

**SYNTACTICAL ERROR ANALYSIS IN THE RECOUNT TEXTS OF GRADE**

**XI STUDENTS: INPUT FOR ENGLISH LANGUAGE INSTRUCTION**

**A THESIS**

*Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in  
English Language Teaching and Education Universitas Islam Riau*



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**UNIVERSITAS ISLAM RIAU**

**PEKANBARU**

**2021**



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Pekanbaru, Riau Indonesia

in collaboration with

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(Dr. Santiago G. Ortega Memorial)

City of Iriga 4431, Philippines



**Syntactical Error Analysis in the Recount Texts of Grade XI Students:  
Input for English Language Instruction**

A Thesis Presented to the  
Faculty of College Teacher Education  
University of Saint Anthony  
Iriga City

and

English Language Education  
Universitas Islam Riau  
Pekanbaru, Indonesia

In partial fulfilment of the requirements of  
International Credit Transfer Program 2020

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**January 2021**


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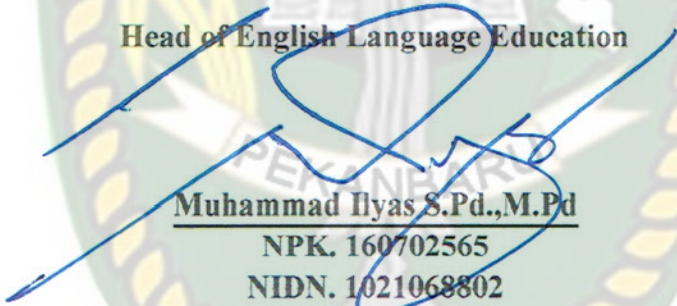
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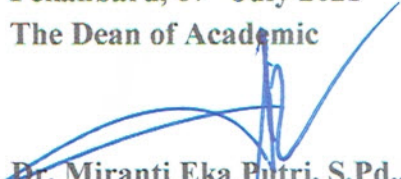
  
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STUDENTS: INPUT FOR ENGLISH LANGUAGE INSTRUCTION

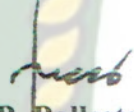
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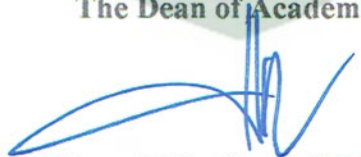
  
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2	Oct. 5 <sup>th</sup> 2020	Revised Chapter I & II		
3	Dec. 16 <sup>th</sup> 2020	Revised chapter III, IV, V		
4	Jan. 8 <sup>th</sup> 2021	Join Pre-Oral Defense		
5	Jan. 10 <sup>th</sup> 2021	Revised After Pre-Oral D.		
6	Jan. 28 <sup>th</sup> 2021	Checking the Revision		
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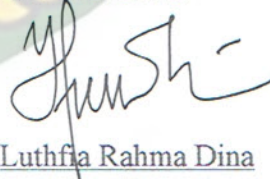
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**ACKNOWLEDGMENT**



The researcher expresses his sincere gratitude to the persons who had inspired, encouraged, and assisted her in the completion of this study.

Thanks to:

**Atty. Santiago D. Ortega, Jr.**, President and Chairman of the Board of University of Saint Anthony, and **Dr. Jose B. Ballesteros**, the Vice President for Academic Affairs of University of Saint Anthony Dean, and **Prof. H. Syafrinaldi SH, MCL**, Rector of Universitas Islam Riau, for their consent and usual support to this Research Supervision Program as part of the collaboration between USANT and UIR;

**Dr. Arlene O. Monsalve**, Dean of USANT's College of Teacher Education and **Dr. Sri Amnah, S.Pd.,Msi**, Dean of UIR's Faculty of Teacher Training for their wisdom and guidance to the researcher as she undergoes this research activity.

**Mr. Rafael Valiente-Oñate, MAEd** and **Dr. Rugaiyah., M.Pd** from both University (USANT and UIR) as the researcher's advisers, for their benevolence, intellectual generosity, invaluable inputs, and unselfish trust to the researcher.





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**Mr. Muhammad Ilyas, S.Pd., M.Pd**, the head of the English Education study program and **Mrs. Sri Wahyuni, S.Pd., M.Pd** the secretary department for their ideas, wisdom, and guidance, and support;

All the **International Transfer Credit Program Committee** for the support, guidance, and the program credibility for the researcher

The researcher family, most especially to her **parents** for their moral and financial support, and for their continuous encouragement to the researcher to finish this study;

To all the researcher friends for the endless support, continuous helps and give the researcher a pat on the back.

Thank you very much!

**L.D.R**

## ABSTRAK

### **Analisis Kesalahan Sintaksis dalam Teks Recount Siswa Kelas XI: Masukan untuk Pembelajaran Bahasa Inggris**

Kata kunci: Sintaks, Analisis Kesalahan Sintaksis, Teks Recount

#### **Ringkasan**

Penelitian ini menganalisis kesalahan sintaksis dalam teks Recount siswa kelas XI MA Ummatan Wasathan, Pesantren Teknologi Riau, Indonesia. Secara khusus, mencari jawaban atas pertanyaan-pertanyaan berikut: (1) Apa kesalahan sintaksis yang dilakukan oleh siswa kelas XI dalam teks recount sepanjang 1. Noun Phrase, 2. Verb Phrase, 3. Verb-and-verb Construction, 4. Urutan Kata, dan 5. Transformasi?, (2) Kesalahan apa yang paling sering dilakukan siswa dalam teks recount?, dan (3) Apa faktor penyumbang yang menyebabkan siswa melakukan kesalahan sintaksis yang teridentifikasi?.

Penelitian ini didasarkan pada asumsi-asumsi berikut: (1) Siswa membuat kesalahan dalam menulis teks recount dalam kategori taksonomi linguistik, terutama di bidang sintaks yang mencakup frase kata benda, frase kata kerja, konstruksi kata kerja dan kata kerja, urutan kata, dan transformasi, (2) Peneliti berasumsi bahwa akan ada kesalahan sintaksis yang paling sering dibuat oleh siswa, dan (3) Bahwa ada beberapa faktor pendukung yang menyebabkan siswa melakukan kesalahan sintaksis yang teridentifikasi.

Penelitian dibatasi pada penulisan siswa dalam sintaksis berdasarkan klasifikasi taksonomi kategori linguistik yang diusulkan oleh teori Dulay. Ia membagi kesalahan menjadi 4 kategori, yaitu (1) Linguistic category, (2) Surface category, (3)

comparative analysis, and (4) Communicative effect. Peneliti memfokuskan pada kategori linguistik pada bidang sintaksis berdasarkan teori Politzer dan Ramirez sebagai pedoman.

Penelitian ini menggunakan penelitian kualitatif deskriptif yang memberikan pemahaman yang lebih mendalam tentang fenomena tersebut. Istilah kualitatif dan deskriptif dapat dipertukarkan. Dalam desain kualitatif deskriptif, data dianalisis secara kualitatif dan kuantitatif.

### **Temuan**

Melalui pendekatan tersebut, ditemukan bahwa (1) Siswa membuat kesalahan dalam menulis teks recount dalam 4 dari 5 taksonomi kategori linguistik di bidang sintaksis. Kategori pertama adalah frase kata benda. Ada sekitar 171 kesalahan yang ditemukan dalam tulisan siswa. Diikuti oleh kategori kedua, frasa verba hanya memiliki tujuh perbedaan dengan jumlah total kategori kata benda sebanyak 164 kesalahan. Kemudian disusul dengan kategori kelima, beberapa kategori transformasi dengan 15 kesalahan yang ditemukan. Kategori terakhir adalah kategori urutan kata dengan 1 kesalahan ditemukan, (2) Kesalahan sintaksis yang paling sering dilakukan siswa adalah pada kategori frase kata benda sebanyak 171 kali. Hampir setengah dari jumlah kesalahan sintaksis sebanyak 351 kali terjadi dalam kategori ini, dan (3) Faktor kesalahan dalam penulisan siswa ada pada faktor interlingual dan Intralingual.

### **Kesimpulan**

Dari temuan di atas, ditarik kesimpulan sebagai berikut: (1) Ada empat kategori kesalahan sintaksis yang ditemukan dalam teks Recount siswa. (2) Siswa membuat kesalahan paling banyak dalam kategori frase kata benda. (3) Kesulitan dalam

memahami bahasa sasaran dan interferensi bahasa ibu merupakan faktor siswa melakukan kesalahan.

### **Rekomendasi**

Berdasarkan kesimpulan tersebut, maka saran yang dapat diberikan adalah (1) Bagi siswa, peneliti menyarankan agar siswa dapat mempelajari lebih dalam tentang penggunaan yang benar dari determinan, nominalisasi, substitusi kata benda tunggal dan jamak, penggunaan kata depan dalam penulisan kata benda. frase, penggunaan verba to be yang benar, penggunaan progressive tense dan kesesuaian subject dan verb dalam penulisan verb phrase, konstruksi verb-and-verb yang tepat, dan cara mengubah kalimat negatif dan penggunaan transformasinya. (2) Peneliti menyadari bahwa guru bahasa Inggris memainkan peran penting dalam menangani pengajaran keterampilan menulis. Berdasarkan hasil penelitian, peneliti menyarankan agar guru lebih fokus pada tata bahasa Inggris Dasar untuk meningkatkan keterampilan menulis siswa. (3) Temuan penelitian ini terutama pada kesalahan yang sebagian besar dilakukan oleh siswa pada teks recount mereka dan faktor-faktor yang menyebabkan siswa melakukan kesalahan ini dapat dianggap sebagai dasar masukan untuk perbaikan terus-menerus pengajaran bahasa Inggris di kalangan siswa SMP dan SMA.



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**ASBTRACT**



**Syntactical Errors Analysis in the Recount Text of Grade XI Students:  
Inputs for English Language Instruction**

**Luthfia Rahma Dina**

**Key words: Syntax, Syntactical Error Analysis, Recount Text**

**Summary**

The study attempted to analyse the syntactical errors in the Recount text of grade XI students at MA Ummatan Wasathan, Pesantren Teknologi Riau, Indonesia. Specifically, it sought answers to the following questions: (1) What are the syntactical errors committed by the XI grade students in the recount text along 1. Noun Phrase, 2. Verb Phrase, 3. Verb-and-verb Construction, 4. Word Order, and 5. Transformation?, (2) What are the most frequent errors committed in the recount text of the students?, and (3) What are the contributory factors that led the students to commit the identified syntactical errors?

The study was premised on the following assumptions: (1)The students made errors in writing recount text in the linguistic category taxonomy, especially in the field of the syntax that includes noun phrases, verb phrases, verb-and-verb construction, word order, and transformation, (2) The researcher assumes that there will be the most frequently syntactical errors made by the students, and (3) That there are several



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contributory factors leading the students to commit the identified syntactical errors.

The study was delimited on the students writing in the syntactic based on the classification of linguistics category taxonomy proposed by **Dulay theory**. He divided the errors into 4 categories, there are (1) Linguistic category, (2) Surface category, (3) comparative analysis, and (4) Communicative effect. The researcher focuses on the linguistic category on the syntax field based on Politzer and Ramirez's theory as a guideline.

The study is using Descriptive qualitative research which provide more in-depth understanding about the phenomenon. The terms of qualitative and descriptive are interchangeable. In the descriptive qualitative design, the data are analyzed both qualitatively and quantitatively.

### **Findings**

Through these approaches, it was found out that (1) The students made errors in writing recount text in 4 out of 5 linguistic category taxonomy in the field of syntax. The first category is a noun phrase. There were about 171 errors found in the students writing. It followed by the second category, verb phrase has only seven difference by the total number of noun category by 164 errors. Then followed by the fifth category, some transformations category by 15 errors found. The last category is word order category with 1 error found, (2) The most frequent



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syntactical errors made by the students are in the Noun phrase category for 171 times. Almost half of the total number of syntactical errors for 351 times has occurred in this category, and (3) The factors of error in the student writing are in both interlingual and Intralingual factor.

### **Conclusions**

From the foregoing findings, the following conclusions were drawn:

(1) There were four syntactical error categories found in the students' Recount text. (2) The students made the most errors in the Noun phrase category. (3) The difficulties in understanding the target language and interference of native language are the factors of student committed the errors.

### **Recommendations**

In view of these conclusions, the following recommendations are suggested (1) For the students, the researcher suggests that they can learn more about the correct use of determiners, nominalizations, substitutions of singular and plural nouns, the use of preposition in writing the noun phrase, correct use of the verb *to be*, use of progressive tense and the agreement of subject and verb in writing the verb phrase, proper construction verb-and-verb , and on how to transform the negative sentences and use of *there* transformations. (2) The researcher recognizes that English teachers play significant roles in handling the teaching of writing skills. According to the study findings, the researcher suggests that teachers can give more focus on Basic English grammar to



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improve the students writing skills. (3) The findings of this study particularly on the errors that are mostly committed by the students on their recount texts and the factors that lead the students to commit these errors can be considered as bases of inputs for continuous improvement of English language instruction among the middle and senior high school students.







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**CURRICULUM VITAE**



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## CHAPTER I

### THE PROBLEM

#### Introduction

In Indonesia, people communicate both in formal and informal settings, using Bahasa Indonesia as a national language. The locals speak their first languages according to their ethnic group. Apart from this, people also communicate in the English language as a foreign language. Due to compete in the global workplace, the importance of English as an international language is recognized by Indonesian students at this time. Accordingly, English becomes part of the school curriculum based on *Permendikbud RI nomor 24 Tahun 2016* about kurikulum 2013 or also named as *Kurtilas*, which made English as a compulsory subject for middle and senior high school students.

Although students learn English as a required course in their middle and senior high school, they still commit a substantial number of errors in the use of the language, most especially in their academic papers. This dilemma can be mainly attributed to the non-utility of English in the students' daily discourses, since the opportunity that they have to come in contact with the language is only within the confines of their formal learning and use of English.



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Furthermore, a lot of differences can be observed between the language structures of Bahasa- Indonesian and English language. One highly observable discrepancy between the two languages is the lack of tense and changing of tenses in Bahasa, whereas in English, tense is one salient component to determine the time and concept of an action. This, along with a number of structural inconsistencies between the two languages, often lead to students' confusion and errors by the time they communicate in English, may it be in oral or written form.

In the context of communication, people may speak, write, read, and listen to gain and share information. As communication may take oral or written form, it is important to note that the sole purpose of it, is to make the communicators completely understand the message conveyed. To fulfill this, the communicative participants need to pay attention and closely monitor the use of appropriate vocabularies, structures, rhythms, and correct pronunciations.\_

Understanding the forms and process of communication is important for Indonesian students. Since in their context, English is treated as a foreign language, they must be fully aware of the language components and structure that would help them be effective speakers of English as a Foreign Language (EFL). It is in this point that the instruction



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of the language in the middle and senior high school focuses in the students' English communicative competence.

One activity that teachers use in English language instruction among middle and senior high school Indonesian students is the writing of Recount Texts, a type of written task where students are asked to write about their past experiences or reflections about their past actions.

Writing recount texts is basically a writing task that allows the students to recall whatever past actions or life events they would like to write about, and their texts' purpose can either be for information or entertainment. In writing the recount texts, the students are should be able to relay specific information about themselves, the people who take part in the events they want to share, its place and time, the sequence of actions, and whatever information that can vividly describe the events they will write about.

Reading the students' works of recount texts, teachers can easily observe the difficulties that the students go through in writing, and in the use of English language to communicate and express their thoughts. Writing is the most difficult skill among the four skills. It is a complex process that demands creativeness followed by cognitive analysis and linguistic comprehension. The writing process needs several phases,





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(Rowena & Sarah, 2006)<sup>1</sup> stated that writing is not a single, homogeneous, linear achievement towards which you strive and at which you one day arrive, rather, it is a manifestation of your professional learning journey.

This position means that the writing process includes making errors, which can be corrected and improved through thorough reflection and development. In the case of Indonesian students, what makes it harder for them to write down their thoughts is the fact that they are writing it on a foreign language.

To help the students become successful in their English subject, one method used is the genre-based approach. Here, students are introduced to various reading texts and genres. They are asked to think about the social function, the generic structures, and the language features of the genres. With their exposure to a variety of reading texts, they are expected to understand the differences of one genre to another, which enables them to determine the right order of generic structures and the correct language features. Their understanding of these should then be reflected in their recount texts.

In the evaluation of the students' outputs, teachers can observe that a number of errors are committed by the students, and mostly are on



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syntax or their adherence to correct grammar. Some of the most common and observable errors that students commit is on how they combine the words to form phrases or combine phrases to form sentences. Also, a lot of students are confused with subject-verb agreement, since most of them find difficulty in choosing the right case of verbs for singular or plural subjects. Aside from these, students also commit errors in the structures and word-ordering in their sentences.

These syntactic aspects make the learning activities pose grammatical challenges to the students. The learning tasks become more demanding for the students since the language used is not their first language. All things considered, analyzing the students' errors is needed to fully understand the challenges that students' go through. This, in turn, will enable the teachers to determine appropriate and effective strategies for their English language instruction.

The teachers need to understand their students' difficulties for them to be capacitated with knowledge that would particularly help them lead their students to being effective in the use of the English language, thus, increasing their communicative competence.

With this in mind, the researcher sees it necessary to determine and analyze the syntactic errors that students commit in their recount



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texts and identify as well the reasons of such errors. As an aspiring teacher of the English language, the researcher sees it vital to proceed with this study since it would give her a meaningful understanding of the language learning process among the students, and will help her to be more instrumental in her field. . Thus, this study is titled “Syntactical Error Analysis in the Recount Texts of Grade XI Students: Input for English Language Instruction”.

### **Theoretical Framework**

In consideration of the context that this study is situated and with the purpose of syntactical errors analysis, this study is grounded on **Kachru's Concentric Circles Theory (1985)**, **Dell Hyme's Communicative Competence Theory (1992)**, and Dulay, Burt, and Krashen's Theory on Error Analysis (1982).

Based on (**Kachru, 1985**)<sup>2</sup> there are three concentric circles of world Englishes. There are the inner circle, the outer circle or also called the extended circle, and the expanding circle. In terms of the inner circle means English is a primary language and traditional base in specific regions like the USA, UK, Canada, Australia, and New Zealand.

The second is the outer or extended circle. It is a term for an English is a large speech community cause the regions to have gone through colonization periods. For example, the use of English in Nigeria,



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Singapore, and the Philippines. The last is the expanding circle. It is a term that English as an international language in some part of the region. This circle is also called EFL (English as Foreign Language). For example, English in China and Indonesia. In Indonesia, English use as an additional language. According to these three concentric circles, the English language in the expanding circle is used based on its needs. Furthermore, the English Learning strategy depends on its need and different from the learning strategy in the region where English an inner and outer circle.



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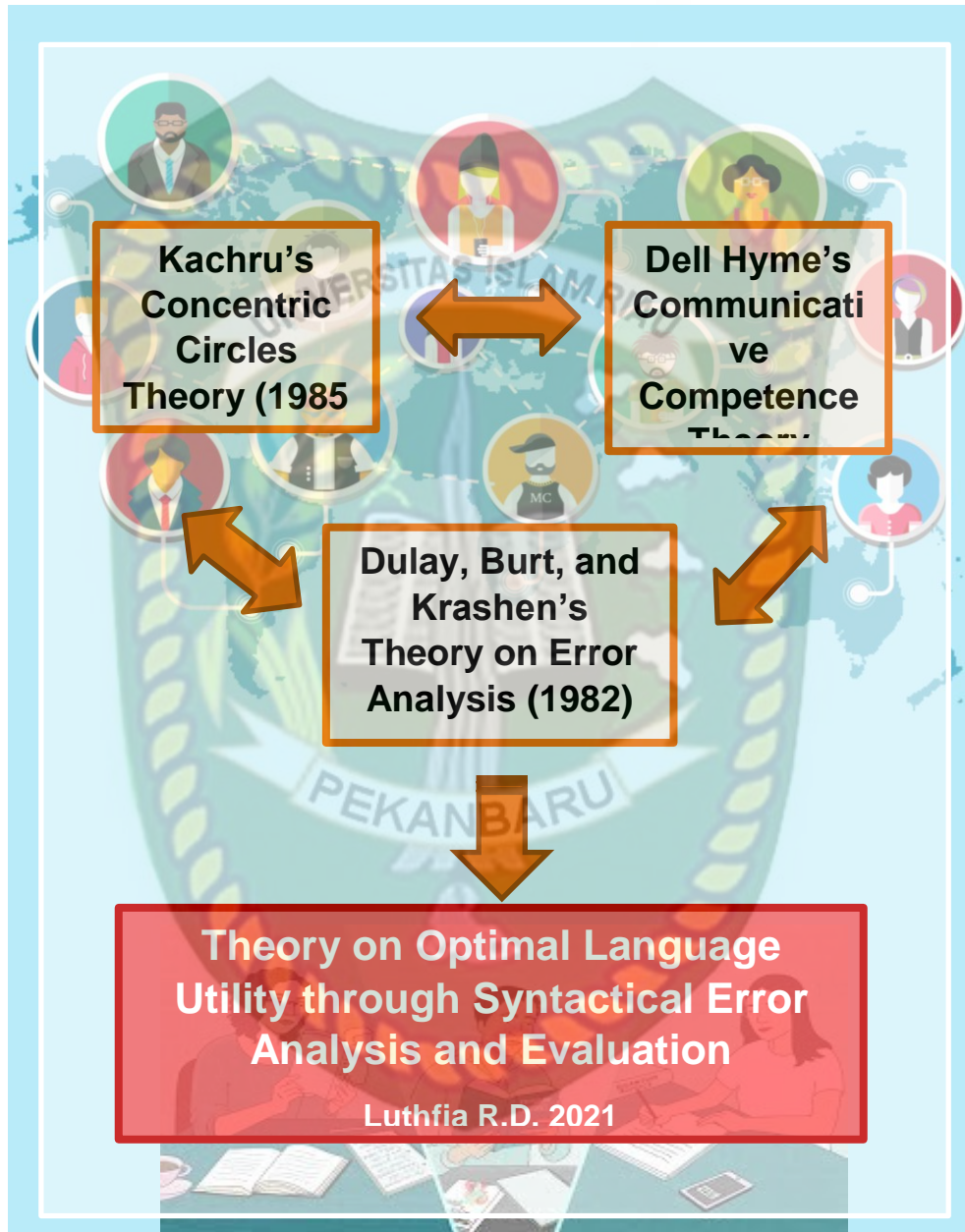


Figure 1

**Theoretical Paradigm**



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Moreover, according **(Hymes, 1992)<sup>3</sup>** in his theory of Second Language Acquisition, there is a term Communicative Competence which defines as the ability to use language. This ability based on the communicative interference such as caused by socio-linguistic differences, lexico-syntax, and pragmatic between the languages. In the lexico-syntax interference, it can cause misinterpretation in grammatical issues when the L2 speaker does not understand the L1 syntactical mechanism.

Furthermore, due to the misinterpretation in the use of language, **(Dulay, 1982)<sup>4</sup>** discusses the Error Analysis. Errors are the faulty side of learners' speech and writing. Study the learners' errors gives two purposes, it provides the nature of the learning language process data and signifies to the teacher and curriculum developers what part of learning is the most difficult to achieve and what kind of strategies are the most useful to help the learners.

Basically, According to Dulay's view, the errors can be categorized into 4 types: (1)Linguistic Category which is categorized it according to the linguistic fields, (2) surface strategy taxonomy which is categorized it according to the ways surface structure are change, (3) comparative analysis which focuses the comparison between L1 and L2 structure as the way to find and give the solution, and (4) communicative effect regards



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with the perspective of errors and their impact to the listener as a communication tool.

In the linguistic category, the errors are classified according to linguistic items such as Phonology, syntax and morphology, semantic and lexicon, and discourse.

**Figure 1** shows the correlation between the three theories. According to Kachru's Concentric Circles Theory (1985), Indonesia is categorized into an expanding circle. In this circle, English is used as a Foreign language, which means that in Indonesia, English is not used in daily life. It is derived from the assumption that English education in Indonesia is designed differently compared to the countries that belong to the inner and outer-circles. Moreover, English learning as EFL will become more difficult and takes more time rather than English as a first and second language. These are caused by the error accrued in the learning process. The errors based on Dulay's theory are the students' learning process to become skillful in the English language. These errors should be analyzed in order for the teacher to get the most appropriate teaching methods for the students. the appropriate method will develop the students' communicative competence.



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From these foregoing discussions, the researcher was able to design her own theory named **“Theory on Optimal Language Utility through Syntactical Error Analysis and Evaluation”**. This theory emphasizes the importance of analysing and evaluating students’ syntactical errors committed on their written recount texts to aid them in optimizing their use of the English as a foreign language.

The theory also stresses on the significance of the measure that will yield substantial benefits for the students, teachers, and curriculum developers in Indonesia, as inputs for improving the English language instruction for students can be drawn. The researcher believes that the students must be made aware of opportunities for improvement by letting them understand their errors. Through this, students themselves will be cognizant of appropriate measures to improve their use of language, most importantly in developing and honing their writing skills. In addition, the teachers will understand the students’ needs, which will allow them to beef up their instruction in the areas where the students commit most errors.

The researcher's theory also underscores the vital role of analysing and evaluating the syntactical errors observed on students’ recount texts, since this will help the students’ improve their communicative competence as well. As part of evaluating the students’ errors, the researcher also subscribes to the importance of going down to its roots, thus, making it





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proper for this research to determine the factors that contribute or cause these errors to the students' manner of language use and writing.

### **Conceptual Framework**

According to the theories discussed, a conceptual framework, shown in Figure 2, is designed to present the direction of the study

**Input.** The input of the study are the students' recount texts.

**Process.** The process of the study involves the analysis and evaluation of the the students' syntactical errors in their recount text outputs. The analysis will follow the Politzer and Ramirez theory about the linguistic category taxonomy. Also, contributory factors to these errors will be determined by the researcher through an interview with the teachers.

**Output.** The output of the study will be the results of the analysis that presents the students' difficulties in writing the recount text along with factors. These results can be a basis for inputs on English language instruction.

**Feedback Loop.** This means that continuous evaluation and improvement of the output can be done to meet the expected goal of this study.

### **Conceptual Paradigm**

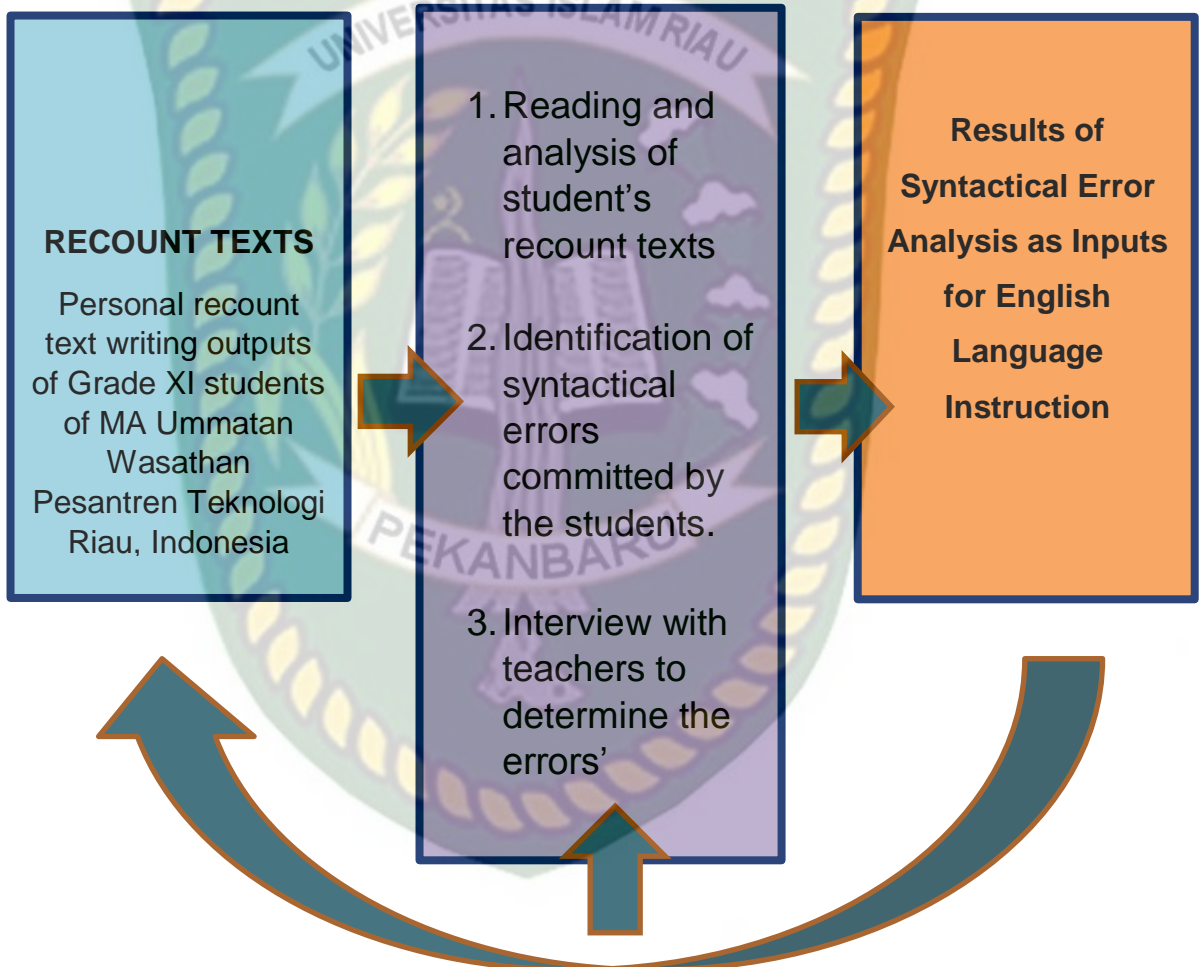


This study aims to analyze the syntactical errors committed by the students in the writing of their recount texts. Specifically, it seeks answers to the following questions:

**INPUT**

**PROCESS**

**OUTPUT**



**FEEDBACK**

Figure 2

**Conceptual Paradigm**



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### **Statement of the Problem**

1. What are the syntactical errors committed by the XI grade students in the recount text along 1. Noun Phrase, 2. Verb Phrase, 3. Verb-and-verb Construction, 4. Word Order, and 5. Transformation?
2. What are the most frequent errors committed in the recount text of the students?
3. What are the contributory factors that led the students to commit the identified syntactical errors?

### **Assumptions of the study**

Based on the foregoing questions that this research seeks to answer, this study is premised on the following assumptions:

1. That the students commit syntactical errors in the writing of their recount text in terms of noun phrases, verb phrases, verb-and-verb construction, word order, and transformation;
2. That the syntactical errors committed by the students can be arranged through rank ordering; and
3. That there are several contributory factors leading the students to commit the identified syntactical errors.

### **4. Significance of the Study**

This study is deemed beneficial to the following groups of individuals,



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organizations, and institutions:

**Students.** This research was conducted to meet the needs of the eleventh-grade students at MA Ummatan Wasathan Pesantren Teknologi Riau to improve their writing skills in English. The study of identifying, analyzing, and classifying the students' errors would highlight the major areas of linguistic difficulties and show the weaknesses of the students' English writing and grammar instruction.

**Teachers.** The result of the study is expected to help the teachers to understand the challenges encountered by the students in the use of English language as observed in their written outputs, which in turn, would enable them to come up with the possible solutions and appropriate language teaching techniques. The analysis and evaluation results of students' syntactical errors will give them inputs to improve their present ways of English language instruction, for students studying English language in middle and senior high school.

**School Administration.** This study will give the management or school administration of MA Ummatan Wasathan Pesantren Teknologi Riau, an overview and insight about the language learning experiences of the students, and provide them an idea on how they can further support



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the language teachers and the students for a more meaningful language learning experience.

**Ministry of Education.** This research will provide the educational ministry of Indonesia a data-based overview of the challenges encountered by middle and senior high school students in their language learning and about the student's competence on the use of English language for communication, especially that this research is funded through the government's Transfer Credit Program 2020.

**Aspiring Teachers of English in Indonesia.** Since this study will benefit the practicing teachers of English in Indonesia, aspiring teachers of English like the researcher herself, will also draw learnings from the results of this study on the challenges encountered and errors that are frequently committed by the language learners, which will help them better in preparing themselves for their future work.

### **Future Researchers**

Ultimately, the findings of this study can be used as a reference for further research on relevant topics. Future researchers can deal further on other syntactical errors committed on the recount texts of the students, which were not analyzed in this study.



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## Scope and Delimitation of the Study

The present study covers the analysis and evaluation of the syntactical errors committed by the respondents limited to the **Grade XI students of MA Ummatan Wasathan Pesantren Teknologi Riau, Indonesia only**. The researcher used the classification of linguistics category taxonomy proposed by **Dulay, with the 4 categories** namely (1) Linguistic category; (2) Surface category; (3) comparative analysis; and (4) Communicative effect.

From the categories mentioned by **Dulay**, the researcher focused on the linguistic category, and grounded it on the syntax field based on **Politzer and Ramirez's** theory as a guideline. According to **Politzer and Ramirez's**, there are Five(5) categories of syntax errors in the linguistic category namely :

Noun phrases, Verb phrases, Verb-and-Verb Construction, Word Order, and Transformations.

## Definition of Terms

For the purpose of understanding to the study, it is necessary to explain the key terms as following:

### 1. Error



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(Dulay, 1982)<sup>5</sup> stated that errors are defined as the flawed side of learners' speech or writing, which deviate from the come-selected norm of mature language performance. It means that errors are the students' learning process to the next level.

## 2. Error Analysis

(Rod, 1985)<sup>6</sup> stated that error analysis is a research approach in the field of second language acquisition. This procedure involves collecting samples of learner language, identifying the errors, describing these errors, classifying them according to their hypothesized causes, and evaluating their seriousness as cited in (Karahana, 2011)<sup>7</sup>. The error analysis gives the real students phenomenon during the learning process.

## 3. Recount text

Recount text is one kind of written form that retelling the sequence of past events to give information or entertainment based on Nafish and Kurniawan 2007 cited in (Sayukti & Kurniawan, 2018)<sup>8</sup>.

In this research, the term Recount Text is used to refer to the works of Grade XI students of MA Ummatan Wasathan Pesantren Teknologi Riau that were analyzed and evaluated for syntactical errors.

## 4. Syntax



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According to **(Radford, 2004)**<sup>9</sup> syntax is one of the studies of how phrases and sentences are structured out of words. Moreover, **(Finegan, 2008)**<sup>10</sup> defined Syntax as part of grammar that governs the form of strings by which language users make statements, ask questions, give directives, and so on. It means that syntax is the study of how the phrase form clause, and clause form sentence to the right meaning.

## 5. Writing Skills

Writing is one of the language skills among the four skills in English learning. The learners need several phases to get fruitfully writing skills. **(Rowena & Sarah, 2006)**<sup>11</sup> stated that writing is not a single, homogenous, linear achievement towards which you strive and at which you one day arrive.

### Review of Related Literature and Studies

This study is guided by the following foreign and local literature and studies. These relevant literature and studies serve as foreground of valuable inputs and indispensable information that substantiated the content of this study:

In Indonesia, English is classified as a Foreign Language, and it is learned formally in schools. English language instruction in schools focus in the 4 macro skills namely Listening, Reading, Speaking, and Writing.





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As a productive skill, **Caswell & Mahler (2004)**<sup>12</sup> stated “writing is the vehicle for communication”. Through writing, people can share their thoughts and ideas to the readers.

**Toby (2002)**<sup>13</sup> stated that writing is the way how thinkers explore the world. As an active skill, **Vera et al., (2019)**<sup>14</sup>, posits that a writer has to deliver the information to the readers, the writer needs to translate the ideas into readable text. So, the writers have to pay attention to not only the complexity of planning and organizing the ideas but also checking to the spelling, punctuation, word choice, and so on.

Furthermore, **Oktaviani (2019)**<sup>15</sup> believed that writing is a creative process of developing the ideas, after that the ideas channeled through words and combined it into sentences.

For **Hamp-Lyons & Heasley (2006, p. 2)**<sup>16</sup> Writing is the last skill to be mastered in all skills out of the four macro skills, “Competent writing is frequently accepted as being the last language skill to be acquired for native speakers of the language as well as for foreign/second learners.”

Likewise, **Richard & Willy (2002)**<sup>17</sup> stated for the L2 learners, writing skill is the most difficult to be mastered. The students still find some obstacles in arranging the words or writing the proper text .

**Fatoni & Tauchid (2020)**<sup>18</sup> says that the obstacle that students face in English writing can be caused by the teaching method of writing skills, lack of vocabulary, and generic structure and language feature



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understanding. the success of EFL learners' writing skills brings them not only in their English learning but also their life-long career.

Another thing to remember in the writing process is that the writer needs to arrange the symbols into a word form, and the word should be arranged in a coherent way to produce a readable sentence. Then, some sentences are arranged together into a coherent whole to become a text.

**Byrne (1993)<sup>19</sup>** stated the writer produces sentences sequentially then arrange it in a particular order and link it together certainly. All this process needs a high focus level, takes time to teach for, and it is not easy work to do.

As **Hammer (2007)<sup>20</sup>** says, writing process has several stages, such as drafting, reviewing, re-drafting, and writing. All the stages are done in a recursive way when the writer will look back or move forward to all the stages.

Alsamadani also cited in **Nuruzzaman et al., (2018, p. 32)<sup>21</sup>**, writing is a "complex, challenging and difficult process". Besides, learning writing skills is very important for students because it is a skill used in all aspects of life

**Caswell & Mahler (2004)<sup>22</sup>**. People need to be able to write from writing the hospital or student form until writing an essay for academic purposes. People start to write a note to remember something, write diaries to remember the memorable life experiences, then, they go to



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another level of writing when they have to write a form or questionnaire and move forward to write a formal letter or an academic essay. It means that all the writing people do regularly will relate to their professional life

**Byrne (1993)<sup>23</sup>** cited that to gain their purposes, the writer has to produce coherence and readable text. The writing skill is very important for students not only for their study but also for their long career. In producing good writing in English, the students have to learn about the process of writing. Learning the process of writing will help the students in developing their writing.

In **Hammer (2007)<sup>24</sup>** view, the process of writing is a procedure for students aims to get a piece of good work, the procedure has several stages such as: planning, drafting, editing, and the final product of writing.

The first step is planning where the students consider the purpose of their writing, the word choice according to the intended readers, and the information that the writer wants to share in their writing. The second is Drafting: the students write their ideas in an organized way aims to present the arguments to the readers. So, the writing process will be more structural and there is no missing information in the end.

The third is Editing: Editing is one of the most important process in the writing. After writing all the informations, the students have to look back to the work they have done. Then, they can revise the errors they have



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made in their writing. Then, the last is Final version: After the editing process, the students produce the final result of their writing. It will considerably look different from the first draft because things get changed along the process of writing. In learning English, both junior and senior high school using genre-based approach aim to to construct the meaning ti the right audience and appropriate context.

Based on what Tardy cited in **Cakrawati (2008)<sup>25</sup>**, teaching English as Second and foreign language, the benefits of using genre pedagogies is to help the teacher to provide the target constructions for the students' need related to language and writing.

The teacher on conduction English learning as foreign language need to use some approaches to meet the duration of time, students' need and the practice **Pujianto et al., (2014)<sup>26</sup>**. The approaches that are used by the teacher help them to achieve the learning objectives. The approach is used must be providing the the appropriate method for the learning process. One of the approach is used on teaching writing skills are Genre Based Approach and one of them is recount text.

Talking about the past event is happening in daily life. Retelling the sequence of experience which happened in the past is called recount text as Derewianka cited in **Cakrawati (2008)<sup>27</sup>**.



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Similarly, in Calaghan & Rothery cited in **Mingsakoon & Srinon (2018)**<sup>28</sup> recount text is a sequence of development events that the writers retelling the experiences.

Knapp and Watskin cited in **Sianturi et al., (2020)**<sup>29</sup> that recount text is describing the past experience by retelling the events in which they happend in a chronological order. The purpose of recount text is to give information that entertains the readers by showing the opinions and writers' feeling about the events through life experiences.

**Derewianka Cited in Cakrawati (2008)**<sup>30</sup> discussed that there are three types of recount text: Personal recount, factual recount, and imaginative recount. Personal recount is retelling the past event that is personally involved by the writers. The second types of recount text is recording the particular incident such as science, police, or news report. While imaginative recount is telling the imaginary role and give the details on it. On this reasearch, the researcher will focus on the personal recount text written by the students.

**Table 1**

**Generic Structure of personal recount text**

<b>Orientation</b> (who,what, when,	Last year, I got an opportunity to
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<b>where)</b>	travel around 5 countries namely:  Japan, Vietnam, Singapore,  Myanmar, and Malaysia.
<b>Series of events</b>	<p>I went to the airport with my firends for my first flight bound to Tokyo.</p> <p>I stayed in Japan for ten days and was able to visit several popular places like Shibuya and Saga city.</p> <p>After enjoying my stay in Japan, I boarded a cruise ship and started sailing to Vietnam, Singapore, Myanmar, and Malaysia.</p>
<b>Reorientation</b>	Travelling to several countries gave me a lot of experiences. I would like to visit these countries once again to see my friends.

In the learning process, one of the ways to get a full understanding of one particular thing is through analysis of error. According to **Dulay (1982, p. 138)**<sup>31</sup> error is a flawed part in learners' speaking or writing. So, every time the learners make mistake on their production skills, it should



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be fixed to improve their capabilities. Moreover, analyzing the students' error is one of a helpful way for the teacher to get to know the students' difficulties and give their special attention to it.

As **Corder (1982, p. 4)**<sup>32</sup> stated that the result of this study can direct the teachers' attention to the students' error, so they can focus and emphasis in that area which is supported by **Brown et al., (1987)**<sup>33</sup> who also believed that making mistake is a language learning process, in order to understand the target language, the mistake that had been omitted by the students should be examined carefully.

People are improving in all aspects of their whole time. Including education. The improvement will come after finding and knowing the errors. In language learning, **Richards (2015)**<sup>34</sup> said that the pattern of the students' errors can be observed in some given situations. If the students show the progress on this pattern, their errors are not a failure but success and achievement in the learning process.

There are two concepts in respecting the learners' errors according to **Corder (1982)**<sup>35</sup>, the first is the people achieve a perfect teaching method, so the errors that occurred is a sign of inadequacy that should be fixed and the second is got from the philosophy that we live in an imperfect



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world, so the errors occurred in the learning process are consequences for the learners' best effort.

So the teachers should concentrate on improving their techniques for dealing with errors after they have occurred. So it can be concluded that error analysis is focused on organizing the remedial courses, through the finding in the research, the teacher can apply appropriate materials and teaching strategies to the students.

Here, the researcher would like to compare the difference between error and mistake. Thus, in the analysis, the terms error and mistake has a different meaning. If the student is inclined and able to correct the fault in their output it is assumed that the form they selected was not the one intended and we shall say that the fault is a mistake. In another hand, when the student is unable or in any way declined to correct, it can be assumed that it is an error.

There are several functions of error analysis for students, teachers, and researchers. As Corder cited in **Kirkgöz (2010)<sup>36</sup>**, error analysis has two functions, the first is a theoretical function, it means to investigate the learning process. In order to relate the students' knowledge to the teaching methods, the teacher should find their errors to get the nature of the psychological process. The second is a practical one, it can be





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described that the finding of this research can guide to which remedial action should be made to justify the dissatisfactions.

To get successful learning, the teacher does not only hold on the educations theories but also look at the students' difficulties to get the real situation to be faced. Since the students' difficulties known by the teacher, the focus of learning will more easy to get. It because errors should not be seen only as a problem, but the important thing is as an inevitable process to indicate the appropriate strategies for the learners, backed up by **Strevens (1969)<sup>37</sup>** who posited that error analysis has several functions in the learning process due to determine the solution for the students' difficulties.

According to **Richards (2015, pp. 5–14)<sup>38</sup>**, there are five factors can influence the language learner in the learning process. There are;

### **1. Language Transfer**

Sentences are arranged by the learner in the target language may get disturbances from their mother tongue. So, this factor can be considered as the major, but not the only factor that disturbing language learning.

### **2. Intralingual Interference**



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Intralingual interference is a term that is not defined as a reflection of the mother tongue structure, but it is about partial structure in its target language. In the learning process, the intralingual interference represents the student's difficulties, for example, the differences between the verb inflections in *I walk* and *she walks*. The students may be inferred they get difficulty with the basic rule.

### 3. Sociolinguistic Situation

Learning a language is also depends on the social situation. One of the effects of socio-cultural settings is the learners' motivation. This is how the community holds the role of the students' motivation. As **Jakobovits & Lambert (1961)**<sup>39</sup> assume that the different processes of language learning depend on the different motivation in any types of situation. The process and result of learning with one given setting and more than one setting will be different.

### 4. Modality

There are two modalities in learning a target language, the modality of getting the target language and the production modality. **Vildomec (1963)**<sup>40</sup> assumed that the problem of language learning is more about the productive rather than receptive side.

### 5. Age



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The other factor that affects the approximate system of the second language learner is age. As Hasan Al Basri said that learning at a young age looks like carve in the rocks. It means that age affects the learning process.

As **Lenneberg (1967)<sup>41</sup>** stated, some of the characteristics of child language have been attributed to the particular nature of memory and processing in childhood. So, the errors will have a big opportunity in the learning process according to the age of the learner itself.

As **(Touchei 1986 Solihat & Novianti, 2015)<sup>42</sup>** there are 2 major factors that cause learners committed errors in second language acquisition, namely interlingual factors are due to interferenced by the native language and intralingual and developmental errors are due to difficulty of the second/target language. Due to the factors of errors conducted by the second

or target learners discussed above, it can be said that there will be a big chance for the students committed errors.

**Dulay (1982, p. 146)<sup>43</sup>** categorized errors into 4 types;

- (1) Linguistic category, which classifies errors based on the linguistic components. The linguistic components consist of phonology (pronunciation), syntax and morphology (grammar), semantics



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(2) and lexicon (meaning and vocabularies), and discourse (style). Here the researcher focus on the linguistic category on syntax component.

(3) Surface strategy, which classifies errors based on the highlighting the ways of surface structure are altered. The students may omit the necessary item, add unnecessary ones, misform or misorder the item.

(4) Comparative analysis, which based on the comparison between the structure of L2 errors and certain other types of structure. These types of errors classifies it into two major classification, there are developmental errors and intralingua errors.

(5) Communicative effect taxonomy, which classifies the errors according to the perspective of their effect for the listener or reader. It distinguish between the errors that seem to be miscommunication and those that do not. It divided into two major errors, there are global and local errors.

Based on one of the types of errors, linguistic taxonomy provide the data of errors according to linguistic fields. The finding of the research about types of errors based on syntactical area derives the teacher to the students' grammatical weaknesses and can give special approach to it.



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Based on the types of error analysis according to Dulay taxonomy, as stated before, the researcher focus on the syntax categories. Syntax is one of the studies of how phrases and sentences are structured out of word .

To conduct the research, the reseacher uses the Politzer and Ramirez linguistic category taxonomy on syntax area as discussed in **Politzer & Ramirez, (1973)<sup>44</sup>** which are as follow:

**Table 2**  
**A Sample of Linguistic Category Taxonomy**

No	Linguistic Category and Error Syntax Type	Example of learner error
1	Noun Phrase  a. Determiners  <ul style="list-style-type: none"> <li>• Omission of the article</li> <li>• Substitution of definite article for possessive pronoun</li> <li>• Use of possessive with the Article</li> </ul>	<ul style="list-style-type: none"> <li>• He no go in hole</li> <li>• He fall down on the head</li> <li>• He put it in the his room</li> </ul>



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	<ul style="list-style-type: none"> <li>• Use of wrong possessive</li> </ul> <p>b. Nominalization</p> <ul style="list-style-type: none"> <li>• Simple verb used instead of -ing</li> <li>• Preposition by omitted</li> </ul> <p>c. Number</p> <ul style="list-style-type: none"> <li>• Substitution of singulars for plurals</li> <li>• Substitution of plurals for singulars</li> </ul> <p>d. Use of pronouns</p> <ul style="list-style-type: none"> <li>• Omission of the subject pronoun</li> <li>• Omission of the “dummy” pronoun <i>it</i></li> </ul>	<ul style="list-style-type: none"> <li>• The little boy hurt its leg</li> </ul> <ul style="list-style-type: none"> <li>• By to cook it</li> <li>• The dove helped him putting leaf on the water</li> </ul> <ul style="list-style-type: none"> <li>• He got some leaf</li> <li>• He stab him in the feet</li> </ul> <ul style="list-style-type: none"> <li>• (He) pinch the man</li> <li>• Is nice to help people</li> </ul>
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	<ul style="list-style-type: none"> <li>• Omission of object pronouns</li> <li>• Subject pronoun used as a redundant element</li> <li>• Alternating use of pronouns by number as well as gender</li> <li>• Use of <i>me</i> as subject</li> </ul> <p>e. Use of prepositions</p> <ul style="list-style-type: none"> <li>• Omission of preposition</li> <li>• Misuse of prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• I don't know (it) in English</li> <li>• My brother he go to Mexico</li> <li>• So he can eat it (referring to apples)</li> <li>• Me forget it</li> <li>• He came (to) the water</li> <li>• He fell down from (for on, into?) the water</li> </ul>
2	<p>Verb phrase</p> <p>a. Omission of verb</p> <ul style="list-style-type: none"> <li>• Omission of main verb</li> <li>• Omission of <i>to be</i></li> </ul> <p>b. Use of progressive tense</p> <ul style="list-style-type: none"> <li>• Omission of <i>be</i></li> <li>• Replacement of <i>-ing</i> by</li> </ul>	<ul style="list-style-type: none"> <li>• He (fell?) in the water</li> <li>• He in the water</li> <li>• He going</li> <li>• The bird was shake his</li> </ul>



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	<p>the simple verb form</p> <ul style="list-style-type: none"> <li>• Substitution of the progressive for the simple past</li> </ul> <p>c. Agreement of subject and verb</p> <ul style="list-style-type: none"> <li>• Disagreement of subject and verb person</li> <li>• Disagreement of subject and number</li> <li>• Disagreement of subject and tense</li> </ul>	<p>head</p> <ul style="list-style-type: none"> <li>• Then the man shooting (shot?) with a gun</li> <li>• You be friends</li> <li>• The apples was coming down</li> <li>• I didn't know what it is</li> </ul>
3	<p>Verb-and-Verb Construction</p> <ul style="list-style-type: none"> <li>• Embedding of a noun-and-verb construction in another noun-and-verb construction</li> <li>• Omission of <i>to</i> in identical</li> </ul>	<ul style="list-style-type: none"> <li>• I go to play ( I go and I play</li> </ul>





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	<p>subject construction</p> <ul style="list-style-type: none"> <li>• Omission of <i>to</i> in the verb-and-verb construction</li> <li>• Attachment of the past marker to the dependent verb</li> </ul>	<ul style="list-style-type: none"> <li>• I go play</li> <li>• I see a bird got the leaf</li> <li>• He was going to fell</li> </ul>
4	<p>Word Order</p> <ul style="list-style-type: none"> <li>• Repetition of the object</li> <li>• Adjectival modifiers placed after noun</li> </ul>	<ul style="list-style-type: none"> <li>• The bird (object) he was gonna shoot it</li> <li>• He put it inside his house a little round</li> </ul>
5	<p>Some Transformations</p> <p>a. Negative transformation</p> <ul style="list-style-type: none"> <li>• Formation of <i>no or not</i> without the auxiliary <i>do</i></li> <li>• Multiple negation</li> </ul> <p>b. Question transformation</p> <ul style="list-style-type: none"> <li>• Omission of auxiliary</li> </ul>	<ul style="list-style-type: none"> <li>• He not play anymore</li> <li>• They won't have no fun</li> <li>• How the story helps?</li> </ul>



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	<p>c. There transformation</p> <ul style="list-style-type: none"> <li>• Use of <i>is</i> instead of <i>are</i></li> <li>• Omission of <i>there</i></li> <li>• Use of <i>it was</i> instead of <i>there was</i></li> </ul> <p>d. Subordinate clause transformation</p> <ul style="list-style-type: none"> <li>• Use of <i>for</i> for <i>so that</i></li> <li>• Use of indicative for conditional</li> </ul>	<ul style="list-style-type: none"> <li>• There is these hole</li> <li>• Is one bird</li> <li>• It was round things</li> <li>• For the ant could get out</li> <li>• So he don't kill the bird</li> </ul>
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(Source Dulay et al, 1983)

The Politzer and Ramirez taxonomy for syntax is summarized in the table above. It is a practically traditional descriptive taxonomy, they stated that syntactical errors are divided into five categories: noun phrase, verb phrase, verb-and-verb construction, word order, and transformations.

**Nuruzzaman et al., (2018)<sup>44</sup>** study considered on the Error analysis committed by Saudi Non-English Major students in their paragraph writing subject. The analysis is conducted under the four categories namely grammar, lexis, semantics, and mechanism. This study aims to know which category is the most committed by EFL students.



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On the other hand, **Musyawir (2018)**<sup>45</sup> also studied the students' error. His study is about the Syntactical error analysis on students' expository text. The researcher conducted the study based on the syntactical error in four types, there are prepositional phrases, verb phrases, nominal phrases, and an adjectival phrase error.

Similarly, **Vera et al., (2019)**<sup>46</sup> also studied under the same area of error analysis. The researcher focus on the error analysis conducted by the students in their descriptive text focused on the simple present tense. the researcher used Dulay's error analysis on surface strategy taxonomy classification.

Furthermore, **Kirkgöz (2010)**<sup>47</sup> also studied on the Turkish adult learners of English on their errors in writing the essay. This study aimed to classified the students' errors into two major types, interlingual and intralingual errors.

Correspondingly, **Ramadhan (2018)**<sup>48</sup> did research under the topic of students' morpho-syntactic error analysis of students' writing. Especially in the students' descriptive text. The researcher using the linguistic taxonomy in syntactical fields.

In the terms of the genre-based approach, some previous researchers study the recount text. **Cakrawati (2008)**<sup>49</sup> researched pedagogical implications based on students' recount text perspective



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writing analysis. The researcher studied the students recount text writing skill based on the metafunction of EFL perspective.

In addition, **Mingsakoon & Srinon (2018)**<sup>50</sup> also researched under the title: Development of secondary school students' generic structure execution in personal experience recount texts through SFL Genre-based Approach. This study focused on the development of students' recount text writing skills.

However, **Sianturi et al., (2020)**<sup>51</sup> conducted a study about recount text analysis in the English textbook used by the tenth-grade students. this study is focused on the recount text description on students' textbook as the learning materials.

Lastly, (Pujianto et al., 2014)<sup>52</sup> also studied a Genre-based Approach text. The researcher focused on the analysis of senior high school students report text. The study discussed the Genre-based Approach to developing students writing skills.

### **Research Gap**

Similar studies have been conducted and written by previous researchers, however, there is no previous study that focused on the syntactical errors analysis committed by the eleventh grade of MA Ummatan Wasathan Pesantren Teknologi Riau on their recount text.



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Also, this study analysed the observed syntactical errors committed by the students in their personal recount texts using the categories of errors posited by Politzer and Ramirez, which was not utilized in the previous researches dealing with the grammatical errors of the students, this making this study unique from that of the previously published studies and literature.



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## Chapter 2

### RESEARCH METHODOLOGY

In this chapter includes the information of research design, respondents, research instrument, and data collection technique.

#### Research Design

This study used a mixed-method approach described as **Sequential Transformative Method**, since the analysis of data flows from Qualitative to Quantitative, and vice-versa. The syntactical errors were observed and determined by the researcher, and were lensed using the categories of linguistic errors identified in **Politzer and Ramirez syntactical errors table**.

The table of errors used enumerated: (1) Noun phrases, (2) Verb phrases, (3) Verb-and-verb construction, (4) Word order, and (5) Some transformation. In the last, the researcher will conclude the phenomenon based on the most dominant type of errors made by the students.

To determine which among the errors were the most frequently committed, appropriate statistical tools were used such as **Frequency Count and Rank Ordering**.



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Lastly, to identify the contributory factors that led the students in committing the observed syntactical errors, the researcher conducted an unstructured interview with the English teachers. Participants for the interview were selected through purposive and availability sampling method.

. **Creswell (2002)**<sup>1</sup> stated that qualitative research is focused on understanding and focusing on the central phenomenon. Based on the definition above, this study focuses on the phenomenon in the syntactical errors field.

The study describes the students' errors in writing recount text. According to **Nassaji (2015)**<sup>2</sup>, descriptive qualitative research provides a more in-depth understanding of the phenomenon. The terms qualitative and descriptive are interchangeable. In the descriptive qualitative design, the data are analyzed both qualitatively and quantitatively. This research concern with answering the question of what rather than why or how something has happened.

As described, the descriptive qualitative research is a form of collecting and analyzing verbal data written by the student and describing it in statistical analyses in order to give the information to the readers.



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## Respondents

The respondents of this research are the eleventh grade students of MA Ummatan Wasathan Pesantren Teknologi Riau, Pekanbaru, Indonesia. The total number of students in both science and social class are 49 students. The researcher used 100% of total students numbers as the sample of this study.

## Research Instrument

In this study, the researcher used textual analysis of the personal recount texts of the students to identify the syntactical errors committed and an unstructured interview as research instruments.

## Data Collection Technique

In collecting the data, the researcher uses the following steps:

- a. The researcher collects the students' recount text writing. The topic of the writing is: my best experiences.
  - b. Then, the researcher reads, observes and describes the data according to the table of Politmer and Ramirez Syntactical error taxonomy to collect the students' syntactical errors data.
- Politzer



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and Ramirez classified the syntactical errors into 5 categories

(Noun

- c. phrase, Verb phrase, Verb-and-verb construction, Word Order, and Some Transformations.
- d. Afterward, the researcher ranked the errors.

### **Statistical Tools**

The researcher used several tools to treat the data to be gathered. The responses were classified and tabulated systematically. The statistical tools used were **Frequency Count** and **Rank Ordering** in order to determine which among the committed syntactical errors were the most frequently observed among the students' recount texts.



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### Chapter 3

#### **Syntactical Errors Analysis in the Recount Text of Grade XI Students:**

#### **Inputs for English Language Instruction**

This chapter provides the presentation and analysis of the syntactical errors committed by the grade XI students of MA Ummathan Wasathan on their personal recounts.

#### **A. Data presentation**



**Plate 1**

*Image of eleventh-grade students of MA Ummathan Wasathan Science*

*Class*





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### Plate 2

*Image of eleventh-grade students of MA Ummathan Wasathan Social Class*

In this chapter, the researcher presents the syntactical errors found in the students' writing in the form of a table. The errors are classified based on the linguistic category taxonomy by (Politzer & Ramirez, 1973), namely: Noun phrase which are indicated by the **Bold** faced letters, Verb phrase which is signified by the underlined statements, Verb-and-verb construction which are signed by (^), Word order in *Italic* type, and some transformation which are indicated by (\*). Furthermore, some of the the students' syntactical errors are presented as follow:

1. **Presentation of sample students' recount texts and manner of syntactical errors identification.**
  - a. Script of 1st student recount text



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**Plate 3**

**Student's Recount text manuscript**

**Daily Activity**

In my holiday I always help my mom in the morning to clean the house, and in afternoon I going to house my friends for play and funny with them until evening. And the night I am after dinner I going again to the yard for play and funny with my friends again. In one day I sleep until before Dzuhur



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prayer because I am so tired. And tomorrow I follow my friend for help him for wash the motorcycle.

**Table 3**

**Students 01's syntactical Errors Presentation**

Identification of errors	Kind of errors	Category of errors
<p>In my holiday ...</p> <p><b>Correct:</b></p> <p>During holidays...</p>	<p>Use of preposition</p>	<p>Noun phrase</p>
<p>... and in afternoon...</p> <p><b>Correct:</b></p> <p>... and in the afternoon...</p>	<p>Determiners</p>	<p>Noun phrase</p>
<p>... <u>I going</u> to house...</p> <p><b>Correct:</b></p> <p>... <u>I went to</u> my friend's house...</p>	<p>Use of progressive tense</p>	<p>Verb Phrase</p>
<p>...to house my friends...</p> <p><b>Correct:</b></p> <p>...to my friend's house...</p>	<p>Noun modifier placed after noun</p>	<p>Word order</p>



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<p>... I going to house my friends <b>for play ...</b></p> <p><b>Correct:</b> ... I went to my friend's house <b>to play</b></p>	<p>Nominalization</p>	<p>Noun phrase</p>
<p>..I <u>play and funny</u> with ...</p> <p><b>Correct:</b> ...I <u>played and laughed</u> with them ...</p>	<p>Omission of main verb</p>	<p>Verb phrase</p>
<p>... I <u>going</u> again to...</p> <p><b>Correct:</b> ..I <u>went</u> again to...</p>	<p>Use of progressive tense</p>	<p>Verb phrase</p>
<p>... to the yard <b>for play</b> ...</p> <p><b>Correct:</b> ... to the yard <b>to play</b>...</p>	<p>Nominalization</p>	<p>Noun phrase</p>
<p>...<u>play and funny</u> with my friends...</p> <p><b>Correct:</b> .. <u>playe and laugh</u> with ...</p>	<p>Omission of the main verb</p>	<p>Verb phrase</p>



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<p>One day I <u>sleep</u> until...</p> <p><b>Correct:</b></p> <p>For one day, I <u>slept</u> until...</p>	Omission of Verb	Verb phrase
<p>...my friend <b>for help</b> ...</p> <p><b>Correct:</b></p> <p>...my friend <b>to help</b>...</p>	Nominalization	Noun phrase
<p>... help him <b>for wash</b> the motorcycle.</p> <p><b>Correct:</b></p> <p>... help him <b>to wash</b> the motorcycle.</p>	Nominalization	Noun phrase
<p>.. I <u>follow</u> my friend...</p> <p><b>Correct:</b></p> <p>.. I <u>followed</u> my friend...</p>	Omission of Verb	Verb phrase

The table showed that there were 13 errors found in the student's Recount text. The student committed errors in three syntactical category taxonomy. The errors are on verb phrase, noun phrase, and word order categories.



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The most category found in two categories for about six errors for each. There are in the noun and verb phrase category.

The first is in the Noun phrase category. The student repeatedly committed errors in using nominalization when formed the to-infinitive. The student used the preposition “for” instead of “to” before the verb to complete the to-infinitive form. Not only committed errors in the nominalization but also in using the determiner and preposition. The student omitted the article “the” before the noun “afternoon” in the sentence once. Then, the student misused the preposition ‘in’ for the preposition ‘on’ in the sentence “On my holiday...” once.

The second is in the verb phrase category. The student used progressive tense instead of simple tense twice. At the beginning of the sentence, the student used the word 'always' to indicate simple tense. Even so, the student followed it by using the progressive tense. Not only committed errors in the use of progressive tense, but the student also committed errors in the omission of the main verb with the same number of error. in this text, The student retelling the event that has already happened in the past. So, the appropriate tense to use is past tense. Yet, the student has used the simple tense in this text.

Ultimately, The fewest syntactical errors category found is in the word order category. The noun modifier always comes before the noun.



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Unfortunately, the student misplaced the noun modifier “my friend” before the noun word “house” in the sentence.

**b. Script of 2nd student recount text**



**Plate 4**

**Student's Recount text manuscript**

my activity in my holiday. I study swim behind my home, because my hobby is swimming.

the first i am can not to swim, but because I learn, optimis and trying everyday, I can to swim. swimming as long as covid-19 pandemic, also sport, that so nice for body healthy.



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when I learn swim, I ever to sink that make me afraid to adeep a water the last I ma afraid and I can swim.

**Table 4**

**Students 2's syntactical Errors Presentation**

Identification of errors	Kind of errors	Category of errors
I <u>study</u> swim ...  <b>Correct:</b> I <u>studied</u> how to swim ...	Omision of verb	Verb phrase
I <b>study swim</b> ...  <b>Correct:</b> I study how <b>to swim</b> ...	Nominalization	Noun phrase
I <u>am can not</u> to swim...  <b>Correct:</b> <u>I can not</u> swim...	Agreement of subject and Verb	Verb phrase
but because I <u>learn</u> ,...  <b>Correct:</b> but because I <u>learned</u> ,...	Omision of verb	Verb phrase





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and <u>trying</u> everyday...  <b>Correct:</b> and <u>try it</u> everyday...	Use of  Progressive  Tense	Verb phrase
I <b>can to swim.</b>  <b>Correct:</b> I <b>can swim.</b>	Misuse of  preposition "to"	Noun phrase
<b>Swimming</b> as long...  <b>Correct:</b> I <b>swam</b> as long...	Use of pronouns	Noun phrase
<u>Swimming</u> as long...  <b>Correct:</b> I <u>swam</u> as long...	Use of  Progressive  Tense	Verb phrase
when I <u>learn</u> ...  <b>Correct:</b> when I <u>learned</u> ...	Omision of verb	Verb phrase
When I <b>learn swim</b>  <b>Correct:</b> When I <b>learn to swim</b>	Nominalization	Noun phrase



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<p>I ever to <u>sink</u>...</p> <p><b>Correct:</b></p> <p>I once <u>sank</u>...</p>	<p>Omission of verb</p>	<p>Verb phrase</p>
<p>that <u>make</u> me afraid...</p> <p><b>Correct:</b></p> <p>that <u>made</u> me afraid...</p>	<p>Omission of verb</p>	<p>Verb phrase</p>

The table showed that there were 12 errors found in the student's Recount text. The student committed errors in two syntactical category taxonomy. There are Verb phrase and noun phrase category.

The most category found is in the Verb phrase for about eight errors. As well as the first student, This student committed the errors repeatedly by five times in omission of the main verb and two times in using progressive tense. The student committed the errors when the student does not use the appropriate tense for the text. The Recount text is using the past tense to describe past activities. Nevertheless, the student used simple tense and progressive tense instead of past tense. Not only committed errors on the omission of the verb, but the student also committed errors on the agreement of subject and verb. The student used *to be* (am) before the auxiliary verb (can) in the "I am can not swim" sentence. The auxiliary verb is not preceded by *to be*.



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Then, The fewest syntactical errors category found is in the noun phrase category for four errors. There are errors in using the pronoun, preposition, and nominalization. First, The student omitted the subject pronoun in the sentence once. Then, the student used the unnecessary preposition “to” after the auxiliary verb “can” in the sentence. The last, the student omitted the *to* in constructing the to-infinitive form. For instance, in the sentence “When I learn swim...” it appears that the verb swim should be in to-infinitive form. It considers adding the word *to*. These errors are found repeatedly with the same issues.

**c. Script of 3rd student recount text**



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**Plate 5**

**Student's Recount text manuscript**

**Study Cooking**

A long holiday covid-19 I stay at home. a long stay at home I study cooking. First I study cooking my self. but I not yet can very cook.

I fail cooking food that I like. I to try for cooking and ask my mother for help me to cooking. Finally I can cooking food that I like with feeling delicious. I thanks to my mother.

**Table 5**

**Students 3's Syntactical Errors Presentation**



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Identification of the errors	Kind of errors	Category of errors
<p>A long holiday covid-19 I <u>stay</u> at home.</p> <p><b>Correct:</b> A long holiday covid-19 I <u>stayed</u> at home.</p>	Omision of verb	Verb Phrase
<p>I <u>study</u> cooking.</p> <p><b>Correct:</b> I <u>studied /learned</u> cooking.</p>	Omision of verb	Verb Phrase
<p>I <b>study cooking</b>.</p> <p><b>Correct:</b> I study <b>how to cook</b>.</p>	Nominalization	Noun phrase
<p>I <u>fail</u> cooking food that I like.</p> <p><b>Correct:</b> I <u>failed</u> to cook the food that I like.</p>	Omision of verb	Verb Phrase
<p>I fail <b>cooking</b> food that I like.</p> <p><b>Correct:</b> I failed <b>to cook</b> the food that I like.</p>	Nominalization	Noun phrase



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<p>I fail cooking <b>food</b> that I like.</p> <p><b>Correct:</b></p> <p>I failed to cook <b>the food</b> that I like.</p>	<p>Determiners</p>	<p>Noun phrase</p>
<p><u>I to try</u> for cooking and ask my mother...</p> <p><b>Correct:</b></p> <p><u>I tried</u> to cook and asked my mother...</p>	<p>Omision of verb</p>	<p>Verb Phrase</p>
<p>I to try <b>for cooking</b> and ask my mother...</p> <p><b>Correct:</b></p> <p>I tried <b>to cook</b> and asked my mother...</p>	<p>Nominalization</p>	<p>Noun phrase</p>
<p>I to try for cooking and <u>ask</u> my mother...</p> <p><b>Correct:</b></p> <p>I tried to cook and <u>asked</u> my mother...</p>	<p>Omision of verb</p>	<p>Verb Phrase</p>
<p>..and ask my mother <b>for help</b> me to</p>	<p>Nominalization</p>	<p>Noun phrase</p>



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<p>cooking.</p> <p><b>Correct:</b></p> <p>...and ask my mother <b>to help</b> me to cook.</p>		
<p>...and ask my mother for help me <b>to cooking.</b></p> <p><b>Correct:</b></p> <p>...and ask my mother to help me <b>to cook.</b></p>	<p>Nominalization</p>	<p>Noun phrase</p>
<p>I can <u>cooking</u> food that I like...</p> <p><b>Correct:</b></p> <p>I can <u>cook</u> the food that I like...</p>	<p>Use of Progressive Tense</p>	<p>Verb Phrase</p>

The table showed that there were 12 errors found in the student's Recount text. The student committed errors in two syntactical category taxonomy on the same number of errors for each category. There are a verb and noun phrase category.

First, the student did the same error issues in the verb phrase category. The student used simple and progressive tense for past tense. The student used the word (cooking) instead of (cook), the word (ask) instead of (asked), and (fail) instead of (failed) in the sentences.



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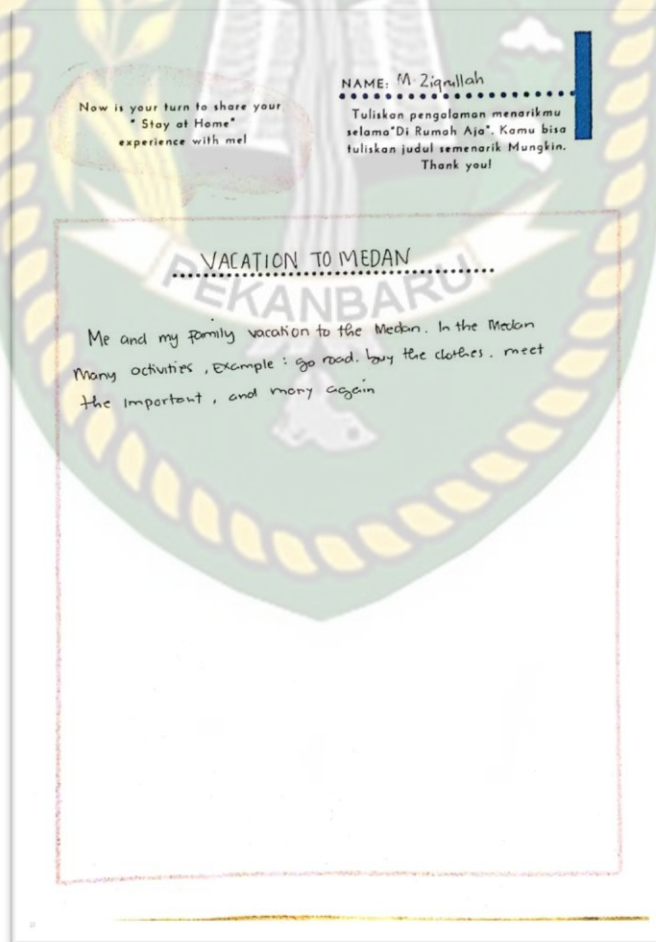
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And second, the student committed errors in nominalization five times and determiner once. Nominalization is a process of the verb or the adjective words turned into noun words. In some of the errors, the student used the error construction in making the to-infinitive form. The formula of to-infinitive form is (to + simple verb). In the last error, the student omitted the article (the) before the noun word (food) in the sentence once.

**d. Script of student 4 recount text**



**Plate 6**





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**Student's Recount text manuscript**

**Vacation to Medan**

Me and my family vacation to the Medan. In the Medan many activities, example: go road, buy the clothes, meet the important, and many again.

**Table 6**

**Students 4's Syntactical Errors Presentation**

Identification of The Errors	Classification of errors	Category of errors
<p><b>Me and my family</b> vacation to the Medan.</p> <p><b>Correct:</b></p> <p><b>I and my family</b> vacationed to Medan.</p>	Use of pronouns	Noun phrase
<p>Me and my family <u>vacation</u> to the Medan.</p> <p><b>Correct:</b></p> <p>I and my family <u>vacationed</u> to Medan.</p>	Omission of verb	Verb phrase
Me and my family vacation to	Determiners	Noun phrase



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<p>the Medan.</p> <p><b>Correct:</b></p> <p>I and my family vacationed to Medan.</p>		
<p>In the Medan many activities...</p> <p><b>Correct:</b></p> <p>In Medan there are many activities...</p>	Determiners	Noun phrase
<p>In the Medan, ** many activities...</p> <p><b>Correct:</b></p> <p>In Medan, * there are * many activities...</p>	There transformation	Some transformations
<p>In the Medan many activities, example...</p> <p><b>Correct:</b></p> <p>In Medan there are many activities, for example:...</p>	Use of Prepositions	Noun phrase



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<p><u>...buy</u> the clothes, meet the important, and many again.</p> <p><b>Correct:</b></p> <p><u>...bought</u> the clothes, met the important, and many again.</p>	<p>Omission of verb</p>	<p>Verb phrase</p>
<p>...buy <b>the clothes</b>, meet the important people, and many again.</p> <p><b>Correct:</b></p> <p>...bought <b>clothes</b>, met the important people, and many again.</p>	<p>Determiners</p>	<p>Noun phrase</p>
<p>...buy the clothes, <u>meet</u> the important people, and many again.</p> <p><b>Correct:</b></p> <p>...bought the clothes, <u>met</u> the important people, and many again.</p>	<p>Omission of verb</p>	<p>Verb phrase</p>



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The table showed that there were 9 errors found in the student's Recount text. The student committed errors in three syntactical category taxonomy. There are a verb and noun phrase, and some transformations category.

First, the student committed five errors in the noun phrase category. As well as the previous one, the student missed the article before the noun words. Not only missing the article, but the student also adding an unnecessary Article before the place noun. The place noun is not preceded by the article, except for some categories. Here, the student used the article (the) before the noun (Medan, Medan is one of the cities in Indonesia). The noun word (Medan) is not one of the exceptions that are preceded by the article twice. Other errors in the noun phrase category are the error in using the pronoun and preposition. The student used the object pronoun (me) as a subject. Then, the student also omitted the preposition (for) before the word (example).

Second, the student also committed three errors in the verb phrase category. The student insistently used the simple tense for the past tense. The student still does not know how to write an appropriate grammar to express past activities.

Last, there was a new issue found in student writing. The student committed an error in formating the there transformation. The student



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omitted the (there are) as a subject of the sentence (In Medan, ... many activities.). This sentence is incomplete because of the lack of subject.

**e. Script of student 47 recount text**



**Plate 7**

**Student's Recount text manuscript**

**Pandemic**

I am not like Stay at Home during Pandemic. So many homework from teacher, so many work at home and parent no give money.



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Table 7

Students 5's Syntactical Errors Presentation

Identification of The Errors	Classification of errors	Category of Errors
<p>I *am* not like Stay at Home during Pandemic</p> <p><b>Correct:</b></p> <p>I *do* not like Stay at Home during Pandemic</p>	Negative transformation	Some transformations
<p>So many homework from teacher, so many ...</p> <p><b>Correct:</b></p> <p>So many homework from <b>the</b> teacher, so many ...</p>	Determiners	Noun phrase
<p>..., so many <b>work</b> at home and parent no give money.</p> <p><b>Correct:</b></p> <p>...so many <b>homework</b> at home and the parent do not give</p>	Number	Noun phrase



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money.		
... and <b>parent</b> no give money.  <b>Correct:</b> ... and <b>the parent</b> do not give money.	Determiners	Noun phrase
... and parent ** no give money.  <b>Correct:</b> ... and the parent *do* not give money.	Negative formation	Some transformations

The text was short. Yet, There were many errors found in student 5's recount text. The total errors are five times. The most syntactical errors found are in the noun phrase category for about seven errors. The student omitted some units of noun phrase category. The fewest syntactical error found in some transformations category for two errors. The student committed errors in transforming the negative sentence.

The errors in the negative transformation category were committed when the student omitted the to be in constructing the negative sentence. The negative



structure formula is subject + to be + no/not + object. However, the student missed the to be ( am and do) in the sentences.

The researcher analyzed 49 Recount text in this study. The researcher decided to summarize the students' syntactic errors description in the table below to provide a clear explanation.

**Table 8**

**The summary table of students' syntactical errors**

No	Classification of Errors	Syntactical error Categories	Total of Errors
01	- An error in the use of preposition - An error in the determiners - 4 errors in nominalization	Noun Phrase	6
	- 2 Errors in the use of progressive tense - 4 errors in Omission of Verb	Verb phrase	6
	- An error in placing noun modifier after noun	Word order	1
	<b>Total of errors</b>		
02	- 9 errors in determiners	Noun Phrase	9
	- 4 errors in omission of verb	Verb phrase	4





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	<b>Total errors</b>		<b>13</b>
03	- An error in the use of pronouns - 3 errors in the nominalization	Noun Phrase	4
	- 5 errors in omission of verb - 2 errors in the Use of Progressive Tense - An error in agreement of subject and Verb	Verb phrase	8
	<b>Total errors</b>		<b>12</b>
04	- 3 errors in determiners	Noun Phrase	3
	- An error in omission of verb	Verb phrase	1
		<b>Total errors</b>	<b>4</b>
05	- 2 errors in determiners - An error in the use of pronouns	Noun Phrase	3
	- 2 errors in omission of verb	Verb phrase	2
		<b>Total errors</b>	<b>5</b>
06	- An error in determiners - 5 errors in nominalization	Noun Phrase	6
	- 5 errors in omission of verb - An error in the use of progressive tense	Verb phrase	6
	<b>Total errors</b>		<b>12</b>



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07	- 5 errors in determiners	Noun Phrase	8
	- 3 errors in the use of Prepositions		
	- 3 errors in omission of verb	Verb phrase	3
<b>Total errors</b>			<b>11</b>
08	- An error in determiner	Noun Phrase	3
	- 2 errors in the use of Pronouns		
	- 3 errors in omission of verb	Verb phrase	4
- An error in agreement of subject and verb			
<b>Total errors</b>			<b>7</b>
09	- An error in determiner	Noun Phrase	4
	- 2 errors in the use of prepositions		
	- An error in nominalization		
09	- 2 errors in omission of verb	Verb phrase	4
	- 2 errors in agreement of subject and verb		
	<b>Total errors</b>		
10	- An error in agreement of subject and verb	Verb phrase	1
	- An error in negative transformation	Some Transformations	1
	<b>Total errors</b>		



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11	- 3 errors in determiners	Noun Phrase	5
	- An error in the use of preposition		
	- An error in the use of pronoun		
	- 3 errors in omission of verb	Verb phrase	3
	- An error in There transformation	Transformations	1
<b>Total errors</b>			<b>9</b>
12	- 3 errors in determiners	Noun Phrase	9
	- 3 errors in the use of pronouns		
	- 2 errors in the use of prepositions		
	- An error in nominalization		
	- 3 errors in omission of verb	Verb phrase	4
	- An error in the use of progressive tense		
<b>Total errors</b>			<b>13</b>
13	- An error in agreement of subject and verb	Verb phrase	1
	<b>Total errors</b>		
14	- An error in determiner	Noun Phrase	3
	- An error in the use of pronoun		
	- An error in the use of preposition		
	- 6 errors in omission of verb	Verb phrase	6
<b>Total errors</b>			<b>9</b>



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15	- An error in the use of Preposition	Noun Phrase	2
	- An error in the use of Pronoun		
	- An error in omission of Verb	Verb phrase	2
- An error in agreement of subject and verb			
<b>Total errors</b>			<b>4</b>
16	- 2 errors in the use of prepositions	Noun Phrase	2
	- An error in omission of verb	Verb phrase	1
	<b>Total errors</b>		
17	- 8 errors in determiners	Noun Phrase	10
	- An error in the use of preposition		
	- An error in the use of pronoun	Verb phrase	4
	- 4 errors in omission of verb		
<b>Total errors</b>			<b>14</b>
18	- 3 errors in number	Noun Phrase	4
	- An error in the use of preposition		
	- An error in omission of verb	Verb phrase	1
<b>Total errors</b>			<b>5</b>
19	- 3 errors in determiners	Noun Phrase	4
	- An error in the use of preposition		
	- 3 errors in omission of verb	Verb phrase	3



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	- An error in There transformation	Some Transformations	1
	<b>Total errors</b>		<b>8</b>
20	- An error in the use of preposition	Noun Phrase	2
	- An error in the use of pronoun		
	- An error in agreement of subject and verb	Verb phrase	1
	<b>Total errors</b>		<b>3</b>
21	- An error in determiner	Noun Phrase	2
	- An error in the use of preposition		
	<b>Total errors</b>		<b>2</b>
22	-	-	0
	<b>Total errors</b>		<b>0</b>
23	- An error in the use of preposition	Noun Phrase	1
	- An error in omission of verb	Verb phrase	1
	- An error in negative transformation	Some Transformations	1
	<b>Total errors</b>		<b>3</b>
24	- An error in the use of preposition	Noun Phrase	1



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	<ul style="list-style-type: none"> <li>- 3 errors in the use of progressive tense</li> <li>- 2 errors in omission of verb</li> </ul>	Verb phrase	5
	<b>Total errors</b>		<b>6</b>
25	<ul style="list-style-type: none"> <li>- An error in determiner</li> <li>- 2 errors in nominalization</li> <li>- 2 errors in the use of preposition</li> </ul>	Noun Phrase	5
	<ul style="list-style-type: none"> <li>- 2 errors in omission of verb</li> </ul>	Verb phrase	2
	<b>Total errors</b>		<b>7</b>
26	<ul style="list-style-type: none"> <li>- An error in the use of preposition</li> </ul>	Noun Phrase	1
	<b>Total errors</b>		<b>1</b>
27	<ul style="list-style-type: none"> <li>- 2 errors in determiners</li> </ul>	Noun Phrase	2
	<ul style="list-style-type: none"> <li>- 8 errors in Omission of verb</li> </ul>		
	<ul style="list-style-type: none"> <li>- An error in use of progressive tense</li> </ul>	Verb phrase	9
	<ul style="list-style-type: none"> <li>- 4 errors in negative transformation</li> </ul>	Some Transformations	4
<b>Total errors</b>			<b>15</b>
28	<ul style="list-style-type: none"> <li>- An error in determiner</li> <li>- An error in the use of preposition</li> </ul>	Noun Phrase	2
	<ul style="list-style-type: none"> <li>- 6 errors in Omission of verb</li> <li>- An error in use of progressive</li> </ul>	Verb phrase	8
	<b>Total errors</b>		



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	tense - An error in Agreement of subject and verb		
	<b>Total errors</b>		<b>10</b>
29	- An error in determiner - An error in the use of preposition - An error in the use of pronoun	Noun Phrase	3
	- 2 errors in omission of verb	Verb phrase	2
	- An error in negative transformation	Some Transformations	1
	<b>Total errors</b>		<b>6</b>
	- An error in determiner	Noun Phrase	1
30	- 4 errors in omission of verb - An error in the use of progressive tense	Verb phrase	5
	<b>Total errors</b>		<b>6</b>
	- 2 errors in Determiners - An error in the use of pronoun - An error in number - An error in the Nominalization	Noun Phrase	5
31	- 6 errors in omission of verb	Verb phrase	6
	<b>Total errors</b>		<b>11</b>



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32	- 8 errors in Determiners	Noun Phrase	9
	- An error in the nominalization		
	- 4 errors in omission of verb	Verb phrase	4
<b>Total errors</b>			<b>13</b>
33	- 5 errors in Determiners	Noun Phrase	8
	- 3 errors in the use of prepositions		
	- 3 errors in omission of verb	Verb phrase	3
<b>Total errors</b>			<b>11</b>
34	- 3 errors in determiners	Noun Phrase	5
	- 3 errors in omission of verb	Verb phrase	3
	- An error in the use of there transformation	Some Transformations	1
	<b>Total errors</b>		
35	- An error in determiner	Noun Phrase	3
	- An error in the use of preposition		
	- An error in the use of pronoun		
	- 2 errors in omission of verb	Verb phrase	2
	- An error in the use of negative transformation	Some Transformations	1
<b>Total errors</b>			<b>6</b>
36	- 8 errors in determiners	Noun Phrase	9





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	- An error in the nominalization		
	- 4 errors in omission of verb	Verb phrase	4
	<b>Total errors</b>		<b>13</b>
37	- 3 errors in Determiners	Noun Phrase	5
	- 2 errors in the use of preposition		
	- 6 errors in omission of verb	Verb phrase	6
	<b>Total errors</b>		<b>11</b>
38	- 2 errors in Determiners	Noun Phrase	3
	- An error in number		
	- 2 errors in the use of negative transformations	Some Transformations	2
	<b>Total errors</b>		<b>5</b>
39	- 4 errors in omission of verb	Verb phrase	4
	- An error in the nominalization	Noun phrase	1
	<b>Total errors</b>		<b>5</b>
40	- 7 errors in determiners	Noun Phrase	8
	- An error in the Nominalization		
	- 5 errors in omission of verb	Verb phrase	5
	<b>Total errors</b>		<b>13</b>
41	-	-	0



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	<b>Total errors</b>		<b>0</b>
42	- 2 errors in omission of verb	Verb phrase	5
	- 3 errors in agreement of subject and verb		
	<b>Total errors</b>		<b>5</b>
43	-	-	0
	<b>Total errors</b>		<b>0</b>
44	- 2 errors in the use of prepositions	Noun Phrase	2
	- 7 errors in omission of verb	Verb phrase	8
	- An error in agreement of subject and verb		
<b>Total errors</b>		<b>10</b>	
45	- An error in the use of preposition	Noun Phrase	1
	- An error in omission of verb	Verb phrase	1
	<b>Total errors</b>		<b>2</b>
46	- 2 errors in omission of verb	Verb phrase	2
	<b>Total errors</b>		<b>2</b>
47	- 2 errors in determiners	Noun Phrase	3
	- An error in number		
	- 2 errors in the use of negative transformations	Some Transformations	2
<b>Total errors</b>		<b>5</b>	



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48	- An error in determiner	Noun Phrase	1
	- 4 errors in omission of verb		
	- An error in agreement of subject and verb	Verb phrase	5
	<b>Total errors</b>		<b>6</b>
49	- 3 errors in determiners	Noun Phrase	5
	- 2 errors in the use of prepositions		
	- 6 errors in mission of verb	Verb phrase	6
	<b>Total errors</b>		<b>11</b>
<b>TOTAL</b>		Noun Phrase	<b>171</b>
		Verb phrase	<b>164</b>
		Verb-and-verb	<b>0</b>
		Construction	
		Word Order	<b>1</b>
		Some	<b>15</b>
		Transformations	
<b>GRAND TOTAL OF STUDENTS' SYNTACTICAL ERRORS</b>			<b>351</b>

From the table presented above, it was shown that the most error committed by the students are in the noun phrase category. Meanwhile, students commit error the least the word order category, where they only



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made an error once in the whole text. Moreover, the students also did not commit any errors in the verb-and verb construction category.

To give a more detailed information about the students' syntactical errors in their recount text writing, the researcher presented a brief explanation according to the category of error provided below:

### **B. The Category of Errors**

The linguistic strategy taxonomy classified the syntactical errors into five categories. there are Noun phrase, Verb phrase, Verb-and-verb construction, Word order, and Some transformations. The detailed discussion about the errors found in the students' recount text writing is provided as follow :

#### **Noun Phrase (NP)**

The errors on noun phrase are clasified into five sub categories, there are: Determiners, Nominalization, Number, Use of Pronouns, and Use of prepositions. The data presentation showed that the students made errors on noun phrase. A total of errors in Noun Phrase (NP) category found in the students' writing are 171 times. The detail information of students' errors in Noun Phrase (NP) is showed by table below:

**Table 9**

#### **Errors in Noun Phrase Category**



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No	NP Subcategory	Total of Errors
1	Determiners	91
2	Use of prepositions	38
3	Use of pronoun	16
4	Nominalization	20
5	Number	6
<b>Grand total of noun phrase errors</b>		<b>171</b>

#### a. Determiners

Based on the (Landau, 2000), The determiner is a word that is used before a noun to show what particular noun refers to in the sentence. In the Noun phrase category, most of the students made errors in the determiners subcategory. There are about 91 errors in the determiners sub-category found in the students' sentences. It showed that determiner is the most error subcategory committed by the students in the term of noun phrase. They are repeatedly made errors in the term of omission of the article and use of wrong possessive.

The variety of students' errors in omitting the determiners are omitting the article, adding unnecessary article, error in using the wrong possessive, and omitting the possessive.

- Omitting of the article

*Incorrect: ... to **write short** story...*



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*Correct: ... to **write a short story**...*

The student omitted the article “a” before the noun word story / short story in the sentence.

*Incorrect: ... and **in afternoon**...*

*Correct: ... and **in the afternoon**...*

The student omitted the article “the” before the noun word “afternoon” that need article to emphasize which afternoon the activity occurred.

- Adding unnecessary article

*Incorrect: At Pekanbaru there is many people sell **a very beautiful clothes** for woman.*

*Correct: At Pekanbaru, there are a lot of people who sell **very beautiful clothes** for women.*

The student added unnecessary article “a” before the adverb word “very”. Article can be used before the adverb word “very” in order to add the superlative adjective.

*Incorrect: Me and my family vacation to **the Padang**.*

*Correct: I and my family vacationed **to Padang**.*



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The student added unnecessary article “the” before the word of city name (Noun). Name of places are not preceded by article “the” except for some names of place. Padang is not one of the exceptions.

- Use of wrong possessive

*Incorrect: ...to **house my friends**...*

*Correct: ...to **my friends' house**...*

The student made an error in forming the possessive. The possessive form is add apostrophe + s to the noun. If the noun is plural, or already ends in s, apostrophe come after s. Here, the student made two errors. First, the student has the wrong word placement. It should be “my friends” come before the word “ house”. It would be in a right placement if the student added the preposition “of” in the middle of the two nouns. The second, the student missed the apostrophe after the word “friends”.

- Omitting the possessive

*Incorrect: I want to story about **holiday** in beach yesterday.*

*Correct: I want to tell you about **my holiday** on the beach  
yesterday.*

The student omitted the possessive word “my” before the noun word “holiday” in his sentence.

#### **a. Use of Prepositions**



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Based on the definition in (Dictionary, 2002) Merriam-Webster dictionary preposition is a function word that is a type of noun phrase combination to form a phrase which usually expresses a modification or predication. Determiner followed by Use of preposition sub-category by 38 errors found. the students repeatedly error in the terms of omitting and misusing the prepositions.

- Omitting the preposition

*Incorrect: In the Medan many activities, **example**...*

*Correct: In Medan there are many activities, **for example**...*

The student omitted the preposition “for” before the word “example”. The word “example” should come with the preposition “for” to give an example of the type of thing.

- Misusing the preposition

*Incorrect: I not get something **in** my holiday.*

*Correct: I do not get something **on** my holiday.*

The student used the preposition “in” instead of “on”. In this sentence, the appropriate preposition to express the meaning of the sentence is “on”.





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## b. Nominalization

Based on the (Stevenson, 2010) nominalization is a process to make a noun from the a verb or adjective. In this subcategory, the students omitted the errors by 20 times. the students repeatedly error in the terms of error in constructing gerund and the to-infinitive form.

- Error in constructing the gerund

**Incorrect:** *after play...*

**Correct:** *After **playing**...*

The student used a simple verb instead of –ing to form the noun from a verb word “play” in the sentence. The preposition “after” showed that it should be followed by a noun word. The verb word “play” had to add –ing in the end to form the gerund.

- Error in constructing the to-infinitive

**Incorrect:** *I going to house my friends **for play** ...*

**Correct:...** *I go to my friends' house **to play** ...*

There are two verbs in one sentence. So, the second verb in this sentence transformed into the noun by using the to-infinitive form is needed. Yet, the student used incorrect preposition. He used (for) instead of (to) in constructing the to-infinitive form.



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*Incorrect: When I learn swim*

*Correct: When I learn how to swim*

There are two verbs in one sentence. So, the second verb in this sentence transformed into the noun by using the to-infinitive form is needed. Yet, the student omitted the (to) in constructing the to-infinitive form.

*Incorrect: ...and ask my mother for help me to cooking.*

*Correct: ...and asked my mother to help me to cook.*

There are two verbs in one sentence. So, the second verb in this sentence transformed into the noun by using the to-infinitive form is needed. Yet, the student used the -ing form in constructing the to-infinitive form.

### **c. Use of pronouns**

According to the Cambridge dictionary, pronouns are often used to refer to a noun that has already been mentioned. Here, the students did some errors in the terms of omitting the subject pronoun, the object pronoun, using me as the subject pronoun, and omitting the pronoun "it" in the sentences.



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- Omitting the subject pronoun

*Incorrect: Swimming as long...*

*Correct: I swam as long...*

The sentence is incomplete because of lack of the subject pronoun.

So, the student has to add the pronoun subject "I" in the sentence.

- Omitting the object pronoun

*Incorrect: I sprayed every day.*

*Correct: I sprayed it every day.*

The sentence is incomplete because of lack of the object. So, the student has to add the pronoun "it" as the object in the sentence.

- Use of "me" as subject

*Incorrect: My sister and me so confused because all of it very beautiful.*

*Correct: My sister and I were so confused because all of it was very beautiful.*

In this sentence, the student used the direct object pronoun "me" as a subject. The subject pronoun "I" is appropriate to replace the pronoun "me".



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- Omitting the pronoun “it”

Incorrect: *is very boring.*

Correct: ***It is** very boring.*

The sentence is incomplete because of the lack of subject. So, The student has to add the pronoun “it” as the subject in the sentence.

#### **d. Number**

Number subcategory means that the writer uses the singular and plural noun words erroneous. In this research, all of the errors in the terms of number has happened when the students write the singular for plural word.

- Substitution of singulars for plurals

*Incorrect:* This stay at home experience teach me how to be a better **children** in home.

*Correct:* This stay at home experience taught me how to be a better **child** at home.

The word “me” in the sentence showed that it needs to be followed by the singular noun. The student used the plural noun (children) ratyher than the singular noun (child).

#### **Verb Phrase (VP)**

The errors on verb phrase are clasified into three sub categories, there are: Omission of verb, Use of progressive tense, and agreement of



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subject and verb. The data presentation showed that the students made errors on verb phrase category. A total of errors in Verb phrase (VP) category found in the students' writing are 164 times. The detail information of students' errors in Verb phrase (VP) is showed by table below:

**Table 10**

**Errors in Verb Phrase Category**

No	VP Subcategory	Total of Errors
1	Omission of verb	138
2	Use of progressive tense	12
3	Agreement of subject and verb	14
<b>Grand total of errors in VVC</b>		<b>164</b>

The student made the most verb phrase errors in the sub-category of omission of verb. The students made the errors in the terms of verb omission 138 times, followed by the errors in subject and verb agreement by 14 times, and the least errors are in the term of progressive tense uses by 12 times.

**a. Omission of verb**

Verb is a word that describe the action, condition or experience. The students made errors in the use of main verb in the sentence and omission of the *to be* in the sentences repeatedly.



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- Omission of the main verb

*Incorrect: A long holiday covid-19 I stay at home.*

*Correct: A long holiday covid-19 I stayed at home.*

The recount text is a text to share the writer's experience. The common verb to use is simple past since the text tells about the past experience. But,

the student used the simple verb for the past verb in the sentence. These errors made by the students repeatedly. The verb word "stay" should be written in the past form "stayed".

*Incorrect: ...you can me Isnad.*

*Correct: ....you can call me Isnad.*

In this case, the students are not only made the disagreement verb forms, but also omitted the main verb of the sentence. The sentence that student wrote is missing the main verb. So it should add the verb word "call" to complete the sentence.

- Omission of *to be*

*Incorrect: My home very beautiful.*

*Correct: My home is very beautiful.*

In this example of errors in the subcategory of omission the verb, the student missed the *to be* "is" to complete the sentence.

*Incorrect: My sister said that is was the most delicious cake..*



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*Correct: My sister said that was the most delicious cake..*

The student also doubled *to be* in the sentence. The student used *to be* "is" and "was" at the same time. Here, the student has to omit the unnecessary *to be* "is" in the sentence.

### **b. Use of progressive tense**

In this research, she students is not really using the progressive tense since the text is about telling the past experience. So, there is only one of the subcategory found in the students writing. There is some students still made errors in using progressive tense for simple past tense. there are about 12 errors found in the students' recount text.

- Substitution of the progressive for the simple past

*Incorrect: I am studying during stay at home in the pandemic.*

*Correct: I studied during stay at home in the pandemic.*

The student tells about the past activity when the student in the Pandemic "stays at home" experience. The most appropriate tense to use in this sentence is simple past tense "studied" rather than progressive tense "studying".

### **c. Agreement of subject and verb**

There were about 14 errors found in the subject and verb agreement subcategory. There were two error subcategories found in



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the agreement of subject and verb. some of the students found that they made errors in the subject and number agreement while others made errors in the subject and tense agreement.

- Disagreement of subject and number

*Incorrect: My activities this year is different...*

*Correct: My activities this year are different...*

It found that the student made errors when using a *to be* in the sentence. The subject "My activities" showed that the subject is a plural that needs a *to be* for plural subject. "is" is a *to be* for singular subject. An appropriate *to be* for a plural subject in this sentence is "are".

- Disagreement of subject and tense

*Incorrect: moment I stay at boarding school do not met everyday.*

*Correct: moment I stay at boarding school did not meet everyday.*

The student used *to be* "do not" (simple tense) for simple past tense. The appropriate *to be* for negative simple past tense is "did not".

### **Some Transformations (ST)**

The errors on some transformations are classified into four sub-categories, there are: negative transformation, questions transformation, *there* transformation, and subordinate clause transformation . The data presentation showed that the students made errors on some





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transformations category. A total of errors in some transformations (ST) category found in the students' writing are 15 times. The detail information of students' errors in Verb-and-Verb Construction (VVC) is presented in the table below:

**Table 11**

**Errors in Some Transformations Category**

No	ST Subcategory	Total of Errors
1	Negative transformation	12
2	Questions transformation	-
3	<i>There</i> transformation	3
3	Subordinate clause transformation	-
<b>Grand total of errors in VVC</b>		<b>15</b>

The student made the most some transformations errors in the subcategory of negative transformation by 12 times, and followed by the errors in there transformation by 3 times.

**a. Negative transformation**

The students made errors when forming the negative sentence. The student omitted the auxiliary repeatedly before the word no or not in the negative sentence.

*Incorrect: ....and I \* not make my task.*



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*Correct        :...and I \*did\* not make my task.*

The student omitted the auxiliary “did” in the negative form of simple past tense sentence. To complete the sentence the auxiliary “did” should be added in the sentence.

#### **b. There transformation**

The students made errors in the unit of *there* omission only 3 times. All the errors in the there transformation unit are omitted the “there” in the sentence as the subject.

*Incorrect:        In the Padang, \*\* many activities...*

*Correct:         In Padang, \*there are\* many activities...*

The student omitted the subject in the sentence. The sentence “In the Padang, many activities” is incomplete. To complete the sentence the word “there + to be” should be added.

#### **Word Order**

Based on the Merriam-Webster dictionary, word order is the process of arranging the words in a phrase, clause, or sentence. This category is a bit tricky because of the English and the Indonesian language was different. However, the student made pretty well on arranging the English sentence since there is only one error was found.

*Incorrect: ...to house my friends...*

*Correct: ...to my friends' house..*



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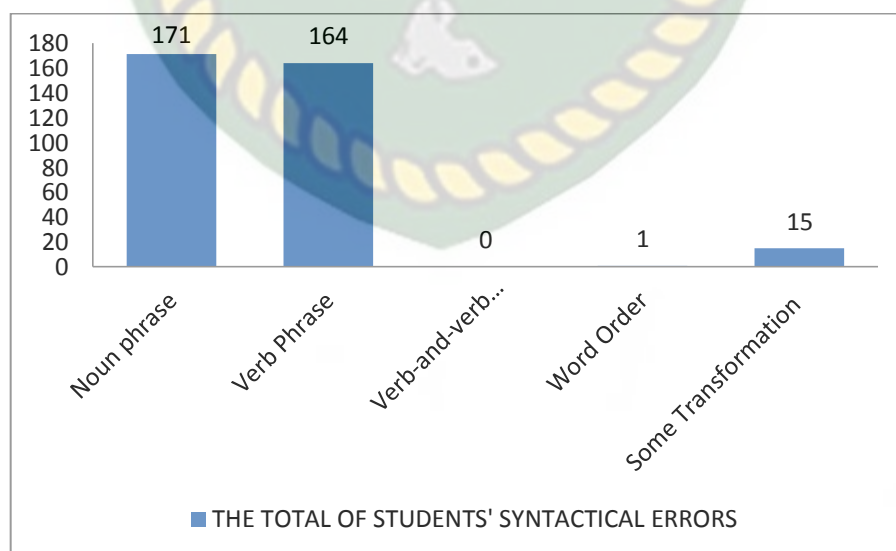


The noun modifier always comes before the noun. But, the student misplaced the noun modifier “my friend” before the noun word “house”.

### Verb-and-Verb Construction

Verb-and-verb construction is a syntactical phenomenon in which two or more verbs or verb phrases are strung together in a single clause without a marker of coordination or subordination. This phenomenon has happened in the English language naturally in the idioms. However, all the students are not using any single idiom in their Recount text.

After the discussion about the students’ errors found that clasified according to the linguistic category taxonomy, the researcher considered to make students’ errors chart to interpreted the whole errors committed by the students as followed:



**Figure 3**



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### Tally of Students' Syntactical Errors

The table above shows that the highest frequency of errors in the recount texts of the students is recorded in the Noun Phrase category by 171 errors translated to 49% of the total errors.

To clarify, almost half of the errors are in this category. Then, it is followed by the errors under Verb phrase category equivalent to 164 errors, while the least number of errors observed are in the word order category.

#### **C. Contributory factors leading to the students to commit the errors.**

##### **a. Discussion**

There are several questions related to the students' situation based on the data found by the researcher for the teacher. These questions attend to get another information about the students' difficulties and contributory factors leading to commit the errors. the interview section is discussed below:

- **The first question: Are the students use English in their daily life communication?**

Based on the teacher's information, the student used English and Arabic in their daily life in the dormitory. However, the student pretends to use Arabic rather than English in their daily



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communication. The student has more common vocabularies in Arabic, so they do not have a promising improvement in English.

- **The second question: In improving the students' writing skills, what are the students' difficulties in writing tasks?**

The student found difficulties in remembering the new vocabularies in English because it is hard to pronounce. Another problem is the students found it difficult to understand the English structure that has different rules from Bahasa Indonesia. Moreover, in the writing process, the student has to transfer their idea into words with the proper structure so that the idea transferred well to the readers.

- **The next question: In learning Grammar, what are the students' difficulties in understanding the materials?**

The student got the problem of understanding the English structure. It is still hard for them to differentiate the mother tongue structure and the English one. So, in the practice, they sometimes still using the mother tongue structure for their English writing.

- **The next question: Based on the research findings, what are the students' obstacles to the grammar learning process, especially in the noun phrase materials (Learning about Determiners, pronoun, number, nominalization, and prepositions?)**



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When the teacher gives the new materials about grammar, it is not too difficult to make the student understand about it, but when they have to write an essay about something that needed the collaboration of some grammar understanding they pretend to forget the skill they have already learned.

- **The next question: Do errors in sentence composition caused by structural differences with the mother tongue often occur in students' writing?**

Based on the teacher's teaching experience, the teacher found errors in the students writing caused by structural differences often. It can be seen by how the student used Indonesian structure for their English writing.

- **The next question: What are the activities that can help the students on improving their writing skills?**

To give the solution for this problem, the teacher comes up with the solution. The teacher made a 10 vocabularies program. Here the students have to remember 10 new vocabularies before the class begins. This program aims to improve the students' vocabularies.

- **The next question: What is the teacher's consideration for determining the strategy to improve the students understanding of grammar materials?**



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The strategy that the teacher applied aim to improve the students vocabularies, so that it can support the students writing skill.

#### **b. Contributory factors**

Based on the (Touchei 1986 Solihat & Novianti, 2015)<sup>42</sup>, there are Two (2) major factors causing the learners to commit errors in a foreign language namely: interlingual factors due to interference by the native language and intralingual and developmental errors that are due to the difficulty of the second/target language.

Based on the results of the interview sessions with the selected English teachers, their views on the contributory factors that lead students to commit the identified syntactical errors can also be summarized into these two major factors as stated by Touchei and Niovanti. Their responses are discussed below:

#### **1. Interlingual Factor**

The interlingual factor is an error due to interference by the native language. In Indonesia, the native language is Bahasa Indonesia. There are a lot of differences between the language structure of English and Bahasa Indonesia, and most of the times, students use and apply structure of Bahasa Indonesia in constructing English words as shown in the examples below:

*Incorrect: ...to house my friends...*



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*Correct: ...to my friends' house..*

Also, there are differences in using the modifier word between Bahasa and English. In Bahasa Indonesia structure, the noun comes before the modifier, while in English language, the modifier comes before the noun word. In the example shown above, the student used his native language structure in his writing in English.

*Incorrect:... to the yard **for play** ...*

*Correct:... to the yard **to play**...*

In Bahasa (for) and (to) has the same meaning. This interference caused difficulties for the student to differentiate the (for) and (to) in English sentences.

## **2. Intralingual and Developmental error factor**

Intralingual and developmental errors are due to the difficulty of the second/target language. From the teachers' point of view, some factors that cause students to commit errors due to understanding the target language are:

### **a. Lack of the vocabularies**

The teacher said that the students find it difficult to remember and improve their English vocabulary.

### **b. Difficulties on pronouncing the English words**





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The students always complain to the teachers that due to the differences in pronouncing the words in English and Bahasa, they find it difficult to remember new English words.

**c. Difficulties on understanding the target language**

There are some English structure and word that is not found in Bahasa. Understanding the target language that has not the same meaning as the native language is considered a demanding work for the students.



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## Chapter 4

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is a presentation of the summary of the preceding chapters, with the findings extracted in this study. From the findings of this research, conclusions were drawn and recommendations were formulated.

#### Summary

The aim of this study is to analyze the MAP Ummatan Wasathan students' syntactical error in recount text writing. Specifically, it sought answers to the following questions:

1. What are the syntactical errors committed by the XI grade students in the recount text along 1. Noun Phrase, 2. Verb Phrase, 3. Verb-and-verb Construction, 4. Word Order, and 5. Transformation?
2. What are the most frequent errors committed in the recount text of the students?
3. What are the contributory factors that led the students to committed the observed syntactical errors?

The study was premised on the following assumptions: (1) The students make errors in writing recount text in the linguistic category taxonomy, especially in the field of the syntax that includes noun phrases, verb phrases,



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verb-and-verb construction, word order, and transformation; (2) That the syntactical errors committed by the students can be arranged through rank ordering; and (3) that there are several contributory factors leading the students to commit the identified syntactical errors.

In this study, the researcher used the mixed-method approach particularly the sequential transformational approach.

The research took place in MA Ummathan Wasathan, Pesantren Teknologi Riau, Pekanbaru province, Indonesia. This study is committed by eleventh-grade students. They were writing the Recount text under the topic: my “Stay at Home” experience.

### **Findings**

After reading and analyzing the students’ syntactical errors in their Recount text writing, the study came up with the following findings:

1. The students made errors in writing recount text in 4 out of 5 linguistic category taxonomy in the field of syntax. The first category is a noun phrase. There were about 171 errors found in the students writing. It followed by the second category, verb phrase has only seven difference by the total number of noun category by 164 errors. Then followed by the fifth category, some transformations category by 15 errors found. The last category is word order category with 1 error found.



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2. The most frequent syntactical errors made by the students are in the Noun phrase category for 171 times. Almost half of the total number of syntactical errors for 351 times has occurred in this category.
3. The factors of error in the student writing are in both interlingual and Intralingual factor.

### **Conclusions**

From the foregoing findings, the following conclusions were drawn:

1. There were four syntactical error categories found in the students' Recount text.
2. The students made the most errors in the Noun phrase category.
3. The difficulties in understanding the target language and interference of native language are the factors of student committed the errors.

### **Recommendations**

In light of the conclusions above, the following recommendations were suggested:

1. For the students, the researcher suggests that they can learn more about the correct use of determiners, nominalizations, substitutions of singular and plural nouns, the use of preposition in writing the noun phrase, correct use of the verb *to be*, use of progressive tense and the agreement of subject and verb in writing



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2. the verb phrase, proper construction verb-and-verb , and on how to transform the negative sentences and use of *there* transformations. However, learning basic grammar is not available in the senior high school curriculum since they have learned it from primary school. The researcher suggests making an additional activity out of the classroom such as English club as the extracurricular as the solution for the students' problem on writing skills. By holding the English club the students can recall and practice their English language. And in the end, it will improve their writing skill.
3. The researcher recognizes that English teachers play significant roles in handling the teaching of writing skills. According to the study findings, the researcher suggests that teachers can give more focus on Basic English grammar to improve the students writing skills.
4. The findings of this study particularly on the errors that are mostly committed by the students on their recount texts and the factors that lead the students to commit these errors can be considered as bases of inputs for continuous improvement of English language instruction among the middle and senior high school students.



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