



**IMPROVING STUDENTS' WRITING ABILITY  
USING CLUSTERING TECHNIQUE  
ON DESCRIPTIVE TEXT AT  
GRADE VII SMP NEGERI  
2 BATANG ANGKOLA**

**A THESIS**

Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of the Requirement for the Degree of  
Education Scholar (S. Pd) in English

**Written By:**

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**ENGLISH EDUCATION PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**2020**



**STUDENTS' ERROR IN WRITING RECOUNT TEXT  
AT GRADE XI MAS DAARUL MUHSININ  
JANJI MANAHAN KAWAT  
LABUHAN BATU**

**A THESIS**

Submitted to the State Institute for Islamic Studies Padangsidimpuan  
as a Partial Fulfillment of Requirement for the Degree of Education Scholar  
(S.Pd.) in English

Written By:

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**PADANGSIDIMPUAN**

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Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revision on thesis belongs to **Elida Hafni Silitonga**, entitled "*Improving Students' Writing Ability Using Clustering Technique on Descriptive Text at Grade VII SMP Negeri 2 Batang Angkola*", 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.

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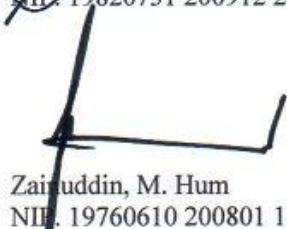
  
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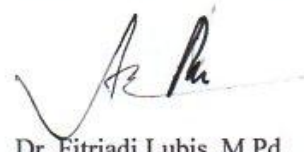
  
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### **ABSTRACT**

The research discussed about students' error in writing recount text. The objectives of this research are to describe the errors of students, to find the dominant error and to describe the causes of the dominant error of students MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu at grade XI in writing recount text.

This research was conducted through qualitative research. Sources of the data in this research were students from MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu at grade XI. There were twenty students as the sample of the research. The instrument of this research was writing test. It used to identify the students' error, sign the students' error, classify the students' error, count the students error to get the dominant error, describe the result of the research and make the conclusion.

Based on the research result, it showed that the students committed error into four types: omission, addition, misformation, and misordering. From the frequency of each error types, misformation was the error which most frequently produced by the students. It took 53.78% of the total errors. Moreover, 26.69% errors fell into omission and 11.15% errors fell into addition, whereas, for misordering, it only took 8.36%. The dominant errors occurred because most of the students were difficult in grammar and difficulty in usage of simple past tense in writing recount text.

*Keywords: Error, Omission, Addition, Misformation, Misordering.*

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### **ABSTRAK**

Penelitian ini menceritakan tentang kesalahan siswa dalam menulis teks recount. Tujuan dari penelitian ini adalah mendeskripsikan kesalahan siswa dalam menulis teks recount, menemukan kesalahan yang dominan, dan mendeskripsikan kesalahan yang dominan dari siswa MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu pada kelas.

Penelitian ini dilakukan melalui penelitian kualitatif. sumber data dari penelitian ini adalah siswa dari MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu pada kelas XI. Ada dua puluh siswa sebagai sampel penelitian. Instrumen yang digunakan adalah tes menulis untuk mengidentifikasi kesalahan siswa, menandai kesalahan siswa, mengklasifikasi kesalahan siswa, menghitung kesalahan siswa untuk mendapatkan kesalahanyang dominan dan membuat simpulan.

Berdasarkan hasil penelitian menunjukkan bahwa siswa melakukan empat jenis kesalahan yaitu omission, addition, misformation, dan misordering. Dilihat dari presentase setiap jenis kesalahan, misformation merupakan jenis kesalahan yang paling sering dilakukan dengan presentase sebesar 53.78%. Selanjutnya, kesalahan omission sebesar 26.69%, addition sebesar 11.15%, sedangkan jenis kesalahan misordering hanya sebesar 8.36% dari total kesalahan yang dilakukan oleh siswa. Kesalahan dominan terjadi karena kebanyakan siswa kesulitan dalam grammar dan kesulitan dalam penggunaan past tense dalam menulis teks recount.

**Kata Kunci:** *Kesalahan, Penghilangan, Penambahan, Kesalahan Pembentukan, Kesalahan Penyusunan.*

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## CHAPTER I

### INTRODUCTION

#### **A. Background of the problem**

Writing is one of productive skills in language learning. Writing skill is more complicated than other language skills. Basically the writing skill requires as well-structured way of the presentation of thoughts in an organized and planned way. When writing, students frequently have more time to think than they do in oral activities. They can go through what they know in their minds, and even consult dictionaries, grammar books or the reference material to help them.

Writing is related to speaking and reading. When students are writing automatically they are expressing what they think from mind and brain about their knowledge, and what they have spoken and listened. Basically, the four basic of English is interrelated and have connection each other.

Writing is one of the basic of English that which the students can express their ideas, opinions, and concepts using grammar. Grammar is important when we are writing, without grammar the sentence can be ambiguous sentence and make the reader confused to understand it. That is why the students should know grammar before they are writing, when they have to able to write correct sentence and arrange into a good paragraph.

The study of grammar has had a long and important role in the history of second language and foreign language teaching. For centuries,

to learn another language, or what I refer to generically as a foreign language, meant to know the grammatical structures of that language and to cite prescriptions for its use. Students often do errors on their grammar. Then, errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Some errors are made when the students do not understand well about the English grammar. Grammar is a whole system and structure of language. Grammar is important to learn or to teach in a foreign language. Without knowing the grammar of a language, students have no capability to do writing in English.

Errors in language learning are natural, when the teachers teach in the school, they will find many problems. Many students who have good in writing, middle in writing, and poor in writing text. Not only students get errors in language and writing by grammar but also the teacher. Basically, errors occur when the students don't understand in grammar, so they do not follow the form of English writing. Then, they are getting errors in their writing sentence or paragraph.

Recount text is one of the writing genres that the students should learn. This text is written with the purpose to inform the readers or people about something that happens in the past, it can be experiences and events. Recount is one of the types which has a function to retell or inform an event or activity in the past. Recount text has three generic structures, they are: orientation, event and closing (re-orientation). Basically, most of people still confused how to write a text in a good grammar. It also happened to

some students in MAS Daarul Muhsinin Janjimanahan Kawat. It can be known from the researcher's interview with one of the English teacher at the school, she said that he got many errors in students' writing recount text.<sup>1</sup> They usually make error in tenses, structure and grammar. It happens because they have not mastery grammar well.

From personal statements above, the researcher tried to add and get the other information to corroborate the teacher's opinion, the researcher also was doing the interview with some of the students at MAS Daarul Muhsinin Janjimanahan Kawat. The first student said that she often makes error in writing recount text. It is caused English is very difficult to comprehend.<sup>2</sup> The second student said that she makes error when joining word to others in making sentence.<sup>3</sup> Then the third student said that she usually make error in tense. She sometimes forgets to change the verb in writing because she has not understood about tenses in English well.<sup>4</sup> It can be concluded that the students in MAS Daarul Muhsinin Janjimanahan Kawat still confused in tenses, the change of verb tenses, it makes them difficult to write enjoy and correctly this problem occur because they still get lacked understanding in learning English especially

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<sup>1</sup> Interview with Siti Meslan Harahap as the English teacher at MAS Daarul Muhsinin Janji Manahan Kawat, Saturday, July 13 2019, time: 09.00 am.

<sup>2</sup> Interview with Nia Frasiska as the student at MAS Daarul Muhsinin Janji Manahan Kawat, Saturday, July 13 2019, time: 09.30 am

<sup>3</sup> Interview with Sintia Agustina as the student at MAS Daarul Muhsinin Janji Manahan Kawat, Saturday, July 13 2019, time: 09.45 am

<sup>4</sup> Interview with Siti Khofifah Rambe as the student at MAS Daarul Muhsinin Janji Manahan Kawat, Saturday, July 13 2019, time: 10.00 am

in grammar they get difficulty in choosing the verb and also because of the mother tongue influence and using Indonesian grammar.

It proves that grammatical rules still become the difficult problem faced by the students in learning English. There are still many students who have problems in conducting English grammar. Some students usually make grammar mistakes in their writing skill. They still use Indonesian grammar in English writing.

Based on the above explanation, the researcher conducted the research about “Students’ Error in Writing Recount Text at Grade XI Mas Daarul Muhsisin Janjimanahan Kawat”.

## **B. Focus of the Problem**

Based on the background above, this research will only focus on errors found in students writing recount text in omission, addition, misformation and misordering .

## **C. Definition of Terminologies**

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follows:

### 1. Students’ Error

Hornby defines that the student is a person is studying at school or university.<sup>5</sup> The researcher focused to analyze of students at the second grade of MAS Daarul Muhsinin Janjimanahan Kawat.

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<sup>5</sup> AS Horby, *Advanced Learner’s Dictionary* (New York: Oxford University Press, 1995) p. 1387.

Errors are the flawed side of learner speech or writing.<sup>6</sup> They are those parts of conversation or composition that deviate from some selected norm of mature language performance. So, student's error means an error that done by student in their speech or writing.

## 2. Writing Recount Text

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas. While, recount is to tell somebody about something, especially something that you have experienced. So, writing recount text is an activity of producing or expressing the idea through words sentences about someone experience in the past.

### **D. Formulation of the Problem**

Based on the above explanation the problem of this research can be formulated that as follow:

1. What are the errors made by students at grade XI MAS Daarul Muhsinin Janjimanahan Kawat in writing recount text?
2. What are the dominant error types made by students at grade XI MAS Daarul Muhsinin Janjimanahan Kawat in writing recount text?

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<sup>6</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982) p. 138.

### **E. Objectives of the Research**

Based on the formulation of the problem, the objectives of this research are:

1. To describe the students' errors in writing recount text at grade XI MAS Daarul Muhsinin Janjimanahan Kawat.
2. To know the dominant error types made by students at grade XI MAS Daarul Muhsinin Janjimanahan Kawat.

### **F. Significances of the Research**

By conducting the research about an analysis of students' errors in writing recount text, hopefully the result of the research is expected to be useful as the contribution or this research gives several significances:

1. Practically, the result of this research should be beneficial for the teacher, the result of this research is used as a consideration to optimist and evolve the teachers' way of teaching to teach students about grammar. For students, the findings of this research will motivate them in practice English grammar well in writing.
2. Theoretically, the result of this research can be beneficial for other researchers or other readers as the source of their references in doing the research in future.

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

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follows:

Chapter one, it consisted of background of the problem, focus of the problem, definition of key terms, formulation of the problem, purpose of the research.

Chapter two, it consisted of theoretical description and review of related finding. In theoretical review consists of definition of error, types of error, source of error definition of writing, the proses of writing, purpose of writing, and definition of recount text, the Schematic Structures of recount text, the language features of recount text and the example of recount text.

Chapter three, it consisted of research method and in research method consisted of time and place of the research, kinds of research, sources of data, instrument of collecting data, technique of the data collection, technique of the data analysis and technique of the data trustworthiness.

Chapter four, it consisted of findings that consist of data description, checking data trustworthiness and discussion.

Chapter five, it consisted of conclusions and suggestions

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. ERROR

##### 1. Definition of Error

Error is an important part of learning English. Error will appear when the students do not know the languages system and error is failure dealing with the student's competence. Brown says that errors as noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.<sup>1</sup> It means that the students make language deviation then he/she gets wrong or false. It reflects gaps in a learner's knowledge; they occur because the learner does not know how is the language system.

Error analysis is an activity to identify, classify, and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences. According to Richards et.al in Hasyim state That Error analysis is an activity to reveal errors found in writing and speaking. Error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on

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<sup>1</sup> Douglas Brown, *Principles of Language Learning and Teaching*, Fourth Edi (New York: Pearson Education, 2000), [http://93.174.95.29/\\_ads/6D1CE4841610145C7E710D03D93E0874](http://93.174.95.29/_ads/6D1CE4841610145C7E710D03D93E0874) P. 217.



common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials.<sup>2</sup> This definition stresses the functions of error analysis. Weireesh in Eslami<sup>3</sup> considers learners' errors to be particular importance because making errors is a device the learners use in order to learn.

As Erdogan emphasizes that 'error analysis deals with the learners' performance in terms of the cognitive processes they make use of recognizing or coding the input they receive from the target language.<sup>4</sup> Therefore, a primary focus of error analysis is on the evidence that learners' error provide with an understanding of the underlying process of second language acquisition.

Grammar can be defined as a set of shared assumptions about how language works. The assessment of grammar not based on how learner point out the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills. Knowing about how grammar works is to understand

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<sup>2</sup> Sunardi Hasyim, "Error Analysis in the Teaching of English," *K@ta: A Biannual Publication on the Study of Language and Literature* Volume 4, no. No. 1 (2002): 42–50, <https://doi.org/10.9744/kata.4.1.62-74> P. 43.

<sup>3</sup> Maryam Eslami, Azam Estaji, and Mahmoud Elyasi, "The Spelling Error Analysis of the Written Persian Essays of Russian Adult Learners of Persian," *Asian Journal of Humanities and Social Sciences (AJHSS)* 2, no. 1 (2014): 1–8, [https://ajhss.org/pdfs/Vol2Issue1/The Spelling Error Analysis...pdf](https://ajhss.org/pdfs/Vol2Issue1/The%20Spelling%20Error%20Analysis...pdf).

<sup>4</sup> V Erdogan, "Contribution of Error Analysis to Foreign Language Teaching," *Mersin Üniversitesi Eğitim Fakültesi Dergisi* Volume 1, no. 2 (2005): 261–70, <https://dergipark.org.tr/download/article-file/161018> p. 263.

more about how grammar is used and misused. It means that there is a possibility of error occurrence in students learning.

## 2. The Types of Error

Types of errors are actually dealing with the surface characteristic of error that is often called surface strategy taxonomy. The researcher used the surface strategy taxonomy because the accurate description of errors is a separate activity from the task of inferring the sources of those errors. Ellis state that error based on surface strategy taxonomy there are four, they are; omission, addition, selection and ordering.

- 1) Omission is the absence of an item that should appear. Errors of omission where some element is omitted which should be present.
- 2) Addition is the opposite of omission. Addition is the presence of an item that must not appear in well-formed utterances. In addition, the learners add the utterance which is not needed in a sentence, or the learners add some unnecessary element.
- 3) Selection is made by the learner where the learner chooses the wrong items in the right place. Different from omission where the items are not supplied at all, in errors of selection, the learner supplies something even though that is incorrect.
- 4) Error of ordering is the error where the items presented are correct but wrongly sequences.<sup>5</sup>

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<sup>5</sup> Rod Ellis, *The Study of Second Language Acquisition*, 2nd Editio (New York: Oxford University Press, 2008) p. 52.

So, based on the statement above it can be concluded that types of error there are four, they are; omission, addition, selection and error of ordering.

According to Dulay, error divided into four categories, they are: the error of omission, the error of addition (double marking, regularization, simple addition), misformation error (regularization, archi-forms, alternating forms) and misordering error.

Based on statement above errors are divided into four categories, but every expert has different error types. So, in this research researcher will use Dulay error types because it is more complete and detail to find the students error in their writing.

#### **a. The Error of Omission**

Omission is a type of errors which are characterized by the absence of an item that must appear in a well-formed utterance.<sup>6</sup> The learner may omit grammatical morphemes in producing a sentence. Grammatical or function words, on the other hand, are those little words that play a minor role in carrying the meaning of a sentence. They include noun and verb inflections (-s, -ed, -ing), the article (a, an, and the), the verb auxiliaries (is, will, can, may) and preposition (in, on, at, under). For example: *She lecturer new*

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<sup>6</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 154.

*college*. The correct sentence is *She is the lecturer of the new college*)

## **b. The Error of Addition**

Addition is a type of errors which are characterized by the presence of an item which must not appear in well-formed utterance.<sup>7</sup> Learners usually have already acquired target language rules, and they often too faithful to use certain rules which cause errors. There are three types of addition errors, which have been observed in speech of both first language and second language learners. They are double markings, regularizations, and simple addition.

### **1) Double Marking**

This type is usually resulted from the failure to delete certain items required in some linguistics construction, but not in others. Double marking usually happens in tense. In most English sentences, some semantic failure such as tense may be marked syntactically only once.<sup>8</sup>

Example: He does not meets his children

The independent clause “*he does not meets his children*” is incorrect because there is double present markings “does” and “*meets*”. The verb “*meets*” should be meet. So, the correct sentence is “*He does not meet his children*”.

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<sup>7</sup> Dulay, Burt, and Krashen, *Language Two...*, p.156.

<sup>8</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 156.

## 2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. There are some exceptions that can be found in English.

For example: the verb “*sing*” cannot be changed into *singed* but *sang*. The noun “*woman*” cannot be pluralized into *womans* but *women*. It is true that in English most of verbs can be changed into past form by adding *-d/-ed* after the basic verb and most of nouns can be pluralized by adding *-s/es* to singular forms, but not all of them. The description above shows other errors that may be made by the learners in which the errors are interfered by regularization. The learners may say, *The mans did not cry* or *The men did not cried* or even, *The mans did not cried*.<sup>9</sup>

## 3) Simple Addition

It is an addition error that consists of double marking or regularization. No particular features characterize all addition errors, which are the use of an item should not appear in a well-formed utterance.<sup>10</sup>

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<sup>9</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 157.

<sup>10</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 158.

Example: *The book is in over there*

*A this novel is good.*

The error in the first sentence is the addition of the preposition *in* and the error in the second sentence is the addition of the article *a* either the preposition *in* or the article *a* must not appear in those two sentences.

### c. **Misformation Error**

Misformation error is a type of error that is characterized by using of the wrong form of the morpheme or structure. It is occurred when the learner supplies something although it is incorrect. There are three types of misformation errors:

#### 1) **Regularization errors**

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.<sup>11</sup>

For example: *runned* instead of *run*

There is regularization errors that should be “run”.

#### 2) **Archi-forms**

Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common

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<sup>11</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 158.

characteristic of all stages of second language acquisition.<sup>12</sup>

For example: *I saw her yesterday. Her dance with my brother.*

There is archi-forms error that should be I see her yesterday. She danced with my brother. It is caused when the learner represents the entire class of subject

### 3) Alternating forms

Alternating forms error caused by the learners' vocabulary and grammar development.<sup>13</sup> For example: *I seen her yesterday.* The alternating error that should be I saw her yesterday.

#### d. Misordering Error

Misordering errors are characterized by the incorrect placement of morpheme or group of morphemes in utterance. It means that the sentence structure is ordered incorrectly. The words are ordered in wrong structure.

Examples : He is all the time late

(*all the time late* is misordering)

: *What Daddy is doing?*

(*Daddy is doing* is misordering)

The first sentence should be, *he is late all the time*

The second sentence should be, *what is Daddy doing?*<sup>14</sup>

<sup>12</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 160.

<sup>13</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 161.

<sup>14</sup> Dulay, Burt, and Krashen, *Language Two...*, p. 162.

### 3. The Sources of Error

In analyzing the students' speech or writing, it is important to know the sources of error. According to Brown, there are some sources of error; interlingual transfer, intralingual transfer, context of learning, and communication strategies.

#### a. Interlingual Transfer

Interlingual transfer is also known as the native language transfer because the errors are caused by the learner's first language. Like Brown said, "The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference."<sup>15</sup>

For example: *I breakfast and then I go to the zoo yesterday.*  
The sentence supposed to write: *I had breakfast and then I went to the zoo yesterday.*

To identify an interlingual error, researcher can translate the grammatical form of the learner's phrase or sentence into the learner's first language to see the similarity exist. From the sentence above, it can be known that the learner didn't put *had* and didn't change *go* to *went* because there is not rules in learner's first language.

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<sup>15</sup> Brown, *Principles of Language Learning...*, p. 224.



### **b. Intralingual Transfer**

Intralingual transfer is the main factor in learning second language. In this stage, the errors come from the partial learning rather than the transfer itself. Intralingual errors occur as a result of learners attempt to build up the concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways. In the other hand, the error is a result of the fault's concept and hypotheses of the learner in learning the second language.<sup>16</sup>For example: *She goed to the market.*

### **c. Context of Learning**

Context of learning is the source of error that comes from the teacher, the situation in the class, and also from the textbook.<sup>17</sup> Context refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. The teacher or a textbook can be one of the sources of errors that made by the learners in the classroom. It is caused by the learner make faulty hypothesis about the language. The learners often make error because of misleading explanation from the teacher, the faulty presentation of the structure in textbooks, or the concept of item

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<sup>16</sup> Brown, *Principle of Language Learning...*, p. 224.

<sup>17</sup> Brown, *Principle of Language Learning...*, p. 226.

that is memorized by drilling but it's not proper with the other context.

#### **d. Communication Strategy**

Learners must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. A communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication.

Communication strategies caused by the learners learning techniques.<sup>18</sup> To sum up, there are some sources that may lead errors in learning target language. Those sources may come from the interference of native language to the target language, the lack of competence of the target language, the learning environment and personal learning strategies.

### **B. Writing**

#### **1. Definition of Writing**

Writing is one of the parts of language beside listening, speaking and writing. Writing is more difficult rather than the other language skills because it needs knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical.

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<sup>18</sup> Brown, *Principle of Language Learning*..., p. 227.

Writing is a skill that not easy to be done. The learner has to think about the ideas and the details to connect them correctly. Writing is activity of producing word in written form. Some experts also have different definition about writing. Yule defines writing as the symbolic representation of a language through the use of graphic signs.<sup>19</sup> John Langan said that writing is a process of discovery that involves a series of steps, and those steps are very often a zigzag journey.<sup>20</sup> On the other hand, writing is a long process. There are many steps in the writing process that should be mastered by the writer. Because writing is a skill, someone should practice it for a better writing.

Writing is not easy, it takes study and practice to develop this skill. For both native speaker and new learner of English, it is important to note that writing is a process, not a product. Writing is an activity for producing the words and sentences then it is expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences then the ideas will change to the scientific.

According to David, writing is both a physical and a mental work of inventing of ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to reader. It is also both process and product, the cynical and sometimes disorderly,

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<sup>19</sup> George Yule, *The Study of Language*, Fourth Edi (New York: Cambridge University Press, 2010), <https://libgen.is/book/index.php?md5=0C87D2F495DA903F0B7846273FF28DB3> p. 212.

<sup>20</sup> John Langan, *College Writing Skills with Readings*, ed. Emily Barrose et al., Seventh Ed (New York: McGraw Hill, 2008), [https://hostnezt.com/cssfiles/essay/College Essay Writing Skills with Readings \(John Langan\).pdf](https://hostnezt.com/cssfiles/essay/College%20Essay%20Writing%20Skills%20with%20Readings%20(John%20Langan).pdf) p. 14.

ultimately, what the audience sees, whether it is an instructor or a wider audience is a product an essay, letter, story or research report.<sup>21</sup> So, writing is physical and a mental work of inventing of ideas, and organizing them into a statements and paragraphs that will be clear to a reader.

According to Knapp argues that writing takes language out of the constraints and immediacy of time and arranges it hierarchically.<sup>22</sup> Based on the terms have mentioned previously, writing is the process of thinking of ideas, and opinions. While the speech has a greater the writer giving the feedback sometimes making a sentence, sentence likes an expression for the writer. Writing is mechanic process during all the technical aspects of writing can be acquired.

From the definition above, the researcher concludes that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

## 2. The Proses of Writing

There are many ideas dealing with the writing process. Zemach and Rumisek state there are four of writing process. They are: prewriting, drafting, reviewing and revising, rewriting.

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<sup>21</sup> David Nunan, *Practical English Language Teaching*, 1st Editio (New York: McGraw Hill Companies, 2003), <https://www.pdfdrive.com/practical-english-language-teaching-d188566218.html> p. 88.

<sup>22</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar Technologies for Teaching and Assessing Writing* (Australia: University of New South Wales Press Ltd, 2005), <https://www.pdfdrive.com/genre-text-grammar-technologies-for-teaching-and-assessing-writing-d156774997.html> p. 15.

**a. Pre-Writing**

Pre-writing consists of three steps. They are:

- 1) Choose a topic: before you write, it is better for you to choose a topic first. It can be from teacher determinate or if your teacher do not state it, you can state it by yourself.
- 2) Gather ideas: when you have a topic, think about what you will write about the topic.
- 3) Organize: decide which of ideas that you want to use and where you want use them. Choose which idea to talk about first, next and last.

**b. Drafting/Writing:** write your paragraph or essay from start to finish.

Use your notes about ideas and organization.

**c. Reviewing and revising:** this process talks about review structure and content. In this process you must to check what you have written.**d. Rewriting:** this process consists about revise structure and content, proofread and make final correction about the written.<sup>23</sup>

So, it can be concluded that process of writing above is started by prewriting, drafting/writing, then followed by reviewing and finished by rewriting.

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<sup>23</sup> Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Spain: Mcmillan, 2005) p. 3.

### 3. The Purpose of Writing

When we write something we will know the purpose of writing. According to Malley there are three purpose of writing they are: informative writing, narrative persuasive and persuasive writing.

- a. Informative writing, it means that the purpose are to give information, directions, or ideas.
- b. Narrative writing, it gives purposes a personal or imaginative expression in which the writer procedures stories or essays.
- c. Persuasive writing, it means that writers attempt to influence others and imitate action or change.<sup>24</sup>

Based on the statement above, the purpose of writing there are three, they are; informative writing, narrative writing and persuasive writing.

## C. Recount Text

### 1. Definition of Recount Text

Recount text is telling reader what happened. It retells a past event. It begin by telling the reader who was involved, where this event took place and when it happened. Recount text is written to retell events with the purpose of either informing or entertaining their reader. Purpose of social function of the recount text is to retell past event.

Derewianka states that a recount is the unfolding of a sequence of events over time and the purpose is to tell what happened.<sup>25</sup> It sets the

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<sup>24</sup> O Malley, J Michael, and Lorraine Valdez Pierce, *Authentic Assessment for English Learners* (US America: Addition-Wesley Publishing Company, 1996) p. 136.

scene who, what, where, and when (orientation) it recounts events as they occur (events) and has closing statement (reorientation). It uses past tense and showing chronological order.

According to Anderson recount is a piece of writing that retells past events usually in order in which they happened and the purpose of a recount is to give the audience a description of what occurred and when it occurred.<sup>26</sup>Based on the statements of the experts above, it can be concluded that recount is a text that tells an event or story in the past. The aim is to give the information to the readers. Recount text has three elements: orientation or setting, events, and re-orientation or concluding statement of the story.

## 2. The Schematic structures of Recount Text

The recount text type retells past events, usually in order in which they happened. The steps for constructing a written recount are:

- a. Orientation : provides the setting and introduces participants.
- b. Events : tell what happened, in what sequence.
- c. Re-orientation : closure of events, this paragraph is optional (not always necessary).<sup>27</sup>

So, based on statement above the schematic structures of recount text there are three, they are; orientation, events and reorientation.

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<sup>25</sup> Beverly Derewianka, *Exploring How Texts Work* (Australia: Primary English Teaching Assosiation, 1990) p. 14.

<sup>26</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3* (South Yarra: MacMillan, 1997) p. 24.

<sup>27</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Sydney: GerdStabler, 1994) p. 194.

### 3. The Language Features of Recount Text

The language features of recount text tell about language or part of speech that use of recount text. Pardiyono stated there are grammatical patterns is used in recount text. They are:

- a. Using of predicate followed by past tense, past perfect tense and past continuous tense.
- b. Using verb of doing, such as; went, took, saw, got, departed, etc.
- c. Using of adjective to show the personal attitude, such as; it was wonderful, it was fun, we had a good time, etc.
- d. Using sequence markers, such as; first, second, or next, after that, finally.<sup>28</sup>

So, based on statement above the language features of recount text are; using past tense, verb of doing, adjectives and sequence markers.

### 4. Example of Recount Text

<b>The Most Important Day In My Life</b>	
Orientation	Three months before I was seven years old, my teacher, Anne Sullivan, came to me. On the afternoon of that day, I knew that something was happening.
event 1	I went outside and waited on the steps of the house. I could feel the sun on my face and I could touch the leaves of the plants. Then I felt someone walking towards me. I thought it was my mother and she pick me up and held me close. This was my teacher who had come to teach all

<sup>28</sup> Pardiyono, *Teaching Genre Based Writing* (Yogyakarta: Andi Press, 2007) p. 68.



	things to me and above all, to love me.
Event 2	The next morning, the teacher took me into her room and gave me a doll. When I was playing with it, miss Sullivan slowly spelled the word “D-O-L-L” into my hand. I was interested and imitated the movements with my fingers. I learn a lot of words like this, but only after my teacher had been with me for several weeks did I understand that everything has a name.
event 3	One day I didn’t understand the difference between “mud” and “water”. I became angry and threw the doll on the floor. In my quite, dark world I didn’t feel sorry for doing it. Then my teacher took me out into the warm sunshine. We walked down to the well where someone was drawing water. My teacher put my hand under the water and spelled the word “W-A-T-E-R” at the same time in my other hand.
Re-orientation	Suddenly, I felt an understanding, the mystery of the language was revealed to me.

#### D. Review of Related Finding

There were several researchers which have done the some research that related to this research, as follows:

The first, research was done by Sita Ratnaningsih and Azizah.<sup>29</sup> The result of the research shows that the typical mistakes students make in their writing: the highest place is capitalization with 60 errors (14.67%) and the lowest place is sentence 3 errors (0.73%). According to a typical error, the author found the source of the error. The highest place is transfer between languages with 172 errors (42.05%) and the lowest place is a communication strategy with 49 errors (11.98%).

The second research was done by Selvia Lisa Asni and Susi Susanti.<sup>30</sup> The researchers used a written test and interviews to gain the data from student participants and an English teacher participant. Based on that research, it is found that students did all kinds of errors (omission, addition, selection and misordering). The type of error most often done by the students was omission error with 166 errors or 38.97%. The second position was a selection error with 162 errors or 38.03%. The third position was the addition error with 67 errors or 15.73%. Then the last last error was misordering error with 31 errors or 7.28%.

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<sup>29</sup> Sita Ratnaningsih and Azizah, "Error Analysis in the Descriptive Text Writing of Vocational High School Students," *DINAMIKA ILMU* 19, no. 1 (2019): 175–86, <https://files.eric.ed.gov/fulltext/EJ1217824.pdf> p. 182.

<sup>30</sup> Selvia Lisa Asni and Susi Susanti, "An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi," *International Journal of Language Teaching and Education* 02, no. 2 (2018), <https://doi.org/10.22437/ijolte.v2i2.520> 5 p. 139.

The third, research was done by Nur Hikmah.<sup>31</sup> The result of the result shows that the type of grammatical error that frequently made by the students of MTs N 8 Jakarta Barat in recount paragraph writing is usage with the number of error is 168 errors or 42.32%. The reason why the most students made this error is they were interfered by their mother tongue- Indonesian language.

The fourth, the research was done by Banjar Putri Kumala, Siti Aimah, Muhimatul Ifadah.<sup>32</sup> The result shows that the number of errors occurred were 810 errors. Omission errors had the biggest percentage with the percentage of 37%, followed by addition errors with the percentage of 32%. Misformation errors were in the third position with the percentage of 30% while misordering errors became the lowest errors with the percentage of 1%. The factors causing errors were carelessness (73%), first language interference (61%), translation (67%), teacher's explanation and students' incomprehension about grammar.

The last research was done by Siti Bayinah.<sup>33</sup> The result of research shows that the error analysis process showed that students committed error into four types: omission, addition, miselection, and ordering. From the

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<sup>31</sup> Nur Hikmah, "An Analysis On Grammatical Errors In Students Recount Paragraph Writing (A Case Study at The Second Year of MTs N 8 Jakarta Barat)" (Syarif Hidayatullah State Islamic University Jakarta, 2011), <https://www.pdfdrive.com/an-analysis-on-students-grammatical-error--department-of-english-d56216726.html> p. 61.

<sup>32</sup> Banjar Putri Kumala, Siti Aimah, and Muhimatul Ifadah, "An Analysis of Grammatical Errors On Students' Writing," *English Language and Literature International Conference (ELLIC) 2* (2018): 144–49 p. 146.

<sup>33</sup> Siti Bayinah, "The Grammatical Error Analysis on Using The Simple Past Tense in Writing Recount Text (A Case Study at First Grade on MA AL-Khairiyah)" (Syarif Hidayatullah State Islamic University Jakarta, 2013), [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24716/1/Siti Bayinah.pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24716/1/Siti%20Bayinah.pdf) p. 45.

frequency of each error types, misselection was the error which most frequently produced by the students. It took 53.4% of the total errors. Moreover, 41.1% errors fell into omission and 4.9% errors fell into addition; whereas, for ordering, it only took 0.6%. The errors were conducted because most of the students were still influenced by their mother tongue and their Indonesian logical thinking (interlingual transfer).

Based on related findings above the researchers researched about how is the students' error in writing in different text, cases, result, locations, and level such as in elementary school, junior high school and senior high school level. Here, the researcher researched the students' error in writing recount text at sgrade XI MAS Daarul Muhsinin Janjimanahan Kawat.

## **CHAPTER III**

### **RESEARCH METHOD**

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

This research had been done from September 2019 up to finish. The location of the research conducted at MAS Daarul Muhsinin, Janjimanahan Kawat Labuhan Batu, North Sumatera.

#### **B. Kinds of The Research**

This research applied qualitative research. Qualitative research is the research procedure that produce descriptive data in written or spoken of people and behavior that can be observed. Qualitative research is a research that is based on philosophize post positivism, and used to research on natural situation, where the researcher is the key of instrument, technique of collecting the data is done by triangulation, and the result of the result more emphasizes meaning than generalization.

Based on the method, this research used descriptive method. Descriptive method is a method observes the status of a group person, an object, a system, a thought or an event in present. It means that descriptive method is to analyze or make a sense perception (descriptive) about situation or events. It is used to describe or how to analyze of students' error in writing recount text at XI grade MAS Daarul Muhsinin Janjimanahan Kawat.

### C. Source of The Data

The source of the data in this research was the students of MAS Daarul Muhsinin Janjimanahan Kawat at grade XI. There were two classes of XI grade students MAS Daarul Muhsinin Janjimanahan Kawat. The researcher researched only one class because it is representative to take the result of the research. It was grade XI IPA Putri students that consist of 25 students. But only 20 students who did the test because 3 students were sick and 2 students were absent.

### D. Instrument of Collecting Data

For collecting the data, the researcher used test as the instrument of this research.

Test is a practice that is used to measure someone or group skill, knowledge, intelligence, ability or talent. It can be said that test is an argument to measure something in order to get the real data from object this research. In this research the researcher used writing test to find the data.

**Table 1**  
**Indicator of Error**

No	Surface Strategy Taxonomy	Total of Error	Percentage
1	Omission		
2	Addition		
	a. Regularization		
	b. Double Marking		
	c. Simple addition		
3	Misformation		
	a. Regularization		

	b.Archi-form		
	c. Alternating		
4	Misordering		
Total			

### **E. Technique of The Data Collection**

The technique of data analysis of this research was described as follow:

- a. Preparing the test.
- b. Explaining what the test is and what students will do with the test.
- c. Determining time of doing the test.
- d. Giving the test to students.
- e. Giving chance to students to answer the test.
- f. Collecting the students' answer sheet to analyze.

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

After the data has been collected, researcher analyzed the data by using some steps as follow:

- a. Editing of data, it had been done to arrange the data become structured sentence systematically.
- b. Reduction of data, it had been done to seek incomplete data and put aside unnecessary.
- c. Tabulation of data, it had been done to account each kind of error to find the frequent error. Dealing with the frequencies of error, the researcher used the statistical calculation to calculate the percentage of

error. To obtain the percentage of the answer subject and to take on the table, researcher used this formula:

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

Where:

P = Percentage

f = Frequency of type errors

N = Sum of all type error

- d. Description of data, it had been done to describe or to interpret data that have been collected systematically.
- e. Taking conclusion, it had been done to conclude the discussion solidly and briefly.<sup>1</sup>

### **G. Techniques of Trustworthiness the Data**

Trustworthiness in qualitative research is very important. It is used to contradict assumption about qualitative research is not scientific. The technique of data trustworthiness that used in this research was triangulation. Triangulation is one of the techniques of data trustworthiness that using something besides of the data verify or compare the data. Something that used in this research to trustworthiness the data was test. The researcher used writing test to find the students error with some steps, the were; collecting the all of the students' recount writing, reading all of the students' recount writing, making a list of errors to identify what errors the students committed,

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<sup>1</sup> Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2005) p.



classifying the student's errors to determine the types of errors and counted the students' error.

## CHAPTER IV

### THE RESULT OF THE RESEARCH

#### A. Data Description

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 topic is 'My Holiday'. 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 finished, the researcher analyzed the data. The researcher conducted writing test and analyzed based on Surface Strategy Taxonomy.

##### 1. Students' Error in Writing Recount Text

This section answer the first issue dealing with types of errors students made in their writing recount text based on surface strategy taxonomy. The researcher described each students' error in their writing. The researcher classified them into four aspects. They are omission, addition (regularization, double marking, simple addition), misformation (regularization, archi form, alternating forms) and misordering.

##### a. Omission

There were twenty students made error in omission. They committed the error 67 times or 26.69 %. It occurred because the students omitted an item that must appear in a well-formed utterance or writing. The example is "**we very happy**". That should be "**we were very happy**".

The first, there were two items of error found in the AS recount writing. They were “There we live two week” is reconstructed to be “There we lived **for** two weeks”. “we very happy” should be “we **were** very happy” . So, one item error caused by omitted the preposition and one item error caused by omitted to be.

The second, there were four items error found in AF recount writing. They were, “we happy” is reconstructed to be “we **were** happy”. “Before enter to aek sijorni picnic”, found pond” should be “before came in to aek sijorni **for** picnic we found pond”. “found pond” should be “**we** found pond”. “Panorama is very good” should be “**The** panorama was very good”. So, the student made one item of error caused by to be, one item of error caused by preposition, one item of error caused by pronoun and one item of error caused by article.

The third there were three items error found in NF recount writing. They were, “we go Sunday” is reconstructed to be “we went **on** Sunday”. “I too see waterfall so beautiful” should be “I also saw **the** beautiful waterfall”. “I see beach very nice beautiful” should be “I saw very nice **and** beautiful beach. So, the student made one item of error caused by preposition, one item of error caused by article and one item of error caused by conjunction.

The fourth there were six items of error found in SH recount writing. They were, “but this is to make merry” is reconstructed to be “but that really made **me** merry”. “after we until in mosque agung all

girls us just there” should be “after we arrived in Agung mosque all **the** girls just stayed there”. “The boys is heard speech” should be “the boys went to listen **the** speech”. “we saw person crazy” should be “we saw **the** crazy person”. “we finished to hustle is at 03.00 o’clock” should be “we arrived to **the** hustle at 03.00 o’clock”. “when person is praying Ashar” should be “when **the** people were praying Ashar”. So, the student made one item of error caused by pronoun and five items of error caused by article.

The fifth, there were five items error found in DP recount writing. They were, “Last moon I and family go to Gunung tua” is reconstructed to be “Last month I and **my** family went to Gunung tua. “ I buy bag and book” should be “I bought **a** bag and **a** book”. “I happy” should be “I **was** happy”. “I happy because my mother buy to me unicorn doll” should be “I was very happy **at the moment** because my mother bought me unicorn doll”. “after that I and family take walk to Gunung tua zoo” should be after that I and **my** family walked to Gunung tua zoo”. So, the student made two items of error caused by possessive pronoun, one item of error caused by article, one item of error caused by to be and one item of error caused by adverb.

The sixth, there were four items of error found in EW recount writing. They were, “Before enter to Pandayangan picnic found tree and panorama very good” is reconstructed to be “before enter to Pandayangan **for** picnic **we** found tree, and **the** panorama **was** very

good. So, the student made one item of error caused by preposition, one item of error caused by pronoun, one item of error caused by article and one item of error caused by to be.

The seventh, there were eight items of error found in SK recount writing. They were, “and we go to house grandmother” is reconstructed to be “and we went to **my** grandmother house”. “I see panorama beautiful” should be “I saw **the** beautiful panorama”. “and much people to rise horses” should be “and many people rode **the** horses”. “after that we go to mall” should be “after that we went to **the** mall”. “I and cousin shopping we very happy together time it” should be “I and **my** cousin **did** shopping **and** we **were** very happy together at the time. So, the student made two items of error caused by possessive pronoun, three items of error caused by article, one item of error caused by verb tense, one item of error caused by conjunction and one item of error caused by to be.

The eighth, there were five items of error found in HM recount writing. They were, “when we holiday” is reconstructed to be “when we **were** holiday”. “our trip very tiring” should be “our trip **was** very tiring”. “season in there not to bad” should be “season there **was** not too bad”. “we many took the orange the bring to home” should be “we took many oranges then brought **them** to **the** home”. So, the student made three items of error caused by to be, one item of error caused by pronoun and one item of error caused by article.

The ninth, there was one item of error found in DAP recount writing. It was, “we looked for place to ate our food” is reconstructed to be “we looked for **a** place to eat our food”. So, the student made one item of error caused by article.

The tenth, there was one item of error found in RAP recount writing. It was, “10 last year I and sister go to cermin beach” is reconstructed to be “10 years ago I and **my** sister went to cermin beach”. So the student made one item of error caused by omitted the possessive pronoun.

The eleventh, there were two items of error found in LH recount writing. They were, “and any many activity was we did” is reconstructed to be “and **there were** many activities we did” because this student omitted adverb “there” and to be “was”. So the student made one item of error caused by omitted adverb and one item of error caused by omitted tobe.

The twelfth, there were two items of error found in LH recount writing. They were, “we invite my aunt home” is reconstructed to be “we invited my aunt **to her** home”. Because the student, omitted preposition “to” and possessive pronoun “her”. So, the student made one item of error caused by omitted the preposition and one item of error caused by omitted the possessive pronoun.

The thirteenth, there were three items of error found in IH recount writing. They were, “two days ago I and my friend go to market” is reconstructed to be “two days ago I and my friend went to **the** market”. “we go to market am 10.00” is reconstructed to be “we went to **the** market **at** 10.00 am”. So, the student made two items of error caused by omitted the articles and one item of error caused by omitted the preposition.

The fourteenth, there were three items of error found in AH recount writing. They were, “in middle street” is reconstructed to be “in **the** middle **of** **the** street” So, the student made two items of error caused by article and one item of error caused by preposition.

The fifteenth, there was one item of error found in SA recount writing. It was, “in morning we continued our traveller” is reconstructed to be “in **the** morning we continued our travelling”. So, the student made and one item of error caused by omitted the article.

The sixteenth, there were five items of error found in AF recount writing. They were, “I fallen on floor so my foot very sick” is reconstructed to be “I felt down to **the** floor so my foot **was** very sick”. “my mother asked me what your cooked” should be “my mother asked me what **did** you cook”. “I seen over cook” should be “I saw **it** over cook”. “I angry with me” should be “I **was** angry with me”. So, the student made one item of error caused by omitted the

article, two item of error caused by omitted to be, one item of error caused by omitted verb tense and one item of error caused by omitted pronoun.

The seventeenth, there were three items of error found in MM recount writing. They were, “when we come grandmother happy very” is reconstructed to be “when we came **my** grandmother **was** very happy”. “all gather in house grandmother” should be “all of **us** gathered in house grandmother”. So, the student made one item of error caused by omitted possessive pronoun, one item of error caused by omitted to be and one item of error caused by omitted pronoun.

The eighteenth, there were four items of error found in RW recount writing. They were, “Last month, we go to river” is reconstructed to be “Last month, we went to **the** river”. “we go to river for refreshing” should be “we went to **the** river for refreshing”. “after that we eaten under tree” should be “after that we ate under **the** tree”. “we come back to house for break” should be “we back to **our** house for break”. So, the student made three items of error caused by articles and one item of error caused by omitted possessive pronoun.

The nineteenth, there was one item of error found in DS recount writing. It was, “after to arrive to my house grandmother” is reconstructed to be “after **we** arrived to my grandmother house”. So, the student made one item of error caused by omitted pronoun.



The last, there were four items of error found in SAH recount writing. They were, “we went at afternoon and at clock 03.30” is reconstructed to be “we went in **the** afternoon at 03.30 o’clock”. “he and his family so happy to see us” should be “he and his family **were** so happy to see us”. “and in afternoon we go to Suzuya” should be “and in **the** afternoon we went to Suzuya”. “we in there 3 day ago” should be “we **were** there for 3 days”. So, the student made two items of error caused by omitted the articles and two items of error caused by omitted to be.

## **b. Addition**

### **1) Regularization**

Regularization error is a type of errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker.

The example: **sheeps** instead of **sheep**. There is regularization error in which regular plural marker. But in this case, there wasn’t any student made error in regularization.

### **2) Double Marking**

There was one student made error in double marking. It occurred because the students fault to delete certain items which are required in some linguistic construction. The example is “**she didn’t went back** instead of **she didn’t go back**”.

There was one item of error found in AH recount writing. It was, “it **is** feel **is** very delicious” is reconstructed to be “it **was** very delicious”. So, the student made one item of error caused by adding double to be.

### 3) Simple Addition

There were thirteen students made error in simple addition from 20 students. Simple addition error is characterized by all addition errors. It is the use of an item which should not be appeared in a well-formed utterance.

The example: *The fishes doesn't live in the water.*

The sentence should be “The fish doesn't live in the water”.

The first, there was one item of error found in AS recount writing. It was, “In **the** my grandmother house” is reconstructed to be “In my grandmother house”. The article “the” must not appear here. So, the student made one item of error caused by adding article.

The second, there were two items of error found in AF recount writing. They were, “**one** last year” is reconstructed to be “last year” because adverb “one” should not appear here. “before enter to aek sijorni **that** found pond” is reconstructed to be “before enter to aek sijorni we found pond” because connector “that” should not appear in here. So, the student made one item of error

caused by adding adverb and one item of error caused by adding connector.

The third, there were three items of error found in SH recount writing. They were, “all the girls **us** just there” is reconstructed to be “all the girls just stayed there” because pronoun “us” must not appear here. “we **to** advanced our trip” is reconstructed to be “we advanced our trip” because preposition “to” must not appear here. “we finished to hustle **is** at 03.30 o’clock is reconstructed to be “we arrived to the hustle at 03.30 o’clock” because to be “is” must not appear here. So, the student made one item of error caused by adding pronoun, one item of error caused by adding preposition and one item of error caused by adding to be.

The fourth, there was one item of error found in DP recount writing. It was, “after that I and family **take** walk to zoo gunung tua” is reconstructed to be “after that I and my family walked to the gunung tua zoo” because verb tense “take” should not appear here. So, the student made one item of error caused by adding verb tense.

The fifth, there were two items of error found in SH recount writing. They were, “in last year” is reconstructed to be “last year” because the preposition “in” should not appear here. “I and cousin

shopping we very happy together time **it**" is reconstructed to be "I and my cousin did shopping and we were very happy together at the time" because the pronoun "it" must not appear here. So, the student made one item of error caused by adding preposition and one item of error caused by adding pronoun.

The sixth, there were two items of error found in HM recount writing. They were, "when we holiday. we many pass a way city" is reconstructed to be "when we were holiday, we passed many city streets" because article "a" must not appear here. "season **in** there not hot" is corrected to be "the weather there was not too hot" because preposition "in" should not appear here. So, the student made one item of error caused by adding article and one item of error caused by adding preposition.

The seventh, there were four items of error found in DAP recount writing. They were, "**on the** last year" is reconstructed to be "last year" because preposition "on" and article "the" must not appear here. "we stop **in** there" is corrected to be "we stopped there" because preposition "in" should not appear here. "Finally we **come** back to our house" should be "finally we back to our house" because verb tense "come" should not appear here. So, the student made two items of error caused by adding preposition, one item of error caused by adding article and one item of error caused by adding verb tense.

The eighth, there were two items of error found in NR recount writing. They were, “and **any** many activity **was** we did” is reconstructed to be “there were many activities we did” because adverb “any” and to be “was” must not appear here. So, the student made one item of error caused by adding adverb and one item of error caused by adding to be.

The ninth, there was one item of error found in LH recount writing. It was, “Last year, I and my family went to Sidimpuan **for** to come my sister graduation” is corrected to be “Last year, I and my family went to Sidimpuan to come my sister graduation” because preposition “for” should not appear here. So, the student made one item of error caused by adding preposition.

The tenth, there was one item of error found in IH recount writing. It was, “we eat soto **in** there much” is reconstructed to be “we ate much soto there” because the preposition “in” should not appear here. So, the student made one item of error caused by adding preposition.

The eleventh, there were three items of error found in AH recount writing. They were, “there were crab, shrimp and **the** various fish” is reconstructed to be “there were crab, shrimp and various fish” because the article “the” should not appear here. “it’s **feel** is very delicious” should be “ it was very delicious” because

the verb tense “feel” must not appear here. “we **are** sleep” should be “we slept” because to be “are” must not appear here. So, the student made one item of error caused by adding article, one item of error caused by adding verb tense and one item of error caused by adding to be.

The twelfth, there were three items of error found in RW recount writing. They were, “my friends **which follow** traveling with me” is reconstructed to be “I travelled with my friends” because relative pronoun “which” and verb tense “follow” must not appear here. “Next after we have eaten, we **come** back to house for break” should be “next after we ate, we back to our house for break” because the verb tense “come” should not appear here. So, the student made one item of error caused by adding relative pronoun and two items of error caused by adding verb tense.

The last, there were two items of error found in SAH recount writing. They were, “we went in afternoon **and** at clock 03.30” is reconstructed to be “we went in the afternoon at 03.30 o’clock” because the conjunction “and” should not appear here. “we **in** there 3 day ago” should be “ we were there for 3 days” because preposition “in” should not appear here. So, the student made one item of error caused by adding conjunction and one item of error caused by adding preposition.

### c. Misformation

#### 1) Regularization

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one.

There was one item of error found in SAH recount writing. It was, “after that we **sleped**” should be “after that we slept. So, the student made one item of error caused by regularization verb.

#### 2) Archi Forms

There were four students made error in archi forms. Archi-forms errors are the selection of one number of a class of forms to represent others in the class is common characteristic of all stages of second language acquisition. For example: I saw him yesterday. **him** was riding motorcycle.

The first, there was one item of error found in DP recount writing. It was, “there I meet my friend direct call **she** for join with us” is reconstructed to be “there I met my friend then I asked **her** to join with us”. It is caused by wrong subject. So, the student made one item of error caused by pronoun.

The second, there was one item of error found RAP recount writing. It was, “and after that my brother meet **we**” should be “and after that my brother met **us**”. It is caused by wrong subject. So, the student made one item of error caused by pronoun.

The third, there was one item of error found in AF recount writing. It was, “what **your** cooked” is reconstructed to be “what did **you** cook”. It is caused by wrong subject. So, the student made one item of error caused by pronoun.

The fourth, there were two items of error found in RW recount writing. They were, “my friends which follow me **she** is halimah, devi and ahyana” is reconstructed to be “I travelled with my friends **they** were, Halimah, Devi and Ahyana. It is caused by wrong subject. So, the student made one item of error caused by pronoun.

### 3) Alternating forms

Alternating forms error caused by the learners’ vocabulary and grammar development. There were twenty students made error in alternating forms. They made 129 of errors or 51.39 %.

The first, there were three items of error found in AS recount writing. They were, “There we **live** two week” is reconstructed to be “there we **lived** for two weeks”. “two week” should be “two weeks”. “we **gather** together” should be “we **gathered** together”. So, the student made two items of error caused by verb tense and one item of error caused by plural noun.

The second, there were three items of error found in AF recount writing. They were, “I and my family **go** to aek sijorni” is



reconstructed to be “I and my family **went** to aek sijorni”. “before **enter** to aek sijorni picnic” is corrected to be “before **came in** aek sijorni for picnic”. “Panorama **is** very good” should be “The panorama **was** very good”. So, the student made two items of error caused by verb tense and one item of error caused by word choice.

The third, there were eleven items of error found in NF recount writing. They were, “last week when I **go** to sibolga” should be “last week when I **went** to sibolga”. “I **am** very happy” should be “I **was** very happy”. “we **go** Sunday” should be “we **went** on Sunday”. “I **drink** medicine” should be “I **drank** medicine”. “I **see** panorama” should be “I **saw** panorama”. “I **too see** waterfall” should be “I **also saw** waterfall”. “I **want** take a bath” should be “I **wanted** to take a bath”. “when I **see** waterfall that” should be “when I **saw** that waterfall”. “we **pray** in a mosque” should be “we **prayed** in a mosque”. “I **see** beach very nice” should be “I **saw** very nice beach”. So, the student made ten items of error caused by misformation verb tense and one item of error caused by word choice.

The fourth, there were eleven items of error found in SH recount writing. They were, “we **are** very tired” should be “we were very tired”. “after we **until** in mosque Agung” should be “after we arrived in mosque Agung”. “the boys **is heard** the speech” should be “the boys went to listen the speech”. “we **are**

very happy” should be “we were very happy”. “I **have** not” should be “if I did not”. “I **am** very sad” should be “I was very sad”. “we **stop**” should be “we stopped”. “**in the road**” should be “on the way”. “I **am** very dizzy” should be “I was very dizzy”. “**person** is praying Ashar” should be “people were praying Ashar”. “I **take** my pail” should be “I took my pail”. “and **go** to bathroom” should be “went to bathroom. So, the student made eight items of error caused by misformation verb tense, one item of error caused by word choice, one item of error caused by misformation noun phrase and one item of error caused by misformation plural noun.

The fifth, there were nine items of error found in DP recount writing. They were, “last **moon**” should be “last month”. “I and my family **go** to gunung tua” should be “I and my family went to gunung tua”. “I **buy** bag and book” should be “I bought a bag and a book”. “my mother **buy** to me” should be “my mother bought me”. “I **see**” should be “I saw”. “many **animal**” should be “many animals”. “There **are** elephant, rabbit and ostrich” should be “There were elephant, rabbit and ostrich”. “There I **meet** my friend” should be “There I met my friend”. “**call**” should be “asked”. So, the student made seven items of error caused by verb tense, one item of error caused by word choice and one item of error caused by misformation plural noun.

The sixth, there were two items of error found in EW recount writing. They were, “Last week I and my friend **go** to pandayangan” should be “Last week I and my friend went to pandayangan”. “There we **are** very happy” should be “There we were very happy”. So, the student made two items of error caused by misformation verb tense.

The seventh, there were thirteen items of error found in SK recount writing. They were, “we **go** to Padang” should be “we went to Padang”. “and we **go** to my grandmother house” should be “and we went to my grandmother house”. “we **eat**” should be “we ate”. “after that we **go** to pantai air manis” should be “after that we went to air manis beach”. “and we direct **go** to bukit tinggi” should be “. “and we went to bukit tinggi”. “I **am** very happy” should be “I was very happy”. “can **gatherness**” should be “can gather”. “I **see**” should be “I saw”. “**much** people” should be “many people”. “**rise** horses” should be “rode the horses”. “we **go** to mall” should be “we went to mall”. “I and my sister in law **swimming**” should be “I and my sister in law swam”. “and we **go** to Janjimanahan” should be “and we went to Janjimanahan”. So, this student made twelve items of error caused by misordering verb tense and one item of error caused by adverb.

The eighth, there were ten items of error found in HM recount writing. They were, “**pass**” should be “passed”. “**way**”

should be “street”. “when we **to** there” should be “when we went there”. “I **am** very happy” should be “I was very happy”. “**season**” should be “weather”. “I **am** very happy” should be “I was very happy”. “**tomorrow**” should be “next day”. “I and my family **go** to garden” should be “I and my family went to garden”. “**take**” should be “took”. “**bring**” should be “brought”. So, this student made six items of error caused by misformation verb tense and four items of error caused word choice.

The ninth, there were nine items of error found in DAP recount writing. They were, “we **gather**” should be “we gathered”. “we **prepare**” should be “we prepared”. “**don’t** forget” should be “didn’t forget”. “**for brought**” should be “to bring”. “I **sit**” should be “I sat”. “she **agree**” should be “she agreed”. “to **ate**” should be “to eat”. “we **prayed**” should be “we prayed”. “we **stop**” should be “we stopped”. So, this student made nine items of error caused by misformation verb tense.

The tenth, there were three items of error found in RAP recount writing. They were, “10 last year” should be “10 years ago”. “I and sister **go** to cermin beach” should be “I and my sister went to cermin beach”. “my brother **meet** us” should be “my brother met us”. So, this student made two items of error caused by misformation verb tense and one item of error caused by adverb.

The eleventh, there were five items of error found in NR recount writing. They were, “after that we **until** in aek sijorni” should be “after that we arrived in aek sijorni”. “The panorama **is** so beautiful” should be “The panorama was so beautiful”. “I **feel** so fresh there” should be “I felt so fresh there”. “three **hour**” should be “three hours”. “to **went** home” should be “to go home”. So, this student made three items of error caused by misformation verb tense, one item of error caused by plural noun and one item of error caused by word choice.

The twelfth, there were four items of error found in LH recount writing. They were, “we **invite** my aunt” should be “we invited my aunt”. “we **eat** together” should be “we ate together”. “I **buy** socks, blouse, bag” should be “I bought socks, blouse, bag”. “we **go** home” should be “we went home”. So, this student made four items of error caused by misformation verb tense.

The thirteenth, there were six items of error found in IH recount writing. They were, “I and my friend **go** to market” should be “I and my friend went to market”. “we **want** to buy school equipment” should be “we wanted to buy school equipment”. “we **go** to market” should be “we went to market”. “I **am** very happy” should be “I was very happy”. “we **go** together” should be “we went together”. “we **eat** soto” should be “we ate soto”. So, this student made six items of error caused by misformation verb tense.

The fourteenth, there were seven items of error found in AH recount writing. They were, “There **are** crab, shrimp, and various fish” should be “There were crab, shrimp, and various fish”. “it feel **is** delicious” should be “it was delicious”. “we **sung** together” should be “we sang together”. “we **are** very happy” should be “we were very happy”. “after that we **were** home” should be “after that we went home”. “we **come** back” should be “we came back”. “we maghrib **pray**” should be “we prayed maghrib”. “we **are sleep**” should be “we slept”. So, this student made six items of error caused by misformation verb tense and one item of error caused by word choice.

The fifteenth, there was one item of error found in SA recount writing. It was, “we continued our **traveller**” should be “we continued our travelling”. So, this student made one item of error caused by word choice.

The sixteenth, there were five items of error found in AF recount writing. They were, “I **think**” should be “I thought”. “**happen**” should be “happened”. “**for taken**” should be “to take”. “I **fallen**” should be “I fell down”. “I see” should be “I saw”. So, this student made five items of error caused by misformation verb tense.

The seventeenth, there were three items of error found in MM recount writing. They were, “we **go** to house grandmother” should be “we went to my grandmother house”. “when we **come**” should be “when we came”. “all **gather**” should be “all of us gathered”. So, this student made three items of error caused by misformation verb tense.

The eighteenth, there were six items of error found in RW recount writing. They were, “we **go** to river” should be “we went to the river”. “we **go** to river for refreshing” should be “we went to the river for refreshing”. “that place **is** lumpatan” should be “that place was lumpatan”. “**that**” should be “and”. “we **eaten** under the tree” should be “we ate under the tree”. “next after we **have eaten**” should be “next after we ate”. So, this student made five items of error caused by misformation verb tense and one item of error caused by conjunction.

The nineteenth, there were four items of error found in DS recount writing. They were, “last year, we **go** to my grandmother house” should be “last year, we went to my grandmother house”. “they **take a look**” should be “they looked”. “after **to arrive**” should be “after we arrived”. “They sit down” should be “they sat down”. So, this student made four items of error caused by misformation verb tense.

The last, there were twelve items of error found in SAH recount writing. They were, “we **go** to medan” should be “we went to medan”. “**used**” should be “by”. “**at** afternoon” should be “**in** the afternoon”. “we **are** so happy” should be “we were so happy”. “we **climb** taxi” should be “we took a taxi”. “we **are** very tired” should be “we were very tired”. “the tour **is** so far” should be “the tour was so far”. “we **take** a nap” should be “we took a nap”. “we **go** to suzuya” should be “we went to suzuya”. “we **are** very happy” should be “we were very happy”. “we **take** a bath” should be “we took a bath”. “we are so happy” should be “we were so happy”. So, this student made ten items of error caused by misformation verb tense and two items of error caused by word choice.

#### d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. There were nine students made error in misordering.

The first, there were four items of error found in NF recount writing caused by misordering. They were, “**Panorama very beautiful**” should be “very beautiful panorama”. “**waterfall so beautiful**” should be “so beautiful waterfall”. “**waterfall that**” should be “that waterfall”. “**beach very nice beautiful**” should be “very nice



and beautiful beach”. So, this student made four items of error caused by noun phrase.

The second, there were two items of error found in SH recount writing caused by misordering. They were, “**Mosque Agung**” should be “Agung Mosque”. “**person crazy**” should be “crazy person”. So, this student made two items of error caused by noun phrase.

The third, there were two items of error found in SK recount writing caused by misordering. They were, “house grandmother” should be “grandmother house”. “direct go to bukit tinggi” should be “went to bukit tinggi directly. So, this student made two items of error caused by noun phrase.

The fourth, there were two items of error found in HM recount writing caused by misordering. They were, “**we many passed city streets**” should be “we passed many city streets”. “**we many take the oranges**” should be “we **took many** oranges”. So, this student made two items of error caused by misordering adverb.

The fifth, there were two items of error found in IH recount writing caused by misordering. They were, “**at a.m 10**” should be “at 10 a.m”. “**we ate soto there much**” should be “we ate much soto there. So, this student made one item of error caused by noun phrase and one item of error caused by misordering adverb.

The sixth, there were two items of error found in AH recount writing caused by misordering. They were, “at **o'clock 04.30** p.m”

should be “at 04.30 o’clock p.m”. “we **magrib pray**” should be “we prayed maghrib”. So, this student made one item of error caused by noun phrase and one item of error caused by misordering adverb.

The seventh, there were four items of error found in MM recount writing caused by misordering. They were, “**day that**” should be “that day”. “**house grandmother**” should be “grandmother house”. “my grandmother **happy very**” should be “my grandmother was very happy”. “all of us gathered in **house grandmother**” should be “all of us gathered in grand motherhouse”. So, this student made three item of error caused by noun phrase and one item of error caused by misordering adverb.

The eighth, there were two items of error found in DS recount writing caused by misordering. They were, “we go to my **house grandfather**” should be “we go to grandfather house”. “we arrived to my **house grandfather**” should be “we arrived to my grandfather house”. So, this student made two items of error caused by misordering adverb.

The last, there was one item of error found in SAH recount writing caused by misordering. It was, “**at clock 03.30**” should be “at 03.30 o’clock” So, this student made one item of error caused by noun phrase.

## **2. Students Dominant Error**

This section answer the second issue dealing with finding of students' dominant error in writing recount text. After Analyzed the students' errors by the following table recapitulation of students' error in writing recount text.

### **a. Omission**

After analyzed the data the researcher found that the total of error committed by students were 67 errors in omission with the total percentage were 26.69%. This case occurred because the students omitted an item that must appear in a well-formed utterance or writing.

### **b. Addition**

In addition the researcher found the total of error committed by students were 28 errors with the total percentage were 11.15 %. This case occurred because the students add morpheme that should not appear in the well form utterance or writing.

### **c. Misformation**

In misformation the researcher found the total of error committed by students were 135 errors with the total percentage were 53.78%. This case occurred because the students using of the wrong form of the morpheme or structure

#### d. Misordering

The last, in misordering the researcher found the total of error committed by students were 21 errors with the total percentage were 8.36%. This case occurred because students made incorrect placement in their writing.

So, misformation error was the dominant error in writing recount text by the students at grade XI MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu.

**Table 2**  
**Recapitulation of Data**

<b>No</b>	<b>Types of Error</b>	<b>Total of Error</b>	<b>Percentage</b>
1	Omission	67	26.69%
2	Addition	28	11.15%
3	Misformation	135	53.78%
4	Misordering	21	8.36%
<b>Total</b>		<b>251</b>	<b>100%</b>

The table above shows the total of the students' error in omission was 67 or 26.69% items, while 28 or 11.15% was found in addition. Misformation errors was 135 or 53.78% and in misordering was 21 or 8.36%, with the total of each types of error were 251 or 100%. The researcher counted the data with the formula:

$$P = F/N \times 100$$

Where:

P = Percentage

F = Frequency

N = Total of Frequency	
Omission	= $67/251 \times 100 = 26.69\%$
Addition	= $28/251 \times 100 = 11.15\%$
Misformation	= $135/251 \times 100 = 53.78\%$
Misordering	= $21/251 \times 100 = 8.36\%$
Total of Errors	= $251/251 \times 100 = 100\%$

So, it can be concluded that the dominant error of the students at grade XI MAS Daarul Muhsinin was misformation error with the total percentage was 135 or 53.78 % item of error.

### **B. Checking Data Trustworthiness**

The researcher mentioned that this research used triangulation technique to check data trustworthiness. This technique allowed the researcher to seek for the truth to ensure that the data obtained in the research was convenient to what the research intended. Triangulation was to verify the findings to the research participants.

The researcher took the data by doing writing test to the participants and analyzed the result of the test based on surface strategy taxonomy, then identify the error, classified the errors in to four aspects they are; omission, addition, misordering and misformation, and counting the error. Finally, the researcher found the students' error in writing recount text.

### **C. Discussion**

The result of this research, with entitle "Students' Error in writing recount text" shows that there were two hundred three items of error. There were

sixty one items by omission. The next, thirty one items by addition. The next, one hundred thirty two by misformation and the last was twenty two items of error by misordering.

What have been found in this research was different to the findings before. The first research which conducted by Selvia Lisa Asni and Susi Susanti<sup>1</sup> found that there were 166 or 38.97% items of error by omission. Then, error of addition was 67 or 15.73%. Then, error of selection was 162 errors or 38.03%, while error of misordering was 28 errors or 7.28%.

The second, the research that conducted by Nur Hikmah<sup>2</sup> in the level of grammar were tenses (verb tense), diction, word form, usage, sentence pattern, pronoun, spelling and punctuation. First, the frequency of verb tense was 99 errors under the percentage of 24.94% of total errors. Second, diction with the total of error was 21 errors under the percentage 5.54%. Third, word form with the total of error was 11 errors under the percentage 2.77%. Fourth, usage with the total of error was 168 errors under the percentage 42.32%. Fifth, sentence pattern usage with the total of error was 67 errors under the percentage 15.36%. Sixth, pronoun with the total of error was 14 errors under the percentage 3.53%. Seventh, spelling with the total of error was 12 errors

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<sup>1</sup> Selvia Lisa Asni and Susi Susanti, "An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi," *International Journal of Language Teaching and Education* 02, no. 2 (2018), <https://doi.org/10.22437/ijolte.v2i2.5205> p. 139.

<sup>2</sup> Nur Hikmah, "An Analysis On Grammatical Errors In Students Recount Paragraph Writing (A Case Study at The Second Year of MTs N 8 Jakarta Barat)" (Syarif Hidayatullah State Islamic University Jakarta, 2011), <https://www.pdfdrive.com/an-analysis-on-students-grammatical-error--department-of-english-d56216726.html> p.67.

under the percentage 3.02%. Last, punctuation with the total of error was 10 errors under the percentage 2.52%.

The third, Banjar Putri Kumala, Siti Aimah, and Muhimatul Ifadah<sup>3</sup> found that the number of errors occurred was 810 errors. Omission errors had the biggest percentage with the percentage 300 errors or 37%. Followed by addition errors with the percentage 260 errors or 32%. Misformation errors was in the third position with the percentage 239 errors or 30%. while misordering errors became the lowest errors with the percentage 11 times or 1 %.

The fourth, Sita Ratnaningsih and Azizah<sup>4</sup> found that errors of capitalization with 60 errors (14,67%) takes the first place, followed by add a word with 56 errors (13,69%) as the second place, the third is omit a word 53 errors (12,96%), the fourth is word choice with 45 errors (11,00%), the fifth is verb tense 39 errors (9,54%), the sixth is word form with 38 errors (9,29%), the seventh is singular-plural with 33 errors (8,07%), the eighth is word order with 24 errors (5,87%), the ninth is spelling with 16 errors (3,91%), the tenth is punctuation with 14 errors (3,42%), the eleventh is incomplete sentence with 12 errors (2,93%), the twelfth is meaning not clear with 10 errors (2,44%), the thirteenth is article with 6 errors (1,46%), and the last position is run-on sentence with 3 errors (0,73%).

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<sup>3</sup> Banjar Putri Kumala, Siti Aimah, and Muhimatul Ifadah, "An Analysis of Grammatical Errors On Students' Writing," *English Language and Literature International Conference (ELLIC)* 2 (2018): 144–49 p.146.

<sup>4</sup> Sita Ratnaningsih and Azizah, "Error Analysis in the Descriptive Text Writing of Vocational High School Students," *Dinamika Ilmu* 19, no. 1 (2019): 175–86, <https://files.eric.ed.gov/fulltext/EJ1217824.pdf> p.182.

The last, Siti Bayinah<sup>5</sup> found that the number of errors occurred 163 errors. Selection errors had the biggest percentage with the total of error was 87 under the percentage of 53.4%, followed by omission errors with the total error was 67 under the percentage of 41.1%. Selection errors was in the third position with the total error 8 under the percentage of 4.9% while misordering errors became the lowest errors with the total error 1 under the percentage of 0.6%.

Comparing with the related findings before the researcher found the different from this research with the title “Students’ Error in Writing Recount Text at Grade XI MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu”. The researcher found 67 errors caused by omission with the percentage 26.69% The next, researcher found 28 errors caused by addition with the percentage 11.15%. Then, the researcher found 135 errors caused by misformation with the percentage 53.78%. The last, researcher found 21 errors caused by misordering with the percentage 8.36%. Moreover, the researcher found that the causes of the dominant errors occurred because the students were difficult in grammar and difficulty in using simple past tense in writing recount text.

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<sup>5</sup> Siti Bayinah, “The Grammatical Error Analysis on Using The Simple Past Tense in Writing Recount Text (A Case Study at First Grade on MA AL-Khairiyah)” (Syarif Hidayatullah State Islamic University Jakarta, 2013), [http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24716/1/Siti Bayinah.pdf](http://repository.uinjkt.ac.id/dspace/bitstream/123456789/24716/1/Siti%20Bayinah.pdf) p. 45.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of the test that done by the researcher about Students' Error in Writing Recount Text at Grade XI MAS Daarul Muhsinin Janjimanahan Kawat Labuhan Batu, the researcher takes the conclusions as follow:

1. The students' error analysis in writing recount text have the total of error were 251 errors. First, the students have 67 items of error in omission. Next, the students have 28 items of error in addition. Then, the students have 135 items of error in misformation. Last, the students have 21 items of error in misordering.
2. The students' dominant error in writing recount text is caused by misformation. The students have the biggest percentage in misformation with the total of percentage is 53.78%. Then, followed by omission with the total percentage is 26.69%. Addition become in the third position with the total percentage is 11.15%. While, misordering become the lowest percentage with the total percentage is 8.36%.

#### B. Suggestion

Based on the above conclusions, the researcher gives some suggestion as follow:

1. For the headmaster, to motivate his English teachers to increase their ability in teaching English, especially in writing recount text.

2. For the English teacher;
  - a. Always motivate the students to be seriously in learning English.
  - b. Apply the suitable strategies, methods, or etc, which can improve or help them understand in learning English especially in writing recount text.
3. For the Researcher, this research can be used as references about types errors based on other expert and different text. The purpose is this research could supported other research and find solution to solve errors that made by students in Indonesia.

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## APPENDIX I

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### Cycle 1

Nama Sekolah	: SMP Negeri 2 Batang Angkola
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII
Alokasi waktu	: 2x45 menit (2 kali pertemuan)
Pertemuan	: 1 dan 2
Skill	: Writing

#### A. Kompetensi Inti:

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar:

- 3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.
- 4.7. Descriptive texts
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait dengan orang, binatang dan benda.
- 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

#### C. Indikator :

- 3.7.1. Mengidentifikasi deskriptif text sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaannya.
- 3.7.2 Menangkap makna yang terkandung pada deskriptif teks .

4.7.1 Menemukan ide melalui teknik clustering

4.7.2.1 Membuat/ menulis ide untuk menyusun teks descriptive tentang orang/hewan/ tempat/ benda .

#### **D. Tujuan pembelajaran**

- a. Siswa mampu memahami teks descriptive
- b. Siswa dapat menentukan generic structure dari teks descriptive
- c. Siswa mampu menuliskan sebuah teks descriptive

#### **E. Materi pokok**

Descriptive text (describing thing)

**Definition Descriptive text:** . A descriptive text is a text which describes the features of people, animals, things or places

Generic Structure descriptive text:

- 1. Identification:** Contains about the introduction of a person, place, animal, or object will be described.
- 2. Description:** contains a description of something such as animal, things, place, or person by describing its features, forms, colors, or anything what the writer described

#### **F. Metode pembelajaran/teknik**

Clustering technique

#### **G. Langkah-Langkah Kegiatan Pembelajaran**

1. Kegiatan Pendahuluan
  - a. Menyiapkan bahan materi yang akan diajarkan
  - b. Mengucapkan salam dan berdoa
  - c. Memberikan motivasi belajar kepada siswa
2. Kegiatan inti
  - a. Guru memperkenalkan konsep teknik clustering kepada siswa. Guru membantu siswa dalam menghasilkan topic ketika siswa mulai menulis teks deskriptif.
  - b. Memimpin siswa untuk menghasilkan ide-ide dalam bentuk teknik pengelompokan dipapan tulis sebagai teknik pengelompokan diagram. Siswa menempatkan topic ditengah dengan menggunakan lingkaran untuk membuat itu menarik, dan menempatkan sub topic yang terkait dengan topic menggunakan lingkaran.
  - c. Guru meminta siswa menulis langkah pertama berdasarkan diagram sampel teknik pengelompokan yang telah dibuat di papan tulis untuk mengetahui bahwa siswa mudah ketika mulai menulis teknik pengelompokan.

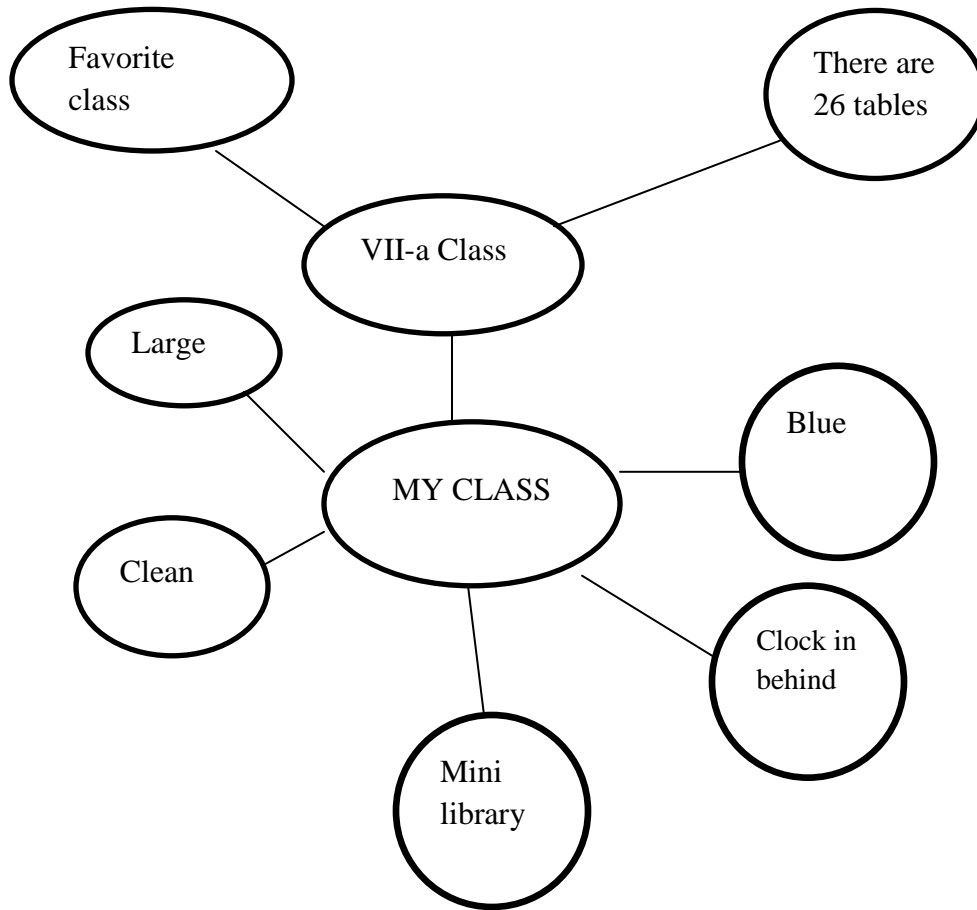
- d. Setelah siswa dapat menggunakan teknik clustering, guru meminta siswa untuk membuat teks deskriptif berdasarkan topic mereka sendiri.
  - e. Siswa dapat mengingat dan melihat tulisan siswa menggunakan teknik clustering secara tertulis. Siswa dapat menulis berdasarkan topik.
3. Kegiatan penutup
- a. Guru dan siswa membuat kesimpulan tentang materi yang sudah dipelajari pada hari itu.
  - b. Melakukan refleksi terhadap jalannya proses pembelajaran hari itu.
4. Sumber/Bahan/Alat  
Buku yang relevan, kamus, internet

5. Penilaian

Aspect	Criteria	Score			
		5	10	15	20
Content	The students writes generic structure of text correctly.				
	The students writes language feature of text correctly				
Grammar	The student writes the sentence correctly (using simple present tense).				
Punctuation	The student uses correct punctuation (including capital letter and full stop).				
Vocabulary	Used of vocabulary and idiom rarely (it at all) distinguishable from that educated native writer				
Fluency	Choice structure and vocabulary consistently appropriate like that of educated native writer				

## LEARNING MATERIAL CYCL E 1

### 1. Model of Clustering Technique



#### MY CLASS

My name is Carlina. I learn in VII-a class. I am very happy in this class. I want to describe my class. This is one of my favorite classes. In my classroom there are 26 tables and chairs arranged well. (**Identification**)

My classroom is very large, clean, and comfortable. My class is blue. There is a clock behind us, President Jokowi and his vice picture in front of us, and there are many decorations stuck on a wall, and in the corner there is a mini library for our study. I love my classroom very much. (**Description**)



## APPENDIX II

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

#### Cycle 2

Nama Sekolah	: SMP Negeri 2 Batang Angkola
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII
Alokasi waktu	: 2x45 menit (2 kali pertemuan)
Pertemuan	: 3 dan 4
Skill	: Writing

#### A. Kompetensi Inti:

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

#### B. Kompetensi Dasar:

- 3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya.
- 4.7. Descriptive texts
- 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait dengan orang, binatang dan benda.
- 4.7.2 Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

### **C. Indikator :**

- 3.7.1. Mengidentifikasi deskriptif text sesuai dengan fungsi sosial, struktur teks dan unsur kebahasaannya.
- 3.7.2 Menangkap makna yang terkandung pada deskriptif teks .
- 4.7.1 Menemukan ide melalui teknik clustering
- 4.7.2.1 Membuat/ menulis ide untuk menyusun teks descriptive tentang orang/hewan/ tempat/ benda .

### **D. Tujuan pembelajaran**

- d. Siswa mampu memahami teks descriptive
- e. Siswa dapat menentukan generic structure dari teks descriptive
- f. Siswa mampu menuliskan sebuah teks descriptive

### **E. Materi pokok**

Descriptive text (describing People)

### **F. Metode pembelajaran/teknik**

Clustering technique

### **G. Langkah-Langkah Kegiatan Pembelajaran**

#### **1) Kegiatan Pendahuluan**

- a. Menyiapkan bahan materi yang akan diajarkan
- b. Mengucapkan salam dan berdoa
- c. Memberikan motivasi belajar kepada siswa

#### **2) Kegiatan inti**

- a. Guru memperkenalkan konsep teknik clustering kepada siswa. Guru membantu siswa dalam menghasilkan topic ketika siswa mulai menulis teks deskriptif.
- b. Memimpin siswa untuk menghasilkan ide-ide dalam bentuk teknik pengelompokan dipapan tulis sebagai teknik pengelompokan diagram. Siswa menempatkan topic ditengah dengan menggunakan lingkaran untuk membuat itu menarik, dan menempatkan sub topic yang terkait dengan topic menggunakan lingkaran.
- c. Guru meminta siswa menulis langkah pertama berdasarkan diagram sampel teknik pengelompokan yang telah dibuat di papan tulis untuk mengetahui bahwa siswa mudah ketika mulai menulis teknik pengelompokan.
- d. Setelah siswa dapat menggunakan teknik clustering, guru meminta siswa untuk membuat teks deskriptif berdasarkan topic mereka sendiri.
- e. Siswa dapat mengingat dan melihat tulisan siswa menggunakan teknik clustering secara tertulis. Siswa dapat menulis berdasarkan topik.

**3) Kegiatan penutup**

- a. Guru dan siswa membuat kesimpulan tentang materi yang sudah dipelajari pada hari itu.
- b. Melakukan refleksi terhadap jalannya proses pembelajaran hari itu.

**4) Sumber/Bahan/Alat**

Buku yang relevan, kamus,

**5) Penilaian**

Aspect	Criteria	Score			
		5	10	15	20
Content	The students writes generic structure of text correctly.				
	The students writes language feature of text correctly				
Grammar	The student writes the sentence correctly (using simple present tense).				
Punctuation	The student uses correct punctuation (including capital letter and full stop).				
Vocabulary	Used of vocabulary and idiom rarely (it at all) distinguishable from that educated native writer				
Fluency	Choice structure and vocabulary consistently appropriate like that of educated native writer				

Padangsidempuan,

2019

Validator

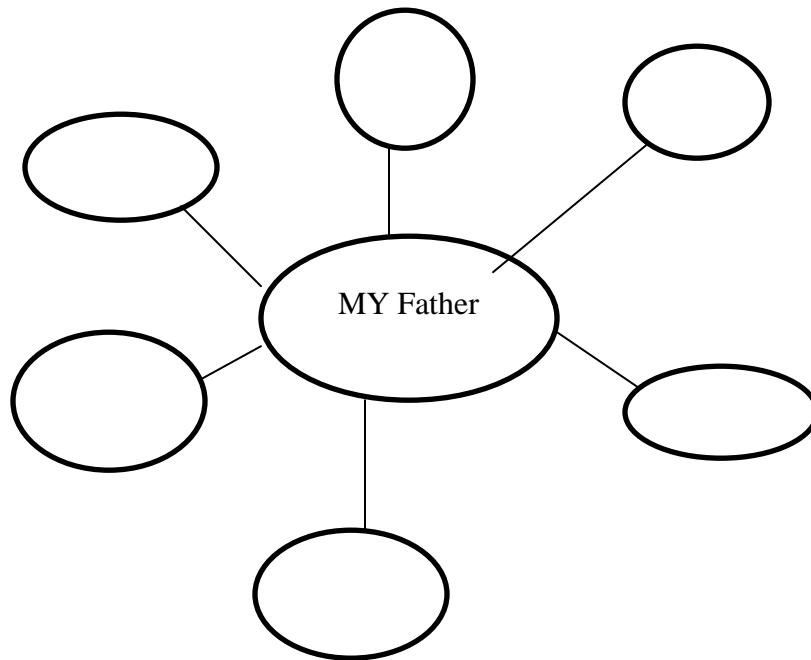
Researcher

Ida Suryani Tanjung, S.Pd

Elida Hafni Silitonga

## LEARNING MATERIAL CYCL E 2

### 1. Model of Clustering Technique



#### **My Father**

My name is Arsyila. I have Father. His name is Irsyad. She born in Medan. My father has 3 brothers.

#### **Identification**

My father is good, he is tall, her tall is 170 and his weight is about 60 kg, he is pointed nose, he is handsome, he is white skin, she has short hair. He is a patient man. My father loves her family so much, he is the best father in the world.

#### **Description**

## APPENDIX III

### INSTRUMENT OF TEST

#### Test of Cycle 1

##### A. Pendahuluan

1. Instrument ini digunakan untuk mengetahui kemampuan dalam teks tertulis deskriptif teks
2. Jawaban anda tidak akan mempengaruhi posisi/ prestasi anda disekolah
3. Hasil test anda akan dijaga kerahasiannya

##### B. Pedoman

1. Bacalah pertanyaan dibawah ini.
2. Jika kamu memiliki pertanyaan Tanya pada guru
3. Lakukan test sendiri

##### C. Question

1. Write description text consist of generic structure:
  - a. *Description* : identifies phenomenon to be described
  - b. *Identification* : describes parts, qualities, character
2. Choose one of titles below:
  - a. My school
  - b. My house
  - c. My village

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Ida Suryani Tanjung, S.Pd

## APPENDIX IV

### INSTRUMENT OF TEST

#### Test of Cycle 2

##### A. Pendahuluan

1. Instrument ini digunakan untuk mengetahui kemampuan dalam teks tertulis deskriptif teks
2. Jawaban anda tidak akan mempengaruhi posisi/ prestasi anda disekolah
3. Hasil test anda akan dijaga kerahasiannya

##### B. Pedoman

1. Baca pertanyaan dengan hati-hati
2. Jika kamu memiliki pertanyaan Tanya pada guru
3. Lakukan test sendiri

##### C. Question

1. Write description text consist of generic structure:
  - a. *Description* : identifies phenomenon to be described
  - b. *Identification* : describes parts, qualities, character
2. Choose one of titles below:
  - a. My Favorite teacher
  - b. My Mom
  - c. My Friends

Padangsidempuan, 2019

Validator

Ida Suryani Tanjung, S.Pd

## APPENDIX V

### Observation Sheet

School Name :SMP Negeri 2 Batang Angkola

Subject Matter :

Grade :

Cycle/Meeting :

Day/Date :

No	Activities	Yes	No	Notes
I.	<b>A. Opening</b>			
	1. Greeting students			
	2. Checking the students present list			
	3. Doing apperception			
	4. Explaining the purpose of the learning outcome			
II.	<b>B. Implementation of the learning Material</b>			
	1. Explaining learning material			
	2. Connecting learning material to students experience through clustering technique			
	3. Explaining writing material through clustering technique			
	4. Explaining the step teaching learning by using clustering technique			
	5. Giving the suitable examples in writing material			
	6. Motivation all the students to participate in teaching learning process			
III.	<b>C. Evaluation</b>			
	1. Giving and explaining the test			
	2. Asking the students to create paragraph descriptive text through draft clustering technique design			
	3. Asking the students change their task with their friend			





## APPENDIX VII

**Table Students' Writing Ability in Cycle 1**

NO	Students initial	Content	Grammar	Punctuation	Vocabulary	Fluency	Score
1	AA	10	10	15	10	10	55
2	AU	10	10	15	15	10	60
3	AH	15	10	10	5	10	50
4	AR	10	15	5	10	15	55
5	AP	10	15	10	10	10	55
6	AB	10	15	15	10	20	70
7	AW	10	10	15	15	15	65
8	BIH	15	15	15	5	10	60
9	BCL	10	15	15	10	20	70
10	CAL	15	18	20	18	18	89*
11	CSD	10	10	15	10	15	60
12	DS	20	15	15	10	15	75*
13	DSRG	15	15	20	20	10	80*
14	HA	10	15	10	15	10	60
15	JH	10	15	10	5	10	50
16	MK	10	15	15	10	20	70
17	MS	15	15	15	10	10	65
18	MP	10	15	15	15	15	70
19	NA	15	15	10	15	15	70
20	NS	20	15	15	15	18	83*
21	LA	5	15	10	10	10	50
22	PL	10	15	15	10	20	70
23	PM	20	18	20	15	15	88*
24	RH	10	15	15	15	15	70
25	RP	5	5	5	10	10	35
	<b>Total Score</b>	300	346	340	293	346	1625
	<b>Mean Score</b>	12	13.84	13.6	11.72	13.84	65
	<b>Percentage</b>						20%

\*The students who passed KKM (75) in the first cycle

$$\text{Mean Score} = \frac{\text{Total Score}}{\text{The Total of Students}} = \frac{1625}{25} = 65$$

$$\text{Percentage} = \frac{\text{The Total of students who get 75}}{\text{The total Number of students test 25}} = \frac{5}{25} \times 100 = 20\%$$

## APPENDIX VIII

### Students Writing Ability in second cycle

NO	Students initial	Content	Grammar	Punctuation	Vocabulary	Fluency	Score
1	AA	10	15	10	15	15	65
2	AU	10	15	14	15	15	69
3	AH	13	10	15	10	15	63
4	AR	14	10	16	12	17	69
5	AP	13	15	15	13	15	71
6	AB	15	15	15	15	15	75*
7	AW	15	15	16	16	15	77*
8	BIH	10	15	15	20	20	80*
9	BCL	15	15	15	15	15	75*
10	CAL	20	15	20	16	18	89*
11	CSD	15	16	15	16	18	80*
12	DS	15	15	15	18	15	78*
13	DSRG	15	15	20	15	15	80*
14	HA	14	15	20	15	15	79*
15	JH	10	15	15	15	20	75*
16	MK	13	15	15	13	20	76*
17	MS	18	10	16	15	16	75*
18	MP	15	15	15	16	15	76*
19	NA	15	10	18	15	15	73
20	NS	20	15	18	15	15	83*
21	LA	15	20	15	15	15	80*
22	PL	10	20	15	15	20	80*
23	PM	15	16	20	18	20	89*
24	RH	10	15	15	20	15	75*
25	RP	15	10	15	10	10	60
<b>Total Score</b>		350	362	398	378	404	1892
<b>Mean Score</b>		14	14.48	15.92	15.12	16.16	75.68
<b>percentage</b>							76%

\*The students who passed KKM (75) in the second cycle

$$\text{Mean Score} = \frac{\text{Total Score}}{\text{The Total of Students}} = \frac{1892}{25} = 75.68$$

$$\text{Percentage} = \frac{\text{The Total of students who get 75}}{\text{The total Number of students test 25}} = \frac{19}{25} \times 100 = 76\%$$

## APPENDIX IX

### Observation Sheet

#### Teacher activities in teaching learning process classroom action research

School Name :SMP Negeri 2 Batang Angkola

Subject Matter :English

Grade :VII-A

Cycle/Meeting :I/1

Day/Date :

No	Activities	Yes	No	Notes
<b>I</b>	<b>A. Opening</b>			
	1. Greeting students	✓		When she arrived
	2. Checking the students present list	✓		
	3. Doing apperception	✓		
	4. Explaining the purpose of the learning outcome	✓		
<b>II</b>	<b>B. Implementation of the learning Material</b>			
	1. Explaining learning material	✓		Should make her voice louder
	2. Connecting learning material to students experience through clustering technique	✓		
	3. Explaining writing material through clustering technique	✓		
	4. Explaining the step teaching learning by using clustering technique		✓	More clearly
	5. Giving the suitable examples in writing material	✓		
	6. Motivation all the students to participate in teaching learning process		✓	improved
<b>III</b>	<b>C. Evaluation</b>			
	1. Giving and explaining the test	✓		
	2. Asking the students to create paragraph descriptive text through draft clustering technique design	✓		

	3. Asking the students change their task with their friend			
IV	<b>D. Closing</b>			
	1. Summarizing the material that has been		✓	Together with students improved
	2. Giving the motivation to the students in order to apply clustering technique in writing skill.		✓	
	3. Telling the students the topic for next meeting and close the class	✓		

Validator

Ida Suryani Tanjung, S.Pd

## APPENDIX X

### Observation Sheet

#### Teacher activities in teaching learning process classroom action research

School Name :SMP Negeri 2 Batang Angkola

Subject Matter :English

Grade :VII-A

Cycle/Meeting :I/2

Day/Date :

No	Activities	Yes	No	Notes
I	<b>A. Opening</b>			
	1.Greeting students	✓		When she arrived
	2.Checking the students present list	✓		More clearly
	3. Doing apperception	✓		
	4. Explaining the purpose of the learning outcome	✓		
II	<b>B. Implementation of the learning Material</b>			
	1. Explaining learning material	✓		
	2. Connecting learning material to students experience through clustering technique	✓		
	3. Explaining writing material through clustering technique	✓		
	4. Explaining the step teaching learning by using clustering technique		✓	More clearly
	5.Giving the suitable examples in writing material	✓		
	6. Motivation all the students to participate in teaching learning process		✓	improved
III	<b>C. Evaluation</b>			
	1. Giving and explaining the test	✓		
	2. Asking the students to create paragraph descriptive text through draft clustering technique design	✓		Command by the researcher
	3. Asking the students change their task with their friend	✓		Gave instruction

IV	<b>D. Closing</b>			
	1. Summarizing the material that has been	✓		More clearly
	2. Giving the motivation to the students in order to apply clustering technique in writing skill.		✓	improved
	3. Telling the students the topic for next meeting and close the class	✓		

Validator

Ida Suryani Tanjung, S.Pd

## APPENDIX XI

### Observation Sheet

#### Teacher activities in teaching learning process classroom action research

School Name :SMP Negeri 2 Batang Angkola

Subject Matter :English

Grade :VII-A

Cycle/Meeting :II/1

Day/Date :

No	Activities	Yes	No	Notes
I	<b>A. Opening</b>			
	1.Greeting students	✓		When she arrived
	2.Checking the students present list	✓		
	3. Doing apperception	✓		
	4. Explaining the purpose of the learning outcome	✓		
II	<b>B. Implementation of the learning Material</b>			
	1. Explaining learning material	✓		Should make her voice louder
	2. Connecting learning material to students experience through clustering technique	✓		
	3. Explaining writing material through clustering technique	✓		
	4. Explaining the step teaching learning by using clustering technique	✓		More clearly
	5.Giving the suitable examples in writing material	✓		
	6. Motivation all the students to participate in teaching learning process		✓	improved
III	<b>C. Evaluation</b>			
	1. Giving and explaining the test	✓		
	2. Asking the students to create paragraph descriptive text through draft clustering technique design	✓		Command by the researcher

	3. Asking the students change their task with their friend	✓		Command by the researcher
IV	<b>D. Closing</b>			
	1. Summarizing the material that has been	✓		
	2. Giving the motivation to the students in order to apply clustering technique in writing skill.	✓		
	3. Telling the students the topic for next meeting and close the class	✓		

Validator

Ida Suryani Tanjung, S.Pd



## APPENDIX XII

### Observation Sheet

#### Teacher activities in teaching learning process classroom action research

School Name :SMP Negeri 2 Batang Angkola

Subject Matter :English

Grade :VII-A

Cycle/Meeting :II/2

Day/Date :

No	Activities	Yes	No	Notes
I	<b>A. Opening</b>			
	1. Greeting students	✓		
	2. Checking the students present list	✓		
	3. Doing apperception	✓		
	4. Explaining the purpose of the learning outcome	✓		
II	<b>B. Implementation of the learning Material</b>			
	1. Explaining learning material	✓		
	2. Connecting learning material to students experience through clustering technique	✓		
	3. Explaining writing material through clustering technique	✓		
	4. Explaining the step teaching learning by using clustering technique	✓		More clearly
	5. Giving the suitable examples in writing material	✓		
	6. Motivation all the students to participate in teaching learning process	✓		
III	<b>C. Evaluation</b>			
	1. Giving and explaining the test	✓		
	2. Asking the students to create paragraph descriptive text through draft clustering technique design	✓		Command by the researcher
	3. Asking the students change their task with their friend	✓		Command by the researcher

		✓		
IV	<b>D. Closing</b>			
	1. Summarizing the material that has been	✓		
	2. Giving the motivation to the students in order to apply clustering technique in writing skill.	✓		
	3. Telling the students the topic for next meeting and close the class	✓		

Validator

Ida Suryani Tanjung, S.Pd

## APPENDIX XIII

### The calculation of students Mean score in cycle 1

$$M = \frac{\sum fX}{N}$$

$$M = \frac{1625}{25}$$

$$= 65$$

## APPENDIX XIV

### The calculation of students percentage in cycle 1

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{5}{28} \times 100\%$$

$$P = 20\%$$

## APPENDIX XV

### The calculation of students Mean score in cycle 2

$$M = \frac{\Sigma fX}{N}$$

$$M = \frac{1892}{25}$$

$$= 75.68$$

## APPENDIX XVI

### The calculation of students percentage in cycle 2

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{19}{28} \times 100\%$$

$$P = 76 \%$$

## LIST OF INTERVIEW

### Interview to students'

1. Bagaimana materi yang diajarkan guru ketika proses belajar mengajar dikelas?  
Result:  
AH, JH, LA, RP, AA, AR and AP admitted that they confused in Material what the teacher teach because they could not determine which one material of the teacher teach. Students who had difficulty in English text the teacher teach caused due their lack of understanding the material. Thus, the students are lack of ideas.
2. Apakah kamu suka media yang diberikan guru ketika proses belajar mengajar?  
Result: AU, BIH, CSD,HA, said sometimes they like the teacher media in teaching learning process. Because the teacher sometimes give the real media. And sometimes when they felt not interest the teacher give media to make them bored.
3. Apakah menurut adik pengajaran guru dikelas dapat mempengaruhi keterampilan menulis?  
Result: AB, BCL, MK, MP, NA, PL and RH they said the teaching learning process in classroom can't make them understand and make the difficult to write because the teacher just ask them to write what the teacher write on the whiteboard. After that the teacher ask them to read the teacher write in front of the classroom. To make the not understand what the meaning the teacher write. If the teacher ask them to write the difficult to write because they do not have many vocabularies and teaching learning process the teacher in the classroom can't make the effect students writing ability.
4. Apakah pendapat adik mengenai manajemen waktu yang diberikan guru dalam proses pengajaran menulis?  
Result: AW, AB, BCL, MK, MP, NA and RH they said teacher consistent to manage time in learning process to teach writing. Because the teacher give more time to write and if the times over teacher ask them to collect what they write in the teacher table.
5. Apakah menurut adik strategi pengajaran guru dapat mempengaruhi menulis?  
Result: CAL, DS, DSRG, NS and PM, they said the teacher strategy did not have effect to teaching writing, because the teacher strategy make them bored and didn't interest. The teacher strategy just ask them to work in pairs.
6. Apakah guru sering memberikan latihan untuk mengembangkan kemampuan menulis?  
Result: PM, BCL they said sometimes teacher give practice to students writing. To make them sometimes easy to write and sometimes difficult to write. Because they lack of ideas.

## DOCUMENTATION







## **CURRICULUM VITAE**

### **A. Identify**

Name : Elida Hafni Silitonga  
Reg. No : 1520 300 089  
Place and Birthday : Aek Tolang, 14 November 1997  
Sex : Female  
Religion : Moslem  
Address : Aek Tolang Induk, Kec. Tukka, Kab. Tapanuli Tengah

### **B. Parent**

1. Father's Name : Nusran Silitonga  
2. Mother's Name : Loima Sitompul

### **C. Educational Background**

1. Elementary school : SDN 154500 Aek Tolang in 2009  
2. Junior high school : SMP Negeri 3 Pandan in 2012  
3. Senior high school : SMA Negeri 1 Tukka in 2015  
4. University : IAIN Padangsidempuan



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

09 November 2018

Nomor : 221 /In.14/E.6a/PP.00.9/11/2018  
Lamp : -  
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Rayendriani Fahmei Lubis, M.Ag** (Pembimbing I)  
2. **Fitri Rayani Siregar, 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 Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Elida Hafni Silitonga  
NIM : 1520300089  
Fak/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris  
Judul Skripsi : **Improving Students' writing Ability Using Clustering Technique On Descriptive Text at Grade VII SMP Negeri 2 Batang Angkola**

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

Ketua Program Studi Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDIA/TIDAK BERSEDIA~~  
Pembimbing I

~~BERSEDIA/TIDAK BERSEDIA~~  
Pembimbing II

Rayendriani Fahmei Lubis, M.Ag  
NIP. 19710510 200003 2 001

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NIP. 19820731 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN**  
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Nomor : B - 1742 /In.14/E.1/TL.00/11/2019  
Hal : Izin Penelitian  
Penyelesaian Skripsi.

05 November 2019

Yth. Kepala SMP Negeri 2 Batang Angkola  
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Elida Hafni Silitonga  
NIM : 1520300089  
Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Pandan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Writing Ability Using Clustering Technique on Descriptive Text at Grade VII SMP Negeri 2 Batang Angkola".

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  
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.  
NIP. 19800413 200604 1 002



**PEMERINTAH KABUPATEN TAPANULI SELATAN  
DINAS PENDIDIKAN DAERAH  
SMP NEGERI 2 BATANG ANGKOLA**

JL. MANDAILING KM.20 BENTENG HURABA Kode Pos 22773

Telepon.( 0634) 7363129

Email : smpnegeriduabatangankola@yahoo.co.id

**SURAT KETERANGAN MENGADAKAN PENELITIAN**

NO. 420/ 139 / SMPN.2/2019

Yang bertanda tangan dibawah ini :

Nama : **ABDUL KAMIL HASIBUAN,M.Pd**  
NIP : 19600612 198602 1 005  
Pangkat/Gol : Pembina TK.I/ IV b  
Jabatan : Kepala Sekolah  
Unit Kerja : SMP Negeri 2 Batang Angkola,  
Kec.Batang Angkola Kab. Tapanuli Selatan

Menerangkan dengan sesungguhnya bahwa :

Nama : **ELIDA HAFNI SILITONGA**  
NIM : 1520300089  
Program Study : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Alamat : Pandan

Adalah benar telah melakukan penelitian di SMP Negeri 2 Batang Angkola pada tanggal 11 s/d 23 November 2019 Semester Ganjil Tahun Ajaran 2019/2020.

Adapun maksud penelitian dilakukan adalah untuk memperoleh data dan Informasi yang diperlukan guna menyusun Skripsi dengan judul : **"IMPROVING STUDENTS' WRITING ABILITY USING CLUSTERING TECHNIQUE ON DESCRIPTIVE TEXT AT GRADE VII SMP NEGERI 2 BATANG ANGKOLA"**.

Demikian Surat Keterangan ini diberikan, untuk dapat dipergunakan seperlunya. Atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

Bentenghuraba, 23 November 2019

Kepala Sekolah,

  
**ABDUL KAMIL HASIBUAN, M.Pd**  
NIP.19600612 198602 1 005