

**AN ERROR ANALYSIS IN WRITING RECOUNT TEXT AT  
THE THIRD YEAR STUDENTS OF TBI-2 ENGLISH  
DEPARTMENT UIN SYAHADA PADANGSIDIMPUAN  
ACADEMIC YEAR 2022/2023**



**Thesis**

*Submitted to English Educational Department of State Islamic University  
Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of  
the Requirement for the Graduate Degree of Education (S.Pd)*

**Written By:**

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STATE ISLAMIC UNIVERSITY  
OF SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2023**

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*AssalamualaikumWr.Wb*

After reading, reviewing and providing suggestions for improvements to the thesis on behalf of NUR SAKINAH LUBIS entitled *An Error Analysis in Writing Recount Text at the Third Year Students TBI-2 English Department UIN Syahada Padangsidimpuan Academic Year 2022/2023*, so we declare that we have a Bachelor of Education degree ( S.Pd.) in English Teaching and Training Faculty in University of Syekh Ali Hasan Admad Addary Padangsidimpuan.

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**LEGALIZATION**

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### **ABSTRACT**

This study is intended to analyse the students' error in writing Recount Text of the Third Year Students TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Academic Year 2022/2023. The problems faced by students in writing recount text are 1) differences in English and Indonesian structure and 2) not understanding how to make a good writing, 3) less in grammar, and 4) lack of vocabulary. The purposes of this study are 1) To find out the most common errors which students made in writing recount text of the third year students of TBI-2 State Islamic University of Syekh Ali Hasan Ahmad Addary and 2) to find out what the lecturer do to overcome the most common errors in writing recount text of The Third Year Students TBI-2 State Islamic University of Syekh Ali Hasan Ahmad Addary. This research used descriptive qualitative method for investigating a variety of educational problems and issues. The participants were all of The Third Year Students of TBI-2 State Islamic University of Syekh Ali Hasan Ahmad Addary. The data were collected by essay test about recount text. The result of this study shows that students' common errors in writing recount text are in misformation, the researcher found seventy six items errors or 66.09%, so, the lecturer overcome the students error in writing recount text are the lecturer explains more about the language features of recount text and the lecturer asks the students to find some method in learning simple past tense.

**Key Words:** *Error Analysis, Writing Recount Text*

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### **ABSTRAK**

Penelitian ini dimaksudkan untuk menyelidiki analisis kesalahan siswa dalam menulis Teks Recount Tahun ketiga TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Tahun Pelajaran 2022/2023 . Permasalahan yang dihadapi mahasiswa Tahun ketiga TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary dalam kemampuan menulis teks recount adalah 1) perbedaan struktur bahasa Inggris dan bahasa Indonesia serta belum memahami cara membuat tulisan yang baik, 2 ) siswa kurang dalam tata bahasa, dan 3) siswa kurang kosa kata. Tujuan dari penelitian ini adalah 1. Untuk mengetahui kesalahan yang paling sering dilakukan siswa dalam menulis teks recount Tahun ketiga TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary dan untuk mengetahui apa yang dilakukan dosen untuk mengatasi kesalahan yang paling sering terjadi. kesalahan dalam menulis teks recount Tahun ketiga TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary. Penelitian ini menggunakan penelitian kualitatif, yang menggunakan metode deskriptif untuk menyelidiki berbagai masalah dan isu pendidikan. Pesertanya adalah seluruh Tahun ketiga TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary. Data dikumpulkan melalui tes tentang teks recount, jenis teksnya adalah tes esai. Hasil penelitian ini menunjukkan bahwa Kesalahan Siswa yang paling umum adalah dalam Menulis Recount dalam penghilangan, peneliti menemukan tujuh puluh enam kesalahan item. atau 66.09%, Jadi, yang dilakukan dosen untuk mengatasi kesalahan dalam menulis recount teks ini adalah dosen menjelaskan ulang tentang language features dari recount text di penggunaan verb dan menjeleaskan lebih dalam lagi tentang penggunaan atau materi simple past atau tenses kejadian masa lampau.

**Kata Kunci:** *Analisis Kesalahan, Menulis teks Recount*

الاسم : نور سكينه لوبيس  
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عنوان الرسالة : تحليل خطأ في كتابة نص إعادة الفرز في طلاب السنة الثالثة من  
TBI-٢ قسم اللغة الإنجليزية في UIN Syahada Padangsidempuan العام الدراسي  
٢٠٢٣/٢٠٢٢

### تجريدي

تهدف هذه الدراسة إلى تحليل خطأ الطلاب في كتابة نص إعادة السرد لطلاب السنة الثالثة TBI-٢ جامعة الإسلام نيجيري شيخ علي حسن أحمد عداري العام الدراسي ٢٠٢٢/٢٠٢٣. المشاكل التي يواجهها الطلاب في كتابة نص إعادة السرد هي (١) الاختلافات في البنية الإنجليزية والاندونيسية و (٢) عدم فهم كيفية الكتابة الجيدة ، (٣) أقل في القواعد ، و (٤) نقص المفردات. أغراض هذه الدراسة هي (١) معرفة الأخطاء الأكثر شيوعا التي ارتكبها الطلاب في كتابة نص السرد لطلاب السنة الثالثة من TBI-٢ جامعة الدولة الإسلامية بالشيخ علي حسن أحمد عداري و (٢) معرفة ما يفعله المحاضر للتغلب على الأخطاء الأكثر شيوعا في كتابة نص السرد لطلاب السنة الثالثة TBI-٢ الجامعة الإسلامية الحكومية لشيخ علي حسن أحمد عداري. استخدم هذا البحث المنهج الوصفي النوعي لاستقصاء مجموعة متنوعة من المشكلات والقضايا التربوية. كان جميع المشاركين من طلاب السنة الثالثة في جامعة TBI-٢ الإسلامية الحكومية لشيخ علي حسن أحمد عداري. تم جمع البيانات عن طريق اختبار مقال حول نص إعادة الفرز. أظهرت نتيجة هذه الدراسة أن أخطاء الطلاب الشائعة في كتابة إعادة الفرز هي في حالة تحريف ، حيث وجد الباحث ستة وسبعين فقرة خطأ أو ٦٦,٠٩٪ ، لذلك ، تغلب المحاضر على خطأ الطلاب في كتابة نص إعادة الفرز حيث يشرح المحاضر المزيد عن الميزات اللغوية لنص إعادة العد ويطلب المحاضر من الطلاب إيجاد طريقة ما في تعلم الفعل الماضي البسيط.

الكلمات المفتاحية : تحليل الأخطاء، كتابة نص إعادة الفرز

## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praised to Allah SWT, the almighty creator who has given me health, opportunity, strength, time, knowledge so that I can complete this thesis entitled **“An Error Analysis in Writing Recount Text at the Third Students TBI-2 English Department UIN Syahada Padangsidimpuan Academic Year 2022/2023”**. Then, pray along with greetings to the spirit of our lord the great prophet Muhammad saw, that who has brought us from the darkness era into the lightness era.

The Researcher realizes that this writing would not finish without helping and guidance from the other people, so the researcher would like to say thanks to the following person.

1. Mrs. Dr. Eka Sustri Harida, M.Pd., as my first advisor and Mrs. Sri Rahmadhani Siregar, M.Pd., as my second advisor, who have supported and guided me to make a good thesis, who have been the great advisors for me and given me many ideas, generous support, advice, constructive, suggestion, criticism, precious time they have given during the completion of this thesis.
2. The Rector and the Vices of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan, that has accepted the researcher as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan

3. The Dean of Tarbiyah and Teacher Training Faculty and vices that have one the best improvement the faculty in creating various activities to increase students' skill.
4. Mrs. Fitri Rayani, M.Hum., as the Head of English Education Department who always supported all of her students in finishing the thesis and always be patient in facing our problems.
5. Mrs. Sokhira Linda Vinde, M.Pd., as the Secretary of English Education Department.
6. All lecturers and all the academic cavities of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan who had given knowledge a lot and helped during I studied in this institute.
7. State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan library (Yusri Fahmi, S. Ag, M. Hum and staffs), for their cooperative and permission to use theirs books.
8. My beloved parents, Mr. Irwansyah Lubis and Mrs. Nur Aini Pasaribu and also my father in-law Mr. Asir Lubis and mother in-law Mrs. Rita Diana Sari Rangkuti who always taught me to be patient in my every problem. Especially for my Mom, she is an incredible person in my life who always prayed for me, never tired of advising me, the most valuable person in my life, always supported me every step of the way, thank you for always being there for me and without you I would not be like this and without prayer and your blessing I couldn't come to this point.

9. My brother and Sisters, Khoirul Anwar, Nur Jannah and Khoirun Nisah. thanks for your supported and given me spirit in writing my thesis.
10. Tadris Bahasa Inggris 1 friends, Muhammad Rivai Harahap, Saiful Anwar, Muhammad Ridwan, Hotni Rambe, Titi Arisdawati, Diah Ayu Wahyuni, Risdatun Hasanah, Erwina Hasibuan, Siti Wildayati, Winni Murru Mora, Alfi Rahma, Lia Hardianti, Ummu Hani, Sintia Siregar, Karina Indah Putri, Winda Rahmadani, Ade Paratiwi, Meliana Sinaga, Kiki Andriati and many friends in the class that I cannot mention. And I never forget you my lovely cklowlow squad (Aditya Dwi Prayoga, Melisa Pohan, Ardiani Hasibuan, Salmah Hasanah, Latifahannum Lubis, Pidiwansah Siregar, Nur Ummi Soleha Nst).
11. My little family (my husband Fahrul Rozi Lubis and my lovely son Abidzar Atharrayhan Lubis) thanks for your supported and given me spirit in writing my thesis.
12. All people who have helped me to finish my study that I can not mention one by one thank you for your supported, may Allah bless them. Aamiin.

I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, 22 March 2024  
Researcher

**NUR SAKINAH LUBIS**  
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# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

Writing is one of the four language skills that must be learned by the students at school and university. The students are able to express their ideas to written forms. Sometimes it has been wonderfully rewarding, but it has always required effort. In processing writing, there are steps that have been to be mastered by the students. Most of them are not able to describe their ideas. It is less spontaneous but more permanent since it takes much time and concentrated practice. In writing, there are number of language aspects involved such as model texts, grammar, spell-check, punctuation and prepositions.

Writing is the most difficult subject in the school since the students have to produce a text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Writing is also an action or a process of discovering and organizing your ideas, putting them on a paper reshaping and revising them. Writing is difficult because it is powerful tool to organize over whelming events and make them manageable.

English teaching-learning process in our country has several methods especially in teaching writing. One of the methods is genre-based method, namely: recount, narrative, descriptive, report and many others. Every text has different contextual factors or subject matter, textual features and grammatical features. The students have some errors in writing certain type of text and language features that use in the text like simple present tense, conjunction, adverbs, noun and adjectives.

In writing students are hoped to be able to express their ideas and feeling by English writing.

In writing activity, students are hoped to know how to explore a good sentence or to arrange sentence into a paragraph. Its means that writing has never been easy. Students may have difficulties to explore a good paragraph. Sometimes, the students make errors with their writing when writing a paragraph. Students usually face problems in producing a good writing. Kinds of mistakes or errors are usually found in their writing text.

Errors represent the language deviations produced by a student when completing a task or assignment. The deviations are clearly defined by comparing the errors with the norms of language the production. Errors are the flawed side of learner is speech of writing. There are those sections of speech and writing which deviate from the acceptable norm of language production. Despite this, students cannot avoid making language errors as the production of systematic errors.

One of the texts that close to the student's life is recount text because it is a text that retells past events which the place and occurred events flow smoothly based on the sequence of time. Therefore the students can explore their interesting or unforgettable experiences they already had or people around them in recount text. In fact, most of them considered writing as a burden for some reason relating to the use of lexical and grammatical rules accordingly.

Recount text is similar to narrative text which uses past tense to describe an action or event happened in the past, but there is a difference between recount and narrative text. According to Watkins "Recount is the simples text type in the genre

of narrating<sup>1</sup>". This statement is supported by Pardiyono who states, "There is no complication among the participants and that make it simpler and different from narrative".<sup>2</sup> Based on explanations above, Paradiyono and Watkins argued that recount text is simpler than narrative.

However, it can be seen that recount and narrative text have differences in which recount text retells about stories or events in the past that have been proved, while narrative text is a text that retells about story that happened in the past but has not been proved yet. Therefore, the research decided to choose recount text as students' writing activity in this research.

When writing, errors can occur during the learning process. It shows that learning takes place when errors occur, but most importantly, some basic knowledge of learning a second language is related to the errors made by the learner, so errors are inseparable from the learning process and need to be analyzed carefully.

Applied error analysis refers to organizing corrective courses. Developing appropriate documentation, and teaching strategies based on results or theoretical error analysis. Error analysis has to focus on errors, which are systematic violations of input data patterns experiences by students. Therefore, the researcher's intention is to focus and evaluate the students' error in writing recount text.

Errors were considered an issue that needed to be fixed as soon as possible, the

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<sup>1</sup> Megan Watkins, *Genre, Text, Grammar* (Australia: University of New South Wales Press Ltd, 2005), p.223.

<sup>2</sup> Pardiyono, *Pasti Bisa!! Teaching Genre-Based Writing* (Yogyakarta: CV Andi Offset, 2007), p.63.

error is serious in three different ways. First, errors describe the language how much progress the learner has produce in the process and what to learn. Second, errors provide researchers with important clues as to how a language is learned and what method or process learners use to discover the language. Third, errors are important to the learner himself, as making error can be seen as a means for the learner to learn.

According to interview with some students at Third Year of TBI-2 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, in fact they still have some errors in generating and organizing ideas about recount text, students still made errors in using tense and verb, and sometimes students stuck on vocabulary and less in grammar.

The first problem that faced by students at the fifth semester in writing recount text is in generating and organizing ideas about recount text. Example errors usually made by students especially in writing recount text such as “sometimes the sentence is far from the sentence before, but when I read it, I will know my mistake, then I will fix it”.<sup>3</sup> The writing implies the development of an idea a feeling, the opinion and spiritual representation of knowledge and experiences with topics.

The second problem is the error in use of tense and verb. Example “sit it should be sat, get it should be got, if it is go, it should be went and etc. So that is using verb II, not verb I”.<sup>4</sup> The most dominant errors made by students is the verb group. Many students have difficult in leaning about simple past tense.

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<sup>3</sup>Marisa Tamara, Student at 6<sup>th</sup> semester of TBI-2 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, *Private Interviews Indirectly*, On 19 Juni 2022.

<sup>4</sup>Elisa Hariani, Student at 6<sup>th</sup> semester of TBI-2 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, *Private Interviews Indirectly*, On 19 Juni 2022

The third problem is students stuck on vocabulary and less in grammar. Example error that students usually made or produce in writing recount text is “when writing, I do not know the right spelling of the word, for example my title is about Great Holiday, I stuck on the vocabulary so my writing is not good”.<sup>5</sup> A good writer needs to know many factors to enrich his writing, including good writing skills are part of the art of effective communication. Proper structure keeps the text simple and clear.

Furthermore from the explanation above the researcher conducts research in analyzing students’ error in their writing and finding out the sources of errors. Therefore, the title of this research is “ An Analysis of Students’ Error in Writing Recount Text at Third Year TBI-2 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan Academic Year 2022/2023”.

## **B. Focus of the Research**

The researcher focused on the most errors made by students in recount text writing in Omission, Addition, Misformation, and Misordering. This research was about finding the most common errors Omission, Addition, Misformation, and Misordering of the third year students from TBI-1 in writing recount text and the solution of the problem by lecturer.

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<sup>5</sup>Suci Almaida, Student at 6<sup>th</sup> semester of TBI-2 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, *Private Interviews Indirectly*, On 19 Juni 2022

## **C. Definitions of the Terminologies**

In order to avoid confusion that can lead to misunderstandings in interpreting the terms in this study, the researcher will first confirm and define the terms of the research title as follows:

### **1. Error Analysis**

Error analysis is the process of breaking up a preposition, concept, linguistic complex or fact into its simple or ultimate constituents and detailed in order to understand its nature or to determine its essential features and a linguistic form or combination of forms which in the same context.

### **2. Writing**

Writing is a system of human communication which represents symbol. By writing, we can share our idea, feeling, or anything than exist in our mind writtenly.

### **3. Recount Text**

Recount Text is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.

So, an analysis of students' error in writing recount text at Third Year of Tbi-2 State Islamic University of Syekh Ali Hasan Ahmad Addary academic year 2022/2023 is the activity to analyze or describe about the students' error based on surface strategy taxonomy, they are addition, omission, misformation, and misordering errors that researcher found in writing recount text and how to overcome the students' errors in writing recount text.

#### **D. Formulations of the Problem**

In a hypothetical sentence, the study answered these questions:

1. What are the most common errors which students made in writing recount text at Third Year of TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary?
2. What does the lecturer do to overcome the most common errors in writing recount text at Third Year of TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary?

#### **E. Objectives of Study**

Based on the formulation of the problem above, the objectives of this study mainly intend as follow:

1. To find out the most common errors which students made in writing recount text at Third Year of TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary.
2. To find out what the lecturer do to overcome the most common errors in writing recount text at Third Year of TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary.

#### **F. Significances of Study**

This study is will expect to give some benefits especially for the Chief of major English Education Department, Writing's Lecturer, and Readers.

1. For the Chief of major English Education is as information to know the students' error in English.

2. For the Writing's Lecturer as information or a tool to know the students' error in writing recount text
3. For readers to add references for the next research in the same problems.

#### **G. Outline of Thesis**

The Researcher organized this research in order to make the reader easy to understand. The following shows the content covered in this research:

Chapter I is introduction, that consists of Background of the Problem, Limitations of the Problem, Limitations of Term, Formulations of the Problem, Objectives of the Study, Significance of the Study and The Systematic of Discussion. Chapter II presents Review of Literatures, it starts with What Error Analysis is, what Writing is, what Recount Text is and Relevant/Related Studies.

Chapter III discusses Research Methodology, that consists of Research Method, Data and Sources of Data, Data Collection Procedures and Technique of Data Analysis. Chapter IV, it consists of the result of the research. This chapter consists of data description of the result, discussion and threats of the research. Chapter V, it consists of implication.

## CHAPTER II

### THE REVIEW OF RELATED LITERATURE

#### A. Theoretical Description

##### 1. Error Analysis

###### a. Understanding Error Analysis

Error analysis is also studying the mistakes of second learners and foreign language learners. It can be performed to determine a person's level of understanding, how a student learns a language, and to gain insight into common faulty in language learning, as an aid to teaching or preparing educational materials.

To know the definition of error analysis, the researcher explains the definition from several experts. The first is from Brown, According to Brown error analysis is a “mistake” refers to a performance error in that it is a failure to utilize a known system correctly. While an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner.<sup>6</sup> The teacher must be able to analyze the error so that the teacher can modify the method used for teaching. So, Error Analysis to find out the cause of the error. It is also essential to explain the method.

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<sup>6</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (San Francisco State University: Pearson Longman, 2007).

Error analysis is one of important sources of information for lecturer or teachers, because from this activity teachers can evaluate their students and try to come up with solutions. Solutions to problems and problems related to language. Error analysis helps teachers or trainers understand new teaching strategies by providing feedback on learners' mistakes. In summary, error analysis is certainly very important as the role in the writing process, especially in writing descriptive writing.

Errors are not about failure, rather they are important elements and aspects of the writing process. Errors also can assist the process of writing for better evaluation in learning process. It is also essential to explain the method. The teacher must be able to analyze the error so that the teacher can modify the method used for teaching.

This recognition process is followed by the error description process. The researcher compares learners' sentences with the correct sentences in target language, and find the errors. Then the researcher comes to the next step explanation stage, finding the sources of errors. The most important thing is that the errors should be analyzed carefully because some essential understandings about second language learning are embedded in learners' error.<sup>7</sup>

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<sup>7</sup> Mats Johansson, *English Linguistics: Introduction to Morphology, Syntax, and Semantics* (United States: Student literature AB, 2012).

An error is noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.<sup>8</sup> Mistakes are imperfectness of utterance which refers to the language performance. Mistakes can be made due to lack of knowlwdgw, carelessness, or poor judgment. For example, a student who writes the wrong answer on a test has made a mistake. An error, on the other hand, is a deviation from accuracy or correctness.

Meanwhile, error is a mistake, especially one that causes problems or affects the result.<sup>9</sup> The difference between error and mistake is that error is grammatical utterance which refers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct them, it means that they make mistake if they cannot correct them, it means that they make error. In this research, they will consider mistake and error as one and will not restrict it.

Error analysis has been defined as "a strategy for recognizing, classifying, and systematically analyzing the unsatisfactory forms produced by someone learning a foreign language, utilizing any of the ideas and techniques supplied by linguistics."<sup>10</sup> So, Error analysis allows students to learn from mistakes and correct sentences because

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<sup>8</sup>H. Dougle As Brown, p.258.

<sup>9</sup>Hornby, *Oxford Advance Learners Dictionary Of Current English* (london: Oxford University Press, 2000), p.502.

<sup>10</sup>Soumita Sarkar and Bharti Girish Dave, "Scope of Error Analysis in English Written Texts of ESL Students- A Case Study" 6495, no. 11 (2022): 86–95.

not all students make the same error when studying.

Error analysis allows students to learn from mistakes and correct sentences because not all students make the same error when studying, and what kind of error a student makes to find out the cause of the error. It is also essential to explain the method. A key finding of error analysis is found by the learners who were produced the language with misunderstanding the rules of the new target language.

The teacher must be able to analyze the error so that the teacher can modify the method used for teaching. Errors provides feedback, students tell the teachers something about the effectiveness of their teaching materials and their teaching techniques.<sup>11</sup> The field of error analysis in Foreign Language Acquisition may be defined as dealing with the differences between the people learning a language speak and the way adult native speaker of the language use the language.

Applied error analysis, on the other hand, concerns organizing remedial courses, and devising appropriate materials and teaching strategies based on the findings or theoretical error analysis. So it is the researcher's intention to bring students' errors in writing recount text and focus and subject the errors into evaluation for better recognition to solve the student's errors.

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<sup>11</sup> Pitriyani Daulay, "An Error Analysis of Using Word Order in Writing Recount Text at Grade XI Aliyah Al-Mukhlisin Sibuhuan Padang Lawas", *Thesis* (Padangsidempuan: IAIN Padangsidempuan, 2020), <http://etd.iain-padangsidempuan.ac.id/id/eprint/6281>.

From the above explanations, the researcher can conclude that error analysis is one of important sources of information for lecturer, because from this activity teachers can evaluate their students and try to come up with solutions. Some basic knowledge of learning a second language is related to the errors made by the learner, so errors are inseparable from the learning process and need to be analyzed carefully.

Error analysis helps lecturer or trainers understand new teaching strategies by providing feedback on learners' mistakes. In summary, error analysis is certainly very important as the role in the process of constructing a good sentence with the correct grammar, especially in changing active to passive sentences.

#### **b. The Sources of Error**

In learning a foreign language, students frequently make errors because they are common features of learning the new foreign or second language. When students made an error in their sentences actually, their lecturer knows what the causes. The cause of errors is well known as the source of errors. According to Selinker there are five central processes related to Interlanguage:<sup>12</sup>

1) Language transfer: This process is a result of overgeneralization and of fossilization of items, rules and subsystems, which are

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<sup>12</sup>Selinker, "An Analysis of Grammatical Errors in Writing Made by Turkish Learners of English as a Foreign Language," *International Journal of Linguistic ISSN 1948-5425*. 6, no. 4 (2014).

transferred from the native language to the target language during the performance of inter language.

- 2) Transfer of training: The errors in this process result from misleading and overgeneralized information given by textbooks and language teacher.
- 3) Strategies of second language learning: There are different strategies which affect the surface structure of sentences. This process is exemplified by the tendency of learners to simplify the target language.
- 4) Strategies of second language communication:  
This strategy can be characterized by the avoidance of grammatical formatives like articles, plural forms, past tense forms, etc.
- 5) Overgeneralization of target language linguistic material: Second language learners tend to overgeneralize the rules in the target language in order to reduce them to a simpler level.

From above explanation, there are five sources of error stated: They are language transfer, transfer of training, strategies of second language learning, strategies of second language communication and overgeneralization of target language linguistic material.

Meanwhile, Ancker stated that most of errors come up because of three main causes:

- 1) Interference from native language. The students may assume that the target language and his native language are similar. Then, he

will over generalize the rules of his native language and the target language.

- 2) An incomplete knowledge of the target language. Because of the incomplete knowledge, the learner may make guesses.
- 3) The complexity of the target language. Certain aspects in English are difficult for some learners, it may be caused the rules of their native language are quite different from English and even more complex than their native language.<sup>13</sup>

Systematic errors affect the accuracy of a measurement. They cannot be corrected with repeated measurements because they will always exist. They can be caused by faulty calibration of an instrument, poorly maintained instruments, or even faulty reading of the instrument by a person. Random errors are a bit different. They affect the precision of a measurement. Random errors are caused by problems like reading the measurement between two lines on a measuring device or if the reading fluctuates.

So from the two theories above, it can be concluded that types of errors can be reduced by conducting multiple measurements. This is a very basic description of the types of error and sources of error in general. Just remember, sources of error are not mistakes that were made in your project, when you have to discuss sources of error do

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<sup>13</sup>Ancker, "Investigating Jordanian EFL Students' Spelling Errors at Tertiary Level," *International Journal of Linguistic* 5, no. 3 (2015): 1.

not respond with something like did not do anything wrong. Everything worked. This should be a discussion about uncertainty and what uncertainties existed in your measurements.

### c. The Causes of Error

There are three causes of error, Norrish exposes three causes of errors :

#### 1) Carelessness

It is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the materials and/or the style of presentation do not suit him.

#### 2) First language interference

Learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually "shaped" towards those of the language he was learning.

#### 3) Translation

Probably the most students make errors is translation. This happens because a student translates his first language sentence of idiomatic expression in to the target language word by word.<sup>14</sup> It can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and

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<sup>14</sup>John Norrish, *Learners and Their Errors* (London: Macmillan Press, 1983), p.21-26.

Translation which those are from the learners themselves or the teacher, and the method.

Errors are not always due to mistakes. There are two types of errors: random and systematic. Random error occurs due to chance. There is always some variability when a measurement is made. Random error may be caused by slight fluctuations in an instrument, the environment, or the way a measurement is read, that do not cause the same error every time. In order to address random error, scientists utilized replication. Replication is repeating a measurement many times and taking the average.

Systematic error gives measurements that are consistently different from the true value in nature, often due to limitations of either the instruments or the procedure. Systematic error is one form of bias. Many people may think of dishonest researcher behaviors, for example only recording and reporting certain results, when they think of bias. However, it is important to remember that bias can be caused by other factors as well.

#### **d. The Types of Error**

Dulay et al divide the error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misorder.

- 1) Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry

the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words

- 2) Addition errors are the presence of an item which must not appear in a well-formed utterance.
- 3) Misformation errors are characterized by the use of the wrong form of the morpheme or structure. In misformation errors the learner supplies something, although it is incorrect
- 4) Misordering As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.<sup>15</sup>

Corder in Ellis distinguishes three types of error according to their systematicity:

- 1) Pre-systematic errors occur when the learner is unaware of the existence of a particular rule in the target language. These are random.
- 2) Systematic errors occur when the learner has discovered a rule but it is the wrong one.
- 3) Post-systematic errors occur when the learner knows the correct target language rule but uses it inconsistently.<sup>16</sup>

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<sup>15</sup>Dulay, H.C.et. al., "Analyzing Linguistic Error in Writing an English Letter: A Case Study of Indonesian Undergraduate Students," *International Journal of Language and Linguistic* 5, no. 3 (2017): 71–77.

<sup>16</sup>Corder, "An Analysis of Common Gramatical Errors Made by Saudi University Students in Writing," *An International Journal of Multi Disciplinary Research* 2, no. 3 (2015): 205.

The other type of errors is elaborated by Dulay et al who classify error into four descriptive classifications of errors. They are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.<sup>17</sup>

- 1) Error Types Based on Linguistic Category These linguistic category taxonomies classify errors according to either or both the language component or the particular linguistic constituent the errors effects.
- 2) Language components include the phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).
- 3) Constituents include the elements that comprise each language component. For example, within syntax one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjectives, and so forth.
- 4) Surface Strategy Taxonomy. Learner may omit necessary any morphemes or words, add unnecessary ones, misform items, or misorder them.

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<sup>17</sup>Dulay, H.C, p.71-77”

5) Comparative Taxonomy. The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions.

6) Communicative Effect Taxonomy. The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication and those that don't. Errors that affect the overall organization of the sentence hinder successful communication, while errors that affect a single element of the sentence usually don't hinder communication.

It means that the errors of communicative effect taxonomy can lead to be misunderstood by the listener or reader to get the intended message. Some of the learners speaking or writing errors can be comprehended because there is a minor infraction in the sentence therefore the intended meaning can be guessed but some of the errors prevent the information to be comprehended.

So, from some theories about types of errors above, the researcher chooses theory from Dulay. The types of errors are omission, addition, misformation, and misordering to analyze the students errors in writing Writing Recount Text In Fifth Semester Of Tbi-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary.

### e. The Procedure of Error Analysis

It needs some steps or stages of procedure in conducting Error Analysis. Els<sup>18</sup> states that there are some procedures in Error Analysis, namely :

- 1) Identification of errors. The first step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers.
- 2) Description of errors. The next step is describing errors; it begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the students.
- 3) Explanation of errors. The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' errors occur.
- 4) Evaluation of errors. In this step, the teacher gives evaluation from the task done by the students depends on the task that the teacher will be giving to the students.
- 5) Preventing/correcting of errors. The last step is correction of errors; the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in

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<sup>18</sup>Theo Van Els, *Applied Linguistics and the Learning and Teaching of Foreign Languages* (London: A Division of Hodder & Stoughton, 1983).

order to prevent the students make the same errors later.

From above example, researcher concludes that there are five steps of Error Analysis based on Theo Van Els, they are Identification of errors, Description of errors, Explanation of errors, Evaluation of errors and Preventing/correcting of errors.

Gass stated that the great deal of the work on Error Analysis was carried out within the context of classroom.<sup>19</sup> Therefore, there are a number of steps taken to conduct error analysis.

- 1) Collect data. Although this typically done with written data, oral data can also serve as a base.
- 2) Identify errors. What is the error (e.g., incorrect sequence of tenses, wrong verb form, singular verb form with plural subject)?
- 3) Classify errors. Is it an error of agreement? Or is it an error in irregular verbs?
- 4) Quantify errors. How many errors of agreement occur? How many irregular verb forms of errors occur?
- 5) Analyze source. See later discussion.
- 6) Remediate. Based on the kind and frequency of an error type, pedagogical intervention is carried out.

From this explanation above, the researcher concludes that there are six steps to conduct Error Analysis. They are, Collect data,

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<sup>19</sup>Selinker Gass M, "The Efficacy of Error Analysis on Second Language Learners' Written Accuracy (An Empirical Study in The Context of Arab Learners of English. Education Research" 4, no. 2141-5161 (n.d.).

Identify errors, Classify errors, Quantify errors, Analyze source and the last is Remediate.

According to Corder the procedure of Error Analysis includes the following steps:

- 1) Collecting a sample of learner language. Collecting a sample of learner language provides the data for the Error Analysis. The researcher needs to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.
- 2) Identification of Errors. The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The basic produce is as follow:
  - a) Prepare a reconstruction of the sample as this would have been produced by the learner's native speaker counterpart.
  - b) Assume that every utterance/sentence produced by the learner is erroneous and systematically eliminate those that an initial comparison with the native speaker sample shows to be well-formed. Those utterances/sentences remaining contain errors.
  - c) Identify which parts of each learner utterance/sentence differs from the reconstructed version.<sup>20</sup>
- 3) Description of Errors. The Description of errors is essentially a

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<sup>20</sup>Corder, p.206.

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

- 4) Explanation of Errors. Explaining errors involves determining their sources in order to account for why they were made. From the point of view of research this is the most important stage in an Error Analysis.
- 5) Error Evaluation. It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

Based on the detail explanation of the procedure of Error Analysis above it can be summed up that actually in the procedure of Error Analysis has the same stages to conduct, firstly is collecting the data, next the data is identified to find the errors made by students, thirdly the researcher describes the error based on the error classifications and then she/he explains the sources the students' errors and the last stage the errors are counted to get the total of errors made by students as evaluation. The researcher chooses the procedure of Error Analysis which identified by Richard to conduct the research. They are: Collecting a sample of learner language identification of errors, description of errors, explanation of errors, and error evaluation.

## 2. Writing

### a. The Definition of Writing

There are some definitions of writing, the first one is coming from Kern, he states that writing is functional communication, making learners possible to create imagined worlds of their own design.<sup>21</sup> It means that, through writing, learners can express thought, feeling, ideas, experiences, etc to convey a specific purpose. The purpose of writing is to give some information.

According to Mayers, writing is a way to produce language, which you do naturally when you speak. You say something, think of more to say, perhaps correct something you have said, and then move on to the next statement.<sup>22</sup> Writing different with speaking , except that take more time to think about your subject, the person or people you will be discussing it with, and the goal you hope to achieve in that discussion. If you are writing in a second language, you also take more time to revise your work. Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work.

The last is based on Celce and Olsain, they stated that writing is one of productive skills, which contains a symbol (orthographic) and involves a complex process. In making good writing, we must use correct grammatical rules, choose appropriate vocabulary, and

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<sup>21</sup>Richard Kern, *Literacy and Language Teaching* (New York: Oxford University Press, 2000), p.172.

<sup>22</sup>Alan Meyers, *Gateways to Academic Writing: Effetictive Sentences, Paragraph and Essay* (New York: Longman, 2005), p.1.

consider the coherent and cohesion.<sup>23</sup> From those definitions, the researcher concluded that writing is a system of human communication which represents symbol.

Writing ability is a skill that emphasizes students to create a piece of written text based on topic given. Writing is one of subjects that students have to be mastered beside reading, speaking, and listening.<sup>24</sup> Writing is a matter of describing the text in accordance with what the author can think is reasonable that the reader knows expects. Writing is the way to share and deliver our idea in our brain into writing language and writing also is tool of communication indirectly to express what is thought and felt through written text.

One of the most frequent errors is the tendency to closely grammar includes verb tenses and incorrect use of adverbs.<sup>25</sup> Another error is mechanism, such as phrasing similarities, decimal mark numbering, spelling differences both British and American. Discovered that not knowing the plague words to be avoided was also experienced by post graduate students in academic writing beside grammar problems. Rhetorical patterning and genres structured in paragraph also made students hard to combine sentences in their

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<sup>23</sup>M. Celce and Elite Murcia Olstain., *Discourse and Context in Teaching* (New York: Cambridge University, 2000), p.142.

<sup>24</sup> Sri Rahmadhani Siregar, "Students' Descriptive Text Writing in Experiential Function Realization," *English Education English Journal for Teaching and Learning* 09, no. 01 (2021): 63–76, <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>.

<sup>25</sup>Ida Royani and Islam Negeri Syekh, "Difficulties in Academic Writing : Perspective of Graduate Students of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan" 11, no. 01 (2023): 72–83.

writing.

Writing can share our idea, feeling, or anything than exist in our mind. Writing prosecutes students focus to generating idea, organizing, coherently, revising it into good composition, using good punctuation, and editing text for appropriate grammar. Therefore, students who wants to be able to write a good writing, they must learn to write regularly.

The basic competency that should be achieved in writing English subject is the students have an ability to develop and produce simply functional written text.<sup>26</sup> The seventh grades of junior high school students are taught some types of English text. One of the requirements for junior high school students based on the English competence is to be able to compose proper written text. Writing is a good support for the other skills and also the activity that can be usefully be prepared for by work.

#### **b. The Process of Writing**

Oshima and Hogue, they stated that the process of writing has roughly four steps. In the first step, create ideas, in the second step, organize the ideas. In the third step, write a rough draft. In the final step, polish your rough draft by editing it and making revisions.<sup>27</sup>

Harmer states that writing is a never one-step action. Writing as one

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<sup>26</sup> Sri Rahmadhani and Nursahara Dongoran, "Students Ability in Writing Descriptive Text," *English Journal For Teaching and Learning* 08, no. 01 (2020): 84.

<sup>27</sup> Alice Oshima and Ann Hogue, *Introduction to Academic Writin* (United States America: Person Education Inc, 2007), p.15.

of productive skills needs a process. This process sees writer to write in sequence stages. The writing process is the stages that a writer goes through in order to produce something (a written text) before to be a final draft. There are four process of writing :<sup>28</sup> they are Planning, Drafting, Editing (revising) and Final Version.

#### 1) Planning

At this stage, writers must think about three main issues, those are the purpose, the audience (the reader), and the content structure. The purpose of writing will influence not only the type of text which writers wants to produce , the language which writers use, but also the information which writers choose to include. Secondly, the writer must think of the audience will influence not only the shape of the writing (how it is laid out or how the paragraph is structured). Thirdly, writers have to consider the content structure of the piece. It means that the writers have to consider how best to sequence the fact, ideas, or argument in their writing.

Planning will help you as a writer. It will give shape to your task; it will break it down into separate stages so that you do not feel you are setting out toward some impossibly distant final goal, it will enable you to measure your progress. Planning will also help your reader.

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<sup>28</sup>Jeremy Harmer, *How To Teach Writing* (England: Person Education Limited, 2007), p.4.

## 2) Drafting

After you have finished in planning, you can continue to the next step (drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea
- b) Stick the topic does not include information that does not directly support the main idea
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph connected.

## 3) Editing (Revising)

It is almost impossible to write a perfect paragraph on the first draft. Perhaps the order of information is not clear or the discourse marker is wrong. The way to revise and improve the first draft is called editing. Writers edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as questions, examples and the like in this case. The researcher can consider some steps for editing, those are follows:

- a) Add new ideas to support the topic
- b) Cross out sentence that do not support the topic

- c) Change the order of the sentences
- d) Using the following checklist to revise your paragraph :
  - 1) Make sure you have a topic sentence
  - 2) Cross out sentences that do not relate to the main
  - 3) Check to see if the sentences are in right order
  - 4) Add new ideas if they support the topic sentences
  - 5) Make sure you have included signal words to help guide the reader, and check the punctuations, spelling and grammar

#### 4) Final Version

In this stage, they have produced the final version from their writing result to their teacher. The final step of the writing process is publishing. This means different things depending on the piece you are working on.

- a) Bloggers need to upload, format and post their piece of completed work
- b) Students need to produce a final copy of their work, in the correct format
- c) It often means adding a bibliography, ensuring that citations are correct, and adding details such as your student reference number
- d) Journalists need to submit their piece (usually called “copy”) to an editor. Again, there will be a certain format for this

e) Fiction writers may be sending their story to a magazine or competition. Check guidelines carefully, and make sure you follow them. If you have written a novel, look for an agent who represents your genre. Final version or the final draft is a written piece that will hand in as the best effort.

Systemic Functional linguistic as the part of study of language discourse analysis, analyzed written from functional point of view and focused on the language function.<sup>29</sup> Therefore, students should attach considerable importance to writing the final version of their papers because this is their last opportunity to correct any remaining errors and improve their written work.

So, create a successful paper is a different process for everyone. The process of writing is really important as the right way to write. It can be a very messy and fluid process, and the following is only a representation of commonly used steps. When someone communicates ideas in writing, they usually do to express themselves, inform their reader, to persuade a reader or to create a literary work.

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<sup>29</sup> Sri Rahmadhani Siregar, "Students' Descriptive Text Writing in Experiential Function Realization. English Education English Journal for Teaching and Learning<sup>29</sup>," *English Education English Journal for Teaching and Learning* 09, no. 01 (2021): 63–76, <http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ>."

### c. Genres of Writing

There were three main genres of writing:<sup>30</sup>

- 1) Academic Writing: papers and general subject report, essays, compositions, academically focused journal, short-answer test responses, technical reports, thesis, dissertations.
- 2) Job-related Writing: messages, letters or e-mails, memos, reports, schedules, labels, signs, advertisements, announcements, manuals.
- 3) Personal Writing: letters, e-mails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration document, diaries, personal journals, fiction.

So, genre makes use of unique features that will differentiate it from other genres or types of writing that is expected in the particular situation. Recount text include of personal writing, it can be diaries.

## 3. Recount Text

### a. The Definition of Recount Text

According to Anderson and Anderson speaking or writing about past events is called recount.<sup>31</sup> They further explain that, a recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what

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<sup>30</sup>Douglas Brown, *Language Assessment* (New York: Longman, 2004), p.219.

<sup>31</sup>Mark Andersons and Kathy Andersons, *Text Type in English* (Australia: Mac Milan Education, 2003), p.48.

occurred and when it occurred.

Furthermore according to Derewianka<sup>32</sup>, recount is a text that retells events or experiences in the past which its purpose is either to inform or to entertain the audience. Recount is very similar Narrative, so the thing that differentiates both of them is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants.

However, it just focuses on the events themselves. The events will be told chronologically based on the time and place. While in narrative the body paragraph is complication which the story has the climax of problem and the story ended by solving the problem. It can be summed up that recount text is a kind of text that retells about events or experiences in the past chronologically based on the sequence of events. The purpose is to give the audience information or to entertain.

#### **b. The Types of Recount Text**

Derewianka explains that there are five types of recount text, namely:<sup>33</sup>

- 1) Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter,

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<sup>32</sup>Beverly Derewianka, *Exploring How Texts Work* (New York: Primary English Teaching Association, 2005).

<sup>33</sup> Beverly Derewianka.

diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and We) and often to entertain and to inform.

- 2) Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the reader gains a complete picture of an event, experience or achievement.
- 3) Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- 4) A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.
- 5) A biographical recount tells the story of a person's life using a third person narrator (He, She, and They). In this case, of autobiography, first person narration (I, We) is used.

Hardy and Klarwein have a bit different type of recount text.

There are two types of recount text according to them.<sup>34</sup> They

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<sup>34</sup>Judy Hardy and Damien Klarwein, *Written Genres in the Secondary School* (Brisbane: Department of Education Queensland, 1990), p.12.

divided two kinds of recount text, namely; Personal Recount as in personal letters and excursion write-ups and Historical Recount which attempts to retell past experience in the objective view, such as report of science experiment and police reports.

### c. The Schematic Features of Recount Text

A recount text usually has three main sections: orientation, sequence of events and reorientation. According to Artono<sup>35</sup> the generic structure of recount text describe as follow:

- 1) Orientations : tells who was involved, what happend, where the eventstook place, and when it happened.
- 2) Events : tells what happened and in what sequence.
- 3) Re-orientation : consist of optional-closure of events/ending.

### Example of Recount Text

Orientation	I spent my last summer holiday in Seoul, South Korea. I went there with my friend. got
Sequence of events	On the first day, I was landed at Incheon Airport around 7 AM after a 6 hours long flight. Then I went to Seoul by train and checked in to the hotel I already booked. I decided to take a rest for a while. At night, I went to Hongdae, a famous district in South Korea. I went to eat traditional Korean food. On the next day, I went to the Gyeongbokgung Palace and National Museum. I also went to learn how to make Kimchi and see the scenery of Seoul from Seoul Tower. I went back to the hotel at 10 PM and immediately went to sleep.
Reorientatio	I spent my last day in Myeongdong and bought some stuffs and souvenirs for my family and friends. I also ate the street food there. I went to the airport at 3 PM because my flight was at 5 PM. I had a fantastic experience in South Korea and made wonderful memory with my friends. It was a great trip.

<sup>35</sup>Wardiman Artono, *English in Focus: For Grade VIII Junior Hight School (SMP/Mts)* (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008)p.70.

#### **d. The Language Features of Recount Text**

Recounts usually include the following language features:

- 1) Noun as a personal pronoun, such as Rizki, Saleh, Abdul, etc.
- 2) Individual participants, focused on specific participants story.
- 3) Past tense (simple past tense and past progressive tense), such as went, ran, ate, were walking, etc.
- 4) Time connective and conjunction to sequence of the events, such : after, before, then, after that, etc.
- 5) Action verb; a verb that shows the events or occurrence, such as: stayed, climbed, killed, etc.
- 6) Adverb and adverb phrase to show place, time, and ways, such as yesterday, last week, slowly, carefully, etc.<sup>36</sup>

Language features of recount text are:

- 1) Proper nouns and pronouns identify people, animals or things.  
e.g. Mr. Lawrence, the postman, his racquet, she.
- 2) Larger and more complex noun groups build up descriptions.  
e.g. the long distance runner, Lionel Drill.
- 3) Word families are used to build topic information.  
e.g. smoke signals, drums, telephone, television.
- 4) Varied action verbs are used to build word chains. These may be synonyms, antonyms or repetitions.

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<sup>36</sup>Elyza Martiarini and Eva Nurul Candra, "An Analysis Of Grammatical Errors In Writing Recount Text At The First Year Classes Of English Department Universitas Indraprasta PGRI , 2020) Thesis" (Universitas Indraprasta PGRI, 2020).

e.g. she jumped, she leapt, she crawled.

5) Descriptive words add details about who, what, when, where and how.

e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.

6) Adverbs and adverbial phrases sequence events in time and indicate place.

e.g. In 1927, On 6 June 1824

7) Technical (the thorax, the abdomen) and abstract language (beauty) are used to add credence to the texts.

8) Texts are written in past tense to retell past events.

e.g. she smiled.

9) Conjunctions (when, but) to combine clauses and connectives to sequence events (first, then, finally) are used.

10) Significant events are included and irrelevant details are excluded.

11) Quoted and reported speeches are used.

e.g. 'We are off on an excursion tomorrow,' said Mrs. Sheridan enthusiastically. Mrs. Sheridan enthusiastically added that they would be going on an excursion the next day.

12) Evaluative language is used in factual and personal recounts.

e.g. Captain Arthur Phillip was a fair and just man. The trip was a wonderful experience.

13) Sentences should be structured with the focus on the important information at the beginning.

e.g. The last trip he ever made was In 1909 they first entered

14) The passive voice is used at times to allow the writer to leave out the person doing the action.

So, all of the language features is important to make the recount text correct grammatically and differentiate with another text.

## **B. Review of Related Findings**

The researcher takes five previous studies related her research which the title is an analysis of student's errors in writing recount text. The detail explanation is below.

The first previous study was written by Ramli.<sup>37</sup> The method used in that research is a descriptive. The tools of collecting data are written test. Base on the finding in this research, there are 275 errors made by the students in writing recount text. The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.

The second pervious study was conducted by Candra.<sup>38</sup> Based on the analysis of students' recount text writing, there were several mistakes made by the students, with the total number of percentages was 76%.

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<sup>37</sup>Doni Ramli, "An Analysis on The Students' Error in Writing Recount Text at First Grade of SMK Informatika Safinatunnajah Kamasan." (Universitas Islam Sultan Maulana Hasanuddin Banten, 2018).

<sup>38</sup>Candra, "An Analysis Of Grammatical Errors In Writing Recount Text At The First Year Classes Of English Department Universitas Indraprasta PGRI."

Of these, 76% errors including 15% errors of irregular verb usage, 12% errors of regular verb, 32% errors of word choice, 2% errors of omission, 3% errors of auxiliary verb, 5% errors of intra-lingual transfer, 2% errors of adverb, error of misordering was 5%, and error of unclear meaning was only 2%. The most errors of be was 17%, and the use of personal pronoun errors was 7%.

The third previous study was conducted by Andansari.<sup>39</sup> The millennial students are the largest and most diverse generation. The result of this research shows that the total students' error are 248 consist of omission 102 (41.10%), errors of addition 37 (14.90%), errors of substitution 77 (31.00%), and errors of permutation 32 (13.00%). The dominant errors made by the students is omission, while the lowest one is permutation.

The fourth researcher is by Afifuddin.<sup>40</sup> The results showed that the total occurrences of errors in all categories were 288. Students make 5 mistakes or 2% in verb tense, 2 mistakes or 9% in verbal form, 31 mistakes or 10% in subject-verb, 50 mistakes or 17% in plural, 3 mistakes or 1% in possessive form, 6 errors or 2% in definite writing, 21 errors or 7% in unspecified writing, 39 errors or 13% in word order, 31 errors or 11% in nouns, 77 errors or 26 % in segments and 9 errors or 3% in other errors .

Result of the data, the researcher confirms that from all the students

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<sup>39</sup>Ida Rahmah Andansari, "The Students' Error Analysis of Writing in Recount ext for The Milineal Students" (Universitas Ahmad Dahlan Yogyakarta, 2020), <http://seminar.uad.ac.id/index.php/steem/article/view/3304>.

<sup>40</sup>Afifuddin, "An Analysis of Students' Errors in Writing Descriptive Texts," *English Education Journal* 7, no. 1 (2016): 130–39.

make the most mistakes with 77 occurrences in the fragmentation error type.

The fifth researcher is Royani and Sadiyah. The results of their study showed some of the students made mistakes about verb agreement, 43 or 41 percent. The authors suggest that students make mistakes in the relationship between the subject and the verb.<sup>41</sup> Pronoun errors are 19 or 18%, usage errors are 16 or 15%, sample sentences are 13 or 12%, spelling errors are 9 or 9%, and capitalization errors are 5 or 5%. Failure analysis using error classification and error quantification.

From the above five related results, it can be concluded that there are some most common errors that faced by students in writing text, especially recount text writing. However, there are similarities between five previous studies and the present study that analyzed the most common errors in students' handwritten passages. Indeed, in this research, the researcher analysed all the kinds of most common errors in students recount text writing at Fifth Semester Students of TBI-2 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

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<sup>41</sup>Seli Royani and Sari Sadiyah, "An Analysis of Grammatical Errors in Students' Writing Descriptive Text" (Professional Journal of English Education Vol. 2, no. 6 (2019): 764, <https://doi.org/10.22460/project.v2i6>) p764-770.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Place and Time of the Research**

The researcher conducted this research at UIN Syekh Ali Hasan Ahmad Addary in JL. T. Rizal Nurdin, Sihitang, Kec. Padangsidempuan Tenggara, Kota Padangsidimpuan it was done in October 2022 until July 2023.

#### **B. Kind of the Research**

This research is a qualitative research. The qualitative approach is used in describing and analyzing data to find out the distinctive features of recount text written by Third Year students of TBI-2 UIN Syekh Ali Hasan Ahmad Addary in term of Omission, Addition, Misformation, and Misordering and to explain the lecture's overcome in writing recount text.

#### **C. Participants of the Research**

The subject of this research is the third year of TBI-2 students of UIN Syekh Ali Hasan Ahmad Addary. In this research, the researcher took some data from at least 20 (twenty) students. The researcher chose the students based on the purposive sampling in which researcher relied on the own judgment when choosing member of the population to participate the survey and writing lecturer as a participant of interview.

## D. Instrument of the Research

### a. Test

The researcher collected the data by a test to the students. The test instrument was to write down a recount text. Researcher gave a writing test for a recount text about telling their experience in the past. Then researcher distributed the test papers to all students. When the students finished their writing test, the researcher collected the papers and then the researcher circle in the incorrect words. Then, the researcher asked them to correct and revise the circling words and researcher collected the papers again. After all the data have been collected, the researcher analyzed it.

**Table III.1**  
**Indicator of The Research by Dulay**<sup>42</sup>

No.	Sub-Indicator	Total	Percentage
1	Ommison		
2	Addition		
3	Misformation		
4	Misordering		

### b. Interview

An interview is a conversation between two or more people and took place between the source and the interviewer. This means that the interview was aimed at obtaining accurate information from reliable sources and from the interview conducted by posing some questions of the interviewer to those sources.

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<sup>42</sup>Dulay, H.C., "Analyzing Linguistic Error in Writing an English Letter: A Case Study of Indonesian Undergraduate Students."

In this research, the researcher interviewed the writing's lecturer and the students to overcome students' error in writing recount text at Third Year of TBI-2 UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

**Table III.2**

**Indicator of Interview Sheet**

**Place :**

**Day / Date of the Interview :**

No	Instrument of Interview with Writings' Lecture
	Question
1	What does the lecturer do to overcome the students' error in omission?
2	Some of the students used present in writing recount text. So, what is the solution the students' error in misformation?
3	Actually not only in the use of noun and verb, there is a student made error in using article, in the use of article a and an, how about you to solve this problem Mom?
4	What effort the lecturer do to overcome the students' error in using preposition ?

**E. Technique of Collecting the Data**

Technique of collecting data in this research as a procedure how the researcher gave the test to the students as participant in this research. There are some steps in collecting the data:

a. The researcher prepared the test. In here the research asked the students

to write down an essay about experience in the past.

- b. The researcher explained how to do the test.
- c. The researcher gave the test to students.
- d. The researcher gave the time of doing the test about 45 minutes.
- e. The researcher gave chance to students to answer the test.
- f. The researcher collected the students' answer sheet to analyze.

After the researcher collected the data by test and get the result what are the errors made by students. The researcher conducted an online interview with participants. The researcher prepared participants' interview sheet with a question about the result of this research. These are some steps in collecting data interview:

- a. The researcher prepared the tools for interview.
- b. The researcher made an appointment with the respondent when and where the interview be held.
- c. The researcher opened the interview with greeting and give an overview of the topic interview first, then asked some questions.
- d. The researcher recorded information from respondent using handwriting notes, audiotaping, or videotaping.

#### **F. Technique of Data Analysis**

In some quantitative projects, the analysis stop with descriptive analysis, especially if the number of participants is too small for more advanced, inferential analysis. The process of data analysis involves

preparing the data for analysis and reading through all the data. After collecting data, the researcher analyze the data by using these steps:

- a. The researcher read the students' writing
- b. The researcher checked the errors that students made in writing test
- c. Then, the researcher identified of error, the researcher checked it once more to find whether the students could correct the words or not, if students could correct it that means he/she do a mistake and vice versa means he/she do an error and then the researcher identified the errors.
- d. Next, the researcher described the errors and error evaluation. The researcher analyzed the writing test to find the most common errors made by students with this way :

In getting the percentage the researcher calculated using the pattern:

$$P = \frac{f}{N} \times 100 \%$$

Where:

P = Percentage

F = Frequency of items error

N = Sum of all items error.<sup>43</sup>

After the researcher analyzes the data by test, the researcher analyzed data from the result of interview about what does the participants most common error they face in writing recount text and how they overcome

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<sup>43</sup>Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2008).

the most common errors itself. The generic steps involve the following steps:

- a. The researcher organized and prepared the data for analysis by listen to recorded interview.
- b. The researcher read through all the data
- c. The researcher made an interpretations of the interview that had been heard.

### **G. Technique of Data Trustworthiness**

Trustworthiness in qualitative research is important because checking to the trustworthiness of the data used to contradict the assumption of qualitative research is not scientific. The checking trustworthiness reduces the bias of the data and to improve the validity of the data collected. Researcher make triangulates checking the trustworthiness data with compare the result.

There are several benefits of using investigator triangulation.

- a. First, it allows for different perspectives to be considered when analyzing data.
- b. Second, it can help to identify errors in data collection or interpretation.
- c. Third, it can provide a check on the biases of individual researchers.

Investigator triangulation can be used in a variety of research contexts, including qualitative and quantitative studies.

In some cases, investigators may work independently but share their data with each other for analysis. In other cases, investigators may work together from start to finish on a research project. Investigators should take

care to ensure that data are compatible and data analysis methods are complementary.

Triangulate confirm one another and recollection of other participant produce the same description of an event or when a participant responds similarly to a personal question asked on there were different occasions. Therefore, what was obtained from the data sources can be verified whenever compared to similar data obtain from other sources different.

## **CHAPTER IV**

### **THE RESULT OF RESEARCH**

#### **A. The Findings**

This study is a qualitative research. This study used descriptive design. The participant of this research was the at third year students of TBI-2 UIN Syekh Ali Hasan Ahmad Addary that consist of 20 students. The instrument of this research was writing test. In this research, the learning material was focused on errors analysis of recount text. The researcher asked the students to write a recount text in theme their experience in the past. After finished, the researcher collected student's writing recount text. Then, the researcher analyzed the data. The complete description describe from:

##### **1. The Most Common Students' Error in Writing Recount Text**

The researcher classified the students' errors into four aspects, namely omission, addition, misformation, and misordering. The researcher divided each table into four columns. They were the first column consisted of students' initial names, the second column consisted analyzing the student' error, the third column consisted original writing, and the fourth column consisted of reconstruction of the writing made by the researcher based on writing text rules, and the last column is the score how many total students' error hade made every aspects.

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

Omission was the second common errors that researcher found in writing recount text. There were twenty four (24) items errors omission.

Many of students made error in the use of past tense and some of students omitted in the use of singular and plural. The results of omissions were:

**Table IV.1**  
**Results of Omission in writing Recount Text**

No.	Students' Incorrect Writing	The Correct Writing
1	I <b>stay</b> at home for two week	I <b>stayed</b> at home for two weeks
2	We ate the <b>dish</b>	We ate the <b>dishes</b>
3	There were some <b>leak</b>	There were some <b>leaks</b>
4	I <b>slip</b> from the ladder	I <b>slipped</b> from the ladder
5	The price of some <b>fruit</b>	The price of some <b>fruits</b>
6	I <b>climb</b> a mountain	I <b>climbed</b> a mountain
7	We <b>start</b> climbing	We <b>started</b> climbing
8	We <b>use</b> a flashlight	We <b>used</b> a flashlight
9	After a few <b>week</b>	After a few <b>weeks</b>
10	We <b>rush</b> to river	We <b>rushed</b> to river
11	Go to terminal	Go to <b>the</b> terminal
12	River	<b>The</b> river
13	Fish	<b>The</b> fish
14	I <b>panick</b>	I <b>panicked</b>
15	I <b>rush</b>	I <b>rushed</b>
16	We <b>pray</b>	We <b>prayed</b>
17	Many people <b>visit</b>	Many people <b>visited</b>
18	They <b>help</b> me	They <b>helped</b> me
19	There were many <b>office</b>	There were many <b>offices</b>
20	<b>Visit</b> some tourist places	<b>Visited</b> some tourist places
21	I <b>want</b> to continue	I <b>wanted</b> to continue
22	For eighteen <b>year</b>	For eighteen <b>years</b>
23	I <b>practice</b>	I <b>practiced</b>
24	I <b>enter</b> the school	I <b>entered</b> the school

The researcher found most of students made error omission of singular and plural like in the sentence “I stay at home for two week” the word week was wrong, it should be weeks because there is word two that show the sentence was plural sentence. So, the correct sentence is “I stay at home for two weeks”.

The researcher also found omission of “ed” that show in the past tense form. Example in the sentence “I climb a mountain” the verb was wrong because one of the language features of recount text use past tense, because the form of the verb was regular verb. So, the correct sentence was “I climbed a mountain”.

The next error that students made in writing recount text was in omission of article “the”. Articles are words that identify a noun as being specific or unspecific. Example in the word “river” and “fish” it should be use of article “the”. So, the correct were “the river” and “the fish” to show the specific noun.

#### b. Addition

Addition was the third common errors that students made in writing recount text. The researcher found there eight (8) items of errors. The common error was the students add ‘s’ in singular form. Example :

**Table IV.2**

**Result of Addition in Writing Recount Text**

No.	Students' Incorrect Writing	The Correct Writing
1	My first experience riding a <b>motorcycles</b>	My first experience riding a <b>motorcycle</b>
2	The passenger were <b>rescueded</b>	The passenger were <b>rescued</b>
3	I got a new <b>things</b>	I got a new <b>thing</b>
4	Excited to <b>visited</b>	Excited to <b>visit</b>
5	Doing <b>a</b> same mistakes	Doing <b>some</b> mistakes
6	Riding <b>a</b> <b>motorcycles</b>	Riding <b>a</b> <b>motorcycle</b>
7	A regular <b>things</b>	A regular <b>thing</b>
8	Making <b>funnies</b> videos	Making <b>funny</b> videos

The researcher found some addition in writing recount text. Some of the students made error in addition of singular and plural form. From the example in the sentence “ a regular things”. The sentence used article “a” that show the sentence was singular and the things should be without “s” because it was incorrect grammatically.

The next errors were about addition of “ed” after “to”. In grammar there was a rule to infinitive. For the example in a sentence : excited to visited” , the verb visited should be visit because there was to infinitive. So, the correct sentence was “excited to visit.

### c. Misformation

Misformation was the first common errors that students made in writing recount text. The researcher found the total errors in misformation was seventy six (76) items. Most of the students made errors in misformation of language features of recount text used past tense, but some of students still made errors in change infinitive to past tense. Mostly were in irregular verb. Results of some misformations noun were:

**Table IV.3**

**Result of Misformation in Writing Recount Text**

No.	Students' Incorrect Writing	The Correct Writing
1	I <b>go</b> there alone	I <b>went</b> there alone
2	I <b>come</b> over there with my parents	I <b>came</b> over there with my parents
3	This <b>is</b> the first time	This <b>was</b> the first time
4	I already <b>fell</b>	I already <b>felt</b>
5	The ladder <b>become</b> wetter	The ladder <b>became</b> wetter
6	The leaks <b>make</b> the foothold wet	The leaks <b>made</b> the foothold wet

7	I <b>see</b> many people	I <b>saw</b> many people
8	The holiday <b>is</b> over	The holiday <b>was</b> over
9	I <b>don't</b> have any vacation	I <b>did not</b> have any vacation
10	I <b>am</b> very shy	I <b>was</b> very shy
11	The alarm <b>don't</b> ring	The alarm <b>did not</b> ring
12	The trip <b>take</b>	The trip <b>took</b>
13	It <b>is</b> on Sunday	It <b>was</b> on Sunday
14	The hook <b>move</b>	The hook <b>moved</b>
15	<b>Go</b> to terminal	<b>Went</b> to terminal
16	I <b>come</b> over	I <b>came</b> over
17	My friend <b>see</b> me	My friend <b>saw</b> me
18	I had to <b>went</b> home	I had to <b>go</b> home
19	I <b>see</b> such an amazing	I <b>saw</b> such an amazing
20	<b>Ride</b> it with full	<b>Rode</b> it with full
21	I <b>try</b> it too	I <b>tried</b> it too
22	It <b>is</b> on Sunday	It <b>was</b> on Sunday
23	From the car and <b>run</b>	From the car and <b>ran</b>
24	I <b>come</b> over to our parents	I <b>came</b> over to our parents
25	<b>Change</b> to my school uniform	<b>Changed</b> to my school uniform
26	I had never <b>come</b>	I had never <b>came</b>
27	<b>On</b> the mat	<b>At</b> the mat
28	Tired in <b>play</b>	Tired in <b>played</b>
29	To <b>spend</b> time going fishing	To <b>spent</b> time going fishing
	<b>Students' Writing Incorrect</b>	<b>The Writing Correct</b>
30	I <b>slip</b> from the ladder	I <b>slipped</b> from the ladder
31	<b>Bring</b> a shopping	<b>Brought</b> a shopping
32	I <b>know</b> the thief	I <b>knew</b> the thief
33	After <b>arrive</b> at the market	After <b>arrived</b> at the market
34	I <b>climb</b> a mountain	I <b>climbed</b> a mountain
35	We <b>start</b> climbing	We <b>started</b> climbing
36	We <b>use</b> a flashlight	We <b>used</b> a flashlight
37	We <b>spend</b> around 2 or 3 hours	We <b>spent</b> around 2 or 3 hours
38	We <b>sing</b> together	We <b>sang</b> together
39	The neutral beauty I <b>see</b>	The neutral beauty I <b>saw</b>
40	<b>Get</b> to know each other	<b>Got</b> to know each other
41	The passengers <b>are</b> safe	The passengers <b>was</b> safe
42	I <b>enjoy</b> the film	I <b>enjoyed</b> the film

43	Nobody <b>know</b> where the plane	Nobody <b>knew</b> where the plane
44	<b>Take</b> a shower	<b>Took</b> a shower
45	<b>I bring</b> a cake	<b>I brought</b> a cake
46	And <b>sing</b> happy birthday	And <b>sang</b> happy birthday
47	<b>I feel</b> the hook move	<b>I felt</b> the hook move
48	<b>I try</b> it too	<b>I tried</b> it too
49	We <b>go</b> home	We <b>went</b> home
50	<b>Take</b> a rest	<b>Took</b> a rest
51	<b>Reduce</b> my activities	<b>Reduced</b> my activities
52	<b>I follow</b> behind him	<b>I followed</b> behind him
53	<b>Jump</b> from the car	<b>Jumped</b> from the car
54	And then <b>play</b> chase	And then <b>played</b> chase
55	<b>come</b> over to our parents	<b>came</b> over to our parents
56	<b>Ride</b> it with full speed	<b>Rode</b> it with full speed
57	My friend <b>see</b> me get punished	My friend <b>saw</b> me get punished
58	There <b>is</b> a big mosque	There <b>was</b> a big mosque
59	We <b>pray</b> and take a picture	We <b>prayed</b> and took a picture
60	Make the view <b>is</b> more tidy	Made the view <b>was</b> more tidy
61	Many people <b>visit</b> it	Many people <b>visited</b> it
62	<b>Come</b> with her child	<b>Came</b> with her child
63	<b>Stay</b> at home	<b>Stayed</b> at home
64	We <b>don't</b> know how	We <b>did not</b> know how
	<b>Students' Writing Incorrect</b>	<b>The Writing Correct</b>
65	<b>I practice</b> so hard	<b>I practiced</b> so hard
66	<b>I seen</b> her yesterday	<b>I saw</b> her yesterday
67	<b>I are</b> so excited	<b>I was</b> so excited
68	<b>Get</b> ice cream	<b>Got</b> ice cream
69	And <b>do</b> some cleaning	And <b>did</b> some cleaning
70	The day <b>is</b> over	The day <b>was</b> over
71	<b>I enter</b> the school again	<b>I entered</b> the school again
72	<b>I want</b> travel	<b>I wanted</b> travel
73	<b>I want</b> continue	<b>I wanted</b> continue
74	<b>Work</b> as a tentor	<b>Worked</b> as a tentor
75	We <b>tell</b> each other	We <b>told</b> each other
76	<b>Ask</b> about her	<b>Asked</b> about her

Misformation was the common most number of errors that students made in writing recount text. The most error about the use of simple past tense. Many students forgot in language features of recount text was uses simple past. For the example “go to the terminal”, the verb still infinitive, the verb should be past tense. So, the correct sentence was “went to the terminal. Went was irregular form of go.

In the third example also still made error in nominal sentence. The example in the sentence “this is the first time”, “it is on Sunday”, “there is big mosque”, “I are so excited”. The correct sentences should be “this was the first time”, “it was on Sunday”, “there was a big mosque”, and “I was so excited”. The to be is change in to the past tense was.

#### d. Misordering

Misordering is the fourth common errors that students made in writing recount text. The researcher found seven (7) items misordering of noun phrase. Most of students characterized it by incorrect placement of a morpheme or group of morphemes in an utterance.

The result misordering:

**Table IV.4**

#### **Result of Misordering in Writing Recount Text**

<b>No.</b>	<b>Students' Incorrect Writing</b>	<b>Students' Correct Writing</b>
1	She every time comes late home	She <b>came late</b> home every time
2	We <b>gone</b> straight to the enclosure	We <b>go</b> straight to the enclosure
3	I <b>meet</b> there some people	I <b>met</b> some people over there
4	<b>How is</b> to check in	<b>The way</b> to check in

5	<b>School my sister</b> is in Jakarta	<b>My sister's school</b> was in Jakarta
6	I and my brother	<b>My brother and I</b>

The students also made error in misordering where Misordering is characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. For the example “ she every time comes late home” the placement was incorrect. So, the correct sentence was “she came late home every time, the compliment of adverb of time use at the back after object.

Base on the students' writing based on surface strategy taxonomy, the researcher found that the total errors committed by the students were one hundred and twenty nine (129) items of errors. They were forty one items by omission. The next errors were nine errors by addition. The next errors were seventy two items by misformation. The last errors were seven items by misordering of noun phrase. So, misformation error was dominant error in writing recount text by students at Third Year TBI-2 Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary.

Students made a good text, they made the recount text with the generic structure but some of the students can not follow the rule of grammatical, the students made their text not good grammatically. So, the percentage we can see in the table below:

**Table IV.5****Total of Percentage Students' Errors in Writing Recount Text**

<b>No</b>	<b>Types of Errors</b>	<b>Total Errors</b>	<b>Percentage (%)</b>
1	Omission	24	20.87%
2	Addition	8	6.95%
3	Misformation	76	66.09%
4	Misordering	7	6.09%

From the table above, it can be seen that students' error in omission were twenty four items errors or 20.87%, next it is found eight items errors or 6.95% in addition, then it is found seventy six items errors or 66.09% in misformation, and the last it is found seven items errors or 6.09% in misordering. So, it can conclude that the most students' common error in writing recount text was in misformation. It was 76 errors or 66.09%.

## **2. The Effort of the Lecturer to Overcome the Students' Errors in Writing Recount Text**

In this discussion, explain the students' errors in writing recount text and the lecturer overcome the students' grammatical errors in writing descriptive text. In description of students' error above, the researcher have known the students' dominant grammatical error was in misformation. This research conducted interview to writing's lecturer of TBI 2 UIN Syahada Padangsidimpuan.

To get the data needed in this research, the researcher did deep interview with the lecturer. This research interviewed with the writing's lecturer of TBI 2 IAIN Padangsidimpuan. Based on the data, from the indicator errors, the researcher have known the dominant error was in misformation, students still

confuse in the use of past tense in writing recount text. So, from the students' error above, there were some ways or solution of the lecturer to overcome the students' errors in writing recount text.

From the result of the interview, the researcher concluded that there were four lecturer's efforts to overcome the students' error in writing recount text at at third year of TBI 2 UIN Syahada Padangsidempuan. The errors that students made in writing recount text is trivial things, the lesson is easy to remember, but in fact it was hard to apply and made our writing incorrect grammatically. The Effort of the lecturer to overcome the Students' errors in writing recount text:

- a. The lecturer asks the students to learn more about singular and plural noun.

Based on the result, the researcher found some of the students still made error in the use of singular and plural in noun, the students still omitted in the use of 's' and vice versa. The lecturer asks the students to study more about noun. Singular and plural noun is one of the easy lesson, but there were still made errors in that lesson. Next, I ask the students to study more how to differentiate between the singular and plural noun especially in the use of s, without s, and es"<sup>44</sup>. The lecturer asks the students study more about how to differentiate between singular and plural noun in a sentence.

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<sup>44</sup> RFL, The Lecturer of TBI 2 UIN Syahada Padangsidempuan, Research Written Interview, on Monday, July 10<sup>th</sup> 2023, at 10.00 a.m.

- b. The lecturer explains more about the language features of recount text.

Because of most students made errors in using language feature especially in using verb. Some students use simple present. One of the language features of recount text is using simple past tense, and the verb using past tense.

- c. The lecturer asks the students to study more about generic structure of recount text.

For generic structures , the lecturer will explain more about how to make a good generic structure in writing recount text. Then, the lecturer will ask students make a note and make some examples about recount text. So it is make them easy to understand about the lesson. The lecturer also will give the point of to make a good writing is must suitable with the generic structure. So the students can make a neat and structured writing. This will help avoid a mistake that has bee made by the students.

- d. The lecturer asks the students to find some method in learning simple past tense

Most of students made error in the use of verb form. The students still confuse the structure of positive sentence in the simple past. The students still confuse in the change of verb from affirmative to past tense and some of students still confuse and misformation by the use of the wrong form of simple past tense. So, the lecturer will asks the students to study more about simple past tense and find another method in learning simple past tense.

Besides that, the researcher also found student's errors in the use of vocabulary. Students difficult to find the choice of vocabulary variations that match with the sentences they made. Vocabulary selection is also needed to make the text good, and develop the content of the text so that people who read our text also understand what we have written.

So, from all the explanation, the writer can take conclusion the students must be careful when writing text, especially writing recount text. Students must write with the generic structure and need to pay more attention to the language features. Sometimes when students describe thing, they forgot that the tense used is not present but past tense, because recount text is telling an experience in the past. The lecturer need to pay attention to trivial mistakes like this and make better methods to help students learn from error that are often made by students.

## **B. Discussion**

The discussion was consists of the compare between this research with another research. The result of this research was seventy items of errors. The first was by Hutaaruk et al. From the result and discussion and all of the data that already exist about the students' errors of grade III in the English department UHN in writing recount text, it can be concluded that the students' ability in writing recount text is considered to be low.<sup>45</sup> There are four types of errors made the third-grade students of English Department of UHN in writing a recount text, namely omission

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<sup>45</sup> BertariaSohata Hutaaruk, Yanti Kristina Sinaga, and Galina Sitinjak, "Tlemc (Teaching & Learning English in Multicultural Contexts) Error Analysis of the Students in Writing a Recount Text (a Case Study At Grade Iii in English Department Universitas Hkbp Nommensen)" 6, no. 1 (2022), <http://jurnal.unsil.ac.id/index.php/tlemc/index>.

errors (6.5%), addition errors (6%), misinformation errors (79%), and disorder errors (8.5%) disorder of errors. Therefore, misinformation errors become the most dominant type of errors made by the third-grade English department students of UHN in writing recount text.

Regarding to results of this study. The researchers suggest that the teachers should give more attention to the learners. This means that they should give more help to the learners in solving their problems to reduce or eliminate the errors in writing a recount text. They should explain the materials more clearly, especially about the use of simple past tense in writing recount text. They should also encourage the students to memorize the regular and irregular form of verbs. In addition, the teachers should try to find a better method to teach the learners.

Besides, the students are also suggested to pay more attention to the teaching and learning process, in order to improve their understanding and mastery of tenses, especially simple past tense. The Students should also be more motivated in learning English especially in writing. With all the limitations of this study, the researchers expect that further research can investigate the more detailed and/or comprehensive issue related to students' error in writing different genre of texts.

The second was by Hutagalung. Based on the result of the data analysis, the conclusions of this study are derived as follows:<sup>46</sup> 1. The grammatical errors made by Grade Ten students of SMK Negeri 1 Bandar Masilam in writing recount text

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<sup>46</sup> Insenalia Sampe Hutagalung, "Error Analysis on Students' Writing of Recount Text at Grade Ten in SMK Negeri 1 Bandar Masilam," *Journal of English Teaching as a Foreign ...* 1, no. December (2017): 15, <http://ejournal.uhn.ac.id/index.php/jetafl/article/view/139%0Ahttps://ejournal.uhn.ac.id/index.php/jetafl/article/download/139/266>.

are sentence patterns, tense, preposition, pronoun, spelling and punctuation. 2. The grammatical errors made by Grade Ten students of SMK Negeri 1 Bandar Masilam in writing recount text are in tense for the highest errors by 29 students or 41.73 %. The second is errors in Spelling and Punctuation by 26 students or 32.49 %. The third is errors in Sentence Pattern by 23 students or 19.88 %. The fourth is errors in Pronoun by 9 students or 3.08 %. The last errors in Preposition with 8 errors or 2.80 %.

The most dominant error in writing recount text by Grade Ten students of SMK Negeri 1 Bandar Masilam is tense with total error 148 errors or 41.73 %. Writing is commonly a difficult activity for some of the students. 5. Some of the students do not know in composing recount text because their writing is totally the same writing with example made by the teacher. 6. Some of the students have the difficulties in changing irregular verb, students make errors by forming the past form of the irregular verb with –ed like regular verb. 7. Some of the students are not competent in writing paragraph structurally and grammatically.

The third was by Agustina. The writer shows the summary of the research finding which discussed before.<sup>47</sup> The result of the research found 284 sentences made by 60 students of eighth grade in SMP Muhammadiyah 4 Surakarta. From the research finding, the writer got the percentage of the data. The number of that lexical errors is 22.2% including false friends, wrong spelling and use of Indonesian word. Syntactical error is 64% which included verb (omission of

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<sup>47</sup> Tri Agustina, "Error Analysis in Writing Recount Text," *Journal of Literature, Linguistics, and English Teaching* 9, no. 18 (2015): 81–89, <https://journals.ums.ac.id/index.php/JoLLIET/article/view/2122>.

verb, misuses of verb in past tense, addition of to in verb of present tense addition of verb), noun (omission of {-s} plural marker, addition of {-s}), BE (omission of be, misuses of be), phrase (misordering (noun phrase)), article (addition of article), preposition (addition of preposition, omission of preposition), sentence construction (omission of subject, literal translation of Indonesian). Discourse error is 7.7% which included generic structure. Based on the result above. It was different with this research that the most common errors was in misformation

The dominant type of error from three classification is first, the type of lexical errors has dominant in wrong spelling, it amount 13.7%. Second, syntactical errors has dominant in misuses of verb in past tense, it amount 20%. Third, discourse error has dominant generic structure, it amount 7.7%. So, the difficulties got from the syntactical error shows that many students still do not understand and are confused in using English.

The findings of this study seem to support the findings of the previous studies, in a way that the omission errors occur most frequently while misordering errors come last. The errors made by the students at acceleration class appear to be similar to those of regular program investigated in some of the previous studies. The findings indicate the errors where students have difficulties. They also indicate the students' mastery and stage in the process of learning the target language.

### **C. Threats of the research**

In this research, the writer believed that there were many threats. It Started from the beginning of the title until the end of the research. This research was so far from perfect. While doing this research, there were so many threats of time

because the students have many activities to do and they have so many task to do too. Therefore, the researcher give medium time to students while do the test.

So they did not do it well and seriously. But because of the time the researcher just took out the answer sheet and did not care it. The researcher was aware that all the things would want to be searched but to get the excellence result from the research were the threats of the research. The researcher has searched this research only. Finally, it has been done because the helping from the entire advisors and English teacher.

## CHAPTER V

### CLOSING

#### A. Conclusion

After doing the research, the researcher found some result that present in this paper.

1. The most common error of students in Writing Recount Text at Third Year of TBI 2 UIN Syahada Padangsidempuan was in omission. It was seventy six (76) errors or 66.09%
2. The Efforts of the lecturer to overcome the Students' Errors in Writing Recount Text at Third Year of TBI 2 UIN Syahada Padangsidempuan, based on the result interviewed with writing's lecturer there were four lecturer overcome each of the students' errors in writing recount text.
  - a. The lecturer asked the students learning more the difference to use singular and plural noun.
  - b. The lecturer asked the students to study more about the language features of recount text.
  - c. The lecturer asked the students learning more about the generic structure of recount text.
  - d. The lecturer asked her students to find another method to make a good sentence in the past form.

## **B. Suggestion**

Based on the conclusion above, the researcher want to give some suggestions related to this result of research to become advice and motivation for:

1. The writer on this occasion hopes that other research will conduct a research related to the topic of this study, especially to know the students' error in writing recount text.
2. The students of the sixth semester TBI 2 UIN Syahada Padangsidimpuan class need to be more attractive in English, in writing text especially in writing recount text.
3. The lecturer especially writing's lecturer at the sixth semester TBI 2 UIN Syahada Padangsidimpuan hoped to develop the student's error in writing text, especially recount text. The lecturer also should have brainstorming as warming-up before starts the learning in classroom in order to make the students happy and relax.
4. The readers, especially English learners more improve their knowledge in learning grammar to make a good text with correct grammatically.

## **C. Implication**

Proper analysis of student's errors in writing recount text leads lecturers to devise appropriate materials and effective teaching techniques, and constructing tests suitable for different levels and needs of learners. Studying the nature of errors analysis enables English language lecturer and researchers to have a better understanding of the areas where students face

the most difficulties while writing. Being aware of learner errors not only introduces teachers to the knowledge of learner's language, but also helps discover the subtle aspects of learning and teaching of a second language. At the same time, studying learner errors involves approaching learning in an intimate way thus enabling teachers to promote appropriate pedagogical tools through understanding the nature of that language.

In addition to the identification and description of errors, it is also important to correct them. The sources and the types of the errors determine what sort of feedback the teacher might receive since errors provide the teacher with a platform of getting feedback reflecting how effective he is in his/her teaching style and what changes he/she has to make to get better performance from the students. So, the findings of error analysis function as facilitator in language teaching in many ways only if the teacher is aware of them and able in the teaching process appropriately. Error analysis can also benefit teachers and students simultaneously since errors tell the lecturer how far the learners has progressed in achieving the goal and what remains for them to learn. Measuring the student's progress, the lecturer can reshape his teaching strategies and plans in accordance with the needs of the learner. Furthermore, errors point out the areas that need further improvement. Additionally, errors are significant data for syllabus designers as they show what items are important to be included or which items needs to be recycled in the syllabus.

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## CURRICULUM VITAE



### A. Identity

1. Name : Nur Sakinah Lubis
2. Reg.No. : 17 203 00025
3. Place/Birth : Panyabungan, 14 November 1999
4. Gender : Female
5. Religion : Islam
6. Adress : Panyabungan, Kabupaten Mandailing Natal

### B. Parents

1. Father's Name : Irwansyah Lubis
2. Mother's Name : Nur Aini Pasaribu

### C. Educational Backgrounds

1. Elementary School : SDN 087 Panyabungan
2. Junior High School : MTSN 2 Panyabungan
3. Senior High School : SMA Negeri 1 Panyabungan
4. Institute : UIN Syekh Ali Hasan Ahmad Addary





## APPENDIX 2

### Student's Name and Initial at The Sixth Semester of TBI 2 UIN Syahada Padangsidempuan

No	Name	Initial Name	Class
1	Ade Siska Nasution	ASN	TBI- 2
2	Adinda Safrini	AS	TBI- 2
3	Citra Marsanda	CM	TBI- 2
4	Desi Fitriani	DF	TBI- 2
5	Elisa Hariani	EH	TBI- 2
6	Irayani Pulungan	IP	TBI- 2
7	Jahara Hasibuan	JH	TBI- 2
8	Khoirunnisa Rambe	KR	TBI- 2
9	Marisa Tamara	MT	TBI- 2
10	Miftahul Mawaddah	MM	TBI- 2
11	Nurkhodijah	N	TBI- 2
12	Nurul Aulian Nisah	NAN	TBI- 2
13	Putro Zulhima Lubis	PZL	TBI- 2
14	Ria Safitri	RS	TBI- 2
15	Sinna Wijaya	SW	TBI- 2
16	Suci Almaida	SA	TBI- 2
17	Tasya Havivah	TH	TBI- 2
18	Winda Sari	WS	TBI- 2
19	Yuli Arianggi	YA	TBI- 2
20	Yunita Permata Sari	YPS	TBI- 2

### APPENDIX 3

#### Description of Students' Errors in Writing Recount Text

No	Initial Name	Kind of error	Original writing	Reconstruction
11	ASN	Misformation	From the car and run I come over to our parents On the mat	From the car and ran I came over to our parents At the mat
		Omission	We ate the dish	We ate the dishes
22	AS	Omission	There were some leak I slip from the ladder	There were some leaks I slipped from the ladder
		Misformation	It is sunday It is on Sunday The leaks make the foothold wet The ladder become wetter I already fell	It was on sunday Is was on Sunday The leaks made the foothold wet The ladder became wetter I already felt
33	CM	Omission	The price of some fruit	The price of some fruits
		Misformation	After arrive at the market I go there Bring a shopping list I am bargaining	After arrived at the market I went there Brought a shopping list I was bargaining
44	DF	Omission	I climb a mountain	I climbed a mountain
			We start climbing  We use a flashlight	We started climbing  We used a flashlight

		Misformation	<p>This is the first time  We spend around 2 to 3 hours  Before we  We also sing together  The natural beauty I see</p>	<p>This was the first time  We spent around 2 to 3 hours  Before us  We also sang together  The natural beauty I saw</p>
55	EH	<p>Omission</p> <p>Addition</p> <p>Misformation</p>	<p>After a few week  I enjoy the film  In jungle  The passenger were rescued  The passangers are  Nobody know the plane</p>	<p>After a few weeks  I enjoyed the film  In the jungle  The passenger were rescued  The passangers were  Nobody knew the plane</p>
66	IP	<p>Addition</p> <p>Omission</p> <p>Misformation</p>	<p>I got a new things  The ingredients and equipment  Equipment that used  I immediately take a shower  I bring a cake  Sing happy birthday song</p>	<p>I got a new thing  The ingredients and equipments  Equipment was that used  I immediately took a shower  I brought a cake  Sang happy birthday song</p>
77	JH	<p>Omission</p> <p>Misformation</p>	<p>We rush to river  River  Fish  The hook move  To spent time going fishing</p>	<p>We rushed to river  The river  The fish  The hook moved  To spend time going fishing</p>

			<p>I see many people</p> <p>I try it too</p> <p>There are no sign</p> <p>I feel the hoke move</p> <p>We go home</p>	<p>I saw many people</p> <p>I tried it too</p> <p>There were no sign</p> <p>I felt the hook move</p> <p>We went home</p>
88	KR	<p>Addition</p> <p>Omission</p> <p>Misformation</p>	<p>Excited to visited</p> <p>Go to terminal continue</p> <p>I don't have any vacation</p> <p>Go to terminal</p> <p>I see such an amazing</p> <p>I had to went home</p> <p>The holiday is over</p>	<p>Excited to visit</p> <p>Go to the terminal To continue</p> <p>I did not have any vacation</p> <p>Went to terminal</p> <p>I saw such an amazing</p> <p>I had to go home</p> <p>The holiday was over</p>
99	MT	<p>Omission</p> <p>Misformation</p>	<p>Some video</p> <p>Reduce</p> <p>Take a rest</p>	<p>Some videos</p> <p>Reduced</p> <p>Took a rest</p>
110	MW	<p>Omission</p>     <p>Misformation</p>	<p>As we arrive to the beach</p> <p>Little brother jump from car</p> <p>I follow behind him</p> <p>And the play</p> <p>My mother serve</p> <p>Several dish</p> <p>Several snack</p> <p>The trip take</p> <p>Tired n play</p> <p>I come over</p>	<p>As we arrived to the beach</p> <p>Little brother jumped from car</p> <p>I followed behind him</p> <p>And then played</p> <p>My mother served</p> <p>Several dishes</p> <p>Several snacks</p> <p>The trip took</p> <p>Tired of play</p> <p>I came over</p>
111	NK	<p>Addition</p> <p>Omission</p>	<p>Doing a same mistakes</p> <p>I panick</p>	<p>Doing a same mistake</p> <p>I panicked</p>

		Misformation	I rush I had never come The alarm don't ring Changed to my school uniform Ride it with full I am very shy My friend see me	I rushed I had never came The alarm did not ring Changed of my school uniform Rode it with full I was very shy My friend saw me
112	NAN	Omission  Misformation	We pray Many office The combine Many people visit  There is a big and beautiful mosque  Name is syahrin Nur We see there There are many people We take a picture That make the view The view is more tidy	We prayed Many offices They combined Many people visited There was a big and beautiful mosque Name was syahrin nur We saw there There were many people We took a picture That made the view The view was more tidy
113	PZL	Addition  Omission	Riding a motorcycles A regular things A years I could go	Riding a motorcycle A regular thing A year I could went
114	RS	Omission Misformation Misordering	Some souvenirs there Take a rest I and my brother	Some souvenirs over there Took a rest My brother and I
115	SW	Omission Misformation	I just stay	I just stayed

			My aunt come with her Waking up	My aunt came with her Woke up
116	SA	Omission Misformation	I practice They help me I am the first winner They also give me  I make schedule We don't know That is why	I practiced They helped me I was the first winner They also gave me I made schedule We did not know That was why
117	TH	Omission Misformation Misordering	In the afternoon we visit Get ice cream My brother and I are I seen her yesterday We gone straight to the enclosure	In the afternoon we visited Got ice cream My brother and I were I saw her yesterday We go straight to the enclosure
118	WS	Omission Misformation  Misordering	She work as a tentor I said hello and ask She is just Go back from Padang I meet We tell each other  Get holiday Do some cleaning  I meet there some people She everytime came late home	She worked as a tentor I said hello and asked She was just Went back from Padang I me We told each other Got holiday Did some cleaning  I met some people over there She same late home everytime
119	YA	Omission	I want to continue	I wanted to continue

		<p>Misformation</p> <p>Misordering</p>	<p>For eighteen year</p> <p>I enter the school</p> <p>I want travelling</p> <p>I really enjoy</p> <p>New experience to me</p> <p>I don't know</p> <p>This is my first time</p> <p>School my sister is in Jakarta</p> <p>How is to check in</p>	<p>For eighteen years</p> <p>I entered the school</p> <p>I wanted travelling</p> <p>I really enjoyed</p> <p>New experience for me</p> <p>I did not know</p> <p>This was my first time</p> <p>My sister's school was in Jakarta</p> <p>The way to check in</p>
220	YPS	<p>Addition</p> <p>Omission</p> <p>Misformation</p>	<p>Making funnies videos</p> <p>Visit some tourist places</p> <p>It is over</p> <p>Directed of me</p>	<p>Making funny videos</p> <p>Visited some tourist places</p> <p>It was over</p> <p>Directed to me</p>

## APPENDIX 4

### Percentage of Students Grammatical Errors in Writing Descriptive Text

No	Types of Errors	Total Errors	Percentage (%)
1	Omission	41	31.78%
2	Addition	9	6.97%
3	Misformation	72	55.82%
4	Misordering	7	5.43%

## APPENDIX 5

### Result of Students' Errors in Writing Recount Text

There are four types of grammatical errors that researcher found in descriptive text writing's students at the seventh semester of TBI 1 IAIN Padangsidempuan. The four types of grammatical errors are:

#### 1. Errors in Omission

In omission especially in using singular and plural noun and in using owner noun, there are 41 numbers of errors. As we know the total errors are 129. So, the percentage is:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{41}{129} \times 100 \%$$

$$P = \frac{4100}{129}$$

$$P = 31.78\%$$

#### 2. Errors in Addition

In addition, there are 9 numbers of grammatical errors. As we know the total grammatical errors are 129. So, the percentage is:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{9}{129} \times 100 \%$$

$$P = \frac{900}{129}$$

$$P = 6.97\%$$

#### 3. Errors in Misformation

In using Article, there are 72 errors. As we know the total grammatical errors are 129. So, the percentage is:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{72}{34} \times 100 \%$$

$$P = \frac{7200}{34}$$

$$P = 55.82\%$$

#### 4. Errors in Misordering

In misordering, there are 7 numbers of errors. As we know the total grammatical errors are 129. So, the percentage is:

$$P = \frac{f}{N} \times 100 \%$$

$$P = \frac{7}{34} \times 100 \%$$

$$P = \frac{700}{34}$$

$$P = 5.43\%$$

## APPENDIX 6

### The Result of Students' Writing Recount Text Test

#### APPENDIX 1

#### Writing test

#### Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
  - a. Orientation
  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Ade Siska Nasution  
Class : TBI - 2

#### Trip to The Beach

Last month, my father brought the whole family to the nearest beach from our home. We went there by car. As we arrived on the beach, my little brother jumped from the car and (run) to seashore right away then I followed behind him. My father pulled out his camera and took some pictures of my brother and me. In the meantime, my mother served dishes and snacks that she had prepared on the table. After feeling tired of playing on the beach, my brother and I (came) over to our parents. Then we ate the (dish) together and had a warm conversation until the sun went down.

#### Validator

run : ran  
on : at  
come : came  
dish : dishes

APPENDIX 1

Writing test

Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
  - a. Orientation
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  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Adinda Safrini  
Class : TBI 2

Fell from the ladder

The rain was falling so heavily last week, I found that there were some leak on the roof. To fix it, I needed a ladder so that I could climb up to the roof. It is on Sunday at 2 in the afternoon, I brought the ladder and set it up to the roof. Water from the leaks make the foothold wet. At that time, I was too confident and not careful. I thought I was strong enough to avoid slipping. When the ladder become wetter, I already fell the slippery surface. However, I did not pay attention and lost my balance. I slip from the ladder and fell to the floor. I was brought to the nearest doctor so that I got proper medical attention. It was my fault that I was not careful with the hazardous situation.

leak: leak

become: became

is: was

fell: fell

on Sunday

slip: slipped

make: made

APPENDIX 1

Writing test

Instruction:

- 1 Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text.
  - a Orientation
  - b Sequences of events
  - c Reorientation
- 2 Answer by your own ability
- 3 Write at least 50-120 words.
- 4 Time is given 90 minutes.

Name : YUNITA PERMATA SARI  
Class : TBI-2

My Grandpa's Hometown

Two weeks ago, my family and I were in my grandpa's hometown. It is our annual agenda every holiday at the end of semester. Unfortunately, it was the rainy season there. It almost rained there every day. We did not have enough time to visit some tourist places there because of the rain. We had not enough sunlight even to drop any of our laundry. As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoors to spend the holiday together. The activity we chose that day was making funnies videos directed of me. Finishing the video, we edited them and upload them to youtube.

is = was (m)

visit = visited (o)

funnies = funny (a)

of = to (m)

## APPENDIX I

### Writing test

#### Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
  - a. Orientation
  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Yuli Amangqi  
Class : TBI-2

#### Travelling

Last year, I was Eighteen years old. I had graduate From Senior high school and I want to continue my education in Medan. I lived with my family in Padangsidempuan for eighteen year. So I would live alone there and it was new experience to me. School my sister is in Jakarta and I wanted school in different city. before I enter the school again I want travelling around Jakarta by train. this is my first time. I don't know how is to check-in. Fortunately, a security guard help me and give me some directions to check-in. I listened to the song and I really enjoy when I was on the train. After 5 hours on the train. Finally arrived in Jakarta I was really excited to start my new adventure to the new city.

want : wanted ⊙

year : years ⊙

to = for (preposition) ⊙

enter : entered ⊙

want : wanted ⊙

don't : did not ⊙

is : was ⊙

enjoy : enjoyed ⊙

APPENDIX I

Writing test

Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
  - a. Orientation
  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Winda Cari  
Class : TBI-2

Met Old friend

Two days ago, I meet my classmate in the road. I said Hello and ask her about her. Actually she is just go back from Padang. She told me that she was very happy back here. I meet there some friends and they actually really care and humble people. We tell each other until the sun rise down. We told that it was never mind she every time comes late home, she also told many clever and beautiful people over there. she studied and work as a teacher of English over there. Everyday she meet with a students and get holiday just on at Sunday. It's time was to take a rest and do some cleaning, washing and dishes because the day is over sun rise down. I went home first and promise to visited her to Padang for the next month.

meet = met (m)  
ask = asked (m)  
is = was (m)  
go = went (m)

tell = told (m)  
get = got (m)  
work = worked (m)  
do = did (m)

APPENDIX 1

Writing test

Instruction:

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  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Tasya Havivah  
Class : TBI-2

holiday

yesterday, my family and I went to the National Zoo and Aquarium to visited the new snow cubs and the other animals. In the morning, when we got to the zoo, I meet my friend. I seen her yesterday with her mom. I also went to Aquarium there is a great big line, so we had to wait a while to get in. After we entered the zoo, we gone straight to the enclosure for the snow cubs. My brother and I are so excited to see them. They were so cute and playful. In the afternoon, we visit the aquarium. My brother was excited to see the sharks and tropical fish. At the end of the day when we left were going to go and get ice cream, but we decided we were too tired so we drove straight home.

seen = saw (s)  
is = was (m)  
gone = go (m) *order*  
are = were (m)  
visit = visited (e)  
get = got (m)

APPENDIX 1

Writing test

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  - c. Reorientation
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4. Time is given 90 minutes.

Name : Sixi Almada  
Class : TBI 2

My Experience

Last year, was best experience I have ever got I am the first winner of singing competition.

I love singing since I was kid. I practice so hard before 1 the day. My parents really supportive. They help me to Practices and Prepare healthy food for me. They also give me motivation to believe in my self. And I will more excited in the next competition. I make schedules for practice everyweek, and we don't know how were we in the future. That is why winning singing competition meant so much to me.

am = was (m)

prackeed (o)

helped (o)

give = gave (m)

make = made (m)

dont = didn't (o)

is = was (m)

APPENDIX 1

Writing test

Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
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  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Sinna WJaya  
Class : TBI-2

Holiday at Home

Last Thursday was my day off. I didn't go anywhere. I just stay at home for two weeks. I woke up earlier and did subuh prayer. After that, I had breakfast with my family in the morning. At 09.00 am, I turned on computer and played many games. Not felt. It was 10.00 o'clock I wished to take a bath to freshen my body. Then I watched Youtube in my mobile phone. At 01.00 pm, I did zuhur prayer, then I had lunch. After that I felt asleep on the couch. Unexpectedly after waking up I had guest who could clear me up my come with her child. I kept playing with my mices until night fall.

Validator

stay = stayed (o)

waking up = woke up (m)

come = came (m)

APPENDIX 1

Writing test

Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
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  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Ria Safitri  
Class : TBI-2

Going To Cermin Beach

Orientation { A few months ago, I went to Cermin Beach with my family. It is located in Serdang Bedagai district about 53 km from Medan, North Sumatera. The trip there took about 1,5 hours.

Event { As arrived there, my parents rented a hut to take a rest. I and my brother immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gettiple breeze. The waves there were suitable for swimming, but unfortunately I couldn't swim.

Reorientation { Not felt the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there. finally, we arrived at 6:00 PM because the trip was jammed.

Validator

my brother and I  
take = took  
over there

APPENDIX 1

Writing test

Instruction:

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Name : Putri Zulhima Lubis  
Class : TBI-2

My 19<sup>th</sup> Birthday Gift

Orientation { My first experience riding (a motorcycles) was when I was 20 years old. Before 20, a motorcycle was like a luxury thing for me. So, I was never brave enough to try ride it.

Sequence of events { On my 19<sup>th</sup> birthday, which was 3 years ago, my father gave a motorcycle being officially mine. My father didn't permit me to ride it on my own. After around 3 weeks of regular things, finally my father allowed me to ride it. Subsequently, I could go anywhere on my own.

Reorientation { Although my father had given me permission to ride a motorcycle, he kept telling me that I should careful, watch around, and wear safety gears when riding. Thus, it kept me safe.

Validator

- things : thing (a)  
go : went (M)  
years : year (a)  
a motorcycles : a motorcycle (a)

APPENDIX 1

Writing test

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Name : Norul Aulian Nisah  
Class : TBI-2

My Holiday

A month ago My family and I went to Sipirok. In sipirok there is a big and beautiful Mosque the name is Syahrin Nur's Mosque. Over there we see a beautiful view and there are many people. In there we ~~eat~~ pray and we take a pictures. Many people said this Mosque was the biggest Mosque in Tapanuli Selatan with the beautiful garden inside the mosque. Around the Mosque was many office and they combine them in one area that make the view is more tidy and many people visit it to take a rest and took some pictures with their friend or with their family.

Validator

there is: there was (x)

is = was (x)

see = saw (m)

are = were (m)

many people = many peoples (v)

Pray = prayed (o)

take = took (m)

many office = many offices (o)

combine = combined (o)

make = made (m)

is = was (x)

Visit = visited (o)

## APPENDIX 1

### Writing test

#### Instruction:

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Name : Nurkhodijah  
Class : TBI-2

#### My Experience

Last week is the first day I am late to school. I had never come late to school before. Before sleeping I set my alarm to 05.00. But then I woke up at 08.00 because the alarm don't ring. After I woke up I realized that my alarm was broken. I panick and rush to bathroom and changed to my school uniform. I grab my bike and ride of it with full speed to school. When I arrived I was punished. For being late I am very shy and angry with my self. My friend see me get punished by the teacher. The next day I bought a new alarm to prevent me from doing the same mistakes.

#### Validator

is = was (m)

come = came (m)

don't = did not (didn't) (m)

panick = panicked (o)

rush = rushed (o)

to = of (preposition) (m)

ride = rode (m)

to be am = was (m)

see = saw (m)

mistakes = mistake (a)

## APPENDIX I

### Writing test

#### Instruction:

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  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Miftahul Nawadda  
Class : TBI-2

#### 6 Trip to Sibolga

Last month, my father brought the whole family to the nearest beach for our home. The trip (take) approximately 2 hours to the beach. We went there by car.

As we (arrive) to the beach, my little brother (jump) from the car and ran to the seashore right away. Then I (follow) behind him. We took off our shoes, and then (play) chase on the seashore. My father pulled out his camera and took some pictures of my brother and me. In the meantime, my mother (serve) several dish and (snack) that she had prepared on the mat. After feeling tired (in play) on the beach, my brother and I (come) over to our parents. Then, we ate the dish together and had a warm conversation until the sun went down.

#### Validator

The trip (take) approximately 2 hours (a)

The trip took approximately 2 hours

Arrive : arrived (V<sub>2</sub>) → past tense (b)

jump : jumped (c)

Follow : followed (c)

play : played (c)

serve : served (c)

several dish : several dishes (c)

snack : snacks (c)

in play : of play (b)

come : came (a)

APPENDIX 1

Writing test

Instruction:

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  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Marisa Tamara  
Class : TBI - 2

FATIGUE

Last Friday was a tiring day. I spent the whole day doing lot of activities and had no time to take a rest. First, I went cycling to school in the morning then I studied until 14.00. It was a hard tiring day and drained my energy. After that, I went home and took a shower. Before getting ready to sleep, I remembered that there were homeworks and some projects I still had to do. I did my homework until 22.00 and finished some video editing for my project until 01.00. Only until then, I could take a rest. Those activities made me exhausted. Perhaps I will reduce my activities in the future.

some video : some videos <sup>Validator</sup>

take : took

reduce : reduced



APPENDIX I

Writing test

Instruction:

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  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words
4. Time is given 90 minutes

Name	Jahara Hasibuan
Class	TBI-2

Fishing on The River

Yesterday, my father did not work and he said that he took me to spent time going fishing to the river. In the morning my father took me to the market to buy all fishing equipment. After that we rush to river. Arriving at the river, I see many people fishing too I can not wait to start. But I cannot install the hook properly so my father helped me put hooks without with the worm that was used as bait. Then father practice how to throw hooks into river. I try it too I was getting bored because there are no sign of getting fish. Suddenly feel the hook move I immediately moved the hook up and down. I picked up the hook slowly and managed to get a big enough fish. I'm happy and proud because I can enjoy the catch. After being satisfied with fishing we go home. When I got home I gave fish to my mom to cook. We ate the fish ravenously.

- |                   |                     |
|-------------------|---------------------|
| spent = spend (m) | are = were (m)      |
| rush = rushed (o) | feel = felt (m)     |
| the river (o)     | move = moved (o)    |
| see = saw (m)     | go = went (m)       |
| try = tried (m)   | fish = the fish (o) |

APPENDIX 1

Writing test

Instruction:

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2. Answer by your own ability
3. Write at least 50-120 words.
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Name : Irayani Pulungan  
Class : TBI - 2

Help my mom

Cooking was my hobby. I got a new things when cooking. I wanted to give surprise for my mother I want to make a birthday cake for her.

That morning I accidentally woke up late when mom had went to work. I wake up. I immediately take a shower and prepared to go to the market. I would bought all the ingredients and equipment to make cakes. I prepared the equipment that used such as mixer, oven, scales, spatulas, and baking pan. I did combined the yolk, the egg white, and sugar to shake until fluffy. I mix all ingredients I began to decorate the cake to make it look attractive when my mother come home. I bring a cake and sing happy birthday song for her. Mother moved that surprise me given. I hugged my mother and said love to her.

a things : a thing

take : took

equipment : equipments

was that

bring : brought

sing : sang

APPENDIX I

Writing test

Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
  - a. Orientation
  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Elisa Harlani  
Class : TBI - 2

watching Movie

My sister and I went to see a film last night. It was an American movie called The lost flight. It showed how people can quickly change when they have to look after themselves in the jungle. It film was interesting about a plane which crashed on a small empty island in the Pacific Ocean. Although the passengers are safe, nobody know where the plane had crashed. So the passengers had to learn how to catch fish from the sea to eat. after a few week, the passengers were eating raw fish and meat. after they had been on the island for two months, three of the men made a boat and sailed away to find help. But their boat sank and they were drowned. The film ended without saying whether the passengers are rescued or not. But my sister and I enjoy the film.

are = were

know = knew

few week = few weeks

rescued = rescued

enjoy = enjoyed

APPENDIX I

Writing test

Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text:
  - a. Orientation
  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name : Desi Fitriani

Class : TBI-2

Going To Mountain

Three days ago, I went to Mountain with my friends. This is the first time I climb a mountain and I did it with them before leaving. I began packing all the equipments needed. We start climbing at 04.00 a.m. the day was still getting dark. We use a flashlight to illuminate and find the hiking trail. To get to the top we spend around 2 to 3 hours. Finally, we arrived at the top of the mountain at 06.00. I saw many people who arrived before we. We also sing together and get to know each other. For me this was an impressive first experience to advent and for my we was replaced with the natural beauty I see.

is = was

climb = climbed

start = started

use = used

spend = spent

We = us

get = got

sing = sang

see = saw

APPENDIX 1

Writing test

Instruction:

1. Write example of recount text in theme your experience in the past. The text should consist of the generic structure of recount text
  - a. Orientation
  - b. Sequences of events
  - c. Reorientation
2. Answer by your own ability
3. Write at least 50-120 words.
4. Time is given 90 minutes.

Name	: Citra Marsanda
Class	: TBI - 2

Went to Market

Last month, I went to a traditional market to buy some daily needs. As usual, I go there alone and bring a shopping list.

After arrive at the market, I started searching for the things needed one by one while I am bargaining the price of some fruit. I saw a crowded situation where there was a thief beaten by a lot of people. It was so terrible. I don't know want to see the condition get worse so I called the police. A few minutes later, police came and calmed down the situation. Asking the fruit seller, I know the thief that want to steal someone's wallet but someone saw him and shouted loudly. After that, suddenly many people roughed him up. It was a scary moment I experienced last week and I hoped that it would never happen again in the future.

go : went      ~~mistformation~~      misordering

bring : brought

arrive : arrived

I am : I was

some fruit = some fruits => omission

know : know

## APPENDIX 7

### Interview Sheet

**Place** :

**Day / Date of the Interview** :

**Informant** : Mrs. Reyendriani Fahmei Lubis

**Interviewer** : Nursakinah Lubis

NNo	The Result of Interview with Mrs. Rayendriani Fahmei Lubis	
	Question	Answer
1	What does the lecturer do to overcome the students' error in omission?	Learning about noun especially about singular and plural noun is easy. If the students still make error, the students should study more about singular and plural noun. I ask the students make a note and write in the table the difference between singular and plural with the example in the sentences and explain about some quantifiers that usually use to show the noun singular or plural. For owner noun, I explain about the definition of owner noun and ask the students make examples to make they understand the lesson.
2	Some of the students used present in writing recount text. So, what is the solution the students' error in misformation?	For this problem, it is about the language features of descriptive text, I explain more about the language features of descriptive text and explain more about how to use the simple present tense or maybe I ask the students make a group with their friends in the class to present about simple present tense.
3	Actually not only in the use of noun and verb, there is a student made error in using article, in the	Learning about article also is easy, the solution is the students must learning about article, make a note,

	use of article a and an, how about you to solve this problem Mom?	and I explain more the difference of use article which one use for vowel and which one use for consonant.
4	What effort the lecturer do to overcome the students' error in using preposition ?	Learning about preposition of time just focus in using (on, in, at). The students must find another method in learning preposition to make students easier remember about how to use preposition of time using on, it and at. The students make a note and give some examples with preposition of time.

## APPENDIX 8

### DOCUMENTATION

#### Documentations of gave the test to the students





**Documentations of interview with Writing's Lecturer**





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Nomor : B - 2770 /Un.28/E.1/TL.00/06/2023 21 Juni 2023  
Lampiran :  
Hal : **Izin Penelitian**  
**Penyelesaian Skripsi.**

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Nur Sakinah Lubis  
Nim : 1720300025  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Panyabungan, Mandailing Natal

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan UIN Syahada Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students' Error in Writing Recount Text in Fifth Semester of English Department UIN SYAHADA Padangsidimpuan"

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n Dekan  
Wakil Dekan Bidang Akademik



Pratiwi Syafrianti Syafrida Siregar, S.Psi., MA  
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08 September 2023

Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan menerangkan bahwa:

Nama : Nur Sakinah Lubis  
NIM : 17 203 00025  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah benar telah melakukan penelitian di Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan dari tanggal 21 Juni 2023 dengan judul "Error analysis in writing recount text of the third year students TBI 2 English Department UIN SYAHADA Padangsidempuan".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sepenuhnya.

Ketua Program Studi Tadris Bahasa Inggris

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Kepada Yth:

1. Eka Sustru Harida, M.Pd. (Pembimbing I)  
2. Sri Rahmadhani Siregar, M.Pd. (Pembimbing II)

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Nur Sakinah Lubis  
NIM : 17 203 00025  
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : An Analysis of Students' Error in Writing Recount Text in Fifth Semester of English Department UIN Syahada Padangsidimpuan

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

  
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