

**STUDENTS' ERROR IN WRITING RECOUNT TEXT OF THE GRADE X
SMA-NEGERI 1 BATANG ANGKOLA TAPSEL**

A THESIS

*Submitted to the State Institute for Islamic Studies (IAIN) Padangsidimpuan
as a partial fulfillment of the requirement for the Graduate Degree of Education
(S.Pd) in English Program*

Written By :

SISKA MARLINDA SIREGAR
Reg. Number: 15 203 00092

**ENGLISH EDUCATIONAL PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2019**



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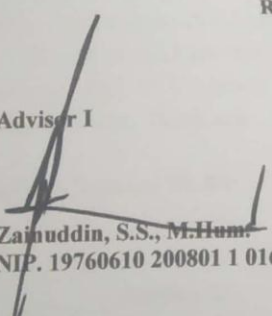
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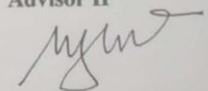
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LETTER OF AGREEMENT

Term : Munaqosyah
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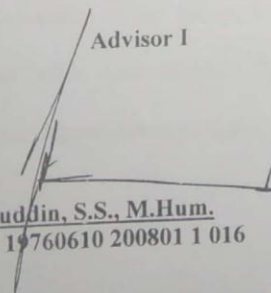
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After reading, studying and giving advice for necessary revision on thesis belongs to **Siska Marlinda Siregar**, entitled "*Students' Error In Writing Recount Text Of The Grade X SMA N egeri 1 Batang Angkola Tapsel*", we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.

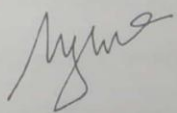
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of E. Dept. of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

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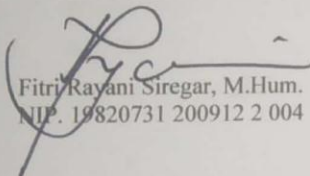
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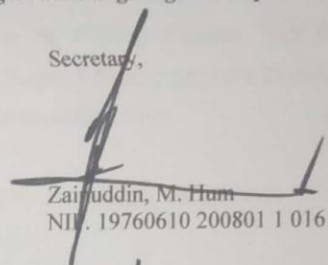
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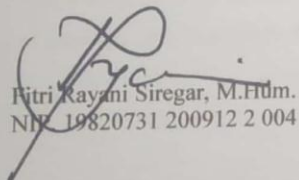
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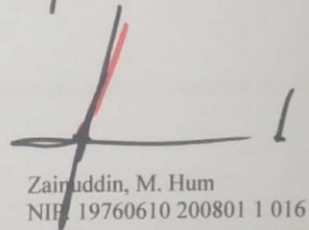

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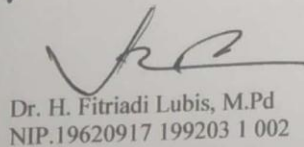
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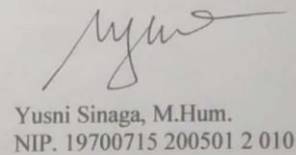

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The Title of Thesis : STUDENTS' ERROR IN WRITING RECOUNT TEXT

OF GRADE X SMA NEGERI 1 BATANG ANGKOLA

TAPSEL

ABSTRACT

This research tells about students' errors in writing recount text. The purpose of this research is to describe the errors of students of SMA Negeri 1 Batang Angkola Tapsel in class X Mia 1 in writing recount text, finding the dominant error, the causes of the dominant error. This research describe the students' error in writing recount text.

This research was conducted through qualitative research. Sources of data from this research were students from SMA Negeri 1 Batang Angkola Tapsel in class X Mia 1 with the total of ten students. The instruments are a writing test and interview for teacher about recount text. The data is processed to read the students' writing, identify the students' error, sign the students' error, classify the students' error, count the students' error to get the dominant error, make conclusion, and describe the result of research.

Based on result of the research, researcher found that the students' error in writing recount text had fourteen items students error by omission of article, conjunction, action verb, pronoun and main possessive verbal. There were sixteen items students error by addition of action verb, to be, conjunction, article and pronoun. There were fifty four items students error by misformation of action verb, main possessive verbal, and countable. There were twenty three items students error by misordering of noun phrase, verb phrase, pronoun and adverb. Then, the students' dominant error was caused by misformation of action verb. The last, the reason of students' made dominant error because they have not been able to understood the change in the form of the second verb.

Keywords : *Students' error, writing, and recount Text.*

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Judul Skripsi : **STUDENTS' ERROR IN WRITING RECOUNT TEXT**
OF GRADE X SMA NEGERI 1 BATANG ANGKOLA
TAPSEL

ABSTRAK

Penelitian ini menceritakan tentang kesalahan siswa dalam menulis recount text. Tujuan dari penelitian ini adalah mendeskripsikan kesalahan siswa SMA Negeri 1 Batang Angkola Tapsel pada kelas X Mia 1 dalam menulis recount text, menemukan kesalahan yang dominan, dan mendeskripsikan penyebab dari kesalahan yang dominan tersebut. Penelitian ini mendeskripsikan kesalahan siswa dalam menulis recount text.

Penelitian ini dilakukan melalui penelitian kualitatif. Sumber data dari penelitian ini adalah siswa dari SMA Negeri 1 Batang Angkola Tapsel pada kelas X Mia 1 dengan jumlah sepuluh siswa. Instrument yang digunakan adalah tes menulis dan dan interview terhadap guru tentang teks recount. Data tersebut di proses membaca tulisan siswa, mengidentifikasi yang salah, menandai yang salah, mengklasifikasi yang salah, menghitung yang salah untuk mendapatkan kesalahan yang dominan dan membuat kesimpulan.

Berdasarkan hasil penelitian, peneliti menemukan bahwa kesalahan siswa dalam menulis teks recount memiliki empat belas item dengan kelalaian article, article, conjunction, action verb, pronoun and main possessive verbal. Ada enam belas item kesalahan siswa dengan penambahan action verb, to be, conjunction, article and pronoun. Ada lima puluh empat item siswa membuat kesalahan dengan misformasi dari action verb, main possessive verbal, and countable. Ada dua puluh tiga item kesalahan siswa dengan kesalahan misordering dari noun phrase, verb phrase, pronoun and adverb. Kemudian, kesalahan terbanyak yang dilakukan oleh siswa disebabkan oleh misformasi dari action verb. Yang terakhir, alasan siswa melakukan banyak kesalahan tersebut karena mereka belum bisa memahami perubahan bentuk kata kerja kedua.

Kata Kunci : *kesalahan siswa, tulisan, dan recount teks.*

ACKNOWLEDGEMENT



Praised to ALLAH swt., the most Creator and Merciful who has given me health, time, knowledge and strength to finish this thesis. Besides, peace and greeting be upon to the prophet Muhammad saw. That has brought human from darkness era into light era.

It is a pleasure to acknowledge help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to following people:

1. Mr. Zainuddin,S.S.,M.Hum., as the Chief of English Education Department who always support me and also all of her students in finishing thesis and always be patient in facing our problem.
2. Mrs. Yusni Sinaga, M.Hum., as my second advisor who have guided me to make a good thesis, who have been great advisor for me and gave me many ideas and criticisms in writing this thesis.
3. Prof. Dr. H. Ibrahim Siregar, MCL., as Rector of IAIN Padangsidimpuan.
4. Mrs. Dr. Lelya Hilda, M.Si., as Dean of Tarbiyah and Teacher Training Faculty and the Vices.
5. All lecturers and all academic Cavities of IAIN Padangsidimpuan who have given so much knowledge and helped during I studied in this institute.

6. IAIN Padangsidempuan Librarian (Yusri Fahmi, S.Ag., M.Hum. and staffs), for their cooperative and permission to use their books.
7. My beloved parents, (Adam Siregar and Nurlela Sari Harahap) who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions, and to my sister and brother (Riska Marlinda Siregar, Hermansyah Siregar) who always give motivation and moral encouragement to finish my study.
8. My lovely friends Melissa Nurhamidah, Hanizar Meda Simbolon, Asmar Fandi Nst, Lisa Putri Utami and all of my friends in TBI-3 who always supported me to finish my thesis at time and also be my spirit in writing this thesis. Thank you so much for help and happiness that you brought to my life.

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

Padangsidempuan, Oktober 2019

Researcher

SISKA MARLINDA SIREGAR
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CHAPTER 1

INTRODUCTION

A. Background Of The Problem

English is an International language has been used as a mean of communication. English plays important role as a means of comunication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School. In learning English, there are certain skills that students need to learn, namely : listening, speaking, reading, and writing, Listening and reading skills that involve receiving messages are regarded as receptive skills. Speaking and writing skills which involve language production are considered to be productive skills.¹ As an productive skill, writing is not like speaking skill not other receptive skill.

Writing is the most difficult skill for not only it needs a lot of vocabularies in composing paragraph, but also grammatically correct in order to be comprehensible besides other writing's rules. Therefore, composing paragraph in writing activity takes a lot of time. As Harmer states that, "Writing is often not time-bound in the way conversation, When writing, students frequently have more time to think than they do in oral

¹Cholipah, "An Analysis Of Students' Error In Writing RecountText" (Syarif HidayatullahState Islamic University Jakarta, 2014), p.1, <http://repository.uinjkt.ac.id>.

activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or other reference material to help them.

Especially for second language (L2) or foreign language (FL) learners, the difficulty in writing doesn't only lie in creating and organizing ideas but also translating the ideas into readable writing.

There is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex, L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on.

It can be summed up that writing is a hard work which needs a plenty of time for it not only generates and organizes the ideas but also must translate the ideas into understandable writing by using grammatical rules correctly, and it takes a process which needs a lot of practices to be good writing .therefore, it is inevitable for students of L2 or FL not making mistakes and committing errors in their English writing because is the most complex skill.

Recount text has been studied since in the grade VIII of junior high school, So in the class X students should understand about recount text but infact they still have difficulties to understand about recount text, when they write recount text they often make mistakes especially in the action verb one of them, even though they have been studying this recount text for two years.

The explanation above is supported by the writer's unstructured interview result with the English teacher of SMA Negeri1 Batang Angkola that the main problem faced by students in writing activity is grammatical rules. Most of students are getting difficult in choosing the verb write, so they got much mistakes, for instance in writing recount text the students had difficulties in choosing the right from verb for past events.

The writer also got such the case problems above when she was in her *PPKT (Praktik Profesi Keguruan Terpadu)* in a public Junior High School, most of the students were not correct in using the verb of past tense and some other grammatical rules when the writer gave them a task to write their personal experience for a recount text. The writer thought that the student's mistakes are caused by some factors; first they translated their ideas in Indonesian sentences word by word into English sentences and it often made their sentences read unusual and wrong in English way.²

The other factor is on the students' knowledge. Probably they didn't know the correct changing form of verb on the tense they wrote in their writing and they were confused to put to be in the non-verbal or verbal sentences they wrote. It could be caused by the interference of the students' first language or their deficiency competence that reflected on how much the students had learn the grammatical rules of the target language.

Recount text has been studied in class VIII of junior high school until senior high school, Recount text ranks second among types of text such as

²Cholipah, An Analysis Of Students' Error,...p. 2

narrative text, recount text, and descriptive text. According to interviews with other teachers Recount text is also one of the most difficult text to be understood by students of class X Mia 1 in SMA Negeri 1 Batang angkola Tapsel. So, the researcher is interested to raising this problem as the tittle of this research.³

B. Identification of problems

Based on background of the study above, there are several problems which can be identified by researcher, such as:

1. There are many students cannot write English text well. Some of the students still have difficulties to write English text especially recount text.
2. Students had difficulties in mastering grammar especially about action verb.

C. Focus of the Research

Based of background of the problems. The researcher focused on students' error in writing recount text at grade X SMA Negeri 1 Batang Angkola. According to interviews with other teachers, Recount text is the most difficult for students' to understand in class X Mia 1 in SMA Negeri 1 Batang Angkola Tapsel.

D. Formulation of the Problem

In this research, the researcher formulates the problem as follow:

1. What are students' error in writing recount text at grade X SMA Negeri 1 Batang Angkola ?

³ Andi Hotman as an English Teacher in class 10 Mia 1, *Private Interview*,(SMA Negeri 1 Batang Angkola : September 07th. 2019 at. 11.00 a.m)

2. What is students' dominant error in writing recount text?

E. Purpose of the Research

In writing this paper, the researcher has formulation as follow:

1. To find out students' error in writing recount text at grade SMA Negeri 1 Batang angkola.
2. To find out students' dominant error in writing recount text.

F. Significances of Research

After the research finished this study, the researcher hopes the result of this study is expected to give a contribution to the teaching and learning process in English especially writing:

- 1) Headmaster, to be an information toward teacher progressing teaching.
- 2) For the teachers, this research show them the errors that usually make among students on the use of action verb in writing recount text, so that they can anticipate and minimize the errors made by students in the future.
- 3) The researcher, to be one researcher sources for another related researcher.
- 4) For the students, the finding of the research will motivation, and this research is expected to help the students to be aware error using action verb in writing recount text.

G. Definition of the Key Terms

In conducting researcher, theories were needed to explain some concept or term in research concerned. The terms are as follow:

1. Error

Error is to be avoided and it is influence overcomes. As errors were the result of the negative transfer of first language habits, it is difficult to see show they could become habits simply by tolerating them.

Errors are the result of some failure of performance. Moreover, the noticeable thing about erroneous sentence is that they can readily be corrected by the speaker himself since they are cases of to follow a noun rule.

2. Writing

Writing is one of the most important skills in language learning besides reading, speaking and listening, writing as one of the four language skills requires a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentence patterns, vocabulary, or diction and cultural understanding of the target language.

3. Recount text

Recount Text is to retell events for the purpose of informing or entertaining. In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings.

CHAPTER II

THEORITICAL DESCRIPTION

1. Students Error

a. Definition of Error

Error is that often occur to student without their knowing it and mistake is when students make mistakes but they know and correct them. So error and mistake mean something that is done incorrectly or wrong. They are synonyms but the difference between these two words is in the context that they are used in.

Error is when the learners always use the incorrect form, and when the learner is unable to try to correct his own deviant utterance. The learner will make the error over and over again because they do not know what is correct or incorrect, and if the teacher asks the learner to self-correct his/her error, they will not be able to do it.¹

An error is noticeable deviation from adult grammar of a native speaker, reflecting the inter language competence of the learner.² Mistakes are imperfectness of utterances which refer to the language performance. Meanwhile, error is a mistake, especially one that causes problems or affects the result.

The difference between error and mistake is that error is grammatical utterance which refers to the language competence, while mistake is imperfectness of utterances refers to the language performance. Shortly, when the students produce sentence incorrectly but they know and correct them. It means that they

¹ Rahma Nazalia, "An Error Analysis In Recount Text Writing Made By The Second Grade Students Of SMP Muhammadiyah Bandar Lampung (A Script) By Rahma Nazalia" (University Of Lampung Bandar Lampung 2018, 2018), p.11.

² Douglas Brown, *Principle of Language Learning and Teaching*: Third Edition, (New York: prentice Hall Inc., 1994), p.258.

make mistake if they cannot them. It means that they make error in this research, the writer will consider mistake and error as one and not will not restrict it.

b. Types of Error

There are four kinds of descriptive taxonomy that are commonly used.³

a) Comparative taxonomy

Comparative taxonomy classifies error based on comparison between the structure of language learner error and certain other types of construction.⁴ The errors are classified into developmental, errors, interlingua error, ambiguous error, and unique errors.

b) Communication effect taxonomy

Communication taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classified error into global errors and local errors.

c) Linguistic category classification

This type of taxonomy carries out specification of errors in terms of linguistic categories, in terms of where the errors is located in the overall system of the target language based on the linguistic item which is affected by the errors.

d) The surface structure taxonomy

³ Carl James *Error in Language Learning and Use: Exploring Error Analysis*.(London: Longman, 1998), p. 104

⁴ Heidi Dulay, et al., *Language Two*,(New York : Oxford University Press, 1982), p. 163

There are four principal ways in which learners 'modify' target forms, in other words, four ways in which target language forms diverge in specific and systematic ways. In addition there are.⁵

1) Omission

When a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error.⁶ In this case, when students make sentences, there is one aspect that is omitted. It tends to be a function word rather than a content word at least in the early stages. Most advanced learners tend to be aware of their ignorance of content words, and rather than omit one, they resort to compensatory strategies to express their idea.

2) Addition

Which are the contrary of omission, are characterized by the presence of items that should otherwise not appear in a well-performed utterance.⁷ For example: He will help if you will ask him. This sentence is wrong, and the correct sentence is he will help you ask him.

3) Misformation

What the learner who produced this error has does is not misformation but mis-selection errors. In this case the students used the

⁵Carl James *Error in Language Learning and Use: Exploring Error Analysis*. (London: Longman, 1998), p. 106

⁶H. Douglas Brown, *Principle of Language Learning and Teaching*, Englewood Cliffs, Prentice-Hall Regents, 2007, p.154

⁷H. Douglas Brown, *Principle of Language Learning and Teaching*, Englewood Cliffs, Prentice-Hall Regents, 2007, p.156

wrong form of a structure of sentence.⁸ For example you shall be coming to my house to night, it's wrong but the correct one is you will be coming to my house to night.

4) Misordering

In this case the student makes sentence incorrect order. Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances in the target language.⁹ Friends Sabban will playing in the area. The correct sentence is Sabban friends will flying in the area.

e) Error Analysis of students in using future tense based on surface taxonomy.

Error analysis is a work procedure used for researcher of language teacher for describing, classifying and also evaluating error. Error analysis is the fact that the learners do make errors can be observed, analyzed, and classified to reveal something of the system operating within the learners led to a surge of the study of the learners errors.¹⁰ Error analysis is determining the incidence, nature, cause and consequences of unsuccessful language. Error analysis is on the other side of the equation, being the

⁸Carl James *Error in Language Learning and Use: Exploring Error Analysis*.(London: Longman, 1998), p. 108

⁹Carl James *Error in Language Learning and Use: Exploring Error Analysis*.(London: Longman, 1998), p. 109

¹⁰Douglas Brown, *Principle of Language Learning and Teaching: Third Edition*, (New York: prentice Hall Inc., 1994), p.259.

study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance.¹¹

Judging from the statement above, it can be stated that the error analysis is the technique for identifying, describing and classifying errors systematically made by the students. The technique for identifying means to check just how many students actually did make particular error and how many used that language items correctly. Secondly, signifying the error items. Try asses the students' error in number of omission, addition, misformation, and misordering for the technique of describing. Assessing the comparative frequency of different types of error in this way is clearly an important preliminary to much remedial teaching. There are ways to classify the students' error.

2. Writing

a. Definition of Writing

Writing is the process of expressing a person's ideas or thoughts into the form of writing, through which writing people know that she /he thinking. Other language skills besides writing are reading, listening and speaking. So, writing is fourth language skill we may acquire in our native language. As with speaking, it is a productive, or active skill, as it requires us to use our hands our brains to produce the written symbols that represent our spoken language. Along with reading, it is one of the two

¹¹Carl James *Error in Language Learning and Use: Exploring Error Analysis*.(London: Longman, 1998), p. 63

artificial language skills, as not all natural spoken languages have writing system.

Writing is a medium of human communication that represents language and emotions with sign and symbols. Writing is the process of describing a language so that the message conveyed by the reader can be understood by the reader, writing is one aspect of language skills programmed in the specific purpose of language use.

According to A.S Homby, writing is written works of author person's handwriting.¹² In addition writing is both a physical and a mental. At the words or ideas to some medium, whether it is hieroglyphics inked on to parchment or one a-mail message typed in to a computer. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to be a reader, It is both process and product. The writer images, organizes, drafts edits, reads, and rereads. It means that we should combine the physical and mental in writing.

Hogue stated "Good writing is more than just using correct grammar."¹³ Writing skill needed to explore something so that other people know the result of knowledge. It needed some knowledge such as vocabulary, grammar, punctuation, and spelling. Briefly. It could be said that writing can be distinguished from other skill as the one of most

¹² A.S. Homby Oxford Learner's Pocket Dictionary, (New York: University Press, 2000), p.48.

¹³ Ann Hogue, *First Step Academic Writing* Second Edition(New York: Longman, 2008),p. 6.

difficult. It could be concluded that writing was one way of communication to transmit the information or a process of expressing ideas from the writer's knowledge and resources but in the form of vocabulary and grammar.

Briefly, it could be said that writing can be distinguished from other people know the one of most difficult. It could be concluded that writing was one way of communication to transmit the information or a process of expressing ideas from the writer's knowledge and resources but in the form of vocabulary and grammar. Writing is also useful for setting homework exercise and for some class text.

Someone can produce the sequences of speech sounds produced by original speaker. There are two main types of writing:

The first, writing in which each character is picture of an object or idea, called picture writing or ideographic writing such as the hieroglyphs of the ancient Egyptians; second, writing in which each character represents speech sounds called alphabetic writing to represent their speech sound, which is used by public in books, paper, magazine, and writing letters.¹⁴

Writing is an excellent means of monitoring and improving your comprehension a relation, it is also an effective learning strategy. In fact, many successful almost always read with a pen in hand ready to underline, mark, annotate, or paraphrase ideas, Then after reading some students use

¹⁴Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 2003), p. 9.

writing to study and review the materials. The theory outlines to organize information, write to summarize to condense ideas or draw to show relationship.¹⁵ However, Writing is mental work of inventing ideas, thinking, about how to express them and organizing them into statements and paragraphs that will be clear to be reader.

However, writing is mental work of inventing ideas, thinking, about how to express them and organizing them into statements and paragraphs that will be clear to be reader. It is both process and product. The writer images, organizes, draft edits, reads, and rereads. This is the process of writing is often cyclical and something disorderly, ultimately, what the audience sees, whether it is an instructor or a wider audience is a product and essay, letter ,story , or research report.¹⁶ It is concluded that writing involves more than just producing sentence which consist of ideas, feeling and thought to be able to write a piece of good writing.

Based on those explanation, the researcher conclude writing is a process, by the process of writing the writer can compose the ideas, opinion, feeling, and thought into written words that is polished and comprehensible to readers.

b. Process of writing

Writing is a complex cognitive in which the writer is required to demonstrate control of a number of variables simultaneously. At the

¹⁵Kathleen T . McWhorter, *Efficient and Flexible Reading* (USA:The Lehigh Press, 1992), p.289

¹⁶David Nunan, *Practical English Language Teaching, A Textbook For Teachers*, (America: The Mc Grow Hill Companies,2003), p.88

sentence level those include control of content, format, sentence vocabulary, and punctuation, spelling, and letter formation, Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and text.

Process writing as a classroom activity incorporates the four basic stages. In the firstly is planning. In planning stage, writers have to think about to purpose of their writing since this will influence not only the type of text they wish to procedure, but also the language they use, and the information they choose to include.

Secondly, experienced writers think of the audience they are writing for, since this will influence not only the shape of the writing, but also the choice of language. Thirdly, writers have to consider the content structure of the piece, that is, how best to sequence the fact, ideals, or arguments which they have decided to include.¹⁷ The planned learning experience for student may be described as follows:

Pre writing (planning) is any activity in the classroom that encourages student to write. It is stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. Pre-writing become a way of warming up writes brain before they write.

The second is drafting (writing),At the drafting stage, the writes focus on the fluency of writing and are not preoccupied with grammatical

¹⁷Jeremy Harmer, *How to Teach Writing*, (England: Pearson Education Limited, 2004), p.4.

accuracy or the neatness of the draft. This first go at the text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final person.

Third stage is revising, the revising occurs when a writer looks for feedback from a teacher or another student. The teacher does not need to be the only person to give students feedback. Besides learning to revise on their own classmate, caregivers, or classroom aides can help students revise. When students revise, they review their texts on the basis of the feedback given in the responding stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader. Revising is not merely checking for language error. It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

The last stage is editing. At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotations, examples and the like. Formal editing is deferred till this phase in order that its application not disrupts the free flow of ideas during the drafting and revising stages.¹⁸ To develop what is

¹⁸Jack C. Richards and Willy a. Renandya, *Methodology in Language Teaching: An Anthology of Current Teaching*, (Cambridge: University Press), p.316

now term the process approach to writing instruction. Process approaches do most of the following:

- a) Focus on the process of writing that leads to the final written product;
- b) Help student writers to understand their own composing process;
- c) Help the to build repertoires of strategies for prewriting, drafting, rewriting;
- d) Give students time to write and rewrite;
- e) Place central importance on the process of revision;
- f) Let students discover what they want to say as they write;
- g) Give students feedback through the composing process (not just on the final product) to consider as they attempt to bring their expression closer and closer to intention;
- h) Encourage feedback both from the instructor and peers;
- i) Include individual conferences between teacher and student during the process of composition.

Furthermore, Brown described that writing process tend to be farmed in three stages of writing. Those are pre-writing, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensive) a passage, skimming or scanning

passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated question, and free writing. Then the drafting and revising stages are the core processes of writing in traditional approaches to writing instructions.¹⁹ So this process aimed to generate ideas, discussing or question, then the drafting and revising.

Based on the definition above, the researcher concludes that writing is a process in which the writer is required to use some variables of writing, such as content, format, sentence structure, vocabulary punctuation, spelling, and letter formation at the same time in order to demonstrate knowledge and express the ideas, feelings, and thought in the written form so that other people can understand the message. There are some steps in writing that can be done recursively, i.e. planning, drafting, editing, final product. The writers may loop backwards and move appropriate learning experience of writing so that they are encouraged to explore and experiment their ways of writing.

c. The Characteristic of Writing

Some characteristic of written language from perspective of a reader described below. Let's review those from a writer's view point.²⁰

1. Permanence

Something which has been written by writer and delivered to intended audience, obviously the writer abdicates a power. The work is

¹⁹H.Douglas Brown, *Teaching by Principles*....., p. 348

²⁰ H.Douglas Brown, *Teaching by Principles*....., p. 325

written on a paper, become a permanence work. Therefore, the teacher can do as a guide and facilitator to help students to revise and refine their work before final submission will help give them confidence in their work.

2. Production time

The good writing is that, given appropriate stretches of time, a writer can indeed become a good writer by developing efficient process for achieving the final product. The bad writing is that many educational contexts demand student writing within time limits, or writing for display.

3. Distance

Good writers can read their own writing from the perspective of the mind of the targeted audience. Writers need to be able to predict the audience's general knowledge, cultural and literary schemata, specific subject matter knowledge, and very important, how their choice of language will be interpreted.

4. Complexity

Writers must learn how to remove redundancy, how to combine sentences, how to make references to other elements in a text, how to create syntactic and lexical variety and much more. Finally is vocabulary. Written language places a heavier demand on vocabulary use than does speaking. Good writers will learn to take advantage of the richness of English vocabulary.²¹ In summary, permanence, production time, distance, and complexity of writing are important characteristics of writing all of

²¹H. Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (Great Britain: Longman, 2001), 2nd Ed, p.341-342.

them have contributions in producing a good writing. Therefore, the teacher should consider teaching them to the students in order to make their student's writing works more accessible.

d. Purpose of Writing

As the guidance line there are seven purpose of writing, in addition there are.²²

b. Assignment Purpose

This purpose is there is no aim at all the writer something because as just a duty, it is not self-will.

c. Altruistic Purpose

His purpose is to place the readers to bring the readers sadness.

d. Persuasive Purpose

This purpose is to make sure the readers of the truth of ideals is shared.

e. Information Purpose

This purpose is to give information or explanation to the readers.

f. Self-expression Purpose

This purpose is to introduce or defined author to the readers.

²² O.Malley at al, J. Michael, *Authentic assessment for English learner's* (Addition Wesley Publishing Company,1996), p.139.

g. Creative Purpose

It has deep relation with self-expression purpose but is has “creative will. It is more than self-expression and involving herself with will to reach artistic norm or ideal art, So, it is purpose is to reach artistic value and art value.

h. Problem solving purpose

The researcher wants to solves the problem is faced. The researcher wants to explain, to clear, and to explain also to search the thoughts and ideas carefully to be understood and received by the readers.

e. The Phases of writing

Jonathan Sarwono and Yudhy explain that there are some phases of writing namely: prewriting, drafting, revising, editing, evaluating. The explanation can be seen below.²³

1. Prewriting

The most productive way to begin your writing task is to collect your thoughts on paper without the pressure of structuring your expression into its final form. Prewriting is your chance practice what you have to say begin to worry about how your audience The phases e will judge the eventual form your work. The

²³ Jonathan Sarwono and Yudhy Purwanto, English for academic a successful way to learn Scientific English, (Yogyakarta: Penerbit Andi,2013) , p.61-62.

writer must begin by choosing a subject to write about how your audience will judge the eventual form of your work.

2. Drafting

Drafting is the point at which you begin to put your ideas in some kind of order and to envision a potential shape for the work you will produce: a beginning, a middle, and an end. Before begin drafting, some writers make on outline to remind themselves of how they wish to order their ideas.

3. Revising

The writers should revise after drafting, because to revise their writing is important if they want to be a professional writer.

4. Editing

After revising writers should edit their own or work for grammar, spelling, punctuation, diction, sentence, structure and accuracy of supportive textual material such as quotations, examples and the like.

5. Evaluating

In evaluating writers' writing, the scoring may be the analytical (based on specific aspect of writing ability) or holistic (based on global interpretation of the effectiveness of that piece of writing).

3. Kinds of Text

a. Descriptive Text

Descriptive text is to be describe a particular person, place or thing or to description an object.

b. Narrative Text

Narrative Text is a text to amuse, entertain, and to deal with actual or vicarious experience in different ways.

c. Recount Text

Recount Text is a text to retell about a past event.

4. Recount Text

a. Definition of Recount text

Anderson states Recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which happened. There for the experience of the readers themselves, such as their adventure and their day's activities.²⁴ Other than that aims to entertain the reader.

According Linda Gerot and Pater Wignell say that Recount text is to retell events for the purpose of informing or entertaining.²⁵ In the text of recount, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. Whereas the narrator's opinion has

²⁴ Unif Fadillatus Salimah, "Improving Students' Skills In Writing Recount Text By Using Manga Strips" (The State Islamic Institue Of Surakarta, 2017), p.34, <http://eprints.iain-surakarta.ac.id>.

²⁵ Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler.1994), P. 194

been charged through the stages of Evaluation and the choice of climax (complication) in narrative, a recount is absent from the tellers judgment.

b. Purpose of Recount text

The purpose of recount text is to tell the readers what happened in the past through a sequence of events or to retell events for the purpose of informing or entertaining. Its means, recount text purpose to tell what happened in the past time, for example I went to the school last time. Recount text also purpose to document a sequence of events, for example, in sentence I went to the school, “went” is event.

c. Types of Recount Text

Derewianka explain that there are five types of recount text, namely: personal recount, factual recount, imaginative recount a procedural recount, a biographical recount.²⁶

- 1) Personal recount: retelling of an activity that the writer or spoken has been personally involved in (e.g. oral anecdote, diary entry).
- 2) Factual recount: recording the particulars of an accident (e.g. report of a science experiment, police report, news report, historical account).
- 3) Imaginative recount: taking on a imaginary role and giving details of events (e.g. a day in the life of a roman slave, how I invented).

²⁶ Beverly Darawianka, Exploring How Text Work,(Newtown: Primary English Teaching Association,1990), p.14.

- 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.

d. Structure of Recount Text

Anderson stated that generic structure is the stage must be followed in arranging the text . Generic structure is important of text contraction. The generic structure in recount text refers to orientation, events and re-orientation.

1) Orientation

Orientation is a part of structure of recount text which content participant, place, and time of the events. It can be determined by giving question “who, where and when”, and usually occurs in the beginning of the text. For example: (who) Muhammad, David, I and you,(when) last time, yesterday, last week, (where) in the school, at home, and in Jakarta.

2) Events

An event is a part of structure of recount text that contains vequence of phenomenon or tells what happened in the story. Event is tells what happened, in what sequence. event contains of recording of activities or events in the past that is told based on it chronological

events. The conclusion is events refer to show phenomenon that happen. Such as: I bought many books last week. In the sentence, the event can be found on verb is “bought”. Here the word “bought shows the subject phenomenon or activity.

3) Re-orientations

Re-orientation is a part of structure of recount text contains optional closure of the event in the text. Re-orientation refers to the part of text that gives indication that the events in the text have finished. re-orientation contains the brief conclusion of the record events. By comprehending the quotations, and re-orientation is the final section concludes the recount by summarizing the outcomes or result, evaluating the topics’ importance or offering personal comment or opinion.²⁷

e. The Language Features of Recount Text

The language features of recount text, tells about language or part of speech that use of recount text.²⁸ Here will be explained as follow:

Table 1

The Language Features of Recount Text

	Using nouns and pronouns	Example: David, we, they,his
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²⁷ Anderson, Mark & Kathryn Anderson, Text types in English, (Australia: Macmilan Education, 1997), p.186

²⁸Anna Leli Harahap. *The Influence of Morpheme Mastery On Students, Ability In Writing Recount Text At Sixth Semester Of English Education Study Program STAIN Padangsidimpuan.* (Padangsidimpuan: STAIN. 2012).,P. 23

LANGUAGE FEATURES	Using action verbs	Example: went, spent, played
	Using time conjunctions	And, but, after, finally
	Using adverbs and adverbs of phrase	In my house, two days ago, slowly, cheerfully.
	Adjective	Beautifully, sunny
	Using past tense	Verb II, example: went, studied, wrote, ate and drank.

f. Example of Recount Text

Example 1:

The Prophet Ibrahim

The story of the Prophet Ibrahim. Prophet Ibrahim as. is Azar's son. He was born in the territory of the Babylonian Kingdom which at that time was visited by Raja Namrud. Namrud is a very arrogant kings who claim to be God. King Namrud was also known to be very cruel to anyone who opposed his power. when he dreamed. In his dream, he saw a boy who entered his room then took his crown. So, he called a very famous fortune teller to interpret his dream. The fortune teller means that the child present in his dream will later bring down his kingdom. Hearing this, Namrud was angry. He ordered all the royal soldiers to kill every baby boy who was born. Azar, whose wife was pregnant with a baby who later was Ibrahim, was so worried about the safety of the baby she was carrying.

“King Namrud. "No, I didn't do it," replied "Don't dodge, O Ibrahim, aren't you the only person in the country when everyone goes hunting?" said King Namrud. "Not once again! I didn't do it, but the big idol did it," replied Ibrahim as quietly. Hearing the statement of the Prophet Ibrahim, King Namrud was angry as he said, "How could you not be accused of being another idol destroyer?" Hearing King Namrud's question, Ibrahim as. smiled then said, "Now you know and you say it yourself that the idols cannot move and give any help. Then, why are you him?" Hear the reply from Ibrahim as. unexpectedly, Namrud was well aware of his ignorance and arrogance, he still ignored the arguments of Ibrahim as. He then ordered all his soldiers to burn Ibrahim alive as a punishment for worshiping idols.

After all the preparations to burn Ibrahim as. it was complete, he threw it into the fire which blazed very large and hot. What happened then? Allah SWT. showing his omnipotence by asking for a cold so that he could save Ibrahim as. So, the fire was so cold that it was not as small as Ibrahim as. hurt by it. That is the greatest miracle received by Prophet Ibrahim, which was not injured when burned with a very hot fire.²⁹

g. Review of Related Findings

Related to this research, some researches had been done as below:

²⁹Endi Syhendi Zen dan Nelty Khairiyah, Pendidikan Agama Islam dan Budi Pekerti,(Jakarta: Pusat Kurikulum dan Pembukuan Kementerian Pendidikan dan Kebudayaan,2014),p.154.

First, Cholipah³⁰ The conclusion that the second grade students of SMP Trimulia Jakarta Selatan still made many errors in recount text writing. The most common types of errors made by the students are capitalization with the number of errors is 200 or 23.90 %, word choice with the number of error is 110 or 13.14 % and verb tense with the number of error is 105 or 12.54 % The sources of errors identified study are communication strategy with the number is 428 or 51.14 % source of error, interlingual transfer with the source of error is 295 or 35.24% , intralingual transfer with the source of error is 94 or 11.23%, context of learning with the number source of error is 20 or 2.39 %.

Second, Alfie Alfayed³¹ The findings show that the most common types of errors in the students' writing of recount texts are Verb Tense and Word Choice. The number of Verb Tense error is 177 or 27% out of 436 errors, while the number of Word Choice error is 47 or 11% of the total number of errors. Moreover, the findings of the analysis suggest that three sources of errors are found in the students' recount texts; they are Intralingual Error, Interference Error, and Developmental Error. The Intralingual one is the highest number of error in which it found 197 errors out of 436 errors. The following is interference error with the number of error is 117 out of 436 errors. The latest one is developmental error where its number is only 113 errors of the total number .

³⁰ Cholipah, "An Analysis of Students' Error In Writing Recount Texr(A case Study in the Second Grade Students of SMP Trimulia Jakarta Selatan),2014 <http://repository.uinjkt.ac.id>.

³¹ Alfie Alfayed, " An Analysis of Students' Grammatical Errors In Writing Recount Text (A Study At SMAS Babul Maghfirah Aceh Besar), 2017 <http://repository.ar-raniry.ac.id>.

Next, Eka Apriyani³² The conclude that there are five types of errors appear in students' recount text writing based on Surface Strategy Taxonomy: 1) Addition, 2) Misordering, 3) Omission, 4) Misformation and 5) Blend error Blend error is the type of errors which most frequently made by the students in recount text writing based on Surface Strategy Taxonomy and error in addition is the least.

The last, Bulqis Jolay Waway³³ Most of the students' of class X.2 of SMA YP UNILA Bandar Lampung committed all error types of surface strategy taxonomy. The percentage and frequency of the errors (ranked from the types of error that are mostly made by the students) committed in their recount text writing based on the error types of surface strategy taxonomy, the highest frequency of errors of the total is misformation 81 errors or 46.7 %. The highest students' errors frequency of each error type is misformation of verb that consist of 43 errors or 53%, the second is omission of verb that consist of 14 errors or 20.6%, then the third is addition of preposition that consist of 10 errors or 9%, and the last is misordering of phrase that consist of 9 errors or 100%.

h. Outline of Thesis

The systematics of this research is described into five chapters.

Every chapter consist of many sub chapters with detail as follow the

³² Eka Apriyani, "An Analysis of Students' Error In Recount Text Writing at The Second Grade Students of SMP Muhammadiyah Bandar Lampung, 2016 <http://jurnal.fkip.unila.ac.id>.

³³ Bulqis Jolay Waway, "An Analysis of Grammatical Errors In Writing Recount Text Based On Surface Strategy Taxonomy At The First Year of SMA YP UNILA Bandar Lampung, 2013 <http://jurnal.fkip.unila.ac.id>.

background of the problem, the identification of the problem, The focus of the research, the formulation of the problem, the purpose of the research, the significance of the research, and the definition of the research.

Chapter two consist of the theoretical description. It consist of the material of the research, they are definition of error, types of error, process of writing, the characteristic of writing, purpose of writing, the phases of writing ,definition of recount text, purpose of recount text, types of recount text, structure of recount text, the language features of recount text, example of recount text, and the related findings.

Chapter three consist of methodology of the research it is divided into sub chapter, the kinds of the research, the place and time research, the sources of the data, the instrument of the research, the technique of data analysis.

Chapter four is the result of the research consist of findings, discussion, and the threats of research.

Chapter five consist of conclusion about the result of the research and suggestion that are given by the researcher.

CHAPTER III

RESEARCH METHODOLOGY

1. Kinds of the Research

This research uses a qualitative approach because this research does not use statistic formula in analyzing the data, but only identifies and classify data and also gives the description of the problem.

The method of this study is a descriptive analysis method. The method is intended to describe a phenomenon or the problem that the researcher sees. It means that the researcher will investigate the using of error analysis based on surface structure taxonomy in using action verb.

2. Place and Time Research

The location of the research is at SMA Negeri 1 Batang Angkola Tapsel. It is located at Jl.Pintu Padang Tapanuli Selatan. The object of the research was grade X students of SMA Negeri 1 BatangAngkola in 2018/2019 Academic years.

3. Sources of The Data

The sources of the data divided into two parts, they are:

a. Primary Data

The primary data was collected from the students at SMA Negeri 1 Batang Angkola.

b. Secondary Data

The secondary data was collected from the English teacher and the headmaster at SMA Negeri 1 Batang Angkola.

4. Instrument of The Research

Test

In this research the researcher used writing test in the class by ordering the students write a recount text that researcher given 2 topic. The topic is about “Weekend with my family”, and “Holiday” students writing using action verb. They were do it 60 minutes of the lesson time. So that, the researcher able to know about students error in writing recount text. After that researcher analyzes the error in each sentences to obtain value and result. The researcher made the test related to the grade X SMA analyzes error as follow:

Table 2

The Indicator of Test

Students	Types of Errors			
	Omission	Addition	Misformation	Misordering
Students 1				
Students 2				
Students 3				
Students 4				
Students 5				
Students 6				
Students 7				

Students 8				
Students 9				
Students 10				
Total				

Notes:

O : Omission

A: Addition

M: Misformation

M: Misordering

5. Techniques Of Data Analysis

Data analysis is the process preparation of data, that can be interpreted to give meaning that there are relational various concepts. The technique of data analysis was stated together or in line with the formulations and the objectives of the study. It is that the research needed focus. This research qualitative method analysis. It meant that this method was to organized and analyzed the data related to the forms of the data gotten from file by interview and test such as qualitative data was analyzed by qualitative data by categorizing the data related to be focus of the study as the following:

1. Reducing data, it meant to check to the compilation data related to the need of the research.
2. Editing data, It meant that is was organizing the reducing data to be systematic organization such as in a sentence.
3. Describing data, it meant that the data would be systematically described by qualitative data related to the topics or categories of the research theory.

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 X grade students of SMA Negeri 1 Batang Angkola Tapanuli Selatan. There was only one class, which consisted of thirty students. The instrument of this research was writing test. In this research, the learning material was focused on errors taxonomy of recount text.

The researcher asked the students to write a recount text based on the topic. The topics “ Holiday “ and “ Weekend with your family”. The students accepted the topic. The researcher saw the students were difficult in writing process. The researcher permitted the students to open the dictionary. After finish, the researcher collected students’ writing in recount text. Then, the researcher analyzed the data. The researcher conducted writing text and analyzed based on Surface Strategy Taxonomy.

1. 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 five columns. They were the first column consisted of students’ initial names, the second column consisted analyzing the students’ error, the third column consisted original writing, and the fourth column consisted 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.

Table 3

An analysis of students' error

Initial	Analyse	Original Sentence	Reconstructions
S1 WA	<p>Misformation of action verb; go.</p> <p>Misformation of main possessive verba; use.</p> <p>Omission of article; a</p>	We go use car and we through up trip to 3 hours.	We went used a car and we through up trip to 3 hours.
	<p>Addition of action verb; go.</p> <p>Omission of article; The.</p>	We direct to go down from car.	We direct to down from the car.
	<p>Misformation of action verb; see.</p> <p>Addition of to be; is.</p> <p>Misordering of noun phrase; view beautiful.</p>	And to continue see view is beautiful	And to continue saw beautiful view.
	<p>Misformation of action verb; see.</p>	We direct see place shady for break to assemble tired.	We direct saw place shady for break to assemble tired.
	<p>Addition of conjunction; to</p>	And then we to play.	And then we played.
	<p>Misformation of action verb; play.</p>		
	<p>Misformation of action verb;</p>	I see a lot of people sell	I saw a lot of people sell

	see. Addition of to be; is. Misordering of noun phrase; accecories beautiful.	accecories is beautiful.	beautiful accecories.	
	Misformation of action verb; play. Misordering of verb phrase; water play.	After we water play.	After we played water.	
	Classification Error			
	Omission	Addition	Misformation	Misordering
	2	3	7	3
S2. DL	Misordering of pronoun; I and my family.	One years ago I and my family went to padana.	One years ago my family and I went to padana.	
	Misformation of action verb; drive. Omission of article; a.	We drive car.	We drove a car	
	Misformation of action verb; see. Addition of conjunction; to. Misordering of noun phrase; view beautiful.	In the street we see to view beautiful, mountain, and beautiful sky.	In the street we saw beautiful view, mountain, and beautiful sky.	
	Misformation of action verb; finish	We finish to padana on time 10.00 p.m.	We finished to padana on time 10.00 p.m.	

	<p>Misformation of action verb; go.</p> <p>Misordering of adverb; beach gondoriah.</p>	<p>Tomorrow we go to beach gondoriah.</p>	<p>Tomorrow we went to gondoriah beach.</p>	
	<p>Misformation of action verb; enjoy.</p> <p>Omission of conjunction; to.</p> <p>Omission of action verb; see.</p> <p>Misordering of adverb; beach gondoriah.</p>	<p>There we enjoy beautiful view in beach gondoriah.</p>	<p>There we enjoyed to saw beautiful view in gondoriah beach.</p>	
	<p>Misformation of action verb; sleeping.</p>	<p>The moment in the car all sleeping.</p>	<p>The moment in the car all slept.</p>	
	<p>Misformation of action verb; playing.</p> <p>Misordering of adverb; beach gondoriah.</p>	<p>Because tired moment playing in beach gondoriah.</p>	<p>Because tired moment played in gondoriah beach.</p>	
Classification Error				
	Omission	Addition	Misformation	Misordering
	3	1	7	5
S3 MR	<p>Misordering of pronoun; I and my family.</p>	<p>One month ago I and my family went to parsariran.</p>	<p>One month ago my family and I went to parsariran.</p>	
	<p>Misformation of action verb;</p>	<p>We went to swimming .</p>	<p>We went to swam</p>	

	swimming.		
	Misformation of action verb; eat.	We immediately eat with my family.	We immediately ate with my family.
	Addition of conjunction; to. Misformation of action verb; decide.	I to decide to immediately swimming .	I decided to immediately swam.
	Addition of conjunction; to. Misformation of action verb; buy. Misformation of pronoun; we.	My mother also to buy food for we .	My mother also bought food for us .
	Misordering of conjunction; then and. Misformation of action verb; swim. Misordering of pronoun; friends other.	Then and , I also swim with my family and friends other .	And then , I also swam with my family and other friends .
	Misformation of action verb; eat. Addition of conjunction; to.	We also eat and after finished eat we also to go home.	We also ate and after finished ate we also go home.
Classification Error			
	Omission	Addition	Misformation
	0	3	7
			Misordering
			3

S4 MRA	<p>Misordering of pronoun; I and my family.</p>	<p>I and my family went holiday to sibolga beach.</p>	<p>My family and I went holiday to sibolga beach.</p>
	<p>Misformation of action verb; come.</p> <p>Misordering of pronoun; I and my family.</p> <p>Misformation of action verb; go.</p> <p>Misformation of action verb; swim.</p>	<p>After come I and my family go to swim.</p>	<p>After came my family and I went to swam.</p>
	<p>Misformation of action verb; go.</p> <p>Misformation of action verb; see.</p> <p>Omission of article; the.</p>	<p>After that we go to board boat for around beach and see view in around beach.</p>	<p>After that we went to board boat in around beach and saw the view in around beach.</p>
	<p>Misordering of pronoun; I and my family.</p> <p>Addition of conjunction; to.</p> <p>Misformation of action verb; come.</p> <p>Misformation of action verb; eat.</p>	<p>And after that I and my family to come together in the edge beach for eat.</p>	<p>And after that my family and I came together in the edge beach for ate.</p>
	<p>Misformation of action verb;</p>	<p>After that we return.</p>	<p>After that we returned.</p>

	return.		
	Addition of conjunction; to.	And not forget to buy	And not forget bought
	Misformation of action verb; buy.	souvenirs.	souvenirs.
Classification Error			
	Omission	Addition	Misformation
	1	2	9
			3
S5	Omission of pronoun; we.	There very happy and full	There we very happy and
AIS		joke laugh.	full joke laugh.
	Misformation of action verb; playing.	And the side beach we	And the side beach we
		playing sand.	played sand.
	misformation of action verb; playing.	And playing Banana bout.	And played Banana bout.
	Misformation of action verb; drive.	Before drive banana bout I	Before I drove banana
	Misformation of action verb; feel.	feel very afraid.	bout I felt very afraid.
	Omission of pronoun; we.	After drive banana bout I	After we drove banana
	Misformation of action verb; feel.	feel happy because not fell	bout I felt happy because
	Misformation of action verb; fell.	on the beach.	not fell on the beach.
Classification Error			

	Omission	Addition	Misformation	Misordering
	2	0	6	0
S6 NLI	<p>Misordering of pronoun; I and my family.</p> <p>Omission of action verb; went</p> <p>Omission of conjunction; to.</p>	Two month ago I and my friends for holiday.	Two month ago my friends and I went to holiday	
	<p>Misordering of pronoun; I and my friends.</p> <p>Misformation of action verb; go.</p>	I and my friends go to Islamic center.	My friends and I went to Islamic center.	
	<p>Misformation of action verb; see.</p>	There we see mosque very beautifull.	There we saw mosque very beautifull.	
	<p>Misformation of action verb. Finish.</p>	After we finish pray subuh	After we finished subuh.	
	<p>Misformation of action verb; finish.</p> <p>Misformation of action verb; buy.</p>	After we finish breakfast we even to buy accecories .	After we finished breakfast we even to bought accecories.	
Classification Error				
	Omission	Addition	Misformation	Misordering
	2	0	5	2
S7 ES	<p>Addition of pronoun; am.</p> <p>Misordering of pronoun; I and</p>	I am and my friends went to kolam mulia.	My friends and I went to kolam mulia.	

	my friends			
	Misformation of action verb; sitting. Misformation of action verb; swim.	We sitting there and than we swim.	We sat there and than we swam.	
	Misformation of action verb; eat. Misordering of adverb; rice fried.	We directly eat rice fried.	We directly ate fried rice.	
	Misformation of action verb; eat. Misordering of adverb; rice fried.	Finish eat rice fried we also immediately change clean.	Finish ate fried rice we also immediately change clean.	
Classification Error				
	Omission	Addition	Misformation	Misordering
	0	1	4	3
S8 IN	Misordering of pronoun; I and my mom.	One year ago I and my mom went to my sister house.	One year ago my mom and I went to my sister house.	
	Addition of to be; are.	Two days before we are go home we went to beach.	Two days before we go home we went to beach.	
	Addition to conjunction; to.	We went to use motorcycle	We went used motorcycle.	

	Omission of main possessive verba; use		
	Misformation of countable; much . Misformation of action verb; play .	We have much activities begin with fishing, play water, to hunt for shellfish and fish.	We have many activities begin with fishing, played water, to hunt for shellfish and fish.
Classification Error			
	Omission	Addition	Misformation
	1	2	2
			Misordering
			1
S9 SMN	Misordering of pronoun; I and my family .	One month ago I and my family went to parsariran.	One month ago my family and I went to parsariran.
	Omission of main possessive verba; use . Omission of article; a	I went use car	I went used a car.
	Misformation of action verb; eat .	We eat and take a bath .	We ate and take a bath.
	Misformation of action verb; swimming .	We swimming happily.	We swam happily.
	Misformation of action verb; swimming . Addition of to be; is	We can swimming is well	We can swam well
	Misordering of pronoun; I and my family .	I and my family so happy with this holiday.	my family and i so happy with this holiday.

	<p>Misformation of action verb; go.</p> <p>Misformation of action verb; visit.</p>	And the last one we go to visit more in the parsariran.	And the last one we went to visited more in the parsariran.	
Classification Error				
	Omission	Addition	Misformation	Misordering
	2	1	5	2
S10	<p>Addition of article; the.</p>	The last holiday my school	My last holiday my school	
AZS	<p>Omission of pronoun; my.</p> <p>Misformation of action verb; make.</p>	make tour into is west sumatera	made tour into is west sumatera	
	<p>Addition of to be; are.</p> <p>Omission of article; a.</p>	We are arrived there with bus.	We arrived there with a bus.	
	<p>Misordering of pronoun; I and my friends.</p> <p>Misformation of action verb; sung.</p>	I and my friends sung together	My friends and I sang together	
	<p>Addition of to be; are.</p>	We are visited many wisata location like zoo, lobang jepang, panorama, istana pagaruyung and many too.	We visited many wisata location like zoo, lobang jepang, panorama, istana pagaruyung and many too.	
Classification Error				
	Omission	Addition	Misformation	Misordering

	2	3	2	1
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2. Descriptions Students Error In Writing Recount Text

This sections answers the first issue dealing with the types of errors the students made in their writing recount text based on surface strategy taxonomy.

The researcher described each students' errors in their writing. The researcher classified them into four aspects. They are omission, addition, misformation, misordering.

a. Omission

Last rate type of error is omission. Omission error is characterized by absence of an item that must appear in a well-formed utterance. Omission can occur on article, conjunction, action verb, pronoun, main possessive verbal. The learners often omit often omit of article.

There were eight of ten students made error in omission. This error was caused by omit of article, conjunction, action verb, pronoun, main possessive verbal. Based on the result of students' made error, the researcher got all students omission error.

The first, there were two items error found in the WA recount writing. They were " We go use car and we through up trip to 3 hours" is reconstructed to be "We went used a car and we through up trip to 3 hours".

” We direct to go down from car” should be “We direct to down from the car”. So, the two items error are caused by omit the article.

The second, there were three items error found in the DL recount writing. They were “There we enjoy beautiful view in beach gondorih” is reconstruction to be” There we enjoyed to saw beautiful view in gondorih beach” We drive car” should be “We drive a car”.” There we enjoy beautiful view in beach gondorih” should be “There we enjoyed to saw beautiful view in gondorih”. So, the students made one error of conjunction and one error of action verb.

The third, there was one item error found in the MRA recount writing. It was “After that we go to board boat for around beach and see view in around beach” is reconstruction to be “After that we went to board boat in around beach and saw the view in around beach”. So, the student made one item error of article.

The fourth, there were two items errors found in the AIS recount writing. They were” There very happy and full joke laugh” is reconstruction to be” There we very happy and full joke laugh” After drive banana bout I feel happy because not fell on the beach” should be “After we drove banana bout I felt happy because not fell on the beach”. So, the student made two items errors of pronoun.

The fifth, there were two items errors found in the NLI recount writing. They were “Two month ago I and my friends for holiday” is reconstruction to be “Two month ago my friends and I went to holiday”

Two month ago I and my friends for holiday” should be “Two month ago my friends and I went to holiday”. So, the student made one item of action verb and one item of conjunction.

The sixth, there was one item error found in the IN recount writing. “We went to use motorcycle” is reconstruction to be “We went used motorcycle”. So, the student made one item of main possessive verbal.

The seventh, there were two items errors found in the SMN recount writing. They were “I went use car” is reconstruction to be “I went used a car” I went use car” should be “I went used a car”. So, the student made one of main possessive verbal and one of article.

The eighth, there were two items errors found in the AZS recount writing. They were “The last holiday my school make tour into is west sumatera” is reconstruction to be “My last holiday my school made tour into is west sumatera” We are arrived there with bus” should be “We arrived there with a bus”. So, the student made one of pronoun and one of article.

Beside of students’ error, there were eight students error caused of omission. The first, because they omitted the article. They did not put an indefinite article of in the sentence. Article is determiner with its basic role is to mark noun phrases as either definite or indefinite. The definite an indefinite article is customary to recognize a zero article. The second, because they omitted the conjunction. They did not put conjunction in the sentence. The third, because they omitted the action verb. They did not put

action verb in the sentence. The fourth, because they omitted the pronoun. They did not put pronoun in the sentence. The last, because they omitted the main possessive verbal. They did not put main possessive verbal in the sentence.

There were six items error caused by omission of article, two items error caused by omission of conjunction, two items error caused by omission of action verb, three items error caused by omission of pronoun, and two items error caused by omission of main possessive verbal. So, there were error in omission was fourteen, and then the grand total of errors occurred was one hundred and seven.

b. Addition

The third rate type of error was addition. Addition characterized by the presence of items. There were eight of ten students made error in addition. This error was caused by add of action verb, to be, conjunction, article and pronoun.

The first, there were three items errors found in the WA recount writing. They were “We direct to go down from car.”, the correct sentence is that action verb “go” must not appear here, it should be” We direct to down from the car”. “And to continue see view is beautiful” the correct sentence is that to be “is” must not appear here, it should be “And to continue saw beautiful view”. “And then we to play” the correct sentence is that conjunction “to” must not appear here, it should be “And

then we played”. So, the student made one item error of action verb, one item error of to be and one item error of conjunction.

The second, there was one item error found in the DL recount writing caused by addition of conjunction. It was “In the street we see to view beautiful, mountain, and beautiful sky” the correct sentence is that conjunction “to” must not appear here, it should be “In the street we saw beautiful view, mountain, and beautiful sky”. So, the student made one item error by addition of conjunction.

The third, there three were items errors found in the MR recount writing caused by addition of conjunction “I to decide to immediately swimming”, the correct sentence is that conjunction “to” must not appear here, it should be “I decided to immediately swam”. ” My mother also to buy food for we” the correct sentence is that conjunction “to” must not appear here, it should be “My mother also bought food for us”. “We also eat and after finished eat we also to go home” the correct sentence is that conjunction “to” must not appear here, it should be “We also ate and after finished ate we also go home”. So, the student made three items errors by addition of conjunction.

The fourth, there were two items errors found in the MRA recount writing caused by addition of conjunction. There were “And after that I and my family to come together in the edge beach for eat” the correct sentence is that conjunction “to” must not appear here, it should be “And after that my family and I came together in the edge beach for ate”.

“And not forget to buy souvenirs” the correct sentence is that conjunction “to” must not appear here, it should be “And not forget bought souvenirs”. So, the student made two items error by addition of conjunction.

The fifth, there was one item error found in the ES recount writing caused by addition of pronoun. It was “I am and my friends went to kolam mulia” the correct sentence is that pronoun “am” must not appear here, it should be “My friends and I went to kolam mulia”. So, the student made one item error by addition of pronoun.

The sixth, there were two items errors found in the IN recount writing caused by addition of to be. There were “Two days before we are go home we went to beach” the correct sentence is that to be “are” must not appear here, it should be “Two days before we go home we went to beach”. “We went to use motorcycle” the correct sentence is that conjunction “to” must not appear here, it should be “We went used motorcycle”. So, the student made one item error by addition of to be and one item of conjunction.

The seventh, there was one item error found in the SMN recount writing caused by addition of to be. It was “We can swimming is well” the correct sentence is that to be “is” must not appear here, it should be “We can swam well”. So, the student made one item error by addition of to be.

The eighth, there were three items errors found in the AZS recount writing caused by addition of article. There were “The last holiday my school make tour into is west sumatera” the correct sentence is that article “the” must not appear here, it should be “My last holiday my school made tour into is west sumatera”. “We are arrived there with bus” the correct sentence is that to be “are” must not appear here, it should be “We arrived there with a bus”. “We are visited many wisata location like zoo, lobang jepang, panorama, istana pagaruyung and many too” the correct sentence is that to be “are” must not appear here, it should be “We visited many wisata location like zoo, lobang jepang, panorama, istana pagaruyung and many too”. So, the student made one item error by addition of article and two item of to be.

Beside the analyze, there was one item students’ error caused by addition of action verb, seven items of to be, eight items of conjunction, two items of article and one item was students’ error caused by addition of pronoun. So, the error in addition were sixteen items, and then the grand total of error items occurred were one hundred and seven.

c. Misformation

The first rate type of error was misformation. Misformation are characterized by incorrect formation of group the morphemes in an utterance. There were ten students made error in misformation.

The first, there were seven items errors found in the WA recount writing caused by misformation. They were “go” should be “went”, “use” should be “used”, “see” should be “saw”, “play” should be “played”. This student made six items error caused by misformation of action verb, and one item error of main possessive verbal.

The second, there were seven items errors found in the DL recount writing caused by misformation. They were “drive” should be “drove”, “see” should be ”saw”, “finish” should be “finished”, “go” should be “went”, “enjoy” should be “enjoyed”, “sleep” should be ”slept”, “play” should be” played”. This student made seven items errors caused by misformation of action verb.

The third, seven items error found in the MR recount writing caused by misformation. They were “swim” should be ”swam”, “eat” should be “ate”, “decide” should be “decided”, “buy” should be “bought”, “we” should be “us”. This student made six items error caused by misformation of action verb and one item error of pronoun.

The fourth, there were nine items error found in the MRA recount writing caused by misformation. They were “come” should be “came”, ‘go” should be “went”, “swim” should be “swam”, “see” should be “saw”, ”eat” should be ”ate”, “return” should be “returned”, “buy” should be “bought”. This student made nine items error caused by misformation of action verb.

The fifth, there were six items error found in the AIS recount writing caused by misformation. They were “play” should be “played”, “drive” should be “drove”, “feel” should be “felt”, “fell” should be “fell”. This student made six error caused by misformation of action verb.

The sixth, there were five items error found in the NLI recount writing caused by misformation. They were “go” should be “went”, “see” should be “saw”, “finish” should be “finished”, “buy” should be “bought”. This students made five items error caused by misformation of action verb.

The seventh, there were four items error found in the ES recount writing caused by misformation. They were “sit” should be “sat”, “swim” should be “swam”, “eat” should be “ate”. this student made items error caused by misformation of action verb.

The eighth, there were two items error found in the IN recount writing caused by misformation. They were “much” should be “many”, “play” should be “played”. This student made one item error of countable and one item of action verb.

The ninth, there were five items error found in the SMN recount writing caused by misformation. They were “go” should be “went”, “see” should be “saw”, “finish” should be “finished”, “buy” should be “bought”. This student made five items error caused by misformation of action verb.

The tenth, there were two items error found in the AZS recount writing caused by misformation. They were “make” should be “ made”, “sung” should be sang”. This student made two items error caused by misformation of action verb.

d. Misordering

The second rate type errors was misordering. The misordering is characterized by incorrect placement of a group of in an utterance. there were nine students made error in misordering.

The first, there were three items error found in the WA recount writing caused by misordering. They were “view beautiful” should be “beautiful view”, “accessories beautiful” should be “beautiful accessories”, “water play” should be “played water”. So, this student made two items error caused of noun phrase and one item error of verb phrase.

The second, there were five items error found in the DL recount writing caused by misordering. They were “I and my family” should be “my family and I”, “view beautiful” should be “ beautiful view”, “beach gondorih” should be “gondorih beach”. This students made one item error caused of pronoun, one item error of noun phrase and three items error of adverb.

The third, there were three items error found in the MR recount writing caused by misordering. They were “I and my family” should be “my family and I”, “than and” should be “and than”, “friends other” should be “other friends”. This student made two items error caused of pronoun and one item error of conjunction.

The fourth, there were three items error found in the MRA recount writing caused by misordering. They were “I and my family” should be “my family and I”. this student made three items error caused of pronoun.

The fifth, there were two items error found in the NLI recount writing caused by misordering. They were “ I and my family” should be “ my family and I”, “ I and my friends” should be” my friends and I “. This student made two items error caused of pronoun.

The sixth, there were three items error found in the ES recount writing caused by misordering. They were “I and my friends” should be “ my family and I “, “ rice fried” should be “ fried rice”. This student made one item error caused of pronoun and two items error of adverb.

The seventh, there was one item error found in the IN recount writing caused by misordering. It was “I and my mom” should be” my mom and I “. this student made one item error caused of pronoun.

The eight, there were two items error found in the SMN recoun writing caused by misordering. There were” I and my family” should be

“ my family and I “. This student made two items error caused of pronoun.

The ninth, there was one item error found in the AZS recunt writing caused by misordering. It was “I and my friends” should be “ my friends and I “. This student made one item error caused of pronoun.

3. The students’ dominant Error in Writing Recount Text

This section answers the second issue dealing with the finding of students’ dominant error in writing recount text. After analyzing the students’ errors, the following table recapitulation of students’ errors in writing recount text.

Table 4

Recapitulation of students’ errors in writing recount text

No	Items Error	Types of Error			
		Omission	Addition	Misformation	Misordering
1	Article	5	1	0	0
2	To be	0	6	0	0
3	Pronoun	3	1	0	13
4	Conjunction	2	7	0	1
5	Action verb	2	1	52	0
6	Countable	0	0	1	0
7	Noun phrase	0	0	0	3
8	Verb phrase	0	0	0	1

9	Adverb	0	0	0	5
10	Main possessive verbal	2	0	1	0
		14	16	54	23
Total		107			

Beside the students' writing based on surface strategy taxonomy, researcher found that the total errors committed by the students were one hundred and seven items of errors. They were fourteen items by omission of article, conjunction, action verb, pronoun, main possessive verbal. The next errors were sixteen items by addition of action verb, to be, conjunction, article, and pronoun. The next errors were fifty four items by misformation of action verb, main possessive verbal, pronoun and countable. The last errors were twenty three items by misordering of noun phrase, verb phrase, pronoun, and adverb. So, misformation error was dominant error in writing recount text by students at grade SMA Negeri 1 Batang Angkola Tapsel.

A. The Discussion

The result of this research with title "Students Error In Writing Recount Text Of Grade X SMA Negeri 1 Batang Angkola Tapsel". Were one hundred and seven items of errors. They were fourteen items by

omission. The next, sixteen items caused by addition. The next, fifty items caused by misformation, and twenty three items caused by misordering.

There were sameness and dissent of finding in this research with the result in the related findings. The first, there were four type students' error in this finding. It was similar to the findings of Anni Khoiriah's research.¹ But the dominant error was not same. The researcher found misformation as dominant error and Anni Khoiriah's found addition as dominant error.

The second, Indah Rukiyah Yani research found there are two types of students' error, they were: error in omission type was 17 cases (6.64%). Error in addition type was 239 cases (93.36%) and the students' dominant error was addition.² There were different in this result.that was type of students 'error and students' dominant error. The researcher found that students' error at grade X Mia 1 has four types. They were omission, addition, misformation,and misordering.

The researcher found that fourteen items of omission error were five items students' error caused by omission of article, there were two items students'error caused by omission of conjunction, there were two items error caused by omission of action verb, there were three items error caused by omission of pronoun, there were two items error caused by omission of main possessive verbal.

¹ Anni Khoiriah. The Analysis of Students' Funtuation..., Unpublished by IAIN Padangsidimpuan in 2014 Academic.

² Rukiyah Yani Error Analysis of Using Past Verbs in Writing..., Unpublished by IAIN Padangsidimpuan in academic 2015.

The sixteen items error of addition errors were one item student error caused by addition of action verb, there were seven items error caused by addition of to be, there were eight items error caused by addition of conjunction, there were two items error caused by addition of article, there were one item error caused by addition of pronoun.

The fifty four items of misformation were fifty two items students' error caused by misformation of action verb, there were one item students' error caused by misformation of main possessive verbal, and there were one item students' error caused by misformation of countable.

There were twenty three students error caused by misordering. There were three items students' error caused by misordering of noun phrase, there were one item students' error caused by misordering of verb phrase, there were thirteen items students' error caused by misordering of pronoun, there were five items students' error caused by misordering of adverb, there were one item students' error caused by misordering of countable.

So, misformation was dominant error in writing recount text by students of grade X SMA Negeri 1 Batang Angkola Tapsel.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of test which were done by the researcher about students error analysis in writing recount text, the conclusion were :

1. The students' error in writing recount text
 - a. The students error analysis in writing recount text have twenty items students error by omission of article, conjunction, action verb, pronoun and main possessive verbal.
 - b. The next error were thirty one items students error by addition of action verb, to be, conjunction, article and pronoun.
 - c. The next error were one hundred and fifty four items students error by misformation of action verb, main possessive verbal, to be and conjunction.
 - d. The last error were twenty four items students error by misordering of noun phrase, verb phrase, pronoun and adverb.
2. The students' dominant error analysis in writing recount text was caused by misformation of action verb.

B. The Suggestions

Based on the conclusions above, researcher gave some suggestions as follow:

1. The researcher on this occasion hopes that other researcher will conduct a research related to the topic study, especially to find out other students' error analysis in recount text.
2. The English teacher, motivate the students to improve their ability in writing recount text especially background thought of used the article, action verb, pronoun, to be, verb phrase, and tenses.

CURRICULUM VITAE

A. Identity

Name : Siska Marlinda Siregar
Registration Number : 15 203 00092
Place/ Date of Birthday : Rantauprapat/ June, 13th 1997
Sex : Female
Religion : Islam
Address : Rantauprapat, Kec. Rantau utara, Kab. Labuhan Batu

B. Parents

Father's Name : Adam Siregar
Mother's Name : Nurlela Sari Harahap

C. Educational Background

1. Elementary School : SD Negeri 1 Rantau Utara (2009)
2. Junior High School : MTS Negeri 1 (2012)
3. Senior High School : SMA Negeri 2 Rantau Utara (2015)
4. Institute : IAIN Padangsidempuan (2019)



KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

19 November 2018

Nomor : 265 /In.14/E.6a/PP.00.9/11/2018
Lamp : -
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth:

1. Zainuddin, S.S., M.Hum. (Pembimbing I)
2. Yusni Sinaga, M.Hum. (Pembimbing II)

di-Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan 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 : Siska Marlinda Siregar
NIM : 1520300092
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : Students' Error In Writing Recount Text At Grade X SMA Negeri 1 Batang Angkola Tapsel.

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

Ketua Program Studi Tadris Bahasa Inggris

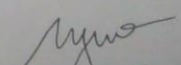

Rayendriani Fahmei Lubis, M. Ag.
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~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing II


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Nomor : B - /260 /In.14/E.1/TL.00/08/2019
Hal : Izin Penelitian
Penyelesaian Skripsi.

3 September 2019

Yth. Kepala SMA Negeri 1 Batang Angkola Tapsel
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Siska Marlinda Siregar
NIM : 1520300092
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Rantau Prapat

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Students' Error in Writing Recount Text of Grade X SMA Negeri 1 Batang Angkola Tapsel".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan Bidang Akademik



Ahmad Nizar Rangkuti, S.Si., M.Pd.
200604 1 002





PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SMA N 1 BATANG ANGKOLA



JLN. MANDAILING KM. 18 PINTUPADANG TELP. (0634) 7363150
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SURAT KETERANGAN

Nomor : 800 /136/ SMA / 2019

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Batang Angkola Kabupaten Tapanuli Selatan menerangkan bahwa :

Nama : SISKA MARLINDA SIREGAR
NPM : 1520300092
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Alamat : Rantau Prapat

Sesuai dengan surat Nomor : B-/268/In.14/E.1/TL.00/08/2019 Tanggal 3 September 2019 dalam hal Pelaksanaan Penelitian dalam rangka penyelesaian Skripsi sebagai salah satu syarat menyelesaikan pendidikan Strata 1 (S-1) dengan judul :

"STUDENTS' ERROR IN WRITING RECOUNT TEXT OF GRADE X SMA NEGERI 1 BATANG ANGKOLA TAPSEL"

Bahwa nama tersebut di atas telah melaksanakan penelitian mulai pada tanggal 06 September s/d 02 Oktober 2019

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Pintupadang, 03 Oktober 2019

Kepala SMA Negeri 1 Batang Angkola



Drs. M. TAUFIK HIDAYAH

NIP. 196608011994121001



Table 3

An analysis of students' error

Initial	Analyse	Original Sentence	Reconstructions
S1 WA	<p>Misformation of action verb; go.</p> <p>Misformation of main possessive verba; use.</p> <p>Omission of article; a</p>	We go use car and we through up trip to 3 hours.	We went used a car and we through up trip to 3 hours.
	<p>Addition of action verb; go.</p> <p>Omission of article; The.</p>	We direct to go down from car.	We direct to down from the car.
	<p>Misformation of action verb; see.</p> <p>Addition of to be; is.</p> <p>Misordering of noun phrase; view beautiful.</p>	And to continue see view is beautiful	And to continue saw beautiful view .
	<p>Misformation of action verb; see.</p>	We direct see place shady for break to assemble tired.	We direct saw place shady for break to assemble tired.
	<p>Addition of conjunction; to</p>	And then we to play .	And then we played .
	<p>Misformation of action verb; play.</p>		

	<p>Misformation of action verb; see.</p> <p>Addition of to be; is.</p> <p>Misordering of noun phrase; accessories beautiful.</p>	I see a lot of people sell accessories is beautiful.	I saw a lot of people sell beautiful accessories.	
	<p>Misformation of action verb; play.</p> <p>Misordering of verb phrase; water play.</p>	After we water play.	After we played water.	
Classification Error				
	Omission	Addition	Misformation	Misordering
	2	3	7	3
S2. DL	<p>Misordering of pronoun; I and my family.</p> <p>Misformation of action verb; drive.</p> <p>Omission of article; a.</p>	One years ago I and my family went to padana.	One years ago my family and I went to padana.	
	<p>Misformation of action verb; see.</p> <p>Addition of conjunction; to.</p> <p>Misordering of noun phrase;</p>	We drive car.	We drove a car	
	<p>Misformation of action verb; see.</p> <p>Addition of conjunction; to.</p> <p>Misordering of noun phrase;</p>	In the street we see to view beautiful, mountain, and beautiful sky.	In the street we saw beautiful view, mountain, and beautiful sky.	

	view beautiful.		
	Misformation of action verb; finish	We finish to padana on time 10.00 p.m.	We finished to padana on time 10.00 p.m.
	Misformation of action verb; go. Misordering of adverb; beach gondoriah.	Tomorrow we go to beach gondoriah.	Tomorrow we went to gondoriah beach.
	Misformation of action verb; enjoy. Omission of conjunction; to. Omission of action verb; see. Misordering of adverb; beach gondoriah.	There we enjoy beautiful view in beach gondoriah.	There we enjoyed to saw beautiful view in gondoriah beach.
	Misformation of action verb; sleeping.	The moment in the car all sleeping.	The moment in the car all slept.
	Misformation of action verb; playing. Misordering of adverb; beach gondoriah.	Because tired moment playing in beach gondoriah.	Because tired moment played in gondoriah beach.
Classification Error			
	Omission	Addition	Misformation
			Misordering

	3	1	7	5
S3 MR	Misordering of pronoun; I and my family.	One month ago I and my family went to parsariran.	One month ago my family and I went to parsariran.	
	Misformation of action verb; swimming.	We went to swimming .	We went to swam	
	Misformation of action verb; eat.	We immediately eat with my family.	We immediately ate with my family.	
	Addition of conjunction; to. Misformation of action verb; decide.	I to decide to immediately swimming .	I decided to immediately swam.	
	Addition of conjunction; to. Misformation of action verb; buy. Misformation of pronoun; we.	My mother also to buy food for we .	My mother also bought food for us .	
	Misordering of conjunction; then and. Misformation of action verb; swim. Misordering of pronoun;	Then and , I also swim with my family and friends other.	And then , I also swam with my family and other friends.	

	friends other.			
	Misformation of action verb; eat. Addition of conjunction; to.	We also eat and after finished eat we also to go home.	We also ate and after finished ate we also go home.	
Classification Error				
	Omission	Addition	Misformation	Misordering
	0	3	7	3
S4 MRA	Misordering of pronoun; I and my family.	I and my family went holiday to sibolga beach.	My family and I went holiday to sibolga beach.	
	Misformation of action verb; come. Misordering of pronoun; I and my family. Misformation of action verb; go. Misformation of action verb; swim.	After come I and my family go to swim.	After came my family and I went to swam.	
	Misformation of action verb; go. Misformation of action verb; see.	After that we go to board boat for around beach and see view in around beach.	After that we went to board boat in around beach and saw the view in around beach.	

	Omission of article; the .		
	Misordering of pronoun; I and my family . Addition of conjunction; to . Misformation of action verb; come . Misformation of action verb; eat .	And after that I and my family to come together in the edge beach for eat .	And after that my family and I came together in the edge beach for ate .
	Misformation of action verb; return .	After that we return.	After that we returned.
	Addition of conjunction; to . Misformation of action verb; buy .	And not forget to buy souvenirs.	And not forget bought souvenirs.
Classification Error			
	Omission	Addition	Misformation
	1	2	9
	Misordering		3
S5 AIS	Omission of pronoun; we .	There very happy and full joke laugh.	There we very happy and full joke laugh.
	Misformation of action verb; playing .	And the side beach we playing sand.	And the side beach we played sand.
	misformation of action verb;	And playing Banana bout.	And played Banana bout.

	playing.		
	Misformation of action verb; drive. Misformation of action verb; feel.	Before drive banana bout I feel very afraid.	Before I drove banana bout I felt very afraid.
	Omission of pronoun; we. Misformation of action verb; feel. Misformation of action verb; fell.	After drive banana bout I feel happy because not fell on the beach.	After we drove banana bout I felt happy because not fell on the beach.

Classification Error

	Omission	Addition	Misformation	Misordering
	2	0	6	0
S6 NLI	Misordering of pronoun; I and my family. Omission of action verb; went Omission of conjunction; to.	Two month ago I and my friends for holiday.	Two month ago my friends and I went to holiday	
	Misordering of pronoun; I and my friends. Misformation of action verb; go.	I and my friends go to Islamic center.	My friends and I went to Islamic center.	

	Misformation of action verb; see.	There we see mosque very beautifull.	There we saw mosque very beautifull.	
	Misformation of action verb. Finish.	After we finish pray subuh	After we finished subuh.	
	Misformation of action verb; finish. Misformation of action verb; buy.	After we finish breakfast we even to buy accecories .	After we finished breakfast we even to bought accecories.	
Classification Error				
	Omission	Addition	Misformation	Misordering
	2	0	5	2
S7	Addition of pronoun; am.	I am and my friends went to kolam mulia.	My friends and I went to kolam mulia.	
ES	Misordering of pronoun; I and my friends			
	Misformation of action verb; sitting. Misformation of action verb; swim.	We sitting there and than we swim.	We sat there and than we swam.	
	Misformation of action verb; eat. Misordering of adverb; rice	We directly eat rice fried.	We directly ate fried rice.	

	fried.		
	Misformation of action verb; eat. Misordering of adverb; rice fried.	Finish eat rice fried we also immediately change clean.	Finish ate fried rice we also immediately change clean.
Classification Error			
	Omission	Addition	Misformation
	0	1	4
			Misordering
			3
S8 IN	Misordering of pronoun; I and my mom.	One year ago I and my mom went to my sister house.	One year ago my mom and I went to my sister house.
	Addition of to be; are.	Two days before we are go home we went to beach.	Two days before we go home we went to beach.
	Addition to conjunction; to. Omission of main possessive verba; use	We went to use motorcycle	We went used motorcycle.
	Misformation of countable; much. Misformation of action verb; play.	We have much activities begin with fishing, play water, to hunt for shellfish and fish.	We have many activities begin with fishing, played water, to hunt for shellfish and fish.

Classification Error

	Omission	Addition	Misformation	Misordering
	1	2	2	1
S9 SMN	Misordering of pronoun; I and my family.	One month ago I and my family went to parsariran.	One month ago my family and I went to parsariran.	
	Omission of main possessive verba; use. Omission of article; a	I went use car	I went used a car.	
	Misformation of action verb; eat.	We eat and take a bath .	We ate and take a bath.	
	Misformation of action verb; swimming.	We swimming happily.	We swam happily.	
	Misformation of action verb; swimming. Addition of to be; is	We can swimming is well	We can swam well	
	Misordering of pronoun; I and my family.	I and my family so happy with this holiday.	my family and i so happy with this holiday.	
Misformation of action verb; go. Misformation of action verb; visit.	And the last one we go to visit more in the parsariran.	And the last one we went to visited more in the parsariran.		

Classification Error				
	Omission	Addition	Misformation	Misordering
	2	1	5	2
S10	Addition of article; the .	The last holiday my school	My last holiday my school	
AZS	Omission of pronoun; my .	make tour into is west	made tour into is west	
	Misformation of action verb; make.	sumatera	sumatera	
	Addition of to be; are .	We are arrived there with	We arrived there with a	
	Omission of article; a .	bus.	bus.	
	Misordering of pronoun; I and my friends .	I and my friends sung	My friends and I sang	
	Misformation of action verb; sung.	together	together	
	Addition of to be; are .	We are visited many wisata	We visited many wisata	
		location like zoo, lobang	location like zoo, lobang	
		jepang, panorama, istana	jepang, panorama, istana	
		pagaruyung and many too.	pagaruyung and many too.	
Classification Error				
	Omission	Addition	Misformation	Misordering
	2	3	2	1

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AFFENDIX III

List Of Student Names

NUMBER	NAMES
X MIA-1	
1	Winda Apriani
2	Della Hikma
3	Miranda Rambe
4	Mora Rizky Awaluddin
5	Ade Irma Suryani
6	Nur Laila Ihtar
7	Emma Sari
8	Inka Nurhasanah
9	Silva Miranda Nasution
10	Ardini Zahra srg

APPENDIX IV





2019.09.06 10:08



2019.09.06 10:05



