

**GRAMMATICAL ERRORS COMMITTED BY THE ELEVENTH
GRADE STUDENTS IN USING PAST TENSE ON WRITING
RECOUNT TEXT AT SMA MUHAMMADIYAH 3 PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHING TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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**GRAMMATICAL ERRORS COMMITTED BY THE ELEVENTH GRADE
STUDENTS IN USING PAST TENSE ON WRITING RECOUNT TEXT AT SMA
MUHAMMADIYAH 3 PALEMBANG**

THESIS

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SURAT PERNYATAAN PERTANGGUNGJAWABAN PENULISAN SKRIPSI

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Yang menerangkan

Mahasiswa yang bersangkutan



Megawati

MOTTO AND DEDICATION

Motto

Do not look back and never set our own limit

Dedication

The researcher would like to dedicate this thesis to:

1. My beloved parents, Sutono and Lina
2. My beloved sister Nova, S.Pd. and brothers Beni and Zaki
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ABSTRACT

Megawati, 2024. *Grammatical Errors Committed by The Eleventh Grade Students in Using Past Tense on Writing Recount Text at Sma Muhammadiyah 3 Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education Muhammadiyah University of Palembang. Advisor: (1) Sri Yuliani, S.Pd., M.Pd. and (2) Dian Septarini, S.Pd., M.Pd.

Keywords: Error Analysis, Simple Past Tense, Recount Text

This thesis entitled “Grammatical Errors Committed by The Eleventh Grade Students in Using Past Tense on Writing Recount Text at SMA Muhammadiyah 3 Palembang”. The objectives of this research were to find the kinds of grammatical error and to find the dominant type of grammatical error that was committed by the the eleventh-grade students in using past tense on writing recount text at SMA Muhammadiyah 3 Palembang. This research used qualitative research. The population of this research were the eleventh-grade students of SMA Muhammadiyah 3 Palembang in the academic year 2023/2024. There was only 1 class for the eleventh-grade students, therefore all members of the population were taken as the sample. There were 16 students as the sample of this research, therefore the technique sampling for this research was total sampling. The data was collected through writing test. The data was analyzed by using surface strategy taxonomy, was counted by using the percentage formula and was assessed by the rater judgement by using the rubric. The data showed that the total errors committed were 65 errors. There were 14 errors of omission (21,54%), 9 errors of addition (13,84%), 31 errors of misinformation (47,70%), and 11 errors of misordering. There were four levels of scoring competency in scoring rubric. They were excellent, good, fair and poor. There were 3 students got excellent (18,75%), 3 students got good (18,75%), 6 students got fair (37,5%) and 4 students (25%) got poor. The dominant type of error was misinformation category with 31 total errors. Students committed error in writing recount text due to the lack of understanding of past tense and writing practice.

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Therefore, all of comments, critics, and suggestions are welcome. The researcher hopes that this thesis will be useful for everyone who read this thesis.

Palembang, April 2024

The Researcher

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CHAPTER I

INTRODUCTION

This chapter presents (1) background of the study, (2) problem of the study, (3) objective of the study, and (4) significance of the study.

1.1 Background of the Study

English as an international language needs to be learned by everyone. English connects one language to another language globally. English as a foreign language needs to be taught at every level of education. English instruction commences in primary school and continues through university. Consequently, English holds significant importance as a topic to acquire by all the students.

Acquiring proficiency in English language involves achieving mastery in four language skills, including listening, reading, speaking and writing. Writing is considered as one of the hardest skills to be mastered by EFL learners (Phuket & Othman, 2015). In writing, the writer needs to think about the language components, such as grammatical, vocabulary, and spelling. It needs the idea, the word choice, and the coherence to produce good writing. Students need to know the types of writing which is going to be made, whether it is free writing, academic writing or personal writing.

Writing is a multifaceted process of articulating and communicating ideas, thoughts, and emotions through written language (Fahmi & Rachmijati, 2021). It can be inferred that writing is act of transforming ideas into written form, typically in the form of a text or paragraph. According to (Oshima & Hogue, 2006) the process of writing involves creating, organizing, writing, and polishing” (p.265). The first step of writing is creating the idea. The next step is organizing the idea, which means making the draft. The third step is writing, and the last step is polishing which means revising and editing the writing that has been

made. Proficiency in English is considered a crucial ability, writing has its own difficulties. Writing is a complex activity because it involves controlling several variables simultaneously (Durga & Rao, 2018). "In writing there are some aspects that should be included such as content, grammar, vocabulary, mechanic, and organization" (Heaton, 1991) cited in Dewi (2020, p. 34)

Among the crucial components in learning English is grammar. Writing and grammar cannot be separated one to another. Writing is a subject that is included in every level of education in Indonesia. It implies that the students should be capable of mastering indirect communication skills. (Asni & Susanti, 2018) stated that writing serves as a means of indirect communication. In order to produce good writing, good grammar is needed.

English has different sentence structure and grammatical form compared to Indonesian. (Asni & Susanti, 2018) stated that the structures of grammar rules of Indonesian are different compared to the structures of grammar rules of English. There are some differences of composing a sentence in English and in Indonesian. Students will face some problems in composing a sentence or writing in English since Indonesia offers English as a foreign language instruction. One of the basic rules of language is grammar and students must understand the grammar rules (Handayani & Johan, 2018). Therefore, students need to master the grammar to produce good writing.

Many students find writing difficult. The factors that influence students' difficulties includes the lack of vocabulary, the spelling, the grammar deficiencies, and how to construct a sentence. There are some problems encountered by the students in composing a text. According to (Alisha et al., 2019) in the research entitled students difficulties in writing EFL shows that 75.68% majority of participants said that they have some difficulties in composing or writing a sentence due to their lack of ability in grammar.

Several studies stated that the literacy culture of Indonesian society is still poor. Literacy refers to the aptitude for reading and writing. Reading and writing are interrelated. Proficient writing skills are anticipated from students who possess strong reading abilities. Increased exposure to material enhances students' writing proficiency. According to The Programme for International Student Assessment (PISA) which examines what students know in reading, mathematics, and science which was held in 2018, showed that Indonesia was in the 74 position out of 79 countries that participated. The data stated that 30% of students attained at least Level 2 proficiency in reading (OECD average: 77%). That means Indonesia was in a low-level position in terms of quality and equality of learning outcomes attained around the world. Therefore, Indonesian students need to gain more motivation in reading to support a better reading and writing literacy culture in Indonesia. Thus, students' writing ability can increase as well.

Based on the senior high school syllabus from the Department of Education and Culture (Kemdikbud), senior high school students learn these various types of English text, such as descriptive text, narrative text, procedure text, and recount text. Each text possesses its unique general structure and distinct language features. Students need to understand the generic structure in composing a text to make it coherence to each paragraph. Students need to understand the language feature which is used in the text, such as the pronoun, verb form, tenses, adverbs and so on. Students are expected to master the tenses and produce a good writing. However, when writing in English, students frequently commit grammatical errors.

Based on the researcher's teaching practice in Pengenalan Lapangan Persekolahan III (PLP III), the students encountered many challenges when composing English texts, including descriptive and recount text. In writing recount text, there were some phenomenone happened. First, students committed an error in constructing a sentence in past tense. Second, students committed an error in the use of verb

tense. The errors were commonly found in the use of past form. Students applied the infinitive instead of past form. Some students were found hard to differ regular and irregular verb forms as well.

The researcher had an informal interview with the English teacher of *SMA Muhammadiyah 3 Palembang* as well. From the interview, it was obtained that most of the students find it difficult in learning English, especially writing. In addition, the teacher stated that the students' score or grade per semester was stagnant. This condition happened when students' grade did not increase or decrease. The teacher mentioned that students had difficulties in learning writing skill as well. The teacher added that even when the material has been explained and the material has been learned before, the students still have difficulties in writing and make errors in writing a text. The teacher also mentioned that the students have difficulties in differentiating the tenses used in every kind of English text, especially writing a recount text which should be written in past tense. In writing the text, most of the students write the sentence directly without considering the generic structure, the tenses applied, the adverbs, adjectives and action verbs that should be written.

In this research, the researcher is eager in conducting the research about recount text. Recount text is a type of text that provides a detailed account of past occurrences. (Sianipar et al., 2020) stated that the purpose of recount text is to retell the experiences in the past either to entertain or to inform the reader. Therefore, in composing recount text student must employ the form of past tense as the tenses since it is talking about past experience or past event.

Teachers play an important role in assisting students achieve the learning objectives and improving students' achievement. The technique that the teacher applied during the writing class also affect in achieving the target learning. To have a good writing, students need to know the grammatical structure. Students need to avoid the grammatical errors that are commonly committed by every language learner.

Based on the explanation stated, the researcher was interested in carrying out the research entitled “Grammatical Errors Committed by the Eleventh Grade Students in Using Past Tense on Writing Recount Text at SMA Muhammadiyah 3 Palembang”. The researcher wanted to find out the kinds of grammatical errors and the dominant type of grammatical errors that the students made.

1.2 Formulation of the Problem

The problems of this research were formulated on the following questions:

1. What kinds of grammatical errors were committed by the eleventh-grade students in using past tense on writing recount text at SMA Muhammadiyah 3 Palembang?
2. What was the dominant type of grammatical errors committed by the the eleventh-grade students in using past tense on writing recount text at SMA Muhammadiyah 3 Palembang?

1.3 Objectives of the Study

The objectives of this research were as follows:

1. To find out the kinds of grammatical errors which is committed by the eleventh-grade students in using past tense on writing recount text at SMA Muhammadiyah 3 Palembang
2. To find out the dominant type of grammatical error which is committed by the eleventh-grade students in using past tense on writing recount text at SMA Muhammadiyah 3 Palembang

1.4 Significance of the Study

The researcher hopes that this research would be beneficial for the researcher herself, for the readers, and for the next researcher. As for the researcher herself, this research is hoped to be beneficial and to give new knowledge, thus the researcher could do a deeper research in the future. As for the readers, this research is hoped to be beneficial for the

readers to find out kinds of grammatical error that is committed by the students. Hopefully, this research could help the teachers to apply better strategy in teaching both writing and grammar to avoid students' errors in the future. This research is hoped to be beneficial for the next researcher and could be used as the reference to do a deeper research which is related to grammatical error in writing recount text.

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