

Writing Recount Text: A Case Study of Grammatical Errors of ELT Classroom at 10th Grade Students

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Abstract

This study was conducted to examine the types of grammatical errors and to determine the challenges associated with grammatical errors in recount texts written by students. This study employed a descriptive quantitative method. The researcher sent the text to students in grade 10th as part of the data collection process. The text must be produced using the Orientation, Events, and Reorientation of the pattern common in recount texts. The students have 60 minutes to write a text recounting an exceptional life occurrence. There should be at least three paragraphs in the text (Orientation, Events, Re-orientation). The researcher then calculated the writing errors the students had produced using a straightforward statistical calculation. The findings of this study demonstrate that students made errors in some areas when writing recount texts, including errors in Punctuation and Spelling, with the highest errors by 20 (100%) students, the second errors in Tense by 17 (85%) students, the third errors in Sentence Pattern by 15 (75%) students, the fourth is errors in Preposition by 11 (55%) students and the last errors in Pronoun with only 4 (20%) student. Moreover, the students got a score of 183 (45.75%). It indicated that the student's level of mastery could be poor. Furthermore, it recommended that the students should learn more about English grammar and that the teacher should improve their teaching and learning techniques to reduce the students' Errors.

Keywords

analysis; grammatical errors;
writing recount text.



I. Introduction

One of the crucial language skills that students of English as a Foreign Language (EFL) must master is writing. Writing is a tool for expressing thoughts, feelings, views, and ideas regarding particular events (Isgiaro et al., 2020; Sholah, 2019). Senior High School students are expected to be proficient in English writing and to actively participate in the teaching and learning process in the classroom by engaging in English writing exercises. Through writing, the students will learn how to organize their ideas and use strong sentences to support those ideas as they describe an object (Fabiana Meijon Fadul, 2019; Sari, 2017). Writing requires in-depth knowledge and careful thought when students write words, phrases, and paragraphs simultaneously with proper English grammar (Suprihatin, 2018). Writing is a thinker's method of world exploration. People can express their feelings and gather ideas through writing, combining them into well-written pieces that benefit the reader (Tuan, Doan & Nguyen, 2010; Waway, 2013). One of the text genres that the students learn is recounting text. The text was created to inform the audience about a historical event. Experiences and events may qualify. One of the writing abilities that students should develop is the ability to write recount texts. Orientation, a record of an event, and Reorientation are the generic structures of this (Agustiawati, 2018; Evayani, 2013; Muhsin, 2017). According to Suprihatin (2018), recounts are sequential

texts containing events. Recount text writing is a task that involves keeping a written record of past events. Several conjunctions and sequence markers are used to record the events chronologically under the setting of time and location. Recounts are the recounting of historical events. They are typically written as a series of incidents that occur in the order they do. Recounting historical events is the goal of recounting texts. It details what occurred when it occurred, where it occurred, and who was involved (Martiarini & Candra, 2019).

Recount text is also based on three universal structures. The three generic text structures in the recount are 1) Direction. The portion of the recount text is written in the first paragraph. Orientation provides details on the people, places, and times of the events described in the book. 2) Occasions. There are passages in the recount text that describe recent or past events. These incidents are described in a chronological manner that is seamless from start to finish. The third step is Reorientation. The text of the narrative concludes with it. The previous sections are summarized in Reorientation. Information that was covered at orientation or events is repeated in this section. A reorientation is an option (Husna & Multazim, 2019; Martiarini & Candra, 2019; Sari, 2017).

Additionally, in line with the earlier study, grammatical errors are a major cause of the student's writing difficulties. It can be challenging to prevent grammatical errors when writing in a foreign language, particularly English. Many students frequently make grammatical errors during studying, particularly while writing. When the teachers were teaching in the school, they discovered many writing issues. They discovered many kids who had good writing in English, many students who had middling writing, and perhaps many children who had poor writing in English. When kids need to comprehend English grammar fully, some errors are made. However, teachers occasionally need to be aware of their students' errors. Because they had no correction, the children continued to make blunders.

The desire to learn English needs to be increased. Because English grammar is more complex than Indonesian, the teacher needed to analyze the students' writing and pique their interest in grammar. Error analysis is useful for students and teachers because errors are harmful when learning English. Error analysis is necessary for students to see what parts of grammar they find challenging, to see the errors they have made, to identify the root of the Error, and to see how they might improve in the future by using their errors as learning opportunities. Additionally, teachers must assess their effectiveness in teaching English.

In light of the rationale mentioned earlier, the researcher is interested in examining students' work, particularly concerning grammatical errors. A study entitled "Writing Recount Text: A Case Study of Grammatical Errors of ELT Classroom at 10th Grade Students" is what the researcher would like to conduct.

II. Review of Literature

Error in foreign language teaching, especially in English, is a case that is difficult enough to avoid. To enhance the knowledge of writing itself, greater focus is required.

2.1 Writing

Writing is one of the parts of language skills besides Listening, Speaking, and Reading. Furthermore, writing is more challenging than other language abilities because it requires in-depth knowledge and careful consideration to produce words, sentences, and paragraphs with proper grammar (Husna & Multazim, 2019; Hutaurok et al., 2022). The

written text differs from the spoken text because it has several discussions. Along with grammar and vocabulary challenges, there are problems with how letters, words, and texts are formed. These problems can be seen in handwriting, spelling, layout, and punctuation (Indriani, 2015; Nurohmah, 2013). Writing is difficult. To master this skill, you must do some research and practice. It is crucial to remember that writing is a process rather than a finished result for both native English speakers and English language learners.

2.2 Recount Text

Recounting is the reconstruction of an event from the past. It is the progression of events over time to narrate what transpired. Recounts usually start by identifying the participants, the event's circumstances, the location where it occurred, and the time it occurred. The events are then recounted in a brief order, such as chronological order (Manik & Arie Suwastini, 2020; Sukma, 2015).

The generic structure of a recount consists of three parts: the setting or orientation, events, and conclusion. The context, also known as the setting, provides an event is who, what, when, where, and why (Cholipah, 2014; Emmaryana, 2010). Additionally, this is where you outline the subject of your essay. Writing about events involves identifying and describing the items that occurred in chronological order. Additionally, a personal perspective about the narrated events is expressed at the end. In other words, this is where you summarize your work by outlining what happened, how you felt about what happened, and mentioning something that may or might happen in the future (Nurohmah, 2013).

2.3 Grammar

The study of grammar has had a long and important role in the history of the second language and foreign language teaching. The term "grammar" was used to refer to the examination of a language system. Studying grammar alone was believed to be sufficient for language learners to learn a new language. Grammar is described as a methodical means of anticipating an ideal speaker's or hearer's knowledge of the language in the book *Assessing Grammar* (Emmaryana, 2010). This is accomplished by a set of guidelines or principles that can be applied to produce all grammatically correct or well-formed sentences in the language (Evayani, 2013; Ramli, 2013). Some grammar definitions include how words are combined to form proper sentences (Izzuda, 2019).

2.4 Error Analysis

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 (Martiarini & Candra, 2019; Waway, 2013). Errors are divided into four categories: omission of some required element, the addition of some necessary or incorrect element, selection of an incorrect element, and miss-ordering of an element (Kusuma, 2018; Nurkholijah & Hafizh, 2020).

2.5 Omission

Omission errors occur when a component necessary for a well-formed utterance is missing. Although any word or morpheme in a sentence has the potential to be omitted, some morphemes are omitted more frequently than others. During the early learning of a second language, omission errors are more common and affect a wider range of morphemes. Misformation, misordering, or misuse of grammatical morphemes are more likely to occur in intermediate proficiency levels when learners have had more exposure to the language.

2.6 Addition

Addition errors are the opposite of omission. They can be identified by a component required for a well-formed utterance to exist. When the learner has already mastered a few targets language rules, addition errors typically arise in the later stages of first language acquisition. In actuality, all-too-faithful adherence to some standards leads to added errors.

2.7 Misformation

Misformation errors are characterized by using the wrong form of the morpheme or structure. While in omission errors, the item is not supplied at all, in misformation errors, the learner supplies something, although it is incorrect.

2.8 Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance characterizes misordering errors. Misordering errors occur systematically for first and second learners in constructions that have already been acquired, especially simple (direct) and embedded (indirect) questions.

III. Research Method

In this research, the researcher used field research. The method used a descriptive quantitative method. In this study, researchers took the 10th-grade students of Maubesi, Middle Insana, Mid North Timor, East Nusa Tenggara Province, which amounted to 20 students as the population and sample. The researcher provided the text to the response. The text must be produced using the Orientation, Events, and Reorientation pattern common in recount texts. The students have 60 minutes to write a text recounting an exceptional life occurrence. There should be at least three paragraphs in the text (Orientation, Events, Re-orientation). The researcher then calculated the writing errors the students had produced using a straightforward statistical method. The researcher divided the grammar errors into five categories: tenses, pronouns, prepositions, punctuation, and spelling. Sentence pattern (subject and verb) was also included. Moreover, description analysis helped to make sense of the data.

IV. Result and Discussion

The researcher identified the grammar errors and classified them into five categories: sentence structure, tenses, pronouns, prepositions, spelling, and punctuation. This allowed them to understand better the description of grammar errors in students' writing. The researcher then conducted a study of the students' written errors. The examination of the student's writing was displayed by the researcher using tables to show the findings of the data. The tables below are displayed to demonstrate the grammatical errors that the students committed. The information is based on a test taken by Senior High School of Middle Insana, Maubesi, Mid North Timor, East Nusa Tenggara Province students in the tenth grade during the academic year 2022–2023.

The students were required to write a recollection of an amazing encounter for the test. Each text underwent a five-part analysis. The researcher counted the number of grammatical errors in the students' recount texts. The following tables contain an analysis of the texts. The examination of the grammatical errors the students made in their work is displayed in the tables.

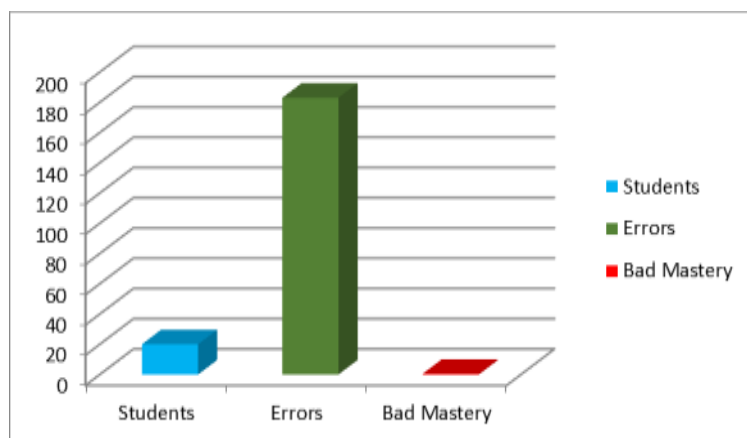


Figure 1. *Grammatical Errors of Students' Writing Recount Text*

After analyzing the students' results of writing recount text, the researcher got the percentage of each student and classified the level of mastery of each student. From the data in table 4.1, the researcher found that almost all students made errors in their writing recount text. The students got a score of 183 (45,75 %). It indicated that the level of the student's mastery was bad. According to the data analyzed, the researcher wants to count the students' errors into the aspects of grammatical errors as follows:

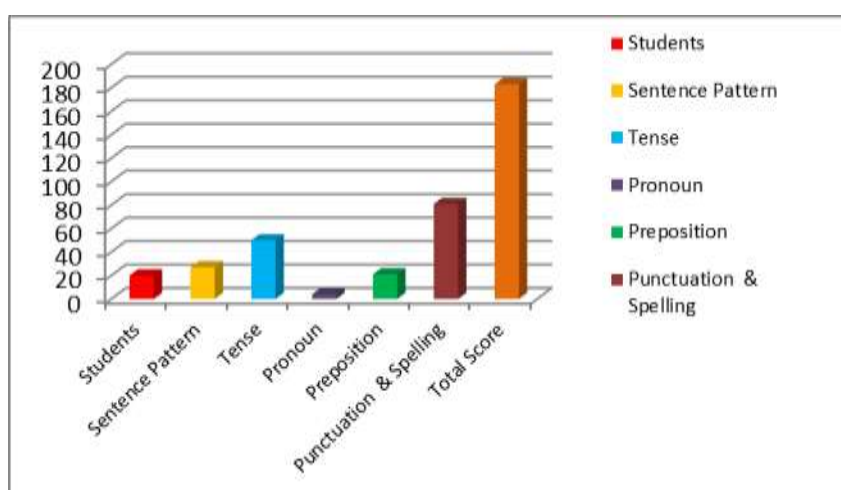


Figure 2. *Parts of Grammatical Errors of Students' Writing Recount Text*

Based on the chart, which reveals 183 grammatical errors committed by 20 students in a variety of contexts, they were categorized as follows: 1) Sentence structure errors: 27 were produced by 15 students; 2) Tenses errors: 50 were made by 17 students; 3) Pronoun errors: 4 were made by four students; 4) Preposition errors: 21 were made by 11 students; and 5) Punctuation and spelling errors: 81 were made by 20 students. Furthermore, the researcher determined that students' levels of mastery are poor based on the explanations in the tables above.

The data are taken from students' writing and explained above. The researcher categorized the grammatical errors made by the student while composing the text. The researcher then concentrated solely on the following five elements: Sentence Pattern (Subject and Verb), Tenses, Pronouns, Prepositions, Punctuation, and Spelling. Here are some details on how the data were calculated and interpreted:

4.1 Sentence Pattern

Fifteen students made up 27 (75%) out of the 20 students who made up the sample. The researcher assumed that this Error was caused by the transfer of grammatical and stylistic components from the source language to the target language. Because it is crucial to remember to include the subject and verb while creating a sentence, we can define errors in sentence structure as errors.

4.2 Tenses

There were 20 students, and 17 made 50 (85%) incorrect tenses choices. Only 3 students fit this description. The researcher surmises that the students' word-for-word translation of the first language sentence into the target language also contributed to the tenses' inaccuracies. There are no grammar rules in the Indonesian language, unlike English. The errors fall under the category of tense errors. Due to the intricacy of their formation, some linguistics forms may be skipped by learners. Errors can also be seen in morphology, such as the -ed past tense inflection.

4.3 Pronoun

There were 20 students there—however, only 4 committed errors with the PronounPronoun. 4 (20%). A word substituted for a noun or noun phrase is known as a pronoun—employing target language rules in contexts where they do not belong leads to pronoun errors. Because students still struggle with selecting and using the proper pronouns, we can define pronoun problems as errors.

4.4 Preposition

When creating recount texts, 11 students committed 21 prepositional errors, amounting to a 55% error rate. Prepositional errors also occurred due to applying target language norms to contexts in which they do not belong. Prepositions typically look brief and significant, yet they serve vital roles in connecting a noun to another word. Because students frequently omit Preposition words, we can label prepositional errors as errors.

4.5 Punctuation and Spelling

With 81 errors, 100% of the students that wrote recount texts made errors. Most students needed to learn how to spell some terms correctly or recognize which words required proper punctuation when they wrote, which led to errors in spelling and punctuation. The students made errors when writing the words to be spelled correctly, and occasionally they needed to be made aware of how to choose or use the punctuation mark so that we could describe these errors as errors in punctuation and spelling.

V. Conclusion

Grammar errors that students committed when writing recount texts. The students' recounts often contain sentence structure, tense, pronoun, Preposition, punctuation, and spelling problems. The difficulties of writing recount text made by the students are in Punctuation and Spelling, with the highest errors by 20 (100%) students, the second errors in Tense by 17 (85%) students, the third errors in Sentence Pattern by 15 (75%) students, the fourth is errors in Preposition by 11 (55%) students and the last errors in Pronoun with only 4 (20%) students. The researcher deduces from the explanation that the students with the score of 183 (45,75%) have a high level of grammatical errors in writing recount text. It indicated that the student's mastery levels were poor.

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