



STUDENTS' ERRORS IN WRITING RECOUNT TEXT

THESIS

*Submitted to Faculty of Tarbiyah and Teachers Training as a Partial
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan*

By:

SRI WAHYUNI HASIBUAN

NIM: 34154156

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY TARBIYAH AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN (2019)**



STUDENTS' ERRORS IN WRITING RECOUNT TEXT

THESIS

*Submitted to Faculty of Tarbiyah and Teachers Training as a Partial
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan*

By:

Sri Wahyuni Hasibuan

NIM: 34.15.4.156

Advisor I

Rahmah Fithriani, S.S., M.Hum., Ph.D

NIP.197908232008012009

Advisor II

Utami Dewi, S. Pd, M. Hum

NIP.198202272008012009

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA**

2019



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

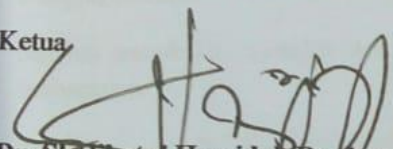
Skripsi yang berjudul : "Students' Errors in Writing Recount Text" oleh Sri Wahyuni Hasibuan, yang telah dimunaqasyakan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

8 November 2019 M
11 Robiul Awal 1441 H

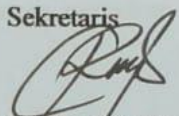
dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan

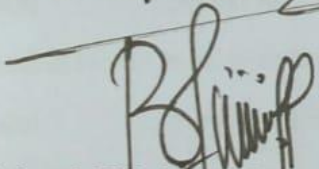
Ketua


Dr. Shohihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002


Sekretaris

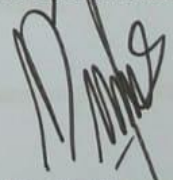

Reflina, M.Pd
NIB. 1100000078

Anggota Penguji


1. Rahmah Fithriani, S.S, M.Hum, Ph.D
NIP.19790823 200801 2 009


2. Utami Dewi, S.Pd, M.Hum
NIP. 198202272008012009


3. Drs.H.A.Ramadhan, MA
NIP. 196601151994031002


4. Deasy Yunita Siregar, M.Pd
NIP. 19830610 200912 2 002

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan




Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Sri Wahyuni Hasibuan

Nim : 34.15.4.156

Jurusan/prodi : Pendidikan Bahasa Inggris

Judul Skripsi : "Students' Errors in Writing Recount Text"

Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan yang semua telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti dapat dibuktikan skripsi ini hasil ciplakan, maka gelar ijazah yang diberikan oleh universitas batal saya terima.

Medan, 26 September 2019

Yang Membuat Pernyataan

6000
ENAM RIBU RUPIAH

Sri Wahyuni Hasibuan

34.15.4.156

No : Istimewa

Lamp : -

Hal : Skripsi

Medan, 26 September 2019

Kepada Yth:

Bapak Dekan Fakultas

Tarbiyah

UIN-SU

Di

Medan

A.n Sri Wahyuni Hasibuan

Assalamualaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terdapat skripsi mahasiswa

Nama : Sri Wahyuni Hasibuan

NIM : 34154156

Jurusan/Prodi : Pendidikan Bahasa Inggris

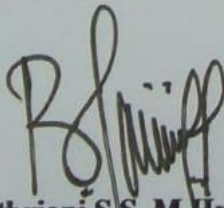
Judul : "Students' Errors in Writing Recount Text"

Maka kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasahkan dalam sidang munaqasah fakultas ilmu tarbiyah dan keguruan UIN-SU Medan.

Demikian kami sampaikan atas perhatian saudara kami ucapkan terima kasih.

Wasalamu'alaikum Wr.Wb

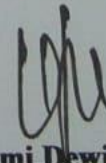
Advisor I



Rahmah Fithriani, S.S., M.Hum., Ph.D

NIP.197908232008012009

Advisor II



Utami Dewi, S. Pd, M. Hum

NIP.198202272008012009

ABSTRACT

Hasibuan, Sri Wahyuni. Registration Number: 34154156. Students' Errors in writing Recount Text. A Thesis, Department of English Education, Faculty of Tarbiyah Science and Teacher Training, State Islamic University of North Sumatra. Advisors: 1. Rahmah Fithriani, S.S., M.Hum., Ph.D. 2. Utami Dewi, S.Pd., M.Hum.

This study aims to analyze the type errors and dominant errors of students' writing recount text made by the eighth grade student of MTs. Laboratorium UIN SU Medan. This study is a qualitative research. The respondents of this study were 31 students of the eighth grade of MTs. Laboratorium UIN SU Medan. Recount text tells an event or an experience that have already happened in the past. It is not easy to write recount text, especially in expressing a short text of recount text. It is because a recount text needs imagination and feeling to write a story. In recount text, there are some language feature that students usually feel hard to write, most of the students often using present tense, even though the teacher have told them to use past tense. The type errors found in students writing recount text were omission, addition, misinformation, and misordering. The errors in omission occurred when the students did not complete to writing the sentences. The error in addition is when the students add words that shouldn't be in the sentence. The error in misinformation is when the students fail to choose word form and error in using simple past. The errors in misordering is when the students incorrect placement of a morpheme or a group of morpheme. The data analysis was done in five steps through: Error detection, Locating error, Describing error, Classifying error, Counting error. Based on the findings, the type errors found in students writing recount text were omission, addition, misinformation, and misordering. From result of this study the dominant error made by students is misinformation, The number of the highest error is 59,70% with the total of errors is 120. The second error is omission which the percentage of error is 21,90% with the total of errors is 44. Then the third error is misordering which the percentage of errors is 9,95% with the total of errors is 20. The lowest error is addition which the percentage of error is 8,45% with the total is 17 errors.

Keywords: Recount text, Students' Errors, Qualitative Research.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Alhamdulillahirobbil'alamin, Thanks to Allah SWT for the blessings and mercy of His grace who has given the writer guidance to finish this thesis. Praise and blessing to the Prophet Muhammad SAW, who has been my figure to serve Allah SWT.

The writing of this thesis entitled “ Students’ Errors in Writing Recount Text”to fulfill one requirement to obtain the degree of sarjana pendidikan (bachelor Degree) at Department of English Education of Faculty Tarbiyah Science and Teacher Training State Islamic University of North Sumatra.

The researcher would like to express her gratitude to all those who help to finish this thesis, both morally and materially in the form of encouragement, because the researcher believe that without the help and support of them, it is very difficult for her to finish it. In the process of completing this thesis, the researcher has received many supports and help from many people. Therefore, the researcher would like to thanks for:

1. A profound gratitude is directed to my beloved parents **Khoirul Anwar Hasibuan** and **Sugianti** who always give me support, advice, motivation, help, goodness, care and all of things that I need to finish my S1 Degree. I dedicate this thesis to you.
2. **Dr. Amiruddin Siahaan**, as the Dean of Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatra Medan.
3. **Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum**, the head of English Educational Department.

4. **Rahmah Fithriani ,Ph.D** as my advisor I who has given me advice and suggestion in the completion of this thesis.
5. **Utami Dewi, S.Pd, M.Hum**, as my advisor II who has given me advice and suggestion in the completion of this thesis.
6. All the lecturers of English Department for teaching precious knowledge and give wonderful study experience.
7. The headmaster, the English teacher, and all students of VIII-1 at MTs Laboratorium UIN SU Medan who helped me during the research.
8. My beloved young sisters **Lili Suryani Hasibuan, Roudhotul Jannah Hasibuan, Hidayatul nazla Hasibuan**, and young brother **Aulia ul Hafiz Hasibuan**. Thanks for give me support.
9. All students' of PBI-6 who are directly and indirectly involved in supporting, encouraging and motivating me until finishing this thesis.

The researcher realizes the thesis still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestion to make this thesis better.

Medan, 26 September 2019

Sri Wahyuni Hasibuan

TABLE OF CONTENT

ABSTRACT.....	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENT.....	iv
LIST OF TABLES.....	vii
LIST OF CHART.....	viii
LIST OF APPENDICES.....	ix
CHAPTER I INTRODUCTION.....	1
A. Background of Study.....	1
B. The Problems of Study.....	4
C. The Objective of Study.....	5
D. The Scope of Study.....	5
E. The Significance of Study.....	5
CHAPTER II LITERATURE REVIEW.....	6
A. Theoretical Framework.....	6
1. Writing as a Language Skill.....	6
2. Writing Instruction in Indonesia EFL Context.....	8
3. Genre in Writing.....	11

a. Recount Texts as a Genre.....	13
b. The Types of Recount Text.....	16
c. Generic Structures of Recount Text	16
d. The Language Features of Recount Text	17
e. Example Recount Text.....	18
4. Writing and Error Analysis.....	18
a. The Categories of Errors Analysis	20
B. Related Studies.....	24
C. Conceptual Framework	26
CHAPTER III RESEARCH METHODOLOGY	27
A. Research Design.....	27
B. Subject the Research	27
C. Procedure of Collecting Data	28
D. Instruments of Collecting Data	29
E. Data analysis	29
F. Trustworthiness.....	32

CHAPTER IV FINDINGS AND DISCUSSION.....	33
A. Findings	33
B. Discussion.....	40
CHAPTER V CONCLUSION AND SUGGESTION.....	41
A. Conclusion	41
B. Suggestion	41
REFERENCES.....	43
APPENDICES	46

LIST OF TABLES

Table 2.1 Textual Elements	14
Table 2.2 The Language Feature of Recount Text	17
Table 2.3 Example Recount Text.....	18
Table 3.1 The Classification of Students' Errors.....	31
Table 3.2 Type of Errors, Frequency, Percentage	31
Table 4.1 Type of Errors, Frequency, Percentage	38

LIST OF CHART

Figure 4.1: The Students' Types of Errors.....	39
--	----

LIST OF APPENDICES

Appendix A. Instruction for writing	46
Appendix B. The Result of Errors Analysis	48
Appendix C. Documentation	71

CHAPTER I

INTRODUCTION

A. Background of Study

As an international language, English plays an important role as a means of communication among people in the world for business, science, economy, technology, etc. Realizing the importance of English as spoken and written international communication, the Ministry Education of Indonesia includes English as a compulsory subject to learn in Junior High School up to Senior High School. In learning English, there are certain skills that students need to learn, namely: listening, speaking, reading, writing and grammar.¹

Writing is the expression of language in the forms of letter, symbols, or words.² Writing is one of the important skills one should learn. Emilia declare that writing is communication process, so the writer must give the information or the idea clearly to avoid the readers misunderstanding. In addition writing is not only the activity of producing symbols of language in written form, but also a mean to deliver ideas. When people start writing, they do not only write all their ideas. They require conveying and organizing their ideas into a comprehensible text that has some meanings. They have to think how to make their ideas can be understood easily.³ Based on the statements, writing is very important in learning English, because the students can express their ideas and experience in writing form. Writing helps students expressing their ideas, arguments in the form of

¹ Jeremy Harmer, (1989), *The Practice of English Language Teaching*, New York: Longman, p. 16.

² Utami Dewi, (2013), *How to Write*, Medan: Latansa Press, p. 2

³Emillia, Emi.(2011). *Pendekatan Genre-Based dalam Pengajaran Bahasa Inggris*. Bandung: Rizqi Press p.7

words in sentences. The objective of teaching writing is the students are able to write what in their thinking creatively.⁴

In addition, Fithriani states that the difficulty skill is because in mastery English writing it involves problem solving in addition to the deployment of strategies to achieve communicative goals. For Indonesia EFL (English Foreign language), the difficulty in second language writing is doubled because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language (L1).⁵

Writing skills is taught to Indonesia students' start from secondary up to university level and has even been extended during the last few years to a number of primary schools in capital cities in Indonesia. The teaching of English writing should cover five different text genres, namely: recount, narrative, procedure, descriptive and report at the junior secondary schools. Whereas ,twelve text genres, namely: recount, narrative, procedural, descriptive, report ,news items, analytical exposition, persuasive exposition spoof, explanation ,discussion and review at the senior high schools. One of the sources taught is recount text.⁶

Recount text is one of the texts that already known by Junior High school students. This type of text is usually used to tell factual stories, experience, or events that happened in the past.⁷

⁴ Raoul,(2013), *writing learning objective. Learning objective.*

⁵ Rahmah, fithriani.(2018) *Cultural influence on students' perception of written feedback in L2 writing. Journal of foreign language teaching and learning.* Vol.3, No.1, January, p.1-2

⁶ Departemen pendidikan nasional .(2006), *peraturan menteri pendidikan nasional no 23tahun 2006 tentang standar kompetensi lulusan satuan pendidikan dasar dan menengah .*

⁷ Masyitah, BM. (2015). *The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh Lumajang.* Undergraduate Theses. UT Faculty of Teacher Training and Education: UniversitasJember. Retrieved from <http://repository.unej.ac.id/handle/123456789/70807>

Recount texts are generally based on the direct experience of the students but it may also be imaginative of outside the student experience. Recount text, writer tells reader about his/her personal experience or tells other experience to readers. In other words, recount text is a text which retells events or experiences in the past. No doubt that it is a little easier to write a recount text.

A number of studies have shown that students find errors at the research by Wahyuni, Mochtar Marhum, Muhsin. “Analyzing Errors Made by the Grade VIII Students in Writing Recount Text” concluded that the eighth grade students of SMP Negeri 2 Parigi have some difficulties in writing recount text. The students made error in subject-verb agreement, made errors in use simple past tense, made errors in using preposition, made errors in using pronoun, and made errors in spelling and punctuation.⁸ From the research above errors made by students almost the same as the errors made by students at Mts laboratorium uin su.

To get the preliminary data the researcher did interview with the teacher. The preliminary data gained through interview showed that the students cannot make good sentences, they cannot arrange the words into good sentences. They are confused in using tenses to make a text. They made errors in transfer their ideas, Indonesian to English. it often made their sentences wrong in English way. It makes the reader cannot understand what they were trying to say. The students also lack of vocabulary. State the objective of the current study is to find of

⁸ Wahyuni, Mochtar Marhum, Muhsin.(2014) “*Analyzing Errors Made by the Grade VIII Students in Writing Recount Text*” e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 3 2014 – ISSN 2331-1841

students' errors in their recount text and to find the dominant errors made by the students in second grade of MTS UINSU in their recount text.

The researcher found that the most of the students still have errors in writing recount text. From the preliminary data the teacher doesn't realize about it. So that the teacher difficult to find out the problem solving. In Indonesia students' ability in composing recount text was categorized into poor. From the research conduct by Selfiyanti Adam that students' ability to write recount texts is low. So the researcher want to know the errors in writing recount texts at Mts UINSU Medan.⁹

Based on the studies of the problem the research state above, it can be conclude that there are some of students' errors in writing recount text. Student error in writing is one problem that mostly face by many student at students at school, but the teacher doesn't realize about it, so that the teacher difficult to find out the problem solving. So the researcher interesting to analyze the students' errors in writing recounts text.

B. The Problems of Study

In conducting a research, the problem must be stated clearly so that the objective of the study and method can be meaningful. The problem of this study is stated as the following question:

1. What are the types of errors made by students in writing recount texts?

⁹ Selfiyanti Adam, (2013) "*A Study on Students' Ability In Writing Recount Text*" a journal.

2. What are the dominant of errors made by the students in writing recount texts?

C. The Objectives of Study

To summarize the research background, this study will be concern to accomplish the following purposes:

1. To find out the types of errors made by students in writing recount text.
2. To find out the dominant of errors made by the students in writing recount text.

D. The Scope of Study

This study limit on the students at MTs UIN SU Medan eight grades who learn English about recount text especially personal recount. This study will focus on the analysis of students' errors in writing recount text.

E. The Significance of Study

The result of this study must be useful for:

1. Theoretically, this research gives information about students' errors in writing recount text of the eight grade at MTs UIN SU Medan.
2. Practically, the teachers of English know how the students' errors in writing recount text, the researcher hopes that this research will be inspiring for English teacher to give correction and more exercise about students' errors in writing recount text.

CHAPTER II

LITERATURE REVIEW

A. THEORETICAL FRAMEWORK

Based on the discussion in chapter I, in this chapter, the researcher describes some theories related to the writing, recount text and conceptual framework.

1. Writing as a Language Skill

Writing is among the most important skills that foreign language students need to develop. It is the last stage in learning language after speaking and listening. In other words, the researcher can say that writing is an indicator whether students have gained all skills before or have not. Before the students have to write, they should be able to listen, to speak, and to read. Writing skill differs from other skills like speaking and listening. Brown states the trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking.¹⁰ Learning writing is interesting activity for some students. For the others, it is something frustrating to conduct. It depends on the teaching and learning situation and motivation around the individual who learns the new language.¹¹

Fithriani states “Writing is one of the skills that is considered to have an essential significance in second language (L2) learning because it serves as both a tool for communication and a means of learning, thinking, and organizing

¹⁰ Brown, (2001), *teaching by principles: an interactive approach to language pedagogy*, san Francisco: longman, p 334

¹¹FikaMegawati. (2016). Tertiary Level Exchange Students’ Perspectives on Self-Efficacy: Toward EFL Writing. *journal of English Educators Society*,1 (2) ,October 2016, 84.

knowledge or ideas. Unfortunately, L2 learners have also considered among the most difficult skills to master as it involves problem solving in addition to the deployment of strategies to achieve communicative goals. For L2 learners, the difficulty in L2 writing is doubled because they need to transfer ideas from their first language into the target language and organize those ideas into new and different patterns than those in their first language (L1). These challenges that learners encounter in L2 writing call for teachers and researchers to find better ways for instructing writing. Providing feedback is one of the most appropriate ways of instruction to help L2 learners successfully learn a writing skill.”¹²

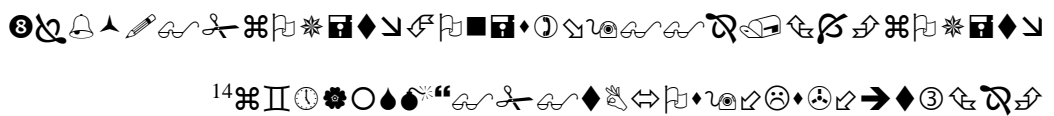
As a global language, English become the world’s most widely spoken language used by people of different mother tongues and countries of origin in immediate interactions. Therefore, the demand for higher level of English language proficiency increases significantly in latest days, particularly in countries where English serves as neither a first nor a national language. Its status as an international language plays enormously important in every aspect. For that reason, the number of students who learn English as a second or foreign learner steadily rises to multiple to welcome global pace of life.

This phenomenon can also be observed in Indonesia, where English is offered as the only foreign language mandatorily taught from secondary up to university level in Indonesia. However, the language competence does not come hand in hand with the enormous number of its learners. Test on English language proficiency is yet to challenge most of English learners ever since, either in the

¹² Rahmah, fithriani. (2018), *Cultural influence on students’ perception of written feedback in L2 writing*. *Journal of foreign language teaching and learning*. Vol.3, No.1, January 2018, p.1-2

workplace or for study in overseas. English learners found that English language proficiency test is unlikely to be passed over which require them to try more than one opportunity.¹³

In the holy of Al-Qur'an, writing also important skill that we should learned and there us verse that the existence of writing that be stated in Al-Qur'an that is Surah Al-'Alaq Ayat 4-5.



Meaning: who was taught (the writing) by the pen he has taught man that which he know not.

Based on those verses, Allah SWT explained that he taught human being by pen (Qalam).discovery of pen and writing are the greatest gifts from god. By writing, one generation can transfer their knowledge to the next generations.it shows that the tool of writing and writing itself has important roles.

From the opinions above, writing is the way of thinking or sending messages from the writer to the reader which becomes the part of language or language skills and it also means communication.

2. Writing instruction in Indonesian EFL context

Fithriani states “students need to transfer their ideas from their first language, Indonesian to English. In addition to this reason, the difficulty may

¹³Idris Sadri, Rahmah Fithriani, Saidurrahman, Maryati Salmiah, and Sholihatul Hamidah,(2019) *Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia*,journalAICLL 2019 The Second Annual International Conference on Language and Literature Volume 2019 P 294

¹⁴Departemen Agama RI, *Al-Qur'an& Terjemahan*, (CV.Penerbit Jumanatul Ali-Art Bandung 2015)

stem to the fact English writing instruction in most Indonesian classrooms do not provide students with authentic task that they can closely relate. From the teaching approach point of view, English writing instruction is usually dominated by teacher-centered activities with the stereotype pattern in which the teacher provides a topic on which the students write their paper on it. This type of activities causes students to focus more on how to get good final grades than on how to produce good writing piece for their reader".¹⁵ There is the fact is some students have low achievement in writing English. It causes writing is long process, so it needs concentration, instruction, practice and patience. Those reasons make some of students bored to write. Another reason is they always confused how to start writing and lost their idea when they start writing.¹⁶

Writing is often seen as something difficult for English as a Foreign Language (EFL) learners to master.¹⁷ Kodoatie state that in Indonesian context, the main reason of the difficulty is because the writing system of English language differs from Indonesian. English has its own grammatical system that is different from Indonesian. For example, when the students want to tell their past experiences in English, they have to pay attention to the use of past tense. While in Indonesian, the students do not have to consider the tenses because there are no tenses in Indonesian.¹⁸ Writing is considered as the most difficult skill to be taught

¹⁵ Rahmah fithriani,(2018), *Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions*, UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT) p 1.

¹⁶Ulfa wulan Agustina, & Luluk Choirun Nisak Nur. (2018). Students Positive Response on Semantic Mapping Strategy in English Writing Skill. *JEES (Journal of English Educators Society)*, 3 (2), 189-190. doi: <https://doi.org/10.21070/jees.v3i2.1560>

¹⁷ Setyowati, L., Latief, M.A., Widiati, U. (2016). *The Implementation of pLanning and Its Effect on the EFL Students' Writing Performance*. *Jurnal Ilmu Pendidikan*, 22 (1): 26-35

¹⁸ Kodoatie, L. H. M. (2013). *Improving Students' skills Of Writing Recount Texts By Using Picture Series For The Eighth Grade Students Of SMPN 1 Seyegan In The Academic Year*

and learned since there are several variables that need control at once, such as grammar, vocabulary, sentence structure and cohesion.¹⁹ In writing, students have to be able to cover their ideas in much greater detail because there will be no chance for readers to ask clarification as in speaking. Besides, to transfer and arrange ideas into a clear and understandable piece of writing take a winding effort.²⁰ It is an activity that cannot be finished only in one sitting. In writing instruction, there are some of texts which students should learn. Based on school – based curriculum (KTSP) for Junior High School, students have to master various texts in the form of transactional, interpersonal, functional and short essay, as well as recount, narrative, procedure, descriptive and report. In terms of writing skill, the students are expected to develop their basic competence in expressing meaning and rhetorical structures through simple texts using written language varieties accurately, fluently, and appropriately in daily life context to interact with others.²¹

The teaching of English writing should cover five different text genres, namely: recount, narrative, procedure, descriptive and report at the junior secondary schools. Whereas ,twelve text genres, namely: recount, narrative, procedural, descriptive, report ,news items, analytical exposition,

Of 2012/2013. Thesis. English Education Department, Faculty of Language and Arts: Yogyakarta State University. Retrieved from <http://eprints.uny.ac.id/22577/> P. 16

¹⁹ Sari, P P., Zuraida, Fiftinova. (2015). *Improving recount text writing achievement of the eighth grade students of SMP N 11 Palembang through Genre Based Approach*. Journal of English Literacy and Education. 2 (1): 69-78.

²⁰ Setyowati, L & Sukmawan, S. (2016). *EFL Indonesian Students' Attitude toward Writing in English*. *Arab World English Journal (AWEJ)* .7 (4): 365- 378.

²¹ Depdiknas, (2006), *Standar Kompetensi dan Kompetensi Dasar Mata Pelajaran Bahasa Inggris untuk SMP/MTs*. BNSP. Jakarta.

persuasive exposition spoof, explanation, discussion and review at the senior high schools.²² One of the sources taught is recount text.

Recount text is one of the texts that have to be mastered by Junior High school students. This type of text is usually used to tell factual stories, experience, or events that happened in the past.²³ The purpose of recount text is to give the readers or audiences a description of what and when it occurred.²⁴ However, many students of eighth grade of Junior High School found some problems in writing recount text in English. Kadoatie draws the conclusion on her research that one of the problems of writing recount text in English is that the students have difficulties to produce a coherent and an understandable text. The common problems faced by students of eighth grade students in writing recount text are 1) the students faced difficulties in developing the ideas, 2) they cannot arrange the words in order, 3) they have limited scope of vocabularies, and also 4) they are unable to use grammatical structure correctly.

3. Genre in Writing

“Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose”.²⁵ The meaning of the genres intended is that students are able to understand the concept and they would

²² Rahmah fithriani (2017), *Indonesian Students' Perceptions of Written Feedback in Second Language Writing* Fall 11-9-2017p. 28

²³ Masyitah, BM. (2015). *The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh Lumajang*. Undergraduate Theses. UT Faculty of Teacher Training and Education: UniversitasJember. Retrieved from <http://repository.unej.ac.id/handle/123456789/70807>

²⁴ Maharani, S., Srijono, D., &Haryanti, D. (2016). *Teaching Recount Text At The Tenth Grade Of Office Administration Department Of SMK N 1 Banyudono In 2015/2016 Academic Year. S-1 Thesis*. School of Teacher Training and Education: Muhhamadiyah University of Surakarta. Retrieved from <http://eprints.ums.ac.id/40387/17/ARTIKEL%20FIX%20PERPUS.pdf>

²⁵ Rudi Hartono, (2005), *Genres of Text*, Semarang: UNNES, .p 6

be able to identify a kind of texts that students will have to write. Known as theory of genre about forward, methods and suggestion about the teaching of writing. One of its main concerns is to discover and describe the major characteristics of kinds of writing.

Genre are kind of text that each of them has communicative purpose, text structure and characteristics of linguistic. Language is social phenomena and that to use language – to speak or write is to be engaged in an entirely social activities Smith as quoted by Himawati.²⁶ It means that anything about language is the kind of words. We use sentences, we construct ways, we interact with language has social reason and social effect.

There are fifteen types of genre text, they are:

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining.
2. entertaining.
3. Narrative is a kind of genre used to amuse, to entertain and to deal with actual or various experiences in different ways.
4. News story is a factual text which informs reader's events of the day which are considered news worthy or important.
5. Anecdote is a kind of genre used to share with others an account of an unusual or amusing incident.
6. Spoof is a kind of genre used to retell an event with a humorous twist.
7. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or steps.

²⁶ Himawati, (2009), *Written Recommendation of Hortatory Exposition Text of the Sixth Semester Students of IKIP PGRI Semarang in Academic Year 2008/2009*. Semarang: IKIP PGR. P. 21

8. Explanation is a kind of genre used to explain the processes involved in the formation or workings of natural or socio-cultural phenomena.
9. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, manmade and social phenomena in our environment.
10. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter.
11. Discussion is a kind of genre used to present (at least) two points of view about an issue.
12. Description is a kind of genre used to describe a particular person, place or thing.
13. Review is a kind of genre used to critique an art work or event for a public audience.²⁷

a. Recount Texts as a Genre

Recount is a type of genre writing telling and informing the past activities. It is not a fictious writing but a factual writing. In communication context, sometimes we would like to inform others about the past activities we did in the past. In terms of shipping activities, the activities may range a voyage, sea accident, or weather condition, or even a dream in the past. Simply recount is defined as a type of text made in order to give information about the past activities.²⁸

²⁷ Ibid,

²⁸ Wayan dirgayasa, (2012), *Maritime English writing a genre based approach*, unimed press.p.17

Element of textual element has its own function. It states what the element is for. Textual elements of genre base recount writing consist of 1. Orientation, 2. Record of event, 3. Re-orientation.

Table 2.1 Textual Elements

No.	Textual elements	Function
1.	Orientation	<ul style="list-style-type: none"> • It consists of theme or topic to be informed. • To show the reader about the topic /theme being informed. • To attract reader attention and interest • It enables to attract and provoke the reader so that she/he is willing to continue reading the whole text. • The use of adjective to show personal attitude in order to make the event more meaningful and powerful.
2.	Records of event or sequences of event	<ul style="list-style-type: none"> • To provide details about the event informed/ described chronologically (the type of plot may vary) • It is better to tell chronologically rather than flash back and zigzag. In order to have a good chronologically order the sequence markers such at first, second, third, etc are important.
3.	Re-orientation	<ul style="list-style-type: none"> • It functions to show personal attitude about the activities or event informed or told of record of event. • It is a matter of conclusion with personal attitude

The genre recount as is explained above, it consists of three main elements that is orientation, records of event or sequences of event, and re- orientation. They have their own functions and characteristics.²⁹

Recount text is a text which tells about the past experience by retelling the events in chronological order. There are two features of recount text such as generic structure (orientation, series of events, and reorientation) and language feature (simple past tense). Besides, in writing recount text the students use

²⁹ ibid

appropriate vocabulary and mechanic (spelling, punctuation, and capitalization). Actually, there are three types of recount text namely; personal recount, factual recount, and imaginative recount, but in this research the researcher focuses on personal recount text. Amiruddin says that personal recount text is a recount text that exposes an event in which the writer or the author got involved in or acted in the event himself.³⁰ It is known that there are some organization structures built a written text including recount.

According to Sudarwati and Grace there are three generic structures of recount text, those are orientation, sequences of events and reorientation. Orientation is a part which introduces what the events happen, where the events happen, when the events happen. In orientation the writer retell past event by introducing who involved in the event. Sequence of events is a part where the writer tells the reader the chronologically events happened. The reorientation is a part where the writer restates her/his story/experience.³¹

Characteristics of Recount Text Sukarni stated that characteristics of recount text namely: 1. Orientation : it consists of background of information, about who, where, and when the events that happened 2. Events : series of events in chronological order 3. Re-orientation : closure of events.³²

³⁰ Amiruddin, S. (2004), *Learning English Using Recount Text*, Padang: Diklat Guru Bahasa Inggris SeSumatera Barat. P. 48

³¹ Sudarwati, Th. M and Grace, E. (2007), *Look Ahead Book 2. An English Course for Senior High School*. Jakarta: Erlangga. P.154

³² Sukarni, Semi. (2006), *Teaching Recount Text to Junior High School*, Universitas Muhammdiyah Purwarejo P. 54

b. The Types of Recount Text

Derewinka in Diknas said that the kinds of recount text there are :

1. Personal recount text: explain about the even which the writer deeply involve or done it by self-included funny event in daily notes / diary.
2. Factual recount: recording an accident e.g. a science experiment, police report.
3. Imaginative report: writing an imaginary role and giving details of events.³³

Based on the explanation above, in this research the researcher focuses on personal recount text.

c. Generic Structure of Recount Text

Hyland states that the generic structure of recount text includes three main part., orientation, record of event, reorientation

1. Orientation

In orientation, the writer at least introduces the setting of the story. It provides information about the setting (when and where) and introduces participant /character (who). To make it easy, we can answer the question:

- a. Who were involved in the story?
- b. Where it happened?
- c. When it happened?

2. Record of event

³³ Derewinka in Diknas.(2005). *Materi Pelatihan Terintegrasi Pembelajaran Teks Rrecount*. Jakarta : Diknas p. 21

In series of event, the writer writes the event chronologically. It begins from the first event, until the last event.

3. Reorientation

In reorientation, the writer writes a conclusion or gives comment about the story. And the writer also describes the solution of the story. Not all recount texts are closed by reorientation. It is optional.³⁴

d. The Language Features of Recount Text

Recounts usually include the following language features:

1. Proper nouns to identify those involved in the text.
2. Descriptive words to give details about who, what, when, where, and how.
3. The use of the past tense to retell the events.
4. Words that show the order of events (for example, first, next, then)³⁵.

The points above can be summed up in table below:

Table 2.2 The Language Feature of Recount Text

No.	Language Features of Recount Text	Example
1.	Proper Noun	Andy, Jakarta, The Statue of Liberty.
2.	Descriptive Word	Walking, hairy, clever, etc
3.	Past Tense	Went, ate, learned, etc
4.	The word of order of events	First, second, last, etc

The language features has significant role to help in getting the point of the story. The audience can identify those who involved in the story by finding the proper nouns. The descriptive words will give more details about the person, time, place, setting and the plot of the story. The kind of text easily can be identified by

³⁴ Ken, Hyland. (2003). *Second Language Writing*. New York: Cambridge University Press. P 124

³⁵Mark Anderson and Kathy Anderson, (1997). *Text Types in English*. South Yarra : Macmillan Education PTY LTD, p. 24—25

looking for the tense used, the use of past tense directly showed that the text is recount which retell past events always used past tense. The words that show the sequence of events will make the story read systematically. It can be concluded that language features convey the story to be more interesting, alive and systematic to read.

e. Example Recount Text

Table 2.3

Title	The Zoo
Orientation	My family and I went to the zoo yesterday. I felt excited to see the animals there.
Series of events	When we arrive at the zoo, we went to the shop to buy some food to give to the animals. Then, we when to see the monkeys, we gave them food. Next, we saw a sleeping tiger in its cage. After that we went to see the elephant. The elephant was really big! Then, we had our lunch. We went around the zoo to see all the animals there before going home. The last animal we saw was crocodiles.
Reorientation	Finally, we went home at noon. We were tired but we felt happy.

4. Writing and Error Analysis

According to Sapkota “writing is an activity of putting down the graphic symbols which has a function to present a language in order to convey some meaning so that the reader can grasp the information which the writer has tried to convey”.³⁶ In addition, Brown states “writing is a process of thinking”.³⁷ this idea is supported by Nunan which also explains that “writing is the process of thinking to invent ideas, thinking about how to express ideas into good writing, and arranging the ideas into statement and paragraph clearly”. It is because writing is a

³⁶Sapkota, Ashok. (2012). *Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research*. Journal of Nelta. 17:70-82.

³⁷ Brown, H D.(2000). *Principles of Language Learning Teaching*. New York: Pearson Education, Inc.

process of putting ideas in their mind on a paper to transform them in words and become sentences by using structure and coherent organization. It indicates that writers are expected to explore their ideas and arrange them into good.³⁸

Paul in Hapsari states that writing is generally as the most difficult of the four skills. The difficulty is seen in generating and organizing ideas which is completed by the mastery of the aspects of writing such as grammar, spelling, word choice, punctuation, and so on. It means that writing is a hard skill for foreign learners because the learners don't only concentrate in communicating and composing the idea into comprehended writing but also must pay attention to the writings rule. Writing skill for foreign learners is the most challenging activity because it is a complex skill that involves knowledge, concepts and writings rules. Moreover, for second language (L2) or foreign language (FL) learners, the difficulty in writing does not only lie in creating and organizing ideas but also translating the ideas into readable writing.³⁹ One of the research processes in writing is error analysis.

Some experts give their opinions about Errors analysis According to Gass and Selinker point out that "Error analysis provides a broader range of possible explanations than contrastive analysis for researchers/teachers to use to account for errors, as the latter only attributed errors to the NL –Native Language." It means that EA is a type of linguistic analysis that focuses on the errors learners make. EA compares between the errors a learner makes in producing the Target

³⁸Nunan,(2003). *Practical English Language Teaching*. New York: Mc Craw Hill

³⁹ Hapsari, Anggi Sinta. (2011). *The Use of Roundtable Technique to Improve Students' Achievement in Writing Hortatory Exposition Text*. Final Project. English Department. FBS. Unnes p.2

Language and the Target Language form itself.⁴⁰ Than Ellis and Barkhuizen further explain that “Error Analysis (EA) consist of a set of procedures for identifying, describing, and explaining learner errors.”⁴¹

Meanwhile Vecide Erdogan states in his journal that Error Analysis (EA) appeared in the sixties to demonstrate that learner errors were not only because of the learners,, native language but also they reflected some universal learning strategies. According to him, EA deals with the learners’ performance in terms of the cognitive process they make use of in recognizing or coding the input they receive from the target language. Therefore, a primary focus of EA is on the evidence that learners’ errors provide with an understanding of the underlying process of second language acquisition.⁴²

a. The Categories of Errors Analysis

Heidy Dulay divides errors into four types. They are Omission, Addition, Misformation, Misordering.

a) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, verbs, adjectives, adverbs. Language learners omit grammatical morphemes much more frequently than content words.

⁴⁰ Gass, Susan and Selinker, Larry.(2008). *Second Language Acquisition : An Introductory Course (Third Edition)*. New York: Routledge.

⁴¹ Ellis, Rod. (2003). *Second Language Acquisition*. New York: Oxford University Press.and Gary Barkhuizen.2008. *Analysing Learner Langaue*. Oxford : Oxford University Press P.51

⁴² Vecide Erdogan,(2005) *Contribution of Error Analysis to Foreign Language Teaching, Mersin University Journal of the Faculty of Education*, Vol. 1, Issue 2, December 2005, p. 262

1. Marry the president of the new company. (Omission of Grammatical Morpheme 'is')
2. Marry is the president of the new. (Omission of Content Morpheme 'Company').
3. Topan the teacher in Medan.(omission of grammatical morpheme 'is')
4. Topan is the teacher in (Omission of content morpheme 'Medan')
5. My mother smart in cooking (omission of grammatical morpheme 'is')
6. My mother is smart in (Omission of content morpheme 'cooking')

b) Addition

Addition errors are opposite of omission errors. They are characterized by the presence of an item, which must not appear in a well-formed utterance. There are three types of addition errors, namely: double marking, regularization, and simple addition.

(1) Double marking

Double marking is two items marked for the same feature. Learners who have acquired the tensed form for both auxiliary and verb often place the marker both, as in:

1. He doesn't knows my name.

The correction of the sentence is He doesn't know my name.

2. We didn't went there.

The correction of the sentence is we didn't go there.

3. We didn't drink juice

The correction of the sentence is we didn't drink juice.

(2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. It means that regularization error occurs when learners add morpheme to the exceptional words, for example:

1. Sheeps = Sheep
2. Putted = Put
3. Beated = Beat
4. Hitted = Hit
5. Speaked = Spoke

(3) Simple addition

There is no particular feature characterized but it uses an item that should not appear in well-formed utterance. For example: Article a: a this .

c) Misinformation

Misinformation errors are characterized by the use of the wrong form of the morpheme or structure. In misinformation errors the learner supplies something, although it is incorrect. There are three types of misinformation errors, they are regularization errors, archi-forms, and alternating forms.

(1) Regularization errors

Regularization errors that fall under the misformation category are those in which a regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* (*geese*), *Mouse* (*mice*) *Woman* (*Women*), *Tooth* (*Teeth*).

(2) Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example: *that dog* (*that dogs*), *that cat* (*that cats*).

(3) Alternating forms

As the learner's vocabulary and grammar grow, the use of archi-forms often gives way to the apparently fairly free alternation of various members of a class with each other. For example: *I seen him last week* (*I saw him last week*), *we go to the shop* (*we went to the shop*).

d) Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. For example:

1. *He is all the time late.* The correct utterances are: *He is late all the time*⁴³
2. *I don't know what is that.* The correct utterances are: *I don't know what that is.*
3. *What Daddy is doing?* The correct utterances are: *What is Daddy doing?*

⁴³ Heidi Dulay, Marina Burt, and Stephen Krashen, (1982) *Language Two*, New York: Oxford University Press.

B. Related Studies

The researcher takes three related studies related to her research which the title is an analysis of students' error in writing recount text. The detail explanation is below.

The first related study was *An Analysis of The Second Grade Students' Grammatical Errors in Writing* written by Roghibah at SMP YMJ Tangerang Selatan. Her study was to analyze and to classify the types of students' grammatical errors in writing. Besides, the purpose of the study was to find out the frequency of occurrence and to find out the causes of errors which students made in paragraph. The highest frequency was Tense which the total was 56.48% or 61 errors. The result of the Error Analysis process showed that students committed errors into four types: Omission, Addition, Misinformation/Miselection and Misorder. Misinformation was the highest error made by students which the total was 62.04% of all the total errors made by students. Intralingual Transfer which the result was 89 or 82.40% was the highest cause of error of students' writing.⁴⁴

The second related study was *An Error Analysis of Students' Personal Recount text (A Case Study of the Eighth Grade Students of MTs. Annidhomiayah Cirebon)* by Iim imlakiyah. The objective of his research was to analyze the students' error in writing recount text and to know the highest frequency of the students' types of error made by Eighth Grade of MTs. Annidhomiayah Cirebon. Besides, the purpose of the study was to find out the frequency of occurrence and to find out the causes of errors which students made in paragraph.

⁴⁴ Roghibah, (2013) *An Analysis of The Second Grade Students' Grammatical Errors in Writing*. Skripsi in UIN Syarif Hidayatullah Jakarta, Jakarta, 2013, tidak dipublikasikan.

This research used Dulay's categories to analyze the students' errors. The result of the Error Analysis process showed that students committed errors into four types: Omission, Addition, Misinformation and Misordering. The result of this study shows the common errors that made by students is misinformation. The number of the highest of errors is 60% which the total of error is 109. The second error is omission which the percentage of errors is 22% with the number of error is 40. Then the third common error is addition which the percentage of errors is 11% with the total of error is 21. The lowest error is misordering which the number of error is 7% with the total is 12 errors. Intralingual Transfer which the result was 106 or 46% was the highest cause of error of students' writing.⁴⁵

The third related study was Grammatical Errors in Writing Recount Text by the Tenth Grade Students at SMK MANDIRI Percut Sei Tuan By Intan Suryani. The objective of this study was to analyze the common error on students' writing made by the tenth grade students. She used Dulay's categories to analyze the students' errors. The result of this study shows the common errors that made by students is misinformation. The number of the highest of errors is 51,69% which the total of error is 107. The second error is omission which the percentage of errors is 18,35% with the number of error is 38. Then the third common error is misordering which the percentage of errors is 16,42% with the total of error is 34. The lowest error is addition which the number of error is 13,52% with the total is 28 errors. Intralingual Transfer which the result was 67,2% was the highest cause of error of students' writing.⁴⁶

⁴⁵ Iim Imlakiyah (2016) *An Error Analysis of Students' Personal Recount text (A Case Study of the Eighth Grade Students of MTs. Annidhomiyah Cirebon)*, A Thesis .

⁴⁶ Intan Suryana (2018) *Grammatical Errors in Writing Recount Text by the Tenth Grade Students at SMK MANDIRI Percut Sei Tuan*. A Thesis ,tidak dipublikasikan.

C. Conceptual Framework

Students error in writing are one of problem that mostly face by many students' at school. Students' still get the error in writing because they do not know what they want to write and cannot transfer the ideas well into written form. Writing is a way of communication in which people can convey their thoughts, ideas or perceptions based on what they have been read, seen or experienced.

Writing is the most difficult subject that should master by students. In learning, students should have a good knowledge in writing. Writing is not just how to write, but it's a process how to put our ideas into written form. There are twelve types genre, this study focuses on recount text.

Recount text tells an event or an experience that have already happened in the past. It is not easy to write recount text, especially in expressing a short text of recount text. It is because a recount text needs imagination and feeling to write a story. In recount text, there are some language feature that students usually feel hard to write, most of the students often using present tense, even though the teacher have told them to use past tense. It means that the students have difficulties in choosing the correct verb according to the features of recount text.

This research will analyze qualitative research. The researcher will focus to find out the error that face by students. There are some steps that are apply it getting the findings or the research; they are giving the test to the students in order to know what error which has been done by the students in writing recount text. After identifying the error in the students' writing, then the researcher categorize them in its type, in order to find the dominant error which is done by the students.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Error analysis is considered as qualitative research. Qualitative research is an inquiry approach that useful for exploring and understanding a central phenomenon. To learn about this phenomenon, the inquirer asks participants broad and general questions, collects the detailed views of participants in the form of words or images, and analyzes the information for description and themes. From this data the researcher interprets the meaning of information as the drawing on personal reflection and past research. The final report is flexible and it displays the researcher's biases and thought.⁴⁷

This research focuses to analyze the error of students writing of recount text. Therefore, the approach of this research is qualitative. The researcher used qualitative design which the method is conveyed in descriptive analysis as way to describe and interpret the result of qualitative data. Ary states that a qualitative research is a research that focused on understanding social phenomena from the perspective of the human participants in natural settings.⁴⁸

B. Subject the Research

In this study, the source of data was taken from students' writing in recount text. The researcher analyzed the students' errors in their writing as the

⁴⁷Creswell, J. W. (2008). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). New Jersey: Pearson Education, inc.

⁴⁸ Ary, Donald. (2006). *Introduction to Research in Education (7th ed.)*. Belmont: Thomson Wadsworth____. 2010. *Introduction to Research in Education, 8th Edition*. United States : WADSWORTH CENGAGE Learning.

data. The subject of the study was the eighth grade students of MTS Laboratorium UIN SU MEDAN in Jln. William Iskandar. There were two classes, VIII-1, VIII-2 and each class consists of 31 students. In this research, the researcher took only class VIII-1 as the sample.

C. Procedure of Collecting Data

Conducting a research needs some processes or some steps. The researcher did some procedures to conduct the research as a process. The procedures were below:

1. The researcher came to school to ask the principle's permission who has the authority to allow the researcher conducted the research. After getting the permission, the researcher was allowed to meet the English teacher to arrange time for doing the research.
2. The researcher did the research in the class VIII-1, the researcher gave instruction how to do the writing test.
3. Next, the researcher collected the students' writings test
4. Then, the researcher analyzed the writing test to find the errors made by students based on Heidi dulay classification of errors.
5. The researcher calculated the total errors by drawing it up in a table base on the classification of errors then the researcher made the result of total errors into percentages and charts.
6. The last step was the researcher made conclusion.

D. Instruments of Collecting Data

Instrument of collecting data is writing test. To get the details about students' error in writing recount text, writing test was employed by the researcher in the form of. So, the instrument from collecting the data was writing test. Sixty minutes of time allocation given to the students to complete the test about holiday. The texts should be composed at least 3 paragraphs (Orientation, Series of events, Reorientation).

E. Data Analysis

The purpose of the data analysis is the researcher accumulates data to increase understanding and to present the result of the research. To analyze the data, the researcher used the techniques according to Carl James⁴⁹ in his book *Error in Language Learning and Use: Exploring Error Analysis*. He explains that there are five procedures identification of errors:

a. Error detection

In this step, the data collected to find out the errors by underlying the errors.

b. Locating error

After underlying errors, the researcher sorts errors into four aspects: omission, addition, misinformation, misordering. Put the errors according to its aspects.

⁴⁹Carl James. (1998). *Errors in language learning and use. Exploring error analysis*. Longman, London - New York.

c. Describing error

After sorts errors into four aspects, the researcher made table to describing all the students' errors. then, the researcher made table to describing errors in omission, errors in addition, errors in misinformation and errors in misordering.

d. Classifying error

After describing errors, the researcher classified errors into table to draws up the result of each error /to present total of each errors and total of all error.

e. Counting error

The last step was counting error. The researcher counted the errors written by students to find out the dominant error. So to get the percentage of errors, the data is calculated by the formulation as follows:

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

Where:

P= Percentage

F= frequency of errors occurred

N= number of cases (total frequent/total individual)

Table 3.1 The Classification of Students' Errors

No.	Students Initial	Errors of Omission	Errors of Addition	Error of misinformation	Errors of Misordering
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
Total of Each errors					
Total of All Errors					

Table 3.2 Types of errors, Frequency, Percentage

No.	Types of errors	Frequency	Percentage
1.	The Errors of Omission		
2.	The Errors of Addition		
3.	The Errors of Misinformation		
4.	The Errors of Misordering		

F. Trustworthiness

To fulfill the trustworthiness, the researcher used 2 techniques, namely:

1. Data triangulation was done by using more than one source to analyze the data. In this case the researcher took one theories to analyze the errors in writing.
2. Peer debrief was done by asking the teacher of English as an expert to check the analysis of data.

CHAPTER IV

FINDINGS AND DISCUSSION

A.FINDINGS

1. Types of Errors

The data were taken from 31 writings in recount genre, written by 31 students from eight grade students of MTs Laboratorium UIN SU Medan. The researcher has identified the students' error and has calculated the number of each error. The researcher draws up the result of calculation into table and converting into percentages.

After collecting and analyzing the data, there were 201 errors from students' written works. Those 201 errors were classified into these following:

1. Errors of Omission = 44
2. Errors of Addition = 17
3. Errors of Misinformation =120
4. Errors of Misordering =20

To answer the first question the results of data analysis showed that eight grade students at Mts laboratorium UIN SU made all types of errors based on dulay's categories. Based on the findings it can be concluded that all types of errors mentioned by dulay existed in the worksheets of eighth grade students Mts. laboratorium uin su Medan.

After analyzing the data, the researcher would like to elaborate of students' errors.

1. Omission

Students made error in omission which the error is 44. Some of the example of the omission that has done by the students are:

- 1) "When we at the Aek Sijorni" It should be "When we **arrive** at the Aek Sijorni". (S. NSN, Appendix B, Page 58). Based on the example, the sentence can be seen omission of content morpheme "**arrive**".
- 2) "We very tired" it should be "we **were** very tired". (S. FAM, Appendix B, Page 57). Based on the example, the sentence can be seen omission of grammatical morpheme "**were**".
- 3) "Were very happy" it should be "**we** were very happy". (S. N, Appendix B, Page 59). Based on the example, the sentence can be seen omission of content morpheme "**we**".
- 4) "We to brastagi" it should be "We **went** to brastagi". (S. NV, Appendix B, Page 58). Based on the example, the sentence can be seen omission of content morpheme "**Went**".
- 5) "We went see the lion" it should be "we went **to** see the lion". (S. AW, Appendix B, Page 58). Based on the example, the sentence can be seen omission of grammatical morpheme "**To**".
- 6) "My family I" it should be "My family **and** I". (S. MH, Appendix B, Page 58). Based on the example, the sentence can be seen omission of content morpheme "**And**".

- 7) “Were tired” it should be “**we** were tired” (S. MH, Appendix B, Page 58). Based on the example, the sentence can be seen omission of content morpheme “**we**”.
- 8) “To the siantar zoo” it should be “**went** to the siantar zoo”.(S. AN, Appendix B, Page 57). Based on the example, the sentence can be seen omission of content morpheme “**went**”.
- 9) “I felt excited see” it should be “I felt excited **to** see”(S. AW, Appendix B, Page 58). Based on the example, the sentence can be seen omission of grammatical morpheme “**To**”.
- 10) “When we at Malaysia” It should be “When we **arrive** at Malaysia”.(S. LSRP,Appendix B, Page 58). Based on the example, the sentence can be seen omission of content morpheme “**arrive**”.

2. Addition

Students made error in addition which the error is 17. Some of the example of the addition that has done by the students are:

- 1) “we **are** arrive ” it should be “ we arrive”.(S. DP,Appendix B, Page 59). Based on the example, the sentence can be seen simple addition “**are**”.
- 2) “we **the** went to the shop” it should be “we went to the shop”(S. SSM, Appendix B, Page 59). Based on the example, the sentence can be seen simple addition “**the**”.
- 3) “2 **mounth** ago” it should be “2 month ago”.(S. MH, Appendix B, Page 59). Based on the example, the sentence can be seen simple addition “**mounth**”. In this sentence adding “u” it should be month.

3. Misinformation

Students made error in misinformation which the error is 120. Some of the example of the misinformation that has done by the students are:

- 1) **“We see beautiful beach”** it should be **“we saw a beautiful beach”**. (S. ATS,Appendix B, Page 61).Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“see”**, it should be simple past **“saw”**.
- 2) **“We take some photo”** it should be **“we took some photos”**(S. N,Appendix B, page 63). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“take”**, it should be simple past **“took”**.
- 3) **“I feel happy”** it should be **“I felt happy”**. (S. N,Appendix B,Page 63). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“feel”**, it should be simple past **“felt”**.
- 4) **“Go to the zoo”** it should be **“went to the zoo”**. (S. SLP,Appendix B, Page 64). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“Go”**, it should be simple past **“Went”**.
- 5) **“We are happy”** it should be **“we were happy”**. (S. DP, Appendix B, Page 61). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“are”**, it should be simple past **“were”**.

- 6) **“We buy food”** it should be **“we bought food”**.(S. SLP, Appendix B, Page 64). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“buy”**, it should be simple past **“bought”**.
- 7) **“I see monkey a sleeping”** it should be **“I saw a sleeping monkey”** (S. NP,Appendix B, Page 64). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“See”**, it should be simple past **“saw”**.
- 8) **“We are see animals”** it should be **“we saw animals”**.(S. NP,Appendix B, Page 64). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“See”**, it should be simple past **“saw”**.
- 9) **“I’m so happy”** it should be **“I was happy”** (S. NSN,Appendix B, Page 64). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“am”**, it should be simple past **“was”**.
- 10) **“Next, I go to toilet”** it should be **“Next, I went to the toilet”**.(S. ZD,Appendix B, Page 65). Based on the example, the sentence can be seen misinformation alternating form. In this sentence use simple present **“go”**, it should be simple past **“went”**.

4. Misordering

Students made error in misordering which the error is 20. Some of the example of the misordering that has done by the students are:

- 1) **“I and my friend”** it should be **“My friends and I”**.(S. BA, Appendix B, Page 65). Based on the example, the sentence can be seen misordering. In this sentence subject I come after conjunction **“and”**.
- 2) **“Zoo siantar”** it should be **“siantar zoo”**.(S. BA, Appendix B, Page 65). Based on the example, the sentence can be seen misordering. In this sentence noun come after adverb.
- 3) **“I and my family”** it should be **“my family and I”**.(S. ZD, Appendix B, Page 66) Based on the example, the sentence can be seen misordering. In this sentence subject I come after conjunction **“and”**.

2. Frequency of Errors

4.1 Types of errors, Frequency, Percentage

No.	Types of Errors	Frequency	Percentage
1.	The errors of Omission	44	21.90%
2.	The errors of Addition	17	8.45%
3.	The errors of Misinformation	120	59.70%
4.	The errors of Misordering	20	9.95%
	Total	201	100%

The percentages of students' errors are converted into a pie chart. The pie chart covers the highest until the lowest rank as follows

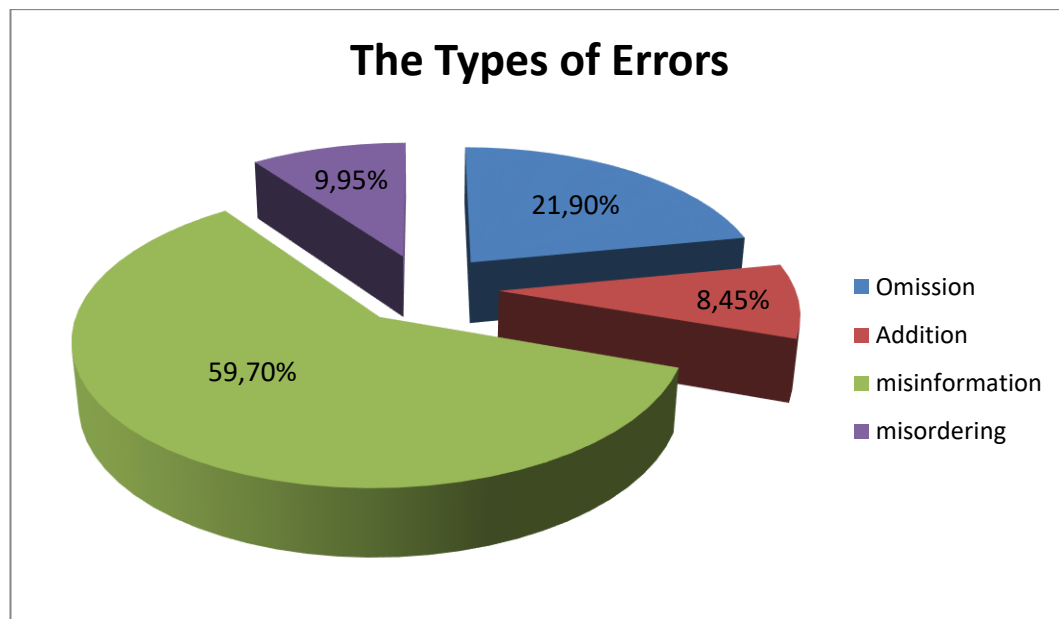


Figure 4.1: The Students' Types of Errors

The analysis types errors existed in recount text written by eight grade students at MTs Laboratorium UIN SU Medan. After analyzing all the text, The findings of this study is the types of errors were omission (44 or 21,90%), addition (17 or 8,45%), misinformation (120 or 59,70%), misordering (20 or 9,95%). To answer the second question the results of data analysis showed that dominant errors is misinformation.

B. DISCUSSION

This study was conducted by applying a qualitative research. The researcher would like to discuss about finding of the students' error in writing recount text and the most dominant errors in writing recount text by participants of eight grade students of MTs Laboratorium UIN SU Medan. Based on the result, there were four students' errors: the errors in omission, addition, misinformation and misordering.

The errors in omission occurred when the students did not complete to writing the sentences. The error in addition is when the students add words that shouldn't be in the sentence. The error in misinformation is when the students fail to choose word form and error in using simple past. The errors in misordering is when the students incorrect placement of a morpheme or a group of morpheme

Based on the result, it was found the most dominant error in writing recount text is misinformation. The results of this research elaborate with the research Roghibah (2013) on her research also found that the dominant error is misinformation. Her research used Azar's grammatical error theory. Similarly, Iim Imlakiyah (2016) also found that the number of the highest of errors is misinformation. His research used Dulay's categories. Similarly, Intan Suryani (2018) also found that the highest numbers of students' grammatical errors in their writing is misinformation. Her research used Dulay's categories. The error occurred in using past perfect and past simple and past continuous tense. This is distinguish their research with this research in which error in using simple past.

CHAPTER V

CONCLUSSION AND SUGGESTION

A.CONCLUSSION

There are four types of errors, the students in this study made: omission, addition, misinformation, misordering. After analyzing the students' writing, the researcher has found some results as follows:

1. Students had the errors in writing recount text such as: Omission, Addition, Misinformation, Misordering.
2. The result of the students written task showed that the students' errors in writing recount text as follows: 21,90% students who got the errors omission, 8,45% students who got the errors in addition, 59,70% students who got the errors in misinformation, and the last 9,95% students who got the errors in misordering . In summary, the most dominant error in writing recount text is misinformation.

B. SUGGESTION

From the conclusion above, the researcher tries to give some suggestions as follows:

1. Suggestion for the teacher
 - a. The teacher should give the explanation how to write a recount text to be a good sentences and give more examples to the students, more examples can make the students understand about writing recount text.

Therefore, the students understand about writing recount text clearly and can make good recount text.

- b. The teacher should give attention and motivation in their English writing.
2. Suggestion for the students
 - a. The students should learn and practice more in English writing to develop their ability.
 - b. The students should ask the teacher about particular aspects in recount text that they do not understand.

REFERENCES

- Adam, S. (2013). *A Study on Students' Ability In Writing Recount Text*. a journal.
- Agustina, U. and Nur, L. (2018). Students positive response on semantic mapping strategy in English writing skill. (*Journal of English Educators Society*), *JEES3* (2), 189-190.
- Amiruddin, S. (2004). *Learning English Using Recount Text*. Padang: Diklat Guru Bahasa Inggris SeSumatera Barat.
- Andersen, M. and K. Andersen. (1997). *Text Types in English*. South Yarra : Macmillan Education PTY LTD.
- Brown, (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*, San Francisco: Longman
- Brown, H. D.(2000). *Principles of Language Learning Teaching*. New York: Pearson Education, Inc.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (3rd ed.). New Jersey: Pearson Education, inc.
- Departemen Agama RI. (2015). *Al-Qur'an& Terjemahan*, (CV.Penerbit Jumanatul Ali-Art Bandung)
- Depdiknas, (2006). *Standar Kompetensi dan Kompetensi Dasar Mata Pelajaran Bahasa Inggris untuk SMP/MTs.BNSP*. Jakarta.
- Derewinka in Diknas. (2005). *Materi Pelatihan Terintegrasi Pembelajaran Teks Rrecount*. Jakarta : Diknas.
- Dewi, U. (2013). *How to Write*. Medan: Latansa Press.
- Dirgayasa, W. (2012). *Maritime English Writing a Genre Based Approach*, Medan: Unimed Press.
- Donald, A. (2006). *Introduction to Research in Education (7th ed.)*. Belmont: Thomson Wadsworth____. 2010. *Introduction to Research in Education, 8th Edition*. United States : WADSWORTH CENGAGE Learning.
- Dulay,H., Burt, M., and Krashen, S. (1982). *Language Two*, New York: Oxford University Press.
- Ellis, R. (2003). *Second Language Acquisition*. New York: Oxford University Press.and Gary Barkhuizen. (2008). *Analysing Learner Langaue*. Oxford : Oxford University Press

- Erdogan, V. (2005). *Contribution of Error Analysis to Foreign Language Teaching*, Mersin University Journal of the Faculty of Education, Vol. 1, Issue 2, December 2005.
- Fithriani, R. (2017). *Indonesian students' perceptions of written feedback in second language writing*. (Doctoral Dissertation), University of New Mexico.
- Fithriani, R.. (2018). Cultural influence on students' perception of written feedback in L2 writing. *Journal of Foreign Language Teaching and Learning*.
- Fithriani, R. (2018). *Integrating Online Blogging into EFL Writing Instruction: Exploring Students' Perceptions*, UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT).
- Harmer, J. (1989). *The Practice of English Language Teaching*. New York: Longman.
- Hartono, R. (2005). *Genres of Text*. Semarang: UNNES.
- Himawati, (2009). *Written Recommendation of Hortatory Exposition Text of the Sixth Semester Students of IKIP PGRI Semarang in Academic Year 2008/2009*. Semarang: IKIP PGR.
- Hyland, K. (2003). *Second Language Writing*. New York: Cambridge University Press.
- Imlakiyah, I. (2016) *An Error Analysis of Students' Personal Recount text (A Case Study of the Eighth Grade Students of MTs. Annidhomiyah Cirebon)*. A Thesis.
- James, C. (1998). *Errors in language learning and use. Exploring error analysis*. Longman, London - New York.
- Kodoatie, L. H. M. (2013). *Improving Students' skills Of Writing Recount Texts By Using Picture Series For The Eighth Grade Students Of SMPN 1 Seyegan In The Academic Year Of 2012/2013*. Thesis. English Education Department, Faculty of Language and Arts: Yogyakarta State University. Retrieved from <http://eprints.uny.ac.id/22577/>
- Maharani, S., Srijono, D. and Haryanti, D. (2016). *Teaching Recount Text At The Tenth Grade Of Office Administration Department Of SMK N 1 Banyudono In 2015/2016 Academic Year. S-1 Thesis*. School of Teacher Training and Education: Muhammadiyah University of Surakarta. Retrieved from <http://eprints.ums.ac.id/40387/17/ARTIKEL%20FIX%20PERPUS.pdf>

- Masyitah, BM. (2015). *The Eighth Grade Students' Recount Text Writing Ability at SMP Negeri 1 Tempeh Lumajang. Undergraduate Theses. UT Faculty of Teacher Training and Education: UniversitasJember*. Retrieved from <http://repository.unej.ac.id/handle/123456789/70807>
- Megawati, F. (2016). Tertiary Level Exchange Students' Perspectives on Self-Efficacy: Toward EFL Writing. *Journal of English Educators Society*, 1(2), October 2016.
- Nunan, (2003). *Practical English Language Teaching*. New York: Mc Craw Hill
- Raoul(2013). *Writing Learning Objective. Learning objective*.
- Roghibah (2013). *An Analysis of The Second Grade Students' Grammatical Errors in Writing*. Skripsi in UIN Syarif Hidayatullah Jakarta, Jakarta, 2013, tidak dipublikasikan.
- Sadri, I., Fithriani, R., Saidurrahman., Salmiah, M., and Hamidah, S. (2019). *Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia*, journal AICLL 2019 The Second Annual International Conference on Language and Literature.
- Sapkota, A. (2012). *Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research*. Journal of Nelta. 17:70-82.
- Sari, P P. and Zuraida, F. (2015). *Improving recount text writing achievement of the eighth grade students of SMP N 11 Palembang through Genre Based Approach*.Journal of English Literacy and Education. 2 (1): 69-78.
- Sudarwati, Th. M and Grace, E. (2007). *Look Ahead Book 2. An English Course for Senior High School*. Jakarta: Erlangga.
- Suryana, I. (2018) *Grammatical Errors in Writing Recount Text by the Tenth Grade Students at SMK MANDIRI Percut Sei Tuan*. A Thesis ,tidak dipublikasikan.
- Susan, G and Selinker, Larry. (2008). *Second Language Acquisition : An Introductory Course (Third Edition)*. New York: Routledge.
- Setyowati, L and Sukmawan, S. (2016). *EFL_ Indonesian Students' Attitude toward Writing in English*.*Arab World English Journal (AWEJ)* .7 (4): 365- 378.
- Sukarni, S. (2006). *Teaching Recount Text to Junior High School*.Universitas Muhammdiyah Purwarejo.
- Wahyuni., Marhum, and M., Muhsin. (2014). "Analyzing errors made by the grade VIII students in writing recount text"*e-Journal of English Language Teaching Society (ELTS)*, Vol. 2 (3) 2014 – ISSN 2331-1841.

APPENDIX A**Instructions for writing**

Writing Test

At Mts Laboratorium UIN SU

Subject : English Writing

Time allocation : 60 minutes

Read the instruction for eight grade students

1. Write down your name and class
2. Write a recount text that should be composed based on the generic structure.
3. The topic about holiday

APPENDIX B**The Result of Analysis Errors**

**TRAIL
FUSION**

No.:

My holiday

NAMA = ANI WARDANA
KELAS = VIII ①

My family and I went to the zoo yesterday. I felt excited to see animals. When we arrive at the zoo, we went to the shop to buy some food to give to the animals. Next, we saw a sleeping tiger in its cage. After that, we went to see the lion. The lion was really strong. Then we went around the zoo to see all the animals. Before going home, the last animal we saw was a tiger.

Finally, we went at 17.30. We were tired but we felt happy.

Omission = 5

Addition = 0

Misinformation = 1

Misordering = 0



 Dare to dream, dare to achieve

No. _____

Date: _____

Name: Dhandy Pratama
 grade: 8-1

my holiday

hello, my name is dhandy, this is my holiday
 story went to Siantar Zoo in grade 7 time

We are even't at 9:30 ~~pm~~^{am} and we are arrive
 at 11.30 ~~am~~^{am} we are were happy at there.
 we are can look many animal and also
 there is a liger.

We are back to school at 6.30 pm
 and I back hom at 7.00 pm

Omission = 2
 Addition = 5
 Misinformation = 2
 Misordering = 1

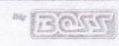
No. _____
Date: 10/6/2019

Nama : Muhammad Alwi
 KLS : VIII¹

orientation : — My family and I went to the zoo ^{yesterday}
 day. I felt excited to see ^{the} animals.
 when we arrived at the zoo, we went to the shop
 to buy some food to give to the animals.
 The elephant was really big
 Then we walked

10-6-2019

Omission : = 1
 Addition : = 0
 Misinformation : = 5
 Misordering : = 0



A. Students' Errors

No.	Students' Errors
1	I and my friend's
2	Go to zoo
3	We look many animals
4	There is elephant, snake, mouse
5	The still many animals other
6	I and my friend's very happy
7	Can look many animals
8	My family and I wen
9	I and friend
10	Goo to the siantar zoo
11	Exitd
12	To See animals
13	Look animals
14	Tortoise
15	Nexs
16	We pause
17	We ware tired
18	I'm and my friend
19	to the siantar zoo
20	Ife lt .
21	Exitd
22	To see animals
23	Tortois
24	I'm so happy
25	Kami bakal kesana lagi
26	Tunggu aja
27	I felt exited to swim together my family
28	We went search a cottage for sit down together

29	Before swim we eat together formerly
30	We playing beach sand
31	Seafood
32	While see sunset
33	Much matter that we do there
34	We see Beautiful beach
35	We Go to home
36	To at home time
37	We wan tired
38	I felt excited see
39	See animals
40	We went the shop
41	We went see the lion
42	To se
43	We want at 17.30
44	I and my friend
45	Go to zoo
46	Zoo siantar
47	I first form medan to siantar
48	Cage crocodile
49	I'm Go to buy ice kepal milo
50	I Look white tiger
51	wen't
52	To siantar zoo
53	In grade 7 time
54	We are wen't
55	We are arrive
56	We are happy
57	We are can
58	Look many animals
59	We are back to school

60	Hom
61	My family and I goes to waterfall ponot
62	We swimming, playing and also buy food
63	We see Waterfall very swift and clear
64	We also see Panorama very beautiful
65	We attentions go to home
66	To at home time 08.30
67	We very tired
68	2 month ago
69	We went to the search cottage for sit down together
70	We eat together
71	We swimming pool water hot
72	My family and me
73	My family and me Goes to Malaysia
74	When we at Malaysia
75	We there go to twin tower
76	Next, We go to colmar tropical
77	There panorama very beautiful
78	Many panorama the classic
79	I'm so happy
80	Four Day's
81	My family and I when to the zoo
82	Ifelt exliad
83	To see animals
84	When we ange at be zoo
85	We whe to the shop
86	we when
87	Et Saturday
88	We are swimming at taere
89	Next, we when to the shop
90	We are swimming at taere

91	End playing foot ball
92	We to enjoy et taere
93	End
94	veri happy
95	We very happy
96	went to the bandung
97	I feel happy
98	Because.....
99	We went search hotel
100	We straight a bed for sleep tonight
101	When already morning
102	We feel very happy
103	My family I
104	2 mounth ago
105	I felt excited to swim together my family
106	We want search a cottage for together
107	Next Before swim we eat together formerly
108	Finally, We want home
109	Were tired
110	Bud we felt happy
111	My Friend's and I
112	3 mounth ago
113	I felt excited to swim together my friend
114	Wen't
115	Before swim we eat together formerly
116	Were tired
117	Bud we felt happy
118	I feel happy
119	we do is walking
120	We take some photo
121	After take some photo

122	Were very happy
123	wen't
124	To siantar zoo
125	In grade 7 time
126	We are see animals
127	I see mongkey a sleeping
128	We went to shop
129	My family and I Goes to the aek sijorni
130	When we at aek sijorni
131	We walking see panorama the very beautiful
132	I'm so happy
133	I and family
134	We to brastagi
135	We many see carriage walking
136	to the shop buy food
137	We see Panorama the beautiful
138	To see animals
139	Look animals
140	Nexs
141	We pause
142	I'm and my friend
143	To the siantar zoo
144	Ife It exitd
145	To see animals
146	Look animals
147	I am so happy
148	Kami bakal kesana lagi
149	Tunggu aja
150	Wen't to the siantar zoo
151	In grade 7 time
152	We are wen't

153	We are arrive
154	We are happy
155	We are can
156	Look many animal
157	My family and I when
158	I lift excitd
159	To see animals
160	girse
161	Me and friend's
162	Go to the zoo
163	We see many animals
164	There is lion, elephants, horse
165	We buy food
166	We very happy
167	We to Brastagi
168	We many see carriage walking
169	We the went to the shop
170	We see Panorama the beautiful
171	I and friend
172	Goo the zoo
173	Look animals
174	Mongkey
175	Tortois
176	Nexst
177	We pause
178	We ware tired
179	My classmate and I go to
180	zoo siantar
181	I first form medan to siantar
182	Look eagle
183	Cage crocodile

184	I bus ice kepal milo
185	After bus ice kepal milo
186	Clock 18.00 night
187	I and my family
188	I there look other
189	Kind swimming pool
190	We go to swim together
191	Next I go to toilet
192	We wore tired
193	I'm and my friend
194	To the siantar zoo
195	Ife It exitd
196	To see animals
197	Look animals
198	Tortois
199	I'm so happy
200	Kami bakal kesana lagi
201	Tunggu aja

1. Errors in omission

No.	Student's initial name	No	The error sentences	Correction sentences
1	AA	1	I and my friend's very happy	My friends and I were very happy
2	AE	2	My family and I wen	My family and I went
3	AML	3	Exitd	Excited
		4	To see animals	To see the animals
		5	Tortois	Tortoise
4	AN	6	To the siantar zoo	Went to the siantar zoo

		7	To see animals	To see the animals
		8	Exitd	Excited
		9	Tortois	Tortoise
5	AS	10	I felt excited to swim together my family	I felt excited to swim together with my family
6	ATS			
7	AW	11	I felt excited see	I felt excited to see
		12	See animals	See the animals
		13	We went the shop	We went to the shop
		14	We went see the lion	We went to see the lion
		15	To se	To see
8	BA			
9	DP	16	To siantar zoo	To the siantar zoo
		17	Hom	Home
10	FAM	18	We very tired	We were very tired
11	LHT	19	2 month ago	2 months ago
12	LSRP	20	When we at Malaysia	When we arrive at Malaysia
13	MA	21	To see animals	To see the animals
14	MAP	22	We veri happy	We were very happy
15	MH	23	Because.....	Omission of content
16	MH	24	My family I	My family and I
		25	I felt excited to swim together my family	I felt excited to swim together with my family
		26	Were tired	We were tired
17	MWH	27	I felt excited to swim together my family	I felt excited to swim together with my family
		28	Were tired	We were tired
18	N	29	Were very happy	We were very happy
19	NP	30	To siantar zoo	To the siantar zoo
		31	We went to shop to buy food	We went to the shop to buy food

20	NSN	32	When we at the aek sijorni	When we arrive at the aek sijorni
21	NV	33	To the shop buy food	To the shop to buy food
		34	We to brastagi	We went to brastagi
22	NWA	35	To see animals	To see the animals
23	PR	36	To the siantar zoo	Went to the siantar zoo
		37	To see animals	To see the animals
24	RMS			
25	SA	38	To see animals	To see the animals
26	SLP	39	We very happy	We were very happy
27	SSM	40	We to Brastagi	We went to Brastagi
28	ST	41	Tortois	Tortoise
29	WZI			
30	ZD			
31	ZP	42	To the siantar zoo	Went to the siantar zoo
		43	To see animals	To see the animals
		44	Tortois	Tortoise

2. Errors in addition

No	Students' initial name	No	The error sentences	Correction sentences
1.	AA			
2	AE			
3	AML			
4	AN			
5	AS			
6	ATS			
7	AW			
8	BA			

9	DP	1	Wen't to the siantar zoo	Went to the siantar zoo
		2	We are arrive	We arrive
		3	We are can	We can
		4	We are back to school	We back to school
		5	We are wen't	We went
10	FAM			
11	LHT			
12	LSRP	6	Four day's	Four days
13	MA			
14	MAP			
15	MH	7	Went to the Bandung	Went to Bandung
16	MH	8	2 Mounths ago	2 months ago
17	MWH	9	My friend's and I	My friends and I
		10	Wen't	Went
		11	3 mounth ago	3 months ago
18	N			
19	NP	12	Wen't	Went
20	NSN			
21	NV			
22	NWA			
23	PR			
24	RMS	13	Wen't to the siantar zoo	Went to the siantar zoo
		14	We are wen't	We went
		15	We are arrive	We arrive
		16	We are can	We can
25	SA			
26	SLP			
27	SSM	17	We the went to the shop	We went to the shop
28	ST			
29	WZI			
30	ZD			

31	ZP			
----	----	--	--	--

3. Errors in Misinformation

No	Students' initial name	No	The error sentences	Correction sentences
1.	AA	1	Go to zoo	Went to the zoo
		2	We look many animals	We saw many animals
		3	There is elephant, snake	There are elephants, snakes
		4	and the still many animals other	and many other animals
		5	can look many animals	can see many animals
2	AE			
3	AML	6	Goo to the siantar zoo	Went to the siantar zoo
		7	Look animals	Saw animals
		8	Nexs	Next
		9	We pause	We stopped
		10	We ware tired	We were tired
4	AN	11	Ife lt.	I felt
		12	I'm so happy	I was happy
		13	Kami bakal kesana lagi	We would go there again
		14	Tunggu aja	Just wait
5	AS	15	We went search a cottage for sit down together	We went to look for a cottage to sit together
		16	Before swim we eat together formerly	Before swam we ate together first
		17	We go to swim together	We went to swim together
6	ATS	18	We playing beach sand	We played beach sand
		19	Seefood	Seafood

		20	While see sunset	While saw the sunset
		21	Much matter that we do there	Many things we do there
		22	We see beautiful beach	We saw a beautiful beach
		23	We go to home	We went to the house
		24	And to at home time 20.00	And at home at 20.00
		25	We wan tired	We were tired
7	AW	26	We want at 17.30	We went home at 17.30
8	BA	27	Go to zoo	Went to the zoo
		28	I first form Medan to Siantar	I was first from Medan to Siantar
		29	I'm go to buy ice kepal milo	I went to buy ice kepal milo
		30	I look white tiger	I saw a white tiger
9	DP	31	We are happy	We were happy
		32	Look many animal	Saw many animals
10	FAM	33	My family and I goes to waterfall ponot	My family and I went to Ponot waterfall
		34	We swimming, playing and also buy food	We swam, played and also bought food
		35	We see waterfall very swift and clear	We saw the waterfall is very swift and clear
		36	We also see panorama very beautiful	We also saw a very beautiful panorama
		37	We attentions go to home	We pay attention to return
		38	to at home time at 08.30	Arrived at home at 08.30
11	LHT	39	We went to the search cottage for sit down together	We went to look for a cottage to sit together
		40	We eat together fomeryly	We ate together first

		41	We swimming pool water hot	We were in a pool of hot water
12	LSRP	42	My family and me Goes to Malaysia	My family and I Went to Malaysia
		43	We there go to twin tower	There we went to the twin towers
		44	Next we go to Colmar tropical	Next, We went to Colmar tropical
		45	I'm so happy	I was happy
13	MA	46	My family and I when to the zoo	My family and I went to the zoo
		47	I felt exliad	I felt excited
		48	When we ange at be zoo	Went we arrive at the zoo
		49	We whe to the shop	We went to the shop
		50	We when	We went
14	MAP	51	Et Saturday	On Saturday
		52	We are swimming at taere	We swam there
		53	Next, we when to the shop	Next, we went to the shop
		54	We are swimming at taere	We swam there
		55	End playing foot ball	And played football
		56	We to enjoy et taere	We enjoyed it there
		57	End	And
		58	Veri happy	Very happy
15	MH	59	I feel happy	I felt happy
		60	We went search hotel	We went to find a hotel
		61	We straight a bed for sleep tonight	We straightened the bed to sleep that night
		62	When already morning	When it was morning
		63	We feel very happy	We felt very happy
16	MH	64	We want search a cottage	We want to find a cottage

			for together	for together
		65	Next, Before swim we eat together formerly	Next, Before swam we ate together first
		66	Finally, we want home	Finally, we went home
		67	Bud we felt happy	But we felt happy
17	MWH	68	Before swim we eat together formerly	Before swam we ate together first
		69	We go to swim together	We went to swim together
		70	Bud we felt happy	But we felt happy
18	N	71	I feel happy	I felt happy
		72	We take some photo	We took some photos
		73	After take some photo	After took some photos
19	NP	74	I see mongkey a sleeping	I saw a sleeping monkey
		75	We are see animals	We saw animals
20	NSN	76	My family and I goes to the aek sijorni	My family and I went to the aek sijorni
		77	We walking see panorama the very beautiful	We walked to see the beautiful panorama
		78	I'm so happy	I was happy
21	NV	79	We many see carriage walking	We saw many motorbikes running
		80	We see panorama the beautiful	We saw a beautiful panorama
22	NWA	81	Look animals	Saw animals
		82	Nexs	Next
		83	We pause	We stopped
23	PR	84	Ife It exitd	I felt excited
		85	Look animals	Saw animals
		86	I'm so happy	I was happy
		87	Kami bakal kesana lagi	We would go there again

		88	Tunggu aja	Just wait
24	RMS	89	We are happy	We were happy
		90	Look many animal	Saw many animals
25	SA	91	My family and I when	My family and I went
		92	I lift excild	I felt excited
		93	Girse	Give
26	SLP	94	Go to the zoo	Went to the zoo
		95	We see many animals	We saw many animals
		96	There is lion, elephant, horse	There are lions, elephants, horses
		97	We buy food	We bought food
27	SSM	98	We many see carriage walking	We saw many motorbikes running
		99	We see panorama the beautiful	We saw a beautiful panorama
28	ST	100	Goo to the zoo	Went to the zoo
		101	Look animals	Saw animals
		102	Mongkey	Monkey
		103	Nexst	Next
		104	We pause	We stopped
		105	We ware tired	We were tired
29	WZI	106	My classmate and I go to	My classmate and I went to
		107	I first form medan to siantar	I was first from Medan to Siantar
		108	Look eagle	Saw an eagle
		109	I bus ice kepal milo	I bought ice kepal milo
		110	After bus ice kepal milo	After bought ice kepal milo
		111	Clock 18.00 night	At 18.00 p.m.
30	ZD	112	I there look other	I was there to see the others
		113	Kind swimming pool	Nice swimming pool
		114	Next, I go to toilet	Next, I went to the toilet

		115	We wore tired	We were tired
31	ZP	116	Ife lt exitd	I felt excited
		117	Look animals	Saw animals
		118	I'm so happy	I was happy
		119	Kami bakal kesana lagi	We would go there again
		120	Tunggu aja	Just wait

4. Errors in Misordering

No	Students' initial name	No	The error sentences	Correction sentences
1.	AA	1	I and my friend's	My friends and I
2	AE			
3	AML	2	I and friend	friends and I
4	AN	3	I'm and my friend	My friends and I
5	AS			
6	ATS			
7	AW			
8	BA	4	I and my friend	My friends and I
		5	Zoo siantar	Siantar zoo
		6	Cage crocodile	Crocodile cage
9	DP	7	In grade 7 time	In Seventh grade
10	FAM			
11	LHT			
12	LSRP	8	My family and me	My family and I
		9	panorama very beautiful	Very beautiful panorama
		10	Many panorama the classic	Many classic panorama
13	MA			
14	MAP			

15	MH			
16	MH			
17	MWH			
18	N			
19	NP	11	In grade 7 time	In seventh grade
20	NSN	12	I and family	Family and I
21	NV			
22	NWA			
23	PR	13	I'm and my friend	My friends and I
24	RMS	14	In grade 7 time	In seventh grade
25	SA			
26	SLP	15	Me and friend's	Friends and I
27	SSM			
28	ST	16	I and friend	Friends and I
29	WZI	17	Zoo siantar	Siantar zoo
		18	Cage crocodile	Crocodile cage
30	ZD	19	I and my family	My family and I
31	ZP	20	I'm and my friend	My friends and I

4.1 The Classification of Students' Errors

No.	Students' initial name	Errors of omission	Errors of addition	Errors of misinformation	Errors of misordering
1.	AA	1	0	5	1
2.	AE	1	0	0	0
3.	AML	3	0	5	1
4.	AN	4	0	4	1
5.	AS	1	0	3	0
6.	ATS	0	0	8	0
7.	AW	5	0	1	0
8.	BA	0	0	4	3
9.	DP	2	5	2	1
10.	FAM	1	0	6	0
11.	LHT	1	0	3	0
12.	LSRP	1	1	4	3
13.	MA	1	0	5	0
14.	MAP	1	0	8	0
15.	MH	1	1	5	0
16.	MH	3	1	4	0
17.	MWH	2	3	3	0
18.	N	1	0	3	0
19.	NP	2	1	2	1
20.	NSN	1	0	3	1
21.	NV	2	0	2	0
22.	NWA	1	0	3	0
23.	PR	2	0	5	1
24.	RMS	0	4	2	1
25.	SA	1	0	3	0
26.	SLP	1	0	4	1
27.	SSM	1	1	2	0

28.	ST	1	0	6	1
29.	WZI	0	0	6	2
30.	ZD	0	0	4	1
31.	ZP	3	0	5	1
	Total of each errors	44	17	120	20
	Total of all errors	201			

4.2 Types of errors, Frequency, Percentage

No.	Types of Errors	Frequency	Percentage
1.	The errors of Omission	44	21,90%
2.	The errors of Addition	17	8,45%
3.	The errors of Misinformation	120	59,70%
4.	The errors of Misordering	20	9,95%
	Total	201	100%

APPENDIX C
DOCUMENTATION



BIOGRAPHY

The writer's name is Sri Wahyuni Hasibuan. She was born on March 20 1996 in Mandoge, North Sumatera. She is 23 years old. She is Indonesian and a muslim. People around her usually call her yuni. She is the first daughter of Mr.Khoirul Anwar Hasibuan and Mrs. Sugianti. She has young sisters her name Lili Suryani Hasibuan, Roudhotul Jannah Hasibuan,Hidayatul Nazla Hasibuan and she has a young brother his name Aulia Ul Hafiz..

Her formal education started from 2003-2009 in primary school.SD Negeri No 112277 Teluk Pulau Luar, North Sumatera. Then from 2009-2012 she continued her education in SMP Negeri 1 BP. Mandoge, North Sumatera. After that, she finished Senior High School in SMA Negeri 1 BP. Mandoge, from 2012-2015. Then, in 2015-2019, she graduated from Department of English Education the State Islamic University of North Sumatera.

Medan, 26 September 2019

Sri Wahyuni Hasibuan

NIM. 34154156