



**ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT
AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as a
Partial Fulfillment of the Requirement for Proposal Seminar
in English Education Department*

Written by:

**FITRI MAHRANI DAULAY
Reg. Number. 14 203 00039**

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY

INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2020



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Written by:

FITRI MAHRANI DAULAY
Reg. Number: 14 203 00039

Advisor I

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

Advisor II

Yusni Sinaga, M.Hum
NIP. 19700715 200501 2 010



ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHERS TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2020

Term : Thesis

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Term : Thesis

Padangsidimpuan, December 2020

a.n. **Fitri Mahrani daulay**

Item : 7 (seven) exemplars

To:

Dean Tarbiyah and Teacher Training Faculty

In-

Padangsidimpuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Fitri Mahrani Daulay**, entitled "ANALYSIS OF STUDENTS' ERRORS IN WRITING RECOUNT TEXT AT GRADE VIII SMP NEGERI 2 PADANGSIDIMPUAN". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

Advisor I

Advisor II



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




Yusni Sinaga, M. Hum
NIP. 19700715 200501 2 010

EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION

Name : Fitri Mahrani Daulay
Reg. Number : 14 203 00039
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-4
The title of the Thesis : **ANALYSIS OF STUDENTS' ERRORS IN WRITING
RECOUNT TEXT AT GRADE VIII SMP NEGERI 2
PADANGSIDIMPUAN**

Chief,

Secretary,



Fitri Rayani Siregar, M.Hum
Nip. 19820731 200912 2 004


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

Members,


Fitri Rayani Siregar, M.Hum
Nip. 19820731 200912 2 004


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


Yusni Sinaga, M. Hum
Nip. 19700715 200501 2 010


Eka Sustri Harida, M.Pd
Nip. 19750917 200312 2 002

Proposed :

Place : Padangsidimpuan
Date : December, 03th 2020
Time : 14.00 until finish
Result/Mark : 74,25
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**RELIGION MINISTRY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING
FACULTY**

Jl. T. Rizal Nurdin, Km. 4,5 Sihitang. Telp. (0634) 22080 Sihitang
22733 Padangsidimpuan

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Thesis : Analysis of Students' Errors in Writing
Recount Text at Grade VIII SMP Negeri 2
Padangsidimpuan

Name : Fitri Mahrani Daulay

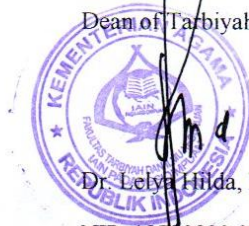
Reg. Num : 14 203 00039

Faculty/ Department : Tarbiyah and Teacher Training Faculty/ TBI

The thesis has been accepted as a partial fulfillment of the requirement for degree of graduate of Education (S.Pd) in English.

Padangsidimpuan, December 2020.

Dean of Tarbiyah and Teacher Faculty



Dr. Lelya Hilda, M.Si.

NIP. 19720920 200003 2 002

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : FITRI MAHRANI DAULAY

Registration Number : 14 203 00039

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-4

Title of Thesis : Analysis of Students' Errors in writing Recount Text at
Grade VIII SMP Negeri 2 padangsidimpuan

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FITRI MAHRANI DAULAY

NIM. 14 203 00039

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As academic cavity of The State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : **FITRI MAHRANI DAULAY**
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FITRI MAHRANI DAULAY

NIM. 14 203 00039

Name : FITRI MAHRANI DAULAY
Reg. Number : 14 203 00039
Faculty/ Department : TARBIYAH AND TEACHER TRAINING
FACULTY/ENGLISH EDUCATION DEPARTMENT
The Title of Thesis : ANALYSIS OF STUDENTS' ERRORS IN WRITING
RECOUNT TEXT AT GRADE VIII SMP NEGERI 2
PADANGSIDIMPUAN

ABSTRACT

The research focused about writing which means analyzing the students error in recount text at grade VIII-9 SMP Negeri 2 Padangsidimpuan were some problems of the students in this research: 1) what is the students' errors in writing recount text. 2) what is students' dominant error in writing recount text. The students often forget about the generic structure and language future of recount text. The purpose in this research to find out the analysis the students error in writing recount text at grade VIII-9 SMP Negeri 2 Padangsidimpuan.

The kinds of this research was descriptive qualitative research. The Sources of data from this research were students from SMP Negeri 2 Padangsidimpuan in class VIII-9 with a total of twenty students. The research used the test to know students' error in writing recount text on collecting data. The data is processed to read the student's writing, identify the students' error, sign the students' errors, classify the students' errors, count the students' error to get the dominant error, make conclusions, and describe the result of research.

Based on resealt of the research, research found that students' error in writing recount text at grade VIII-9 SMP Negeri 2 Padangsidimpuan. 42(23,33) items by omission. There were 23(12,77%) by addition, There were 82(45,55) items students' error by misformation, There were 33(18,33%) items students' error by misordering. Then, the students' dominant error was caused by misformation 82(45,55%).

Key words ; Error, Analysis Recount Text, Dominant Error.

Nama : FITRI MAHRANI DAULAY
Nim : 14 203 00039
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul skripsi : ANALYSIS OF STUDENTS'ERROR IN WRITING
RECOUNT TEXT AT GRADE SMP NEGERI 2
PADANGSIDIMPUAN

ABSTRAK

Penelitian ini difokuskan pada menulis yaitu menganalisis kesalahan siswa dalam menulis recount teks di kelas VII-9 SMP Negeri 2 Padangsidempuan. Beberapa permasalahan siswa dalam penelitian ini adalah: 1) Bagaimana kesalahan siswa dalam menulis recount teks. 2) apa kesalahan dominan siswa dalam menulis recount teks. Penelitian ini difokuskan pada menulis yaitu menganalisis kesalahan siswa dalam menulis recount teks di kelas VII-9 SMP Negeri 2 Padangsidempuan.

Jenis penelitian ini adalah penelitian kualitatif deskriptif. Sumber data dalam penelitian ini adalah siswa SMP Negeri 2 Padangsidempuan kelas VIII-9 yang berjumlah 20 siswa. Penelitian ini menggunakan tes untuk mengetahui kesalahan siswa dalam menulis teks recount dalam mengumpulkan data.

Setelah menghitung data, peneliti menemukan bahwa kesalahan siswa dalam menulis recount teks di kelas VIII-9 SMP Negeri 2 Padangsidempuan. 42 (23,33) item dengan penghilangan, Ada 23 (12,77%) tambahan, ada 82 (45,55) salah bentuk, ada 33 (18,33%) item kesalahan siswa dengan urutan. Kemudian kesalahan dominan siswa disebabkan oleh salah informasi 82 (45,55%).

Kata kunci : kesalahan, analisis recount teks ,kesalahan dominan.

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Reg. No.14 203 00039

TABLE OF CONTENT

	Page
COVER PAGE	
LEGALIZATION OF ADVISOR SHEET	ii
DECLARATION LETTER OF OWN THESIS	iii
PUBLICATION THE LAST OF TASK FOR ACADEMIC	iv
ABSTRACT	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	ix
LIST OF TABLES	xi
LIST OF APPENDIX	xii
CHAPTER I: INTRODUCTION	
A. Background of Problems	1
B. Identification of problem	4
C. Focus of Problem.....	5
D. Formulation of Problem.....	5
E. Significances of Research.....	5
F. Defenition of Key Term.....	6
G. Outline of Thesis	8
CHAPTER II: THEORETICAL DESCRIPTION	
A. Error Analysis.....	9
1. Definition of Error Analysis	9
2. The Kinds of Error.....	12
a. Omission	12
b. Addition	13
c. Misformation.....	13
d. Misordering.....	14
3. Cause of error Analysis	14
1. Writing.....	15
2. Definition of Writing	15
3. Purpose of Writing	17
4. Prosses of Writing	18
5. Kinds of Writing Text	19
B. Recount Text	21
1. Definition of Recount Text.....	21
2. Purpose of Recount Text	22
3. Structure Element Of Recount Text	22
4. Language Futureres of Recount Text	24
5. Example of Recount Text	25
6. Review of Related Finding	27

CHAPTER III: RESEARCH METHODOLOGY

A. Place and Time of the Research	29
B. Kind of the Research	29
C. The Sources of Data	29
D. Instrument of Collecting Data	30
E. Technique of the Data Analysis	32
F. Technique of the Data Trustworthiness	33

CHAPTER IV: THE RESULT OF RESEARCH

A. The Findings	34
1. The Students' Error In Writing Recount Text	34
2. Description Students' Error In Writing RecountText.....	34
a. Omission	35
b. Addition	39
c. Misformation.....	43
d. Misordering.....	47
3. The Students' Dominant Error in Writing Descriptive Text	49
B. Discussion	50

CHAPTER V: CONCLUSIONS & SUGGESTIONS

A. Conclusion.....	52
B. Suggestion	52

REFERENCES

APPENDIXES

LIST OF TABLES

	page
Table 1 Language Features of Recount Text.....	24
Table 2 Example of Recount Text	25
Table 3 Indicator	31

LIST OF APPENDIXES

Appendix 1 : validity Test

Appendix 2 : The Students' Errors Analysis

Appendix 3 : Taxonomy Errors

Appendix 4 : Recapitulation of Students' Errors In Writing Recount Text

Appendix 5 : List of Students Name

Appendix 6 : Documentasi of the research

CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is communication tool in life. Through language people can communicate to each other with signs such as words and gestures. Language is also the most effective communicative to convey ideas, messages, intention, feelings, and opinions to others. Language is a tool to shape human thoughts, feeling, desires, and deeds as well as tools to influence the form of symbols generated by the brain. It is also stated by Linned T. Diaz-Rico, "Language helps humans to fulfill researcher potential, to show researcher innerselves with others, or to act the word powerfully".¹ Language also means of communication among people, either spoken or written.

It is important part of human existence and social process. It can be said that language is used as a medium of communication that has many functions to perform in the life human being. English is the language used as medium of communication and as an international language. This language is used to interactive with other people around the world. English is always used in every educational level in Indonesia, such as university, senior high school, junior high school, elementary school, and kindergarten. It means that every students should be completely mastery English well.

¹ Lynne T. Diaz-Rico, *Strategies for Teaching English Learners*, 2 Edition (USA: Person Education, Inc, 2008), p.1.

English is very important for humans, because English is an international language. It used for communicating among nation in the world. It plays very significant roles in many aspects of international affairs as a means of international communication. In this global era, human being is faced by many problems. One way of anticipating, the problems is by changing the education system should be designed based on the four basic goals namely learning to know, learning to do, learning to live together, and learning to be self own.

In Indonesia, English is known as a foreign language. It is an obligated subject that must be learn by students from elementary schools level up to university level. In studying English, students will learn language skills, such as listening, speaking, reading and writing skill. Writing is activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, opinion, experience and information.

Writing is one language skills that students should know when learning language. Writing is also considered as one of the skills which isoften exercised by them in a plant of time. Writing is not a skill which can be mastered by everyone instantly. First in education, one learns writing skills in school and college.

Writing is primary basis upon which your work, you learning, and your intellect will be judge in college, in the work place, in the community. The skills of expressing ones thought and communicating

ideas and views to other is developed here. Exams are a significant opportunity to demonstrate one's writing skills. This would stand in good stead in any chosen avenues of life. Thus writing skill is the activity to transfer ideas through words and sentences the idea will change to scientific.

There are some kinds of writing, exposition, descriptive, narrative, argumentation and recount text. From all of the those kinds of text above, the writer will only do research about recount text. Recount text is the process of giving information by text, to retell events for the purpose of informing or entertaining. To make right composition students must know the writing structure in English, which the students must have knowledge.

Writing is very important to the students making recount text. By knowing recount text students will be easier to explain a process or procedure or to give direction or instruction. The learner is exercising his power of expression, persuasion, imagination, rhetoric, and using correct English as a vehicle for these achievement rather than as an end in itself.

Based on explanation above, the researcher can make inference that writing is very essential for students and also for every one. But in fact based in English teacher and students explanation, the writing skills big programs at SMP Negeri 2 Padangsidempuan either of achievement or motivation.

Based on the observation and information from the students of grade VIII SMP Negeri 2 Padangsidempuan, it was found that the students

have problems in writing recount text well. The problem is the students can't avoid the errors, because the errors mostly occur in learning English. Especially when they try to arrange sentences or language future in recount text.

Error in the use of language is a good thing to discuss and write. Usually the errors is influenced by the ability to master vocabulary and grammar of the language being studied, so that error in mastering a language component can not be avoided completely. However, such errors can be reduced by control of grammar and vocabulary. Examples mastered grammar and vocabulary in writing text. This means that the ability to requires special skill and processes in arranging the material language by using the words and ideas of learner them selves and be a good composition. Learners often make error in learning English, especially when they are trying to arrange a word or a sentenc in their writings.

Accordingly, based on the explanation above and problems exit in SMP Negeri 2 Padangsidimpuan about students errors in writing ability in recount text. The writer interest in conduct the research entitled “**An Analysis of Students Error in Wrting Recount Text at Grade VIII SMP Negeri2 Padangsidimpuan**”

B. Identification of Problem

There are some problems faced by the students in writing recount text such as: the students often forget about the generic structure and

language future of recount text. However, the problem is students not focus to retell the event, students still forget the part of event. So the researcher focused to analyzing students' error in writing recount text.

C. Focus of The Problem

Based on the background explanation, the researcher focus this study about students error in recount text. The researcher focus on writing which means analyzing the students error in recount text at grade VIII SMP Negeri 2 Padangsidimpuan.

D. Formulation of The Problems

Based on the problem above, the researcher formulates the problems as follow:

1. What kinds of errors made by the students at garde VIII SMP Negeri 2 Padangsidimpuan in writing text?
2. What is the dominant error made by students at grade VIII SMP Negeri 2 Padangsidimpuan?

E. Significances of The Research

This research has significances that purpose to analyze students' error in wring recount text. Therefore, the findings of this research are expected to be relevant in some aspects, especially relevant to:

1. Head master, to encourage English teachers to do the best in teaching process.

2. English teachers, to improve their teaching and learning process especially in writing recount text.
3. Student, to solve their difficulties in writing recount text.
4. Researcher, to do further same and different research.

F. Defenition of Key Terms

To prevent misunderstanding about some terminologies in this research so the writer makes the definition the definition bellow:

1. Analysis

Defined as the detailed study or examination of something in order to understand more about it, or careful examination of a substance in order to find out what it consist of.²

2. Students'

Students is person who is studying at formal education institution. Students mean learner, or someone who attends an educational institution. Hornby stated that "the student is person who is studying at school or college".³

3. Error

An error relates to students systematic errors from being capable of reconstructing his knowledge of the language so far it differs from mistake, a mistake refers to performance error

² A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.41.

³ Hornby, p.1187.

that is either random or a slip of the tongue, in that it is failure to utilize a known system correctly.

4. Error Analysis

According to Hornby said that, “Error is a mistake, especially one that causes problems or aspects’ the result”.⁴ Error is the divergence in using of language). Hornby states that “Analysis is the result of the study”.⁵ According to Siti Zubaida said that, “Analysis is the result process of considering something carefully and in detail, in order to understand and explain it.”⁶

5. Recount Text

Recount text is to tell someday about something, especially something that you have experienced.⁷ Recount text recount tells past events which occurred in a sequence. Its purpose is either to inform or to entertaining the audience. Narrative and recount texts re similar that is both tell the past events, so they commonly use Past Tense.⁸

⁴ Hornby, p.445.

⁵ Hornby, p.41.

⁶ Siti Zubaidah, “Constrative and Error Analysis” (IAIN Medan, 2009), p.ii.

⁷ Hornby, *Oxford Advanced Learner’s Dictionary*, p.1076.

⁸ Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. Yrama Widya, 2009), p.170.

G. Outline of The Research

The systematic of this research is divided into five chapters. Each chapter consist of many sub chapters with detail as follow:

The chapter one consist of background of the problem, the identification of the problem, focus of the problem, formulation of the problem, objectives of the research, significances of the research, the definition of the key term.

The chapter two consist of theoretical description and review of related finding.

The chapter three consists of research methodology and in research methodology consist of place and schedule of the research, method of the research, source of Data and Analytical Unit, instrument of the research, and analysis data.

The four is the result of finding, and in findings consisted of general findings, discussion and threat of the research.

Finally, chapter five is the conclusion suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Framework

In conducting a research, theory are needed to explain some concept or terms applied in research concerned. The terms are as follow:

1. Error Analysis

a. Definition of Error Analysis

Error analysis is derived from two words the are error and analysis. Error means is the something that has been done considered to be incorrect or wrong, or which should not be done. An error could occur because the ability of a person. Sometimes errors are often said to be a pictures of the person's understanding in writing and speaking. Even error in foreign language teaching especially in English.

Analysis is an attempt to observe in detail any matter or thing by breaking the components in the constituent or consistent to examine further. Analysis comes from the ancient greek word "analysis" meaning release. Analysis formed of two syllables, namely "ana" meaning back, and "lysis" which means removing so if combine it means removing the back or decipher. Analysis words is absorbed into the English language into which analysis later absorbed into Indonesia also be analisa.

So error is according to Richards that is error analysis is an activity to reveal errors found in writing and speaking. Error analysis also 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 about language, (b) find out how common difficulties in language learning as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.⁹ Error is to be avoided and its influence overcomes. However, as errors are the result of the negative transfer of first language habits, it is difficult to see how they could become habits simply by tolerating them.¹⁰ So error is a filler and negative transfer of first language habits. This study is analysis of the errors made by second and foreign language learners.

Errors have played an important role in the study of language acquisition in general and in examining second and foreign language in particular. A student cannot learn in the class without knowing an error is made, either by him or by somebody else. Therefore, it is crucial for every language teacher to know their students errors in order to minimize or to avoid those errors.

Another concept of error analysis is given by Brown, he defined error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then several the system operated by learner.¹¹ It seems this concept is the same as the one proposed

⁹ J. C Richards, *Error Analysis* (London: Longman, 1973), p.96.

¹⁰ Rod Ellis, *Understanding Second Language Acquisition* (Oxford: Oxford University Press, 1985), p.22.

¹¹ H. D. Brown, *Principles of Language Learning and Teaching* (New Jersey: Prentice – Hall Inc, 1980), p.166.

By Crystal, he defined Error analysis is a technique identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and procedures provided by linguistics.¹² From the statement above, it can be said error analysis is the study of the error made by second or foreign language learners.

Analysis is the study about something to find out the real situation. There are many definition of analysis from some expert. Hornby states that the analysis is the study of something examining its parts and their relationship.¹³ (Analysis is is the investigation of an event to find out the real situation). So, it can be said that analysis is the study about something to find out the real situation.

The definition above the writer tries to conclude that error analysis is an activity to identify, classify and interpreted or describe out to obtain information on common difficulties faced by someone in speaking or in writing English sentence

B. Kinds of Error

According to Corder, Error is divided into four categories omission of some required element, addition of some necessary or in correct element, misformation of an incorrect element, and miss-ordering of element. And here are the explanations:

¹² D. Crystal, *The Cambridge Encyclopedia of Language* (Cambridge: Cambridge University, 1987), p.112.

¹³ A.S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000), p.38.

a) Omission

the students make sentence, there is one aspect in omitted. It tends to effect function words rather than content words at least in the early stages. More advanced learners tend to be aware of their ignorance of content word, and rather than omit one, they resort compensatory strategies to express their idea.¹⁴ So, omission errors are characterized by the absence of an item that must be appear in a well – formed phrases or sentence and any morpheme or word in a sentence is a potential candidate for omission. However, between content words and function words, the letters are more frequently omitted by language learners For Example : My house in Padang Bolak. The preposition is omitted. The correct sentences must be “My house is in Padang Bolak”.

b) Addition

It is a sentence in which certain aspect of language rules is added in a correct sentence. This manifestation of error is the result of all to faithful use of certain rules and the suggest there are subtypes.¹⁵ So, addition errors are the opposite of omission. They are characterized by the presence of an item, which does not appear in a well-formed utterance. For example : The University is near behind the mosque. This sentences is wrong, because the preposition near or behind is added. The correct sentences must be“ The University is behind the mosque” or” The University is near the mosque.

¹⁴ H. Guntur Tarigan and Djogo Tarigan, *Pengajaran Analisis Berbahasa* (Bandung: Angkasa, 1998), p.149.

¹⁵ H. Guntur Tarigan and Tarigan, p.151.

c) Misformation

What the learner who produced this error has done is not misformation but miss election errors. In this case the students used of a structure of sentence.¹⁶ misformation errors are characterized by the use of the wrong form or morpheme of structure. While in omission error, the item is not supplied at all and in the misformation errors the learner supplies something, although it is incorrect. For example “ I am sitting between my parents and my sisters. “The preposition among is substitute by between. “I am sitting among my parents”.

d) Misordering

In this case the students make sentence in correct order, Misordering is often the result of learners relying on carrying out word for word translation of native language surface structures when producing written or spoken utterances in the TL.¹⁷ Omission errors are the absence of items that must appear in well-formed utterance. For Example : Friends Ririn are playing outside hide and seek. The correct sentence must be Ririn friends are playing hide and seek outside.

¹⁶ Carder Carl James, *Error in Language Learning and Use* (New York: Longman, 1998), p.79.

¹⁷ H. Guntur Tarigan and Tarigan, *Pengajaran Analisis Berbahasa*, p.157.

C. Cause of Error Analysis

Norrish classifies causes of error into three types that is carelessness, first language interference, and translation. The three types of cause of error will be discussed briefly below:

1. *Carelessness*. It is often closely related to lack of motivation. Many teacher will admit that is not always the student' fault if he loses interest, perhaps the material and/or style of presentation do not suit him.
2. *First Language*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits the old ones will interfere the new ones. This cause of Error is called first language interference.
3. *Translation*. It is one of the causes of error. This happened because a students translates his first language sentence or idiomatic express in to the target language word by word. This is probably the most common cause of error.¹⁸ So ,translation one of the cause of error.

2. Writing

a. Definition of Writing

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skill is the activity to transfer the

¹⁸ J Norrish, *Language Learning and Their Error* (London: Macmillian Publisher, 1987), p.21-26.

ideas through words and sentences the idea will change to scientific.¹⁹

Writing is one of the English skills that should be mastered by the English learners. This skill is used as medium of delivering the ideas, feeling, and perception of the writer to the reader.²⁰ Beside that writing is also a good tool for communication. Through writing students can share what they feel, think and deliver their opinion to other. According to David Nunan language generated by the students(in speech or writing) is referred as productive. Language directed at the students (in reading and listening) is called receptive.²¹ So, writing is one of the most important and dear skills the must be mastered.

Writing is one of the most important skills in language learning besides reading, speaking and listning. Writing as one of the four language skills requere a number of conditions to be mastered. It involves the application of grammatical knowledge which includes the sentences patterns, vocabulary, or diction and cultural understanding of the target language. Writing is also a creative process and creatively means making something out of

¹⁹ Rayendriani Fahmei Lubis, "Writing Narative Text," *English Education* 02, no. 01 (2014): p.61, <http://jurnal.iain-padangsidempuan.ac.id/index.php/EEJ/article/viewFile/115/104>, accesed on Thursday 26th November 2020.

²⁰ Eka Setyawati, "An Analysis of the Second Year Students' Ability of SMA Pertiwi 1 Padang in Writing Narrative Paragraph" (Universitas Bung Hatta, 2011), p.7.

²¹ David Nunan, *Practical English Language Teaching*, First Edit (New York: McGraw-Hill, 2003), p.48.

nothing. When students write composition, for example, they are being creative.

Writing is activity of producing word in written form. Some expert also has different definition about writing. Yule defines writing as the symbolic representation of a language through the use of graphic signs.²² O'Malley and Pierce define that writing is personal act in which writers take ideas or prompts and transform them into "self-initiated" topics.²³ While Nunan defines that writing is the mental work of inventing ideas, thinking about how to express them, an organizing them into statement and paragraph that will be clear to a reader.²⁴ Researcher concludes that writing is the representation of language(idea) by graphic sign or symbol.

So, based explanation above, the research concludes writing is a process where a writer needs an ability in transforming what he thought into verbal symbols and activity to transfer the ideas and expressing thought by experiences in draft of the paper.

D. Purpose of Writing

There are some purposes of writing that many experts have explained, according to Penny Ur the " The purpose of writing in principle, is the expression of ideas, the conveying of a message to

²² George Yule, *The Study of Language*, Fourth Edition (New York: Cambridge University Press, 2010), p.212.

²³ J. Michael O' Malley and Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners Practical Approaches for Teachers* (U.S.A: Addition Wesley Publishing Company, 1996), p.136.

²⁴ Nunan, *Practical English Language Teaching*, p.88.

the reader.”²⁵ Diestc states that “ the general purposes of writing may be primary to inform, to persuade, to express and to entertain. The specific purposes involves responding to a certain need for writing.”²⁶ It can be summed up that the purpose of writing is to express the idea or entertaining the audience.

O’ Malley and pierce states there are three purposes of writing. There are: informative writing, expressiv/narrative.

Writing, and persuasive writing. The detail description about three purposes above will be described as follow:

a) Informative writing to share knowledge and give information, direction and ideas. The example of informative writing include describing events or experiences, analyzing concept, specualiting on cases or effects, and depeloving ideas or relationships.

b) Expressive/narrative writing is a personal or imaginative expression in which the writer produces strois or essays. It is usually based on observation of people, objects, and place and may include creative speculation and interpretation.

c)Persuasive writing is writing where the written attempt to influences others and initiate action or change. This writing is often

²⁵ Penny Ur, *A Course in Language Teaching* (United Kingdom: Cambridge University Press, 1991), p.163.

²⁶ Betty Matix Diestc, *Resoning and Writing Well Edition* (New York: McGraw-Hill Companies, Inc, 2003), p.4-5.

based on background information, facts, and example the writer uses to support the view expressed.²⁷

C. Process of Writing

O' Malley and pierce divide writing process to be three stages, they are:

- a) Prewriting, it include motivation, discussion and concept development. In this strategies, students might use graphic organizer as an aid to clarify the concept they will use in writing.
- b) Writing, it takes place in the classroom so the students can rely on both teachers and others students for feedback and support.
- c) Post writing, in this stage, students share their writing with others, read aloud what they have written, or exchange writing with other students.²⁸ So, it can be conluded that process of writing above is started by prewriting, then followed by writing process and finished by post writing.

Zemach and Rumisek states there are four of writing process. They are:

- a. Pre – writing

Pre- writing consists of there 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 of you teacher do not state it, you can state it by you self.

²⁷ Malley and Pierce, *Authentic Assesment for English Language Learners Practical Approaches for Teachers*, p.137.

²⁸ Malley and Pierce, p.138-139.

(2) Gather ideas' when you have a topic, think about what you 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 talk about review structure and content. In this process you must to check what you have written.

d) Rewriting: this process consist about revise structure and content proofread and make final correction about the written.²⁹

E. Kinds of Writing Text

There are many kind of text in learning by students of Junior High School the especially on SMP N 2 Padangsidempuan. They there are procedure text, recount text, narrative text, descriptive text and report text.

1. Procedure text. It is a text to give how the way things to do.
2. Recount text. It is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader.

²⁹ Dorothy E Zemach and Lisa A Rumisek, *Academic Writing from Paragraph to Essay* (Spain: Macmillan Publisher, 2005), p.3.

3. Descriptive text. It is a written text in which the writer describe an object.
4. Narrative text. It is kinds of text tell about word event. Narrative text give information and entertainment. Narrative is story writing, when someone writer a narrative paragraph, he/she write about events in the order that they happen. In other words, you use time order to organize your sentences
5. Report text. It is a text to describe the way things are with reference to a range of natural and social phenomena in our enviroonment.
6. Explanation text it is talk about describing process or activities. It has general statement and general description for its generic structure.
7. Exposition text. the function of exposition text is argue a case. There are four structural elements of exposition text. They are statement of position, preview of argument, and reinforcement of statement of position.
8. Discussion text is a text that has function to look more than one side of issue and to explore various persectives before coming to an informed decision. Issue, support argument, and against argument are structure element of discussion text.

So, the researcher can conclude that kind of text is very important to be learned by students in writing. There are about

kinds of text in learning students' writing at grade VIII SMP N 2 Padangsidempuan. They are procedure, descriptive, narrative, recount. It's all to be learned by students, but in this problem the researcher focused about Recount Text.

4. Recount Text

a. Definition of Recount Text

There are many definition of Recount Text. As stated by some expert Such as, according to AS. Hornby says that "recount is to tell somebody about something, especially something that you have experience."³⁰ In addition, Linda Gerot and Peter wignell say that Recount text is to retell events for the purposes of informing or entertainig.³¹ In the text recount text, nothing goes wrong as it does in narrative; all events occur normally as they do in natural settings. Whereas the narrator's opinion has been charged through the stages of Evaluation and the choice of climax (complication)in narrative, a recount is absents from the telers judgment. Then, Recount text is to tell what happened or to document a sequence of events and evaluate their significanse is some way.³² Next, Recount text retell events in order to inform or entertain people.³³ So, based on above of explanation recount text is to retell events, it happens in the last time.

³⁰ Hornby, *Oxford Advanced Learner's Dictionary*, p.106.

³¹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), p.194.

³² David, "Functional Grammar (An Explorer's Guide)" (National Centre for English Teaching and Research: Macquarie university, 2000), p.9.

³³ Emalia Iragiliati, *Adventurous English* (Jakarta: Pabelan, 2005), p.5.

b. Purpose of Recount Text

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

c. Structure Element of Recount Text

The structural element of recount text consists to orientation, events and re-orientation.³⁴

a) Orientation

Orientation consist of opening, introduction the participant, time and the place. Orientation refers to part of the text which gives setting or introducing. The part will guide the reader to make guessing of the reader read an orientation of the text, the reader can guest the content of the text.

Related to the explanation above, the writer can conclude that orientation is a part of structural of recount text. Orientation consists with introduction of the text, example time, place and the people in the text.

³⁴ Otong Setiawan Djuharie, *Essay Writing* (Bandung: CV. Yrama Widya, 2009), p.170.

b) Event

Event is a part structural of recount text that contains sequences of phenomenon or tells about what happened in the story. In another word, Otong Setiawan Djuharie says that event is sequence of event. Event consist of recording of activities or events. I the past that is told based on it chronological event. From explanation above, can conclude event means show the phenomenon or tell about happened in the story.

c) Re-Orientation

Re-Orientation is the last structure of recount text. Re-orientation contains optional closure of the event in the text. Re-Orientation refers to the past of the text gives indication that the events in the text have finished. Re-Orientation contains the brief conclusion of the record events. The conclusion of re-orientation is closing or finishing of the story.

From explanation have above about structural element of recount text, that is important to determine recount text. Without orientation, event and re-orientation that is mean the text is not recount text. They are the identity of recount text.

d. Language Features of Recount Text

The language features of recount text, tell about language or part of speech that use of recount text.³⁵

Table 1.

Language Features of Recount Text

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

³⁵ Anna Leli Harahap, "The Influence of Morpheme Mastery On Students, Ability In Writing Recount Text At Sixth Semester Of English Education Study Program" (STAIN Padangsidempuan, 2012), p.23.

e. Example of Recount Text

Table 2

Below is the example of recount text

Generic Structure	Text
Orientation	<p>A few month ago, I went to Cermin beach with my family. It is located in serdang Begadai district about 53 km from Medan city, Nort Sumatra. The trip there took about 1,5hous. We let from Medan at 07.30 using a car and we arrived about 09.00 o'clock.</p>
Event	<p>As arrived there, my parents rented a hut to take a rest. I and my sister immediately ran towards the beach. It looked sunny day with the blue sky and I felt a gentle breeze. The weaves there were suitable for swam, but unfortunately I couldn't swim. I just played with white sand and built a sand castle. I didn't forget to take a selfie with the background of beautiful beach.</p>

	<p>At noon, I began to feel hungry, I approached the rented hut. Apparently, my mother had prepared food for us, I felt happy to able to vocation with family and enjoyed the beauty of nature created by God</p>
Re-Orientation	<p>Not felt, the day had begun in the evening. We hurried to go home. Before went to home, I bought some souvenirs there, we arrived at 6.00 PM because the trip was jammed.</p>

F. Review of Related Findings

Talking about related findings, the writer find some research have done by other person. First is the research by Doni Ramli. The method use in this research is a descriptive where the research explain the result of research by describing the data gained. The techniques use for collecting data are instrument technique and direct observation technique. The tool of collecting data are measurement technique and direct observation technique. The tool of collecting data are written test. Based on the finding in

this research, there are 275 errors made by the students in writing recount text. The error are 95 or 34.54% errors at writing content of the text, 21 or 7.63% errors at vocabulary, 123 or 44.74% errors grammar and 36 or 13.9% errors at mechanics.³⁶

Second is the research which conducted by Cholipah. The result of her research show that second grade students of SMP Trimulia Jakarta Selatan still made many errors in recount text writing. The most common types of errors made by the students are capitalization with the number of errors is 200 or 23.90%, word choice with the number of errors is 110 or 13.14 and verbs tense with the numbers of errors is 105 or 12,54%. then, the source of errors identified in this study are communication strategy with the numbers is 428 or 51.14% source of errors, interlingued transfer with the source of errors is 295 or 35.24%, intralingual transfer with the source of error is 94 or 11.23% context of learning with the number source of errors is 20 or 2.39%.³⁷

Third is the research which conducted by Evayani. The result of her research is the most common errors made by the second grade students of MAN 10 Jakarta in the level of grammar were verbs, capitalization and word form. First, the frequency of verbs tense is 75 errors under the percentage of total errors.

³⁶ Doni Ramli, "An Analysis on Students Errors in Writing Recount Text at Grade X in SMA N I Siantain" (universitas Tanjungpura, 2012).

³⁷ Cholipah, "An Analysis of Students Errors in Writing Text at Grade VIII in SMP Trimulia Jakarta Selatan" (UIN Syarif Hidayatullah Jakarta, 2013).

Second, the total errors is words forms with the total 34 or under the percentage of 10 %. Next, The causes of errors were made by the students of MAN 10 Jakarta were intralingual transfer, interlingual transfer, communication strategies and context of learning. The frequency of intralingual transfer is 197 errors or 58,1%. Nex tinterlingual transfer is 128 errors or 37.8%. Then communication strategies is 8 errors or 2.3%. And the last is context of learning with the total errors 6 or 1.8%.³⁸

So, from the description the research do a research how about the errors in writing recount text. So, in this research, the research an analysis of students error in writing recount text by qualitative approach.

³⁸ Evayani, "An Analysis on Grammatical Errors In Students Recount Text Writing at Grade VIII MAN 10 Jakarta" (UIN Syarif Hidayatullah Jakarta, 2013).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research was done in SMP N 2 Padangsidimpuan. It is located at Jl.Ade Irma Suryani No. 1 Padangsidimpuan, North Sumatera, Indonesia and the subjectis Eighth grade of Senior High School. The research This started from 12th March 2020 until finish.

B. . Kinds of Research

In line with the description above, the descriptive qualitative research was usedin this research because the researcher wanted to recount the errors in the students; writing, especially the types of error, dominant errors writing recount text at grade VIII SMP N 2Padangsidimpuan. These errors describe in details in this research base on the result of the students writing in recount text. It is the application of descriptive qualitative research.

C. Source of Data

The sources of data in this research were:

Primary Source of Data:

The source of data in this research was students at grade VIII SMP Negeri 2 Padangsidimpuan. There are ten classes at grade VIII SMP Negeri 2 Padangsidimpuan. Researcher took only

one class. The class is at grade VIII-9. There are thirty two students at VIII-9.

They weretwentyof thirty two students at grade VIII-9. So there are thirty two students who answer the test. Students made dominant error when writing recount text in class with teacher.

D. Instrument of Collecting Data

This researcher used the test to collect the data of the research.

The explaining of the instruments:

Test

In order to collect the data accurately on students' error on writing recount text, the researcher give a writing test. Test is a direction to write a simple recount text base on point knowledge in the social function, generic structure, and linguistic element. Appropriate with the instrument of this research, the researcher to know the students' error in writing recount text. So, this test is not find the score of students' writing but collect the data to analysis the students' error in writing recount text.

In this research, researcher givethe test about direction the write a recount text about type of writing recount text to get information the students' error in analysis the omission, addition, misformation and misordering in students writing. The researcher gave the thing type of recount text. So, the indicators of this test are:

Table 3
Indicator of Test

No	Indicator	Sub- Indicator
1	Omission	a. Omission of article b. Omission of adverb c. Omission of prepositions d. Omission of conjunction
2	Addition	a. Addition of to be b. Addition of article c. Addition of conjunction d. Addition of adverb
3	Misformation	a. Misformation of pronoun b. Misformation of adverb c. Misformation of plural d. Misformation of singular e. Misformation of possessive f. Misformation of noun f. Misformation of mainverb
3	Misordering	a. Misordering of noun phrase b. Misordering of adverb

The technique of collecting the data with the test as follow:

- a) Researcher got student's preparedness the test.
- b) Researcher gave the test to the students.

- c) Researcher determined the time of doing the test
- d) Researcher reminded the students don't cheating and doing the test by their own self.
- e) Researcher collected the students writing.
- f) Researcher analysed the students writing.

E. Technique of Data Analysis

After researcher collected the data, researcher analyzed the data by using these steps:

1. Researcher identified students' error in writing recount text.
2. Researcher clasified the errors based on the types of the errors.
3. Researcher counted the errors according to the types of the error.
4. Percentage of the answer subject and to take on table, research used this

formula:

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

Where:

P = Percentage

f = Frequency of type errors

N = Sum of all type error

5. Researcher made the conclusion.

Percentage of the answer subject and to take on table,

After researcher did the steps above, researcher made conclusion. So, the researcher can arrange the sentences briefly and correctly.

F. Techniques of Checking Trustworthiness

Trustworthiness in qualitative research is important because checking to the trustworthiness of the data to contradict the assumption of qualitative research and it is not scientific. The checking trustworthiness reduce the bias of the data, and to improve the validity of the data collecte. Researcher make triangulateas checking the trustworthiness data with compare the result of

Triangulate confirm one another and recollections of other participants produce the same description of an event or when a participant responds similarly to a personal question asked on three are different occasions.

Therefore, what is obtained from the data source can be verified whenever compared to similar data obtain from other sources different.

CHAPTER IV

THE RESULT OF RESEARCH

A. Findings

This study is a qualitative research. This study used recount writing. The participant of this research was the second grade students of SMP Negeri 2 Padangsidempuan. There was only one class, which consisted of thirty two students. The instrument of this research was writing test. In this research, the learning material was focused on errors taxonomy of recount text.

The researcher asked the students to write a recount text based on the topic. The topic is 'Experience in the last 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 finishing, the researcher collected students' writing recount text. Then, the researcher analyzed the data. The researcher conducted writing test and analyzed based on Errors Strategy.

Following are the result of students answered.

1. Students' Error in Writing Recount Text

The researcher classified the students' errors into four aspects, namely, omission, addition, misformation, and misordering. The researcher divided each table into seven columns. They were the first column consisted of number, name, question number, students answer, students error, reconstructions, total.

a. Omission

The first, there were two items error found in the RS recount writing caused by omission. There were “It located in sayur matinggi” is reconstructed to be “it was located Sayur Matinggi”. “It very far from Sidimpuan” should be “ it was very far from sidimpuan”.So, the two items error are caused by omit to be.

The second, there were two items errorfound in the ASS recount writing caused by omission. there were “ we just selfie in the swimmingpool” is recontruction to be “ we just took selfie in the swimmingpool”. “ I so very happy” should be “ I was very happy”. So, the one items error are caused by omit noun and one item error are caused by omit to be.

The third, there were one items error found in the KZ recount writing caused by omission.“ I went to kalangan beach with my family is located in sibolga” is recontruction to be “ I went to kalangan beach with my family it is located in sibolga”.So, the one item error are caused by omit adverb.

The four, there were two items error found in the AN recount writing caused by omission. There were “ slide land my compting” is reconstructed to be “ slide land we compting. “ “I am happy” should be “ I was happy”. So, the two item error are caused by omit tobe.

The five, there were two items error found in the DA recount writing caused by omission. There were “is located in batangtoru” is reconstructed to be “it is located in batangtoru”, “there nere suitable for swimming” should be “there were suitable for swam. So, the one items error are caused by omit adverb, and one item error are caused by omit tobe.

The six, there were two items error found in the DHP recount writing caused by omission. There were “I and my friends were” is reconstructed I and my friends went there “we very happy” should be to be “we were very happy”. So, one items error are caused by omit adverb, and one items error are caused by omit tobe.

The seven, there were two items error found in the FRD recount writing caused by omission. There were “this park not far from our house” is reconstructured “this park is not far from our house”, “15 minutes later we stay in park” should be “15 minutes later we stay in the park. So, one items error are caused by omit tobe, and one items error are caused by omit article.

The eight, there were three items error found in the NMH recount writing caused by omission. There were “I and brother go street” is reconstructed “I and brother go to street”, background of beautiful” should be “background of beautiful view”, “we very happy” should be “we were very happy. So one items error are

caused by omit article, one item error are caused by omit noun, and one item error are caused by omit tobe.

The nine, there were two items error found in the SD recount writing caused by omission. There were “we go 09.from home” is reconstruced “we went at 09.00 from home”, “ finally we back to home” should be “finally we were back to home”. So, one item error are caused by omit adverb, and one item error are caused by tobe.

The ten, there were one items error found in the KPNS recount writing caused by omission. There were “we tired” is reconstructed “we were tired.” So, one item error caused by omit tobe.

The eleven, there were two item error found in D recount writing caused by omission. There were “ it hot day” is recontraction “it was hot day”, “ it was hot day” shoul be “ it was a hot day”. So, one items error are caused by omit tobe, and one item error caused by omit article.

The twelfth, there were three item error found in the F recount writing caused by omission. There were “ I go to market yesterday with my sister” is reconstracted “ I go to the market yesterday with my sisters”, “ I happy to be with my sister in market” should be “ I was happy to be with my sister in market”, “ I happy to be with my sister in market” should be “ I was happy

to be with my sister in the market”. So, two item error are caused by omit article, and one item error are caused by omit tobe.

The thirteen, there were two item error found in FNR recount writing caused by omission. There were “ a and my friend” is reconstracted “I and my friend”, “ I and my friend take e photo” should be “ I and my friend took A photo”, “ forget to take a break greand of beautiful”, should be “forget to take a photo break grend of beautiful”. So, one item error are caused by omit article, and one item error are caused by omit tobe.

The fourteen, there were six item error found in HM recount writing caused by omission. There were “ I and my family go beach for a vocation” is reconstracted “I and my family go to beach for a vocation”, “ as we arrived there” should be “as we went arrived there”, “ I walk to beach it a nice sunny day” should be “ i walk to the brach it a nice sunny day”, “I walk to the beach it a nice sunny day” should be “ I walk to the beach it was a nice sunny day”, “weaves there suitable for swamming” should be “ the weaves there suitable for swamming”, “ we taking some photos” should be “we were taking some photos”, “we tired” should be “ we were tired”. So, three item error are caused by omit tobe, two items error caused by omit article, and one item error conjungtion.

The fiveteen, there were six item error found in ARRL recount writing caused by omission. There were “I go to market buy” is reconstracted “ I go to the market buy”, “ I and my mother see sweet fruits and we buy a few” should be “ I and my mother see sweet fruits and we were buy a few”, “ we drop in shop small” should be “ we were drop in shpo small”, “finally we back to home” should be “ finally we were back to home “ and I very happy go to market with my mother” should be “ And I Was very happy go to market with my mother”, “ and I was very happy go to market with my mother” should be “and I was very happy go to the market with my mother”. So, five error are caused by omit tobe, and one item error are caused by omit article.

The sixteen, there were four item error found in FN recount writing caused by omission. There were “ we take photo together” should be “we were take photo together”, “ and we eat lunch together” should be “ and we were eat lunch together”, “ finally we back to home”, “ finally we were back to home”, “ we tired and I am very happy” should be “ we were tired and I am very happy”. So four item error are caused by omit tobe.

b. Addition

The first, there were one items error found in the RS recount writing. They were “ from my grandma house’s” , the correct

sentence is that noun “ house’s” must not appear here, it should be”from my grandma house”. So, the student made oneitem error of noun.

The second, there were two items error found in the ASS recount writing. They were “ A there I just played with my sisters”, the correct sentence is that article “ A” must not appear here, should be “there I just played with my sisters”, “ I so very happy” the correct sentence is that adverb “ so” must not appear here, it should be “ I am very happy”. So, the student made oneitem error of article, one item error of adverb.

The third, there were two items error found in the KZ recount writing. They were “ A two mont ago” the correct sentence is that article “ A” must not appear here, should be “ two mont ago”, “ The trip there took about 4 hour I by on car” the correct sentence is that pronoun “I and on” not appear here” should be “ the trip there took about 4 hour by car”. So, one the student made item error of article and one item error of pronoun.

The four, there were two items error found in the RA recount writing, they were “there days ago” the correct sentence is that phrase” three” must not appear here, should be “ three days ago”, “ they are very handsome” the correct sentence is that to be” are” must not appear here “ should be they were very handsome”. “So

one the students made item error of phrase, one the student made items error of tobe.

The five, there were one items error found in the CRS recount writing. They were “ We went to home” , the correct sentence is that conjunction “ to” must not appear here, should be “we went home”. So, the student made one item error of conjunction.

The six, there were three items error found in the AN recount writing. They were “ I went to waterpark by card”, the correct sentence is that noun” card” must not appear here, should be “ I went to waterpark by car”, “ we are happy” should be “ we were happy”. So, the student made one item error noun, one student made one items error tobe.

The seven, there were one item error found in the DHP recount writing. They were “ I and my friends went were” the correct sentence is that tobe “ were” must not appear here, should be “ I and my friends went”, “ I and my friends come back in the house” the correct sentence is that adverb “ come” must not appear here, should be “ my friends and I back in the house”. So, the student made one item error tobe, one student made item error adverb.

The eight, there were two item error found in the FRD recount writing. They were “ thi’s park not far from our house” the correct sentence is that adverb “ S” must not appear here, should be “ this park not far from our house”, “ we tired” should be “ we were tired”.

So, the student made one item error to be, one student made item error adverb.

The nine, there were one item found in the KPNS recount writing. They were “ we tired but we are happy” the correct sentence is that to be “ are” must not appear here, should be “ we tired but we were happy”, “ I am very happy” should be “ I was very happy. So, two students made item error of to be.

The ten, there were one item error found in the F recount writing, they were “ we are buy” the correct sentence is that to be “ are” must not appear here should be “ we were buy”. So, the student made item error to be.

The eleven, there were one item error found in the FNR recount writing, they were “ a and my friends” the correct sentence is that article “A” must not appear here, should be “ I and my friends”. So, the student made one item error article.

The twelfth, The six, there were two item error found in the NNH recount writing. They were “A two days ago” the correct sentence is that article “ A” must not appear here, should be “ two days ago”, “ I and my family go to home in town” the correct sentence is that preposition, should be “ my family and I go home in town”, “ I am very tired” the correct sentence is that to be “ am” must not appear here ,should be “ I was very tired”, “ I am very happy” the correct sentence is that to be “ am” must not appear here,

should be “ I was very happy”. So, the student made one item error article, the student made one item error preposition, the student made two item error tobe.

c. Misformation

They first, There were seven items error found in the RS recount writing caused by misformation. They were “ go” should be “ went”, “ buy” should be “ bought”, “ using” should be “ used”, “ get” should be “ got”, “ using” should be “used”. So, This student made seven items error caused by misformation verb.

The second, there were three items error found in the ASS recount writing caused by misformation. “using” should be “used” ,” swimming” should be “swam”, “eating” should be “ate”. So, this students made three items error caused by misformation verb

The third, there were one item error found in the RA recount writing caused by misformation. “love” should be “loved”. So, this student made one item error caused by misformation verb.

The four, there were one items error found in the CRS recount writing caused by misformation. They were “ beautiful” should be “ beautifuled”. So, this student made one item error caused by misformation verb.

The five, there were five item error found in the AN recount writing caused by misformation. They were “ agi” should be “ ago”, “go” should be “ went”, “playing” should be “ played”, “ take”

should be “took”, “tried” should be “tired”. So, this student made one item error caused by misformation verb.

The six, there were two item error found in the DA recount writing caused by misformation. They were “using” should be “used”, “swimming” should be “swam”. So, this students made one caused by misformation noun, and one students made caused by misformation verb.

The seven, there were two item error found in the DHP recount writing caused by misformation. They were “see” should be “saw”, “playing” should be “played”. So, this students made two caused by misformation verb.

The eight, there were three item error found in the NMH recount writing caused by misformation. They were” using” shoul be “used”, “go” should be “went”, “take” should be “took”. So, this students made three caused by misformation verb.

The nine, there were three item error found in the SD recount caused by misformation. They were “go” should be “went”, “play” should be “played”. So, this students made three error caused by misformation verb.

The ten, The eleven, there were five item error found in the KPNS recount writing caused by misformation. They were “take” should be “took”, “play” should be “swamming” should be “swam”. So, this

students three item error caused by misformation by verb, one item error caused by misformation noun.

The eleven, There were five item error found in the D recount writing caused by misformation. They were “ go” should be “ went”, “ get” should be “ got”, “ enjoy” should be “ enjoyed”. So, this students made four error caused by misformation verb, and one made error caused by misformation noun.

The twelfth, there were four item error found in the F recount writing caused by misformation. They were “ go” should be “ went”, “ buy” should be “ bought”, “ want” should be “ wanted”. So, this students made four error caused by misformation verb.

The thirteen, there were eight item error found in the FNR recount caused by misformation. They were “ one week ago” should be “ one week ago”, “ go” should be “ went”, “ buy” should be “ bought”, “ take” should be “ took”, “ play” should be “ played”, “ forget take” should be “ forget took”, “ beautiful” should be “ beautifuled”. So, this students three made item error caused by misformation verb, two made item error caused by misformation noun, and two made item error caused by misformation adverb.

The fourteen, The Fourteen, there were four item error found in the HM recount caused by misformation. They were “ go” should be “ went”, “ walk” should be “ walked”, “ swimming” should be “ swam”. So, this students made four error caused by misformation verb.

The fiveteen, there were seven item error found in the AAL recount writing caused by misformation. They were “go” should be “went”, “cooks” should be “cooked”, “swimming” should be “swam”, “find” should be “found”. So, this student made six caused by misformation by verb, and two students made caused by misformation noun.

The sixteen, The ten, there were seven item error found in the NNH recount writing caused by misformation. They were “go” should be “went”, “swimming” should be “swam”, “look” should be “looked”, “swim” should be “swam”. So, this students five made item error caused by misformation verb, and one error caused by misformation noun.

The seventeen, there were eight item error found in the ARRL recount writing caused by misformation. They were “go” should be “went”, “buy” should be “bought”, “see” should be “saw”, “buy” should be “bought”. So, this students made eight error caused by misformation verb.

The eighteen, there were seven item error found in the FN recount writing caused by misformation. They were “go” should be “went”, “play” should be “played”, “swimming” should be “swam”, “take” should be “took”, “eat” should be “ate”. So, this students made six error caused by misformation verb, one item error caused by misformation noun.

d. Misordering

The first, there were one items error found in the ASS recount writing caused by misordering. They were “I and my brothers” should be “my brother and I”. So, this students made one error caused of pronoun.

The second, there were two item error found in the CRS recount writing caused by misordering .they were “ I and my friends” should be “my friends and I”, “ I and with my friends” should be “ my friends and I”. So, this students made two items error caused of pronoun.

The third ,there were two items error found in the AN recount writing caused by misordering. They were “I and my friend” should be “my friend and I. So, this students made two error caused of pronoun.

The four, there were one items error found in the DA recount writing caused by misordering. They were “ I and my sisters” should be “ my sisters and I”. So, this students made one error caused of pronoun.

The five, there were three items error found in the DHP recount writing caused by misordering. They were“ I and my friends” should be “ my friends and I”. This students made three items error caused of pronoun.

The six, there were one item error found in the NMH recount writing caused by misordering. They were “ I and brother” should be “

my brother and I". This students made one items error caused of pronoun.

The seven, there were one items error found in the SD recount writing caused by misordering. They were " I and my brother" should be " my brother and I". This students made one items error caused of pronoun.

The eight, there were four items error found in the KPNS recount writing caused by misordering. They were" I and my friends" should be "my friends and I".This students made four items error caused of pronoun.

The nine, there were two items error found in the D writing caused by misordering. They were " I and my father" should be " my father and I", "fishing too" should be "too fishing". This students made one items error caused of pronoun, one item error caused noun.

The ten, there were three items error found in the FNR recount writing caused by misordering. They were "I and my friends" should be "my friends and I". This students made three items error caused of pronoun.

The eleven, there were one item error found in the HM recount writing caused by misordering. They were " I and my family" should be " my friends and I".This students made one items error caused of pronoun.

The twelfth, there were one item error found in the AAL recount writing caused by misordering. They were “fish big” should be “big fish”.

The thirteen, there were five items error found in the NNH recount writing caused by misordering. They were “I and my family” should be “ my family and I”, “butterfly beautiful should be “beautiful butterfly”. This students made one items error caused of pronoun.

The fourteen, there were four items error found in the ARRL recount writing caused by misordering. They were “I and my mother” should be “ my mother and I”, “ shop small” should be “ small shop”, “ noodles fried” should be “ fried noodles”. This students made two items error caused of pronoun, two item error caused of noun.

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

e. Students’ dominant Error in Writing Recount Text

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

- a. Omission there were forty two items by omission of, to be, adverb, article and main verb.

- b. Addition there were twenty three items by addition of article, to be, pronoun, adverb,preposition, main verb.
- c. Misformaton there were eighty two items by misformation of adverb and main verb,conjungtion, noun.
- d. Misordering there were thirty three items by misordering of pronoun, adverb and main verb.

So, misformation was dominant error in writing recount text by students at grade VIII-9 SMP Negeri 2 Padangsidimpun, 82 (45.55%).

B. Discussion

In this research, the research is explain about analysis recount text the researchers is explains definition of recount text, purpose recount, structure element of recount text, language features of recount text. The researchers was explain of indicator.

The researcher was related to some previous research concluding the first A script of Doni Ramli in thesis he concluded the method use in this research by describing the data gained. The techniques use for collecting data are instrument technique and direct observation technique. The tool of collecting data are measurement technique and direct observation technique.³⁹

Second is the research which conducted by Cholipah. The result of her research show that second grade students of SMP Trimulia Jakarta Selatan still made many errors in recount text writing. The most common

³⁹ Doni Ramli, "An Analysis on Students Errors in Writing Recount Text at Grade X in SMA N I Siantain" (universitas Tanjungpura, 2012).

types of errors made by the students are capitalization with the number of errors is 200 or 23.90%, word choice with the number of errors is 110 or 13.14 and verbs tense with the numbers of errors is 105 or 12,54%.⁴⁰

Third is the research which conducted by Evayani. The result of her research is the most common errors made by the second grade students of MAN 10 Jakarta in the level of grammar were verbs, capitalization and word form. First, the frequency of verbs tense is 75 errors under the percentage of total errors. Second, the total errors is words forms with the total 34 or under the percentage of 10 %.⁴¹

According to students' errors, the students were low in writing recount text. Then, the students were low in structure and grammar of tenses, especially past tense. And according to dominant error, the students were low in using verb. It made the students' errors in writing recount text.

⁴⁰ Cholipah, "An Analysis of Students Errors in Writing Text at Grade VIII in SMP Trimulia Jakarta Selatan" (UIN Syarif Hidayatullah Jakarta, 2013).

⁴¹ Evayani, "An Analysis on Grammatical Errors In Students Recount Text Writing at Grade VIII MAN 10 Jakarta" (UIN Syarif Hidayatullah Jakarta, 2013).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of test which are done by the research about students error analysis in writing recount text, the conclusions are:

1. The students' errors analysis in writing recount text was omission 42(23.33%), addition 23(12.77%), misformation 82(45.55%), misordering 33(18.33%).
2. The students' dominant errors analysis in writing recount text related to misformation was 82 (45.55%).

B. Suggestions

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

1. The researcher on this occasion hopes that other researcher will conduct a research related to the topic study, especially to find out other students' error analysis in recount text.
2. The researcher hopes that can motivate the students to improve their ability in writing recount text especially the use of the article, to be, preposition, pronoun, noun phrase, and tenses.

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CURRICULUM VITAE

A. Identity

Name : Fitri Mahrani Daulay
Reg. Num. : 14 203 00039
Place/Birth : Siunggam Julu, Februari 21^h 1996
Sex : Female
Religion : Islam
Address : Siunggam Julu, kec. Padang Bolak Tenggara

B. Parents

Father's Name : Ali Gusti Daulay
Mother's Name : Komaria Nasution

C. Educational Background

1. Graduated from Elementary School SD Negeri 102520 Siunggam Tonga 2008
2. Graduated from Junior High School SMP N 2 Padang Bolak Tenggara 2011
3. Be University student IAIN Padangsidimpuan 2014

Appendix 1

Writing Test

Name:

Class:

Please write down your experience in the last holiday, use recount text consist of orientation, even, re- orientation.

Title:

Orientation :

Event :

ReOrientation :

Padangsidimpuan, December 2019

Validator

Researcher

Yusni Sinaga ,M.Hum

Fitri Mahrani Daulay

Nip .19700715 200501 200501 2 010

Nim. 14 203 00039

Appendix II

The students error analysis

N0	Name	Question number	Students answer	Students error	Reconstructions	Total error
1	RS	Last year, I went to aek sijornih waterpark with my mother and my aunt (1) it located in sayur matinggi (2)it very far from padangsidimpuan. We left from my grandma house. From my grandma (3) house's (4)we go at 07.30 WIB. At the place we (5) we buy the ticket and get in to the waterpark.(6) I using this time tom study or training swimming. So I can swimming I training with my cousin. My mother take the picture at the waterfall. That so fun(7) I went to go the place againt but the place its very far from my house. At evening (8)we get to home because I have bored.(9)We get home(10) using pedicap we. We order the pedicap I have fun during my holiday.	(1)It located in sayur matinggi. (2) it very far from sidimpuan (3)from my grandma house's(4) we go at 07.30 (5)we buy the ticket (6) I using the time to study (7) I went to go place (8) we get home because I have bored (9) we get home (10) using pedicap	(1) Omission of to be: was (2)omission of to be: was (3)addition of noun: house's (4)misformati on of verb : go (5)misformati on of verb: buy (6)misformati on of noun: using (7)misformati on of verb: go (8)misformati on of veb: get (9)misformati on of noun: get (10)misformat ion of noun: using	Last year, I went to aek sijornih waterpark with my mother and my aunt it was located in sayur matinggi it was very far from sidimpuan we left from my grandma house . We went at 07.30 WIB. At the place we bought the ticket and get in to the waterpark. Used this time to study or training swimming. So I can swimming I training with my cousin. My mother take the picture at the waterfall. That so funI went go the place againt but the place its very far from my house. At evening we got to home because I have bored.We got home used pedicap we. We order the pedicap I have fun during my holiday.	10
2	ASS	A few monts ago, I	(1)we using a	(1)Misformati	A few monts ago,	8

		went to swimmingpool with my family.(1) We using a car to swimming. As arrival there(2) I and my brothers (3)lear swimming(4) a there I just played with my sisters,(5) we justselfie in the swimmingpool after swimming,(6) we eating together there is fried rice,fried noodle,fried chicken and soto. Finally we were back to home, (7)I (8) so very happy	car to swimmingpool I (2) I and my brothers (3)lear swimming (4) a there I just played with my sisters (5) we just selfie in the swimmingpool I (6)we eating togethers\ (7) I so very happy (8) I very happy	on of noun: using (2)misorderin of pronoun: I and my brothers (3)misformati on of verb: swimming (4) addition of article: a (5) omission of noun: took (6)misformati on of verb eating (7) addition of adverb: so (8)Omission of to be: was	I went to swimmingpool with my family. We used a car to swimming. As arrival there my brothers and I lear swam there, I just played with my sisters,we just took selfie in the swimmingpool after swimming,we ate together there is fried rice,fried noodle,fried chicken and soto. Finally we were back to home,I was very happy	
3	KZ	(1) A two monts ago, I went to Kalangan beach with my family(2) is located in Sibolga the trip(3) took about 4 hours, I by on car.Finally we were back to home we tired but we were happy.	(1) A two monts ago (2) I went to Kalangan beach with my family is located in Sibolga (3)the trip there took about 4 hour I by on car	(1)Addition of article: A (2)omission of adverb: it (3)addition of pronoun: I and On	two monts ago, I went to Kalangan beach with my family is it located in Sibolga the trip there took about 4 hours by car. Finally we were back to home we tired but we were happy.	3
4	RA	(1) Theree days ago, I went to concer NCT dream in Jakarta I looked many people. I stay in the chair in front of teater, I looked Jaemen oppa and jeno oppa,(2) they are very handsome, (3)I love heir dance. Finally I	(1) theree days ago (2)the are very handsome (3) I love their dance	(1) Addition of pharase: theree (2) addition of to be : are (3)misformati on of adverb: love	Three days ago, I went to concer NCT dream in Jakarta I looked many people. I stay in the chair in front of teater, I looked Jaemen oppa and jeno oppa, they were very handsome, I loved heir dance.	3

		went with happy full you should try it			Finally I went with happy	
5	CRS	<p>Yesterday,I went to waterpark with my friend,santi. We went to that places using cycle. The trip there took about 20 minutes. At there I looked much flower(1) I and my friend sat on the beach. I very felt so happy because (2)flower on there very beautifuled and very aroma. I loved that place in there(3) I with my friend enjoyed the situation in park. My friend santi bought a cool drink at there. There are many cabage bins in ever corner.but, at that's time we should soon (4)went to home. Finally we went to home with our cycle. It is a sweet moment. I very enjoyed and I liked that place you should tried.</p>	<p>(1)I and my friend sat on the beach (2)flower in there very beautifuled and very aroma (3)I with my friend (4)went to home</p>	<p>(1)misorderin g of pronoun: I and my friend (2)misformati on of adverb: beautiful (3)misorderin g of pronoun: I with my friend (4) addition of conjungtion: to</p>	<p>Yesterday,I went to waterpark with my friend,santi. We went to that places using cycle. The trip there took about 20 minutes. At there I looked much flower1 my friend and I sat on the beach. I very felt so happy because 2flower on there very beautiful and very aroma. I loved that place in thermy friend and I enjoyed the situation in park. My friend santi bought a cool drink at there. There are many cabage bins in ever corner.but, at that's time we should soon went home. Finally we went to home with our cycle. It is a sweet moment. I very enjoyed and I liked that place you should tried.</p>	4

6	AN	(1)One week ag i , I went to water park with my friends it located in batunadua,(2) we go to	(1)one week ag i (2)we go to waterpark (3)for playing	(1)misform ation of adverb: agi (2)misform	One week ag o , I went to water park with my friends it	12
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		<p>waterpark(3) for playing. We went to waterpark by(4) card in the trip some peoples, (5)I and my friends (6)take photo.(7) I and my friends play slide land (8)my compiting swim.its very happy and fun. Finally we were back to home we (9)tried but we(10)(11) are happy I (12)am very happy.</p>	<p>(4)we went to (5)we went to waterpark by card (6)I and my friend take photo (7)I and my friends play slide (8)slide land my compiting (9) finally we were back to home (10) we tried (11)we are happy (12) I am very happy.</p>	<p>ation of verb: go (3)misformation of verb:playin g (4)addition of noun:card (5)misordering of pronoun: I and my friends (6)misformation of noun: take (7)misordering of pronoun: I and my friends (8)omission of to be: my (9)misformation of adjectives : tried (10)Omission of to be: were (11)addition of to be :are (12) addition of to be: am</p>	<p>located in batunadua, we went to waterpark for played. We went to waterpark bycar in the trip some peoples,my friends and I took photo. I and my friends play slide land,we compiting swim.its very happy and fun. Finally we were back to home we tired were but we were happy I was very happy</p>	
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7	DA	<p>A few monts ago, I went to sibolga beach with my family(1)is located in batangtoru. The trip there took about 1,5 hours, we left from batangtoru at 07.00 (2)using a car and arrived about 09.00 o,oclock,(3) I and my sister immediatly ran towards the beach it looked sunny day. The waves there (4)nere suitable for (5)swimming. Finally we were back to home we tired but we were happy.</p>	<p>(1)is located in batang toru (2) we left from batangtoru at 07.00 using a car (3) I and my sister (4)there nere (5)there nere suitable for swimming</p>	<p>(1)omission of adverb: it (2)misformati on of noun: using (3)miordering of pronoun: I and my sister (4)omission of tobe: were (5)misformati on of verb: swimming</p>	<p>A few monts ago, I went to sibolga beach with my family it is located in batangtoru. The trip there took about 1,5 hours, we left from batangtoru at 07.00 used a car and arrived about 09.00 o,oclock, my sister and I immediatel ran towards the beach it looked sunny day. The waves there were suitable for swam. Finally we were back to home we tired but we were happy.</p>	5
8	DHP	<p>One week ago, I went to waterpark with my friends it's located in batunadua distrid about 20 minutes from sitamiang.(1) I and my friends (2)were(3) by angkot in the pool (4)she many people,(5)I and my friend (6)playing ball in the pool(7) we very happy because we don't wear together. Finally, (8)I and my friend (9)come be in the house we treei but it this very happy.</p>	<p>(1)I and my friends (2) were by angkot (3)I and my friends were by angkot (4)I she many people (5)I and my friends (6)playing ball in the pool (7)we very happy (8)I and my friend (9)come back in the house</p>	<p>(1)misordering pronoun: I and my friends (2)addition of to be: were (3)omission of adverb: there (4)misformati on of verb: she (5)misordering of pronoun: I and my friends (6)misformati on of verb: playing (7)omission of to be : were (8)misordering of pronoun: I and my friends (9)addition of adverb:come</p>	<p>One wek ago, I went to waterpark with my friends it's located in batunadua distrid about 20 minutes from sitamiang. My friends and I went there by angkot in the pool saw many people, my friends and I played ball in the pool we were very happy because we don't wear together. Finally, my friends and I back in the house we treei but it this very happy.</p>	9
9	FRD	<p>Last week, I went to park with my friends, it is located</p>	<p>(1)this's park not far from our house</p>	<p>(1)addition of adverb : this's (2)omission of</p>	<p>Last week, I went to park with my friends, it is</p>	4

		<p>in middle city. (1)This's park (2)not far from our house 15 minutes later we stay in (3)park. As arrived there, we can looked many foods and games there, firs we played games, after played game, we (4)are tired, we bought drink and food, after that we played many games again. After that we didn't forget to take a selfie together. Were very happy in the park</p>	<p>(2)this's park not far from our house (3) 15 minutes later we stay in park (4)we are tired</p>	<p>to be : is (3) omission of article: the (4)addition of to be: are</p>	<p>located in middle city. This park is not far from our house 15 minutes later we stay in the park. As arrived there, we can looked many foods and games there, firs we played games, after played game, we were tired, we bought drink and food, after that we played many games again. After that we didn't forget to take a selfie together. Were very happy in the park</p>	
10	NMH	<p>A few years ago, I went to pekanbaru with my family, we left from padangsidimpuan at 09.00(1) using a car and we arrived about 12.00 o'clock. As arrived there, my parents rented a hut to take rest,(2) I and brother (3)go(4)street forget to (5)take a selfie with the background of (6)beautiful and we hungry aproched had the rented hut Finally, we were back to home we tired and hungry (7)we very happy</p>	<p>(1)using a car (2)I and my brother (3)go street (4)I and brother go street (5)take a selfie with the background (6)background of beautiful (7)we very happy</p>	<p>(1)Misformati on of verb: using (2)misordering of pronoun: I and my brother (3)misformati on of verb:go (4) omission of article: to (5) misformation of noun: take (6)omission of noun: view (7)omission of to be: were</p>	<p>A few years ago, I went to pekanbaru with my family, we left from padangsidimpuan at 09.00 used a car and we arrived about 12.00 o'clock. As arrived there, my parents rented a hut to take rest,my brother and I went to street forget to took a selfie with the background of beautiful view and we hungry aproched had the</p>	7

					rented hut Finally, we were back to home wetired and hungry (7)we were very happy	
11	SD	A few monts ago, I went to sibolga with my brother we (1) go (2)09.00 from home. (3) I and my brother (4) play in the water, then we lunch, we swam and (5) play sand,we amazed by great view. I take selfie with brother. Finally (6)we back to home, my holiday very fun.	(1)go 09.00 from home (2)go 09.00 (3) I and my brother (4) play in water (5) swam and play sand (6)finally we back	(1)Misformati on of verb: go (2)omission of adverb: at (3)misordering of pronoun: I and my brother (4)misformati on of verb: play (5)misformati on of verb: play (5)omission of to be : were	A few monts ago, I went to sibolga with my brother we went at 09.00 from home. My brother and I played in the water, then we lunch, we swam and played sand,we amazed by great view. I take selfie with brother. Finally we were back to home, my holiday very fun.	6
12	KPNS	One week ago, I went to waterpark with my friends it is located in batunadua disstrid about 20 minutes from sitamiang. (1) I and my friend (2) take photo,(3) I and my friend (4) play ball in pool and (5) swimming .(6) I and my friend (7) play slide.(8) I and friend competing (9) swim we back home by car in the trip some peoples. Finally we were	(1)I and my friend (2)take photo (3)I and my friend (4)play ball (5)play ball and swimming (6)I and my friend (7)play slide (8)I and my friend (9)competing swim (10)we tired (11)we are happy (12)I am very happy	(1)Misorderin g of pronoun: I and my friend (2)misformati on of verb: take (3)misordering of pronoun: I and my friend (4)misformati on of verb: play (5)misformati on of verb: swimming (6)misordering of pronoun: I and my friend (7)misformati on of veb:	One week ago, I went to waterpark with my friends it is located in batunadua disstrid about 20 minutes from sitamiang. my friend and I took photo, my friend and I played ball in pool and swam . my friend and I played slide. my friend and I competing swam we back home by car in the trip some	12

		back to home (10)we tired but (11)we are happy and (12)I am very happy.		play (8)misordering of pronoun: I and my friend (9)misformati on of verb: swim (10)omission of to be : were (11)addition of to be: are (12)addition of to be : am	peoples. Finally we were back to home (10)we were tired but (11)we were happy and I was very happy.	
13	D	Yesterday,(1) I and my father (2) go fishing to river in the morning, (3)it (4) hot day. Arriving at river, I (5) see many peoples (6) fishing too we were(7) get many fish, I happy and proud because I (8) enjoy the catch. After being satisfied with fishing, we were (9) go to home	(1)my father and I (2)go fishing (3)it hot day (4)it hot day (5)I see many people (6) fishing too (7)get many fish (8)enjoy the catch (9)go to home	(1)Misorderin g of pronoun: I and my father (2)misformati on of verb: go (3)omission of to be: was (4)omissionof article be: a (5)misformati on of verb: see (6)misordering of noun: fishing too (7)misformati on of verb: get (8)misformati on of ver: enjoy (9)misformati on of verb : go	Yesterday,(1) my father and I went fishing to river in the morning, it was a hot day. Arriving at river, I saw many peoples too fishing , we were got many fish, I happy and proud because I enjoyed the catch. After being satisfied with fishing, we were went to home	9
14	F	Yesterday, I (1) go to(2) market with my sister we(3) are (4) buy vegetable in the market. My sister told me to write down any vegetable that I (5) want to (6) buy , we bought fresh one of vegetables	(1) I go to market (2) to market (3) we are buy (4) buy vegetable in the market (5) I want to (6) I want to buy (7) I happy	(1)misformati on of verb: go (2)omission of article: the (3)addition of to be: are (4)misformati on of verb:buy (5)misformati on of	Yesterday, I went to the market with my sister we were bought vegetable in the market. My sister told me to write down any vegetable that I wanted to	8

		I (7) happy to be with my sister (8)in market.	(8) with my sister in market	verb: want (6)misformati on of verb: buy (7)omission of to be : was (8) omission of article: the	bought , we buy fresh one of vegetables I was happy to be with my sister the in market.	
15	FNR	(1) Ane wake agi , I want to waterpark with my friends. Swimming (2) a and my friends (3) go to (4) bay (5) eat , (6) I and my friends (7) take (8) e photo, after that (9) I and my friends slide, (10) I and my friends (11) play ball in pool forget e to (12) take (13)a break greand of (13) beautiful , I feel happy to be able to vocation my friends. Finally we were back to home and I am very happy.	(1) Ane wake agi (2) a and my friend (3) go to water park (4) water park bay eat (5) water park bay eat (6)I and my friend (7)take e photo (8)take e photo (9) I and my friend (10)I and my friend (11)play ball (12)take a break (13)beautiful	(1)misformati on of verb: ane wake agi (2)addition of article : a (3)misformati on of verb: go (4)misformati on of verb: bay (5)misformati on of verb: eat (6)misordering of pronoun: I and my friend (7)misformati on of verb: take (8) omission of article: e (9)misordering of pronoun: I and my friend (10)misformati on of verb: play (11)misorderin g of pronoun: I and my friend (12)misformati on of verb: play (13)omission of verb: photo (14)misformati on of vadjective: beutiful	One week ago, I want to waterpark with my friends. Swimming (2) I and my friends went to bought ate, my friend and I took a photo, after that my friend and I slide, my friend and I played ball in pool forget e to took a photo break greand of beautifuled , I feel happy to be able to vocation my friends. Finally we were back to home and I am very happy.	14

16	HM	<p>Last month,(1) I and my family(2) go (3)beach for a vocation, we (4)go by car tourism bus to there. As we arrived there, I (5)walk to(6) beach (7)it a nice sunny day (8)weaves there suitable for (9)swimming.(10) We taking some photos Finally we were back to home at 05.00, (11)we tired but we were happy.</p>	<p>(1) I and my family (2)I and my family go (3)i and my family go beach (4)we go by car to there (5) I walk to beach it a sunny day (6) to beach (7) beach it a nice sunny day (8)weaves there suitable (9)for swimming (10)we taking some photos (11)we tired</p>	<p>(1)Misorderin g of pronoun: I and my family (2) misformation of verb: go (3)omission of conjungtion : to (4) misformation of verb: go (5)misformati on of verb: walk (6)omission of article: the (7)omission of to be :was (8)omission of article: the (9)misformati on of verb: swimming (10)omission of to be : were (11)omission of to :were</p>	<p>Last month my family and I went to beach for a vocation, we went by car tourism bus to there. As we arrived there, I walked to the beach it was a nice sunny day the weaves there suitable for swam. (10)We were taking some photos Finally we were back to home at 05.00, we were tired but we were happy.</p>	11
17	AAL	<p>Last week, we (1)go together friend to water tarjan we (2)go to water tarjan by motor cycle. After water tarjan we (3)cooks after (4)cooks we (5)swimming and we (6)swimming we (7)find (8)fish big and we are bay and we are come back,. After we are take both, very fresh and we were after</p>	<p>(1) go together friends (2)go to water tarjan (3) we cooks (4)after cooks (5)we swimming (6) we swimming (7)find fish (8)fish big</p>	<p>(1)misformati on of verb: go (2) misformation of verb: go (3)misformati on of verb: cooks (4) misformation of verb: cooks (5) misformation of verb: swimming (6)</p>	<p>Last week, we went together friend to water tarjan we went to water tarjan by motor cycle. After water tarjan we cooked after cooked we swam and we swam found big fish and we are bay and we are come back,. After we are take both, very fresh</p>	8

		take both and come back to house.		misformation of verb: swimming (7) misformation of verb: find (8) misordering of noun :fish big	and we were after take both and come back to house.	
18	NNH	(1)A two day ago, (2) I and my family (3) go to village its located in batunadua simirik. (4)I and my family (5) go to village for my garden but I am tired and I not following them. I (6) go to river and I (7)swimming in the river kalimati. In the river (8) look a(9) butterfly beautiful , I (10) swimming at 15.00 o'clock and I finish at 15.30, my family back to me and (11) I and my family back to home ,at 16.00 (12) I and my family (13)go (14) to home in town. (15)I am very tired for this, but (16)I am happy.	(1)A two day ago (2)I and my family (3)go to village (4) I and my family (5)go to village (6) go to river (7)I swimming (8)in the river look (9)a butterfly beautiful (10)swimming at 15.00 o'clock (11) I and my family (12) I and my family (13) go to home (14)go to home in town (15)I am very tired (16) I am happy	(1)Addition of article : A (2) misordering of pronoun: I and my family (3)misformati on of verb: go (4)misordering of pronoun: I and my family (5)misformati on of verb: go (6) misformation of verb: go (7)misformati on of verb: swimming (8)misformati on of verb: look (9)misordering of noun: butterfly beautiful (10)misformat ion of verb: swimming (11)misorderin g of pronoun : I and my family (12)misorderin g of pronoun: I and my	two day ago, my family and I went to village its located in batunadua simirik. My family and I went to village for my garden but I am tired and I not following them. I went river and I swam in the river kalimati. In the river took a beautiful butterfly , I swam at 15.00 0'clock and I finish at 15.30, my family back to me and my family and I back to home ,at 16.00 my family and I went home in town. I was very tired fir thus, but I was happy.	16

				<p>family (13)misformat ion of verb: go (14) addition of preposition : to (15) addition of to be: am (16)addition of to be :am</p>		
19	ARRL	<p>Three day ago, I (1)go to (2) market (3)buy some fruits and vegetable 30 minutes from home. Arriver there, (4)I and my mother (5)see fruits sweet, and (6)we (7)buy fruits a few,(8) we drop in (9)shop small, I (10)eat fried rice and my mother eat (11)noodles fried, after (12)eat (13)I and my mother (14)buy vegetables. Finally (15)we back to home and(16) I very happy(17) go (18)to market with my mother.</p>	<p>(1)I go to market (2) go to market (3)buy some fruits (4)I and mother (5)see fruits sweet (6)we buy fruits a few (7)we buy fruits a few (8) we were drop (9)shop small (10) I eat (11)noodles fried (12) after eat (13) I and my mother (14) buy vegetables (15) we back to home (16)I very happy (17)go to market (18) to market with my mother</p>	<p>(1)Misformati on of verb: go (2)omission of article: the (3)misformati on of verb: buy (4)misordering of pronoun: and my mother (5) misformation of adverb: see (6)omission of to be: were (7)misformati on of verb: buy (8) omission of to be: were (9) misordering of adverb: shop small (10) misformation of verb:eat (11)misorderin g of noun: noodles fried (12)misformat ion of verb: eat (13) misordering of</p>	<p>Three day ago, I went to the market bought some fruits and vegetable 30 minutes from home. Arriver there, my mother and I saw fruits sweet, and we were bought fruits a few, we were drop in shop small, I ate fried rice and my mother eat fried noodles, after ate my mother and I bought vegetables. Finally we were back to home and I was very happy went to the market with my mother.</p>	18

				<p>pronoun : I and my mother</p> <p>(14) misformation of verb: buy</p> <p>(15) omission of to be: were</p> <p>(16) omission of to be: was</p> <p>(17)misformat ion of verb: go</p> <p>(18) omission of article: the</p>		
20	FN	<p>One week ago, (1)I and my family (2)go to aek sijornih, we (3)go at 11.00 o'clock from home, we (4)go by bus.</p> <p>Arrived there, my mother rent hut , I (5)play in water, and my sister (6)swimming in pool, (7)we (8)take a photo together, and (9)we (10)eat lunch together, then (11)I and my sister bath.</p> <p>Finally (12)we back to home, we tired and (13)I very happy.</p>	<p>(1) I and my family</p> <p>(2)go to aek sijornih</p> <p>(3)go at 11.00</p> <p>(4) go by bus</p> <p>(5)play in water</p> <p>(6)swimming in pool</p> <p>(7)we take a photo</p> <p>(8)take a photo</p> <p>(9)we eat lunch</p> <p>(10) we eat luch</p> <p>(11) I and my famiy</p> <p>(12) we back to home</p> <p>(13) I very happy</p>	<p>(1)misordering of pronoun: I and my family</p> <p>(2)misformat ion of verb: go</p> <p>(3)misformat ion of verb: go</p> <p>(4) misformation of verb: go</p> <p>(5)misformat ion of verb: play</p> <p>(6)misformat ion of verb: swimming</p> <p>(7)omission of to be : were</p> <p>(8)misformat ion of verb: take</p> <p>(9) omission of to be :were</p> <p>(10)misformat ion of verb: eat</p> <p>(11)misorderin g of pronoun: I and my famiy</p> <p>(12) omission</p>	<p>One week ago, my family and I went to aek sijornih, we went at 11.00 o'clock from home,we went by bus.</p> <p>Arrived there, my mother rent hut , I played in water, and my sister swam in pool, we were took a photo together, and we were ate lunch together, then my family and I bath.</p> <p>Finally we were back to home, we tired and I was very happy</p>	13

				of to be: were (13)omission of to be: was		
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Appendix III

Taxonomy Error

1. Omission

No	Omission	Error	Total
1	RS	Was Was	2
2	ASS	Took Was	2
3	KZ	It	1
4	RA	Nothing	0
5	CRS	Nothing	0
6	AN	My Were	2
7	DA	It Were	2
8	DHP	There Were	2
9	FRD	Is The	2
10	NMH	To View Were	3
11	SD	At Were	2
12	KPNS	Were	1
13	D	Was A	2

14	F	The Was The	3
15	FNR	E Photo	2
16	HM	To The Was the were were	6
17	AAL	Nothing	0
18	NNH	Nothing	0
19	AARL	The Were Were Were Was The	6
20	FN	Were Were Were Was	4

2. Addition

No	Name	Error	Total
1	RS	House's	1
2	ASS	A So	2
3	KZ	A	2

		I on on	
4	RA	Theere Are	2
5	CRS	To	1
6	AN	Card Are am	3
7	DA	Nothing	0
8	DHP	Were come	2
9	FRD	This's Are	2
10	NMH	Nothing	0
11	SD	Nothing	0
12	KPNS	Are Am	2
13	D	Nothing	0
14	F	Are	1
15	FNR	A	1
16	HM	Nothing	0
17	AAL	Noting	0
18	NNH	A To Am Am	4
19	ARRL	Nothing	0

20	FN	Nothing	0
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3.misformation

No	Name	Error total	Total
1	RS	Go Buy Using Go Get get using	7
2	ASS	Using Swimming Eating	3
3	KZ	Nothing	0
4	RA	Love	1
5	CRS	beautiful	1
6	AN	Agi Go Playing Take tried	5
7	DA	Using swimming	2
8	DHP	She playing	2
9	FRD	Nothing	0
10	NMH	Using Go take	3

11	SD	Go Play play	3
12	KPNS	Take Play Swimming Play swim	5
13	D	Go See Get Enjoy go	5
14	F	Go Buy Want Buy	4
15	FNR	Ane Go Bay Eat Take Play Play beautiful	8
16	HM	Go Go Walk Swimming	4

17	AAL	Go Go Cooks Cooks Swimming Swimming find	7
18	NNH	Go Go Go Swimming Look Swimming Go	7
19	AARL	Go Buy See Buy Eat Eat buy Go	8
20	FN	Go Go Go Play Swimming Take Eat	7

4.Misordering

No.	Name	Error	Total
1	RS	Nothing	0
2	ASS	I and my brothers	1
3	KZ	Nothing	0
4	RA	Nothing	0
5	CRS	I and my friend I with my friend	2
6	AN	I and my friends I and my friends	2
7	DA	I and my sisters	1
8	DHP	I and my friends I and my friends I and my friends	3
9	FRD	Nothing	0
10	NMH	I and my brother	1
11	SD	I and my brother	1
12	KPNS	I and my friend I and my friend I and my friend I and my friend	4
13	D	I and my father Fishing too	2
14	F	Nothing	0
15	FNR	I and my friend I and my friend I and my friend	3

16	HM	I and my family	1
17	AAL	Fish big	1
18	NNH	I and my family I and my family Buttfly beautiful I and my family I and my family	5
19	ARRL	I and my mother Shop small Noodles fried I and my mother	4
20	FN	I and my family I and my family	2

Appendix IV

Recapitulation of students' dominant errors in writing recount text

No	Item of error	Types of Error			
		Omission	Addition	Misformation	Misordering
1	Article	10	4	0	0
2	To be	24	10	0	0
3	Pronoun	0	0	0	33
4	Pharase	0	1	0	0
5	Adverb	4	3	4	0
6	Preposition	0	1	0	0
7	Noun	2	4	7	0
7	conjunction	1	0	1	0
8	Main verb	1	0	68	0
9	adjective	0	0	2	0
10	Possesive	0	0	0	0
11	Singular	0	0	0	0
Total		42	23	82	33
		180			

Appendix V

List of Students' Name

Number	Names
VIII-9	
1	Rahesty Simanjuntak
2	Cristina Ronadia Sihombing
3	Korez Zoel
4	Romy Alfaredo
5	Annisa Ayu
6	Adithya Napitupulu
7	Donna Asura
8	Dedi Hamdan Pasaribu
9	Felin Rafael Doloksaribu
10	Nelan Monika Hasibuan
11	Nabil Nazran Harianto
12	Keysia Putri Namora Simanjuntak
13	Agus Seulia Samosir
14	Flora Natuliu
15	Sri Dahlia
16	Hana Manurung
17	Daniel
18	Arya Hasym Lubis
19	Fatimah Nasution
20	Aulia risky Rahmawani Lubis

Appendix VI

Learning process



