students' errors in their recount text writing, to improve their teaching, and to focus on those area that need improvement.

For the students, they can find out their mistakes in writing recount texts and also the correction, so that they can make a better writing of recount text in the next occasion.

3) Pedagogical significance

This study can be useful as an input to develop the English teaching and learning, especially in writing skill and grammar, since this study could provide the information of the errors made by the students in writing the recount text and the source of the errors.

1.6 Outline of the Study

This final project consists of five chapters. The outline is as the following:

Chapter I is the introduction which discusses the background of the study, reasons for choosing topic, research problems, objectives of the study, significance of the study, and the outline of the study.

Chapter II is the review of the related literature which consists of the review of the previous studies, review of theoretical studies and theoretical

framework. Review of theoretical studies explains the general concept of writing, recount text, and the concept of grammatical error analysis.

Chapter III is the research methodology which deals with research design, subject of the study, role of the researcher, type of data, instrument for collecting the data, procedure of collecting the data, procedure of analyzing the data, and technique of reporting the data.

Chapter IV discusses the findings and discussion of the study which talk about the analysis of grammatical errors made by the students in their writings, the frequency, and the possible causes of the errors.

Chapter V is the conclusions and suggestions. This chapter presents the conclusion and the suggestion based on the discussion of data analysis and research findings in the previous chapter.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter consists of review of the previous study, review of the theoretical study, and theoretical framework.

2.1 Review of the Previous Study

In this section, the researcher presents some previous studies which are relevant and have some similarities with the present study.

There were lots of error analysis studies focusing on the grammatical errors made by students at any levels of education who learn English as a second or foreign language. Taher (2011) investigated the grammatical errors produced by Swedish junior high school students' in their free and controlled written production. He found that the most frequent errors made by Swedish junior high school students are errors of verb tense, verb inflection, and subject-verb agreement. Gayo and Widodo (2018) also investigated the errors in descriptive texts written by the ninth grade students of SMPN 9 Yogyakarta at the morphological and syntactical levels. The result shows that, in morphological level, the highest number of errors occurred in the use of the copula be (14.86%), and in syntactical level, the largest number of errors occurred in the subject-verb agreement (9.46%). In addition, Mulyoko (2014) revealed in his study that there were 313 errors made by eighth grade students of SMPN 3 Ungaran in their descriptive texts. The errors were classified into errors in the production of verb (29%), subject and verb agreement errors (18.5%). pluralisation errors (18.2%),

errors in the use of preposition (16%), errors in the use of article (11.2%), errors in the use of conjunction (6%), and errors in pronoun usage (1%).

Grammatical errors in writing were also made by the students at senior high school level. Haryanto (2007) analyzed the grammatical errors made by the twelfth year students of SMAN 1 Slawi in their recount text writings. The result shows that the students made 235 grammatical errors in total. The errors were classified into 153 errors in producing verbal groups, 3 errors in subject-verb agreement, 10 errors in the use of article, 30 errors in the use of preposition, 12 errors in pluralization, 23 errors in the use of pronoun, 4 errors in the use of conjunction. Millah (2016) classified the types of error in the use of simple past tense recount text written by the tenth grade students of MA NU Banat Kudus. She found that the errors made by students were 56 omissions, 9 additions, 79 misinformations, and 3 misorderings. Suwastini and Yukti (2017) also investigated the types of error in the short biography text writings written by the eleventth grade students of a vocational high school in Singaraja. The study revealed that the total number of errors occurred in the students' writings is 415 errors, and the most frequent error is misformation error (52.16%), followed by omission (36.78%), addition (9.38%), and misordering (1.68%).

English learners at college level also made grammatical errors in their written productions. Abushihab (2014) investigated the grammatical errors in writing made by 20 Turkish second-year students at the Department of English Language in Gazi University of Turkey. The results show that the participants made 179 grammatical errors, of which 27 errors are in tenses, 50 errors in the use

of prepositions, 52 errors in the use of articles, 17 errors in the use of passive and active voice, and 33 morphological errors. Mohammed and Abdalhussein (2015) also investigated the grammatical errors in the research proposal writings of 15 Iraqi students in Faculty of Information System at Universiti Kebangsaan Malaysia. The results show that a total number of 633 grammatical errors were found in the written corpus of Iraqi students in UKM, and highest number of errors made by the students was in preposition error category that corresponds to 22.1% of the total errors committed. Nugroho (2017) analyzed the grammatical errors in report texts written by fourth semester students of Universitas Negeri Semarang. The result of the study shows that there were 91 errors made by students. The most frequent errors made by students are errors in the the subject verb agreement errors with 43.87% of the total errors. It is followed by verb tense errors (24.49%), singular/plural noun errors (19.39%), sentence structure errors (7.14%), and word form errors (5.1%).

Students also committed grammatical errors in their English spoken productions. Sastra (2014) examined the grammatical errors in the spontaneous speech produced by the seventh semester students of English Study Program of Universitas Brawijaya. The result shows that the students made some types of error in their speech production. Those errors are omission (37%), addition (27%), misformation (35%) and misordering (1%). Mahmud (2018) also investigated the grammatical errors in the spoken recount texts produced by nine seventh grade students of a private Junior High School in Bandung. He discovered that misformation becomes the most frequent errors among other types of errors found

in the stories with 121 occurrences, followed by omission with 79 errors, 18 addition errors, and 5 misordering errors. Julaeha (2015) examined the grammatical errors made by the seventh grade students of SMPN 1 Muntilan in their spoken descriptive texts. She revealed that the most frequent errors is the sentence construction error that corresponds to 55.74% of the total error. The second is the phrase construction error that corresponds to 43.44% of the total error. The last is the word formation error that corresponds to 0.82 % of the total error. In addition, Anggana (2018) found that a total number of 61 errors were made by the the eighth grade students of SMPN 4 Singaraja in speaking English. The most frequent error is omission error (62.30%). It is followed by misordering error (18.4%), addition error (14.75%), and misformation error (4.91%).

There are two major factors that caused the students to make grammatical errors, namely interlingual transfer and intralingual transfer. Gayo and Widodo (2018) stated that the two major sources of error in students' English writing are interlingual and intralingual transfer. Swastini and Yukti (2017) identified the sources of error according to four sources of error by Brown (2007). They found that interlingual transfer is the main sources of students' errors (71.68%). It is followed by context of learning (14.79%), intralingual transfer (8.27%), and communication strategy (5.26%). Meanwhile, Millah (2016) stated that most errors made by students were influenced by their target language rules (intralingual error). She found that intralingual transfer occurred in 114 errors and interlingual transfer occurred in 33 errors.

From the review of some previous studies above, we can conclude that learners of English in second or foreign language context at any levels of education still made errors in their written or spoken language production. There are some differences between the former studies and the present study in terms of the subject of the study, the instrument, the steps of analysis, the data, and the classification of the errors. The similarity of these studies is that they belong to error analysis research. The present study focuses on a certain case which focus on the grammatical errors made by the tenth grade students of SMK Texmaco Semarang in writing recount text.

2.2 Review of Theoretical Study

This section reviews the general concept of writing, recount text, and grammatical error analysis.

2.1.1 General Concept of Writing

There are a number of definitions of writing by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a chronological way in the new language. Moreover, Brown (2001: 336) explained that writing is a thinking process. He stated that writing can be planned and given with an unlimited number of revisions before its release. Writing represents what on our mind is. Writing, as one of the four language skills, is considered as a productive skill beside speaking. As stated by Meyers (2005: 1), writing is a way to produce language, which you do naturally when you speak. Writing is partly a talent, but it is mostly a skill, and like any skill, it improves with practice. It is the skill of writer to communicate information to a reader or

group of readers. As a process, writing is an action of discovering and organizing ideas, transferring them into words, putting them on paper, reshaping and revising them. Furthermore, Byrne (1998: 28) said that writing is an activity to produce a sequence of sentences arranged in a particular order and linked together in certain ways. Thus, it is clear that writing plays an important role in the communication.

Regarding its importance, writing should be mastered by the students in learning English. Through writing, they can express their thought, ideas and feeling. Harmer (2004: 4) explained that writing process is the stage a writer goes through in order to produce something in its written form. To make an understandable writing product which is able to deliver their thought, they need to do many practices and exercises. Moreover, he added that writing encourages students to focus on the accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what think on their writing.

Based on those definitions, it can be inferred that writing is a productive process that is done to communicate and express ideas into written form. To express the ideas into good written form, the writer needs to do some steps such as planning, drafting, revising and editing. In order to make a good writing, the writer needs to follow some rules of writing and practice a lot. Therefore, the writer needs to pay attention to the characteristics of good writing and the steps of writing process.

2.2.1.1 Characteristics of Good Writing

To make his writing easy to be understood by the readers, the writer needs to pay attention to the characteristics of good writing. This corresponds to a claim by Boardman & Frydenberg (2008: 18) that writing in English must also have the characteristics of coherence, cohesion and unity.

(1) Coherence

Coherence in writing a paragraph means that the supporting sentences should be ordered according to a principle so that the readers will understand the meaning of the paragraph easily.

(2) Cohesion

Cohesion itself means that all of the supporting sentences connect to each other in order to support the topic sentence. In connecting sentences to each other, we need what it is called cohesive devices such as linking words, personal pronouns, definite articles, demonstrative pronouns, and synonyms.

(3) Unity

Unity means that all supporting sentences in a paragraph have to relevant to the topic sentence. By fulfilling unity, readers will understand that the paragraph just discusses about one topic.

According to the explanation above, it can be concluded that a product of writing is considered as good if there are coherence, cohesion, and unity in it. Teachers should lead their students to understand these characteristics so that they can be able to produce written form with good quality. After understanding the

characteristics of good writing, the writer also need to learn about the writing process.

2.2.1.2 Process of Writing

Writing has several stages to do. A writer needs to understand the process of writing and consider the ways of making it well. As suggested in the previous literature by Boardman & Frydenberg (2008: 31), there are six steps in writing, those are analyzing the assignment, brainstorming, organizing your ideas, writing the first draft, rewriting the first draft, and writing the next (or final) draft.

1) Analyzing the Assignment

The first step of writing is understanding the assignment. Before you start writing, you have to know what you should write. Thus, your writing will be relevant to what is asked for.

2) Brainstorming

The second step of writing is called brainstorming. In this step, you need to write down all you have in your mind on a paper. You may write anything because in this stage all ideas are equal. You do not need to evaluate your thoughts. You will do that in the next stage.

3) Organizing Your Ideas

After the ideas have been put into words, it is the time to organize them. There are three things that you have to do in this stage; write your topic sentence, eliminate irrelevant ideas, and make an outline and add relevant ideas.

4) Writing the First Draft

Once we have our ideas generated and an organizational pattern to follow, we can write our first draft. In this stage, you can try to write the paragraphs without trying to be perfect because this draft is only for you. Therefore, do not worry about the grammar or punctuation, yet, try to write in a good paragraph format.

5) Rewriting

Rewriting is the one of the steps in writing process that is very crucial because it has been constructed by all aspects of writing such as ideas, vocabulary, punctuation, grammar, style, and quality of expression in a completing paragraph. This stage consists of two parts: revising and editing. When revising a paragraph, you need to check the organization of your paragraph and look at your ideas. Meanwhile, editing a paragraph is looking at the grammar, spelling, word forms, and punctuation. You need to do both of them after you have written a paragraph.

6) Writing the Final Paper (or Next Draft)

The last step is to write a clean version of the paragraph by concerning all the revisions and editing. Make sure that you write your final draft using good paragraph format.

Based on those explanations, it can be said that writing starts with designing and analyzing the ideas that will become the first draft. Then, the draft should be re-read and revised with appropriate changes to obtain a good final writing. Students have to apply the six steps of writing to get a better product in

writing. The six steps of writing above help students and the other writers to write well because those steps are started from collecting ideas to create the ideas become paragraphs. Therefore, the emphasis is on the process of writing rather than the finished product.

2.1.2 Recount Text

In this part, the researcher presents the definition of recount text, the types of recount text, the generic structure of recount text, and the language features of recount text.

2.2.2.1 Definition of Recount Text

Recount text can be considered as the most common kind of text we can find in our everyday life, especially when we tell others about past events. According to Anderson and Anderson (1998: 24), speaking or writing about past events is called recount. They further explain that a recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.

Furthermore, according to Derewianka (1990: 14), recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. In other words, we can conclude recount text as a piece of text that reconstructs past events in chronological order to describe what happened and when it happened, and its purpose is to inform or to entertain the audience.

Recount text is one of the text genres taught in junior and high school levels. Besides, it is not only used at school as a teaching material, but also in

other written and electronic media. It is used in many real social contexts, such as diary, blog, letter, biography, travel report, police report, historical recount, etc.

2.2.2.2 Types of Recount Text

Derewianka (1990: 15) states that there are three major types of recount text, they are personal recount, factual recount, and imaginative recount. Here is the explanation of each type:

a. Personal recount

Personal recount is retelling an event that the writer was personally involved in. (e.g. personal experience, personal letter, diary, entries, journal, anecdotes and postcard). The characteristics of personal recount are:

1. Use of first pronoun (I, we).

2. Personal responses to the events can be included, particularly at the end.

3. Details are often chosen to add interest or humor.

b. Factual recount

Factual recount is a recount that is recording the particulars of an accident. (e.g. report of a science experiment, police report, news report, historical recount). The characteristics of factual recount are:

1. Use of third person pronouns (he, she, it, they).

2. Details are usually selected to help the reader reconstruct the activity or incident accurately.

3. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).

4. Mention of personal feelings in probably not appropriate.

5. Details of time, place, and manner may be need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).

6. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long his, weighing 75 kilos and approximately 189 cm tall).

7. The passive voice may be used (e.g. the breaker was filled with water).

8. It may be appropriate to include explanations and satisfactions.

c. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited…)

When recount text is taught in the classroom, usually the students are asked to produce a personal recount which is based on their own experiences. By asking them to retell their personal experiences, the students will be enthusiastic in learning recount text in order to share their stories to others.

2.2.2.3 Generic Structure of Recount Text

In making a well-structured recount text, there is an important point which is worth to be acknowledged by students. According to Anderson (1998: 53), a recount text has three main parts or generic structure. They are:

1. Orientation

It is the opening of the text or the introduction of the topic of the text. It gives the needed background information about what happened, who or what was involved, when, where, and why the events happened.

2. Event

It is usually told in a series of paragraphs which retell the events in the order of sequence in which they happened.

3. Reorientation

It functions as the closing statement. It is an optional paragraph which concludes the text by summarizing outcomes or results, evaluating the importance of the topic or offering personal comment or opinion.

2.2.2.4 Language Features of Recount Text

According to Anderson and Anderson (1998: 49) the language features usually found in a recount text are:

a. Proper noun and pronouns to identify those involved in the text

b. Action verb

c. Descriptive word to give details about who, what, what, when, where, and how.

d. The use of the past tense to retell the events.

e. Conjunction and time connectives.

f. Adverb and adverbial phrase.

g. Words that show the order the events.

2.1.3   Concept of Grammatical Error Analysis

This section gives explanation about grammatical error, differences between error and mistake, error analysis, procedure of error analysis, types of error, and sources of errors.

2.2.3.1 Grammatical Error

Grammar has many definitions given by different experts. There is no universally accepted definition of it. Harmer (2001: 12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Penny Ur (1996: 75) notes that grammar is defined as words that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning. Grammar is one of the language elements, it means that if someone learns a language, he/she certainly will learn its grammar. Moreover, grammar is important for every language learner to master, because grammar is the rule which govern how the language works and how to communicate using it correctly.

Every language has its own rules or grammar. Learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners make errors especially in applying the grammar. Brown (1980: 165) stated that an error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. It means that errors represents the learners' lack of competence or knowledge in the target language grammar.

According to Smith and Wilson (1979), grammatical errors are deviations from the appropriate linguistic convention or usages which contravene the established and acceptable rules of a given language. In other words, grammatical

errors occurred when someone does not follow the rules or grammar which is acceptable and actually used by the native speakers in producing the language.

Errors are essential thing for both foreign language teachers and learners. As Corder (1967: 48) states that errors could be significant in three ways: (1) they provided the teacher with information about how much the learner had learnt, (2) they provided the researcher with evidence of how language was learnt, and (3) they served as devices by which the learner discover the rules of the target language.

2.2.3.2 Error and Mistake

In the process of language acquisition process, learners will make errors and mistakes inevitably. As Dulay *et al*. (1982: 198) states that, making error is an inevitable part of learning. People cannot learn language without first systematically committing errors. Brown (2007: 257) also states that learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgements, miscalculation, and erroneous assumptions form an important aspect of learning virtually and skill or acquiring information. It means that making mistakes and error is naturally happened for learner because it is a part of learning in language acquisition process.

Further, Brown distinguishes mistake and error. He 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. Native speakers are normally capable of recognizing and correcting such 'lapses' or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the competence of the learner."

It is in line with what Ellis (1994: 51) states, that:

"An error takes place when the deviation arises as a result of lack of knowledge. It represents a lack of competence. A mistake occurs when learners fail to perform their competence. That is, it is the result of processing problems that prevent learners from accessing their knowledge of a target language rule and cause them to fall back on some alternative, non-standard rule that they find easier to access."

Other linguists, Gass and Selinker (2008: 102) also differentiate mistake and error. Mistakes are akin to slip of tongue and generally one-time-only events. On the other hand, an error is systematic that is likely to occur repeatedly and is not recognized by the learner as an error. The learners who make mistakes usually are able to recognize it as mistake and correct it if necessary.

From the explanations above, it can be concluded that errors are the fault production commonly made by EFL learners because they lack of competence and knowledge about the language system. Errors can happen continuously if they are not corrected immediately because the learners cannot correct them by themselves. Meanwhile, mistakes are the temporary fault performance made by both native and non-native speakers in using a known language system. The learners who made mistakes are normally capable of recognizing and correcting such lapses or mistakes.

The difference between error and mistake can be summarized in the table below.

Table 2.1 The Difference between Error and Mistake

Error	Mistake
Related to the students' lack of competence or knowledge	Related to the students' quality performance

Error	Mistake
Reflecting the students' target language competence	Reflecting the students' temporary imperfection when using the language
Caused by the learners who have not mastered the language rules or system	Caused by some factors such as fatigue, lack of attention, carelessness, etc.
Consistent or continuous and not recognized by the learners	Inconsistent and recognizable by the learners
Cannot be self-corrected	Can be self-corrected

2.2.3.3 Error Analysis

In the field of second language acquisition, error analysis was first established by Stephen Pit Corder and his colleagues in the late of 1970s and became a very popular approach for describing second language errors. Error analysis is assumed to be an alternative approach to contrastive analysis that differentiates first and second language of learners in error prediction.

Some experts give their opinions about error analysis. James (1998: 1) defines error analysis as the process of determining the incidence, nature, causes, and consequences of unsuccessful language. Richards et al. (1973: 96) state that error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

Another concept of error analysis is given by Brown (1980: 166), he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner. It seems this concept is the same as the one proposed by Crystal (1987: 112) i.e. Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics.

The three definitions above clarify that error analysis is an activity to identify, classify and interpret or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. Another thing which should be noticed is the procedure of error analysis.

2.2.3.4 Procedure of Error Analysis

According to Corder in Ellis and Barkhuizen (2005: 57) the procedure of Error Analysis includes the following steps:

a. *Collecting a sample of learner language*. Collecting a sample of learner language provides the data for the EA. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

b. *Identification of Errors*. The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic produce is as follow:

1. Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.

2. Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well- formed. Those utterances/sentences remaining contain errors.

3. Identify which parts of each learner utterance/sentence differs from the reconstructed version.

c. *Description of Errors*. The Description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts.

d. *Explanation of Errors*. Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA research this is the most important stage in an EA.

e. *Error Evaluation*. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

Gass and Selinker (2008: 103) state that the great deal of the work on Error Analysis was carried out within the context of classroom. Therefore, there are a number of steps taken to conduct error analysis.

a. *Collect data*. Although this typically done with written data, oral data can also serve as a base.

b. *Identify errors*. What is the error (e.g., incorrect sequence of tenses, wrong verb form, or singular verb form with plural subject)?

c. *Classify errors*. Is it an error of agreement? Or is it an error in irregular verbs?

d. *Quantify errors*. How many errors of agreement occur? How many irregular verb forms of errors occur?

e. *Analyze source*. What causes the errors?

f. *Remediate*. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

2.2.3.5 Source of Errors

Richards (1971) distinguished three sources of errors:

1. Interference errors: errors resulting from the use of elements from one language while speaking/writing another;

2. Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply; and

3. Developmental errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences.

According to Richards (1971), intralingual errors are also subdivided to the following categories:

a. Overgeneralization errors: the learner creates a deviant structure on the basis of other structures in the target language (e.g. "He can sings" where English allows "He can sing" and "He sings").

b. Ignorance of rule restrictions: the learner applies rules to context where they are not applicable (e.g. He made me to go rest" through extension of the pattern "He asked/wanted me to go").

c. Incomplete application of rules: the learner fails to use a fully developed structure (e.g. "You like to sing?" in place of "Do you like to sing?")

d. False hypothesis: the learners do not fully understand a distinction in the target language (e.g. the use of "was" as a marker of past tense in "One day it was happened").

However, as Schacheter and Celce-Murcia (1977) pointed out, the distinction between intralingual and developmental errors is rather fuzzy in their term. As a result, Richards (1974) classified errors, according to their causes, into two categories later on. The two categories are as follows:

1. Interlingual errors: these errors are caused by mother tongue interference.

2. Intralingual and developmental errors: this kind of errors occurs during the learning process of the second language at a stage when the learners have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself.

Brown (1980: 173) classified sources of error into the following categories:

1. Interlingual transfer: that is the negative influence of the mother tongue of learner,

2. Intralingual transfer: that is the negative transfer of items within the target language. In order words, the incorrect generalization of rules within the target language;

3. Context of learning: which overlaps both types of transfer, for example, the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make wrong generalization about the language;

4. Communication strategies: It is obvious that communication strategy is the conscious employment of verbal mechanisms for communicating an idea when linguistic forms are not available to the learner for some reasons.

Rod Ellis and Gary Barkhuizen (2005: 65) classify the source of errors into two, namely interlingual transfer and intralingual transfer. Here is the brief explanation:

1. Interlingual transfer

Errors that are caused by interlingual transfer include the errors that are caused by the interference of the native language or mother tongue. In the early stages, before the learners get familiar with the system of the target language, the only linguistic system that can be used by the learners is their own native language. This opinion is supported by Richards (1992: 187), interlingual error is an error which results from language transfer, that is, which is caused by the learner's native language. For example, an Indonesian learner says "I have book new" where the arrangement is taken from

Indonesian language, that is "*Saya punya buku baru*", in which the adjective comes after the noun it modifies.

2. Intralingual transfer

Intralingual transfer means the transfer which occurs within the target language itself. Once learners begun to acquire the new linguistic system, they tend to generalize the system of one target language item upon another. For example, an English learner produce an utterance such as "I buyed a new book yesterday". In this case, the learner has known the rules of the past tense in English to express an action done in the past which is usually characterized by the suffix –ed, but he/she also apply that rule to the irregular verbs by simply put –ed after the verb 'buy'.

2.2.3.6 Types of Error

According to Dulay *et al.* (1982) in the book *Language two*, he classifies error into four types; error based in linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Error types based on linguistic category

Linguistic category classifies errors according to either or both the language component and the particular linguistic constituent the error affects.

a. Language components include phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), discourse (style).

b. Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is

in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.

Examples of type error based on linguistic category:

Morphology : a umbrella, he buyed

Syntax   : he not go, you help I

2. Error types based on surface strategy taxonomy

There are four types of errors based on the surface strategy taxonomy, they are omission, addition, misformation and misordering.

a. Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance. It is an error which happens because a learner does not put the needed morphemes in the sentence. The omitted morphemes are either the content morpheme or grammatical morpheme. Example:

- Harry the captain of the class. (Omission of grammatical morpheme 'is')

- Harry is the captain of the. (Omission of content morpheme 'class')

b. Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors, they are double markings, regularizations, and simple addition.

1) Double marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics construction, but not in others. For example:

- She doesn't knows my name.
- They didn't arrived on time.

The sentences should be:

- ✓ She doesn't know my name.
- ✓ They didn't arrived on time.

2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example:

- "Mans" instead of "Men" (plural form of "man")
- "Buyed" instead of "Bought" (past form of "buy")
- "Childs" instead of "Children" (plural form of "child")

3) Simple addition

Simple addition errors refer to the addition of one element which should not appear in a well-structured utterance. For example:

- I am is a student. (addition of to be 'is')
- She will to help you. (addition of infinitive form)
- We doesn't have much time. (addition of –es for plural subject)

c. Misformation

This error is characterized by the use of wrong form of the morpheme or structure. In this error the learner supplies something although it is incorrect. There are three types of misinformation, they are: regularization errors, archi- forms, and alternating forms.

1) Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in 'runned' for 'ran' or 'gooses' for 'geese'.

2) Archi-forms

It is defined as the selection of one member of a class of forms to represents others in the class. For example:

- This books.

- That cats.

- These book.

- Those cat.

3) Alternating forms

It is defined as fairly free alternation of various members of a class with each other. For example:

- She *seen* him yesterday.

- He would have *went* there.

d. Misodering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

- What *you are* doing?

- I don't know who *is she*.

3. Error types based on comparative taxonomy

The classification is made based on the comparisons between the structure of L2 errors and certain others types of construction. To this classification of error, there are four types of error.

a) Developmental errors

Developmental errors are errors similar to those made by children learning the target language as their first language, e.g. "Cat *eat* it".

b) Interlingual errors

Interlingual errors are errors similar in structure to a semantically equivalent phrase or sentence in learner's native language. Interlingual errors simply refer to L2 errors that reflect native language structure, regardless of the internal processes or external conditions that spawned them.

c) Ambiguous error

Ambiguous errors are those that could be classified equally well as developmental or interlingual. It is because these errors reflect the learner's native language structure, and at the same time, they are of the

type found in the speech of children acquiring a first language., e.g. "I *no* go to school".

d) Other error

Other error is error that is caused by the learner's native language since the learner used it on their second language form, e.g. "She do hungry".

4. Error types based on communicative effect taxonomy

Instead of focusing on aspect of the errors themselves, the communicative effect taxonomy concerned with the error from the perspective of their effect on the listener or reader. The focuses are on distinguishing errors that seem to cause miscommunication from those that do not. Error based on communicative effect taxonomy is divided into two parts.

a. Global error

Global error hinders communication; it prevents the learners from comprehending some aspect of messages. For example:

- "English language use many people"

(Many people use English language)

- "We amused the that movie very much"

(That movie amused us very much)

b. Local error

Local error does not interfere with understanding of an utterance, usually it can be comprehended by the hearer or reader by guessing the
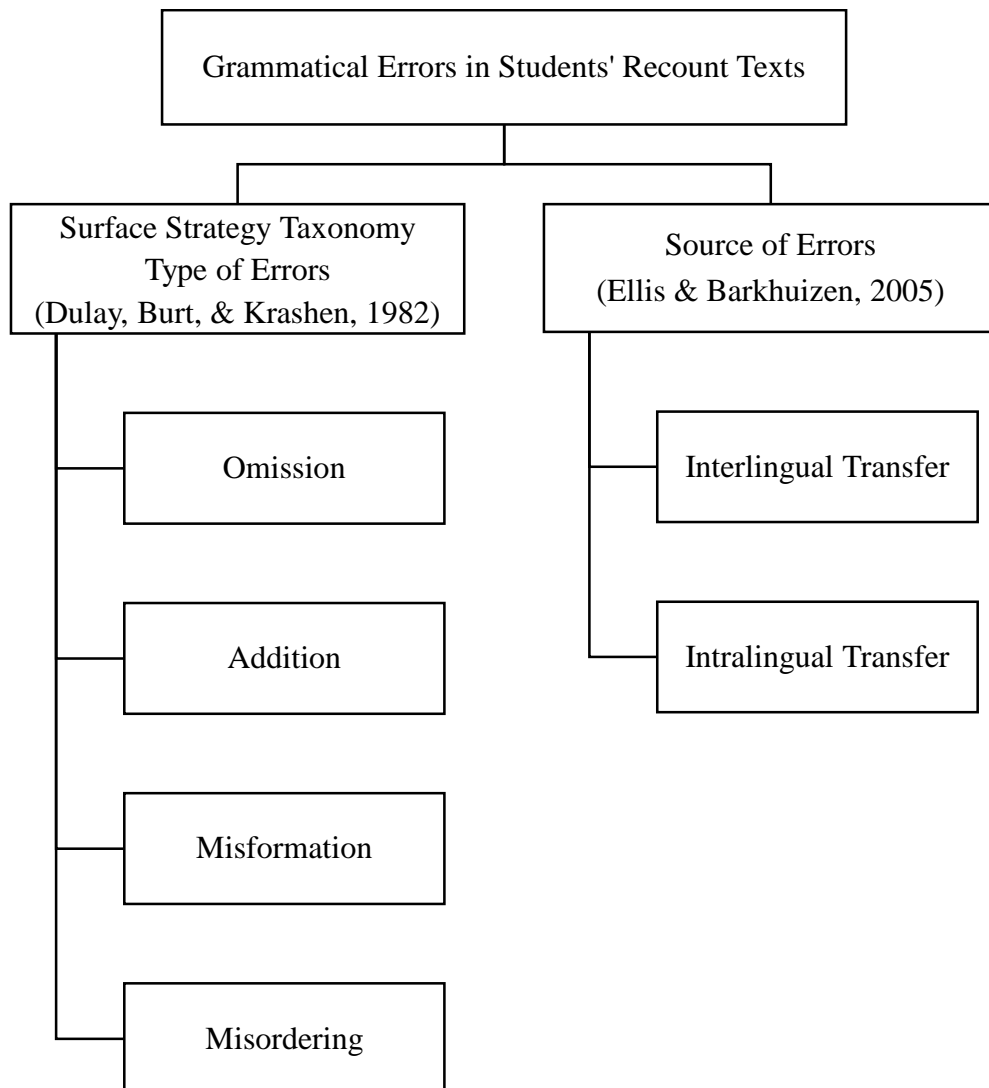
intended meaning because there is only a minor violation in a part of the sentence. For example:

- I hungry.

- I from Indonesia.

2.3 Theoretical Framework

The review of the related literature presented in the previous sections indicates that students have some problems in learning English as a foreign language, especially in producing the language in written form. The students commonly make some grammatical errors in their writings. However, those errors will help teachers and researchers to breakdown the problems of English learners. As Corder (1967: 48) states that errors could be significant in three ways: (1) they provided the teacher with information about how much the learner had learnt, (2) they provided the researcher with evidence of how language was learnt, and (3) they served as devices by which the learner discover the rules of the target language. These significances can be reached by doing error analysis as a tool to investigate the problems.

This study focuses on the analysis of grammatical errors made by the tenth grade students of SMK Texmaco Semarang in writing recount text, the frequency, and the sources of the errors. The theoretical framework of the study can be seen in the figure below:

Grammatical Errors in Students' Recount Texts

Surface Strategy Taxonomy
Type of Errors
(Dulay, Burt, & Krashen, 1982)

Source of Errors
(Ellis & Barkhuizen, 2005)

Omission

Addition

Misformation

Misordering

Interlingual Transfer

Intralingual Transfer

Figure 2.1 Theoretical Framework of the Study

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this study based on the findings of the data analysis which have been discussed in the previous chapter.

5.1 Conclusions

This study is a descriptive qualitative study that analyzed the students' grammatical error in writing recount text. The objectives are to find out the grammatical errors made by the students, the most frequent error, and the source of the errors in their recount texts. The analysis was carried out by referring to Dulay's surface strategy taxonomy in terms of the types of error and Ellis and Barkhuizen's theory in terms of sources of error. From the findings and discussion in the previous chapter, there are some points that could be taken as the conclusion.

First, the tenth-grade students of SMK Texmaco Semarang made a lot of errors in writing recount text. The total number of grammatical errors found in their recount texts is 620 errors that consist of 184 omission errors (29.68%), 99 addition errors (15.97%), 242 misformation errors (39.03%), and 95 misordering errors (15.32%).

Second, the most frequent error that was found in the students' recount texts is misformation error which amounts to 242 errors and corresponds to 39.03% of the total error. It is followed by omission error (29.68%), addition error (15.97%), and misordering error (15.32%).

Third, according to the analysis of the source of error, 441 errors are caused by interlingual transfer or 71.13% of the whole error, and 179 errors are caused by intralingual transfer or 28.87% of the whole error. It means that most of the students' errors are caused by the interference of their native language (*Bahasa Indonesia*). Thus, the objectives of this study have been reached and the problems were answered by this study in which the results have been reported and discussed in the previous chapter.

5.2 Suggestions

After the analysis was carried out, the researcher would like to give some suggestions based on the findings of the study.

1. For English teacher

From the result of the study, we know that the students had some difficulties in learning English, especially in applying grammar rules in their language production. Then, the teacher should give feedbacks to the students on the errors in their writings. Feedbacks and error corrections are more necessary instead of teaching the materials repeatedly. After knowing the errors the students made, the teacher should highlight them and emphasize the explanation on the aspects that are difficult for the students.

In the next occasions, the teacher should also prepare some teaching techniques that will be more effective to improve students' writing skills and grammar mastery. In this case, the teacher should keep on giving more various writing tasks because writing belongs to productive skill that needs a lot of practice. In addition, because the language systems in Indonesian and English are

different, the teacher should give more examples of sentences in both languages so the students will be able to find out the rule differences.

2. For the students

After receiving feedbacks and corrections from the teacher, the students will know their errors in their writing that show the aspects that are difficult for them. After knowing their difficulties, the students should encouraged themselves to improve their English grammar mastery by learning harder and paying more attention to the teacher's explanation. Students should realize that grammar is an important element in learning a language. Particularly, they need to know the differences between their native language and the target language system.

Moreover, the students are expected to develop their writing proficiency by doing a lot of writing exercises. Writing exercises can be used by the students as a tool to practice using English and to test their grammar mastery since having a good competence in grammar will make a well-structured writing. Above all, the students must be aware of their mistakes and learn from them, so they can avoid making errors in the next occasions.

3. For the next researchers

It is expected that the result of the study can give an informative input about grammatical error analysis or other topics related to errors. The researcher believes that there are still many phenomena that can be revealed in this research study. The researcher expects that this result of study can inspire other researchers to conduct the research related to grammatical error analysis to enrich the existing study.

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