



**AN ANALYSIS OF ERRORS IN RECOUNT TEXTS WRITTEN BY TENTH  
GRADE STUDENTS AT SMA SWASTA PGRI 37 BATANG KUIS**

**A THESIS**

*Submitted to the Faculty of Tarbiyah Science and Teacher Training the State Islamic  
University of North Sumatera as a Partial Fulfillment of the Requirements for the Degree  
of Sarjana Pendidikan (S-1) in the English Education Department*

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STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

**2021**



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Skripsi ini yang berjudul "AN ANALYSIS OF ERRORS IN RECOUNT TEXTS WRITTEN BY TENTH GRADE STUDENTS AT SMA SWASTA PGRI 37 BATANG KUIS" yang disusun oleh **Leni Maharani** yang telah dimunaqasyahkan dalam Sidang Munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan pada tanggal:

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Assalamu'alaikum Wr.Wb.

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Dengan ini kami menilai bahwa skripsi ini dapat diterima untuk dimunaqasyahkan dalam siding munaqosyah Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan.

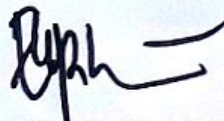
Demikian kami sampaikan, atas perhatian Bapak/Ibu kami ucapkan terima kasih. Wassalamu'alaikum Wr.Wb.

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya.

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Yang Membuat Pernyataan



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## **ABSTRACT**

**Leni Maharani. Registration Number. 0304173197. An Analysis of Errors in Recount Texts Written by Tenth Grade Students at SMA Swasta PGRI 37 Batang Kuis. A Thesis, English Education Faculty of Tarbiyah and Teacher Training State University of Sumatera Utara.**

Recount text is one of several short functional texts. Writing recount text is an activity for students in class to write about their experiences or something that already happened in the past. This research aimed to describe the recount text prepared by tenth grade students at SMA Swasta PGRI 37 Batang Kuis and to identify the types of error were made by tenth grade students in writing recount text based on surface strategy taxonomy. The design of this study was qualitative research. The subject of this study was a document of students' writing recount texts. The description of recount texts were classified into generic structure and language feature, and analysis of error based on surface strategy taxonomy using theory by James (1998). The research findings revealed that: 1) students could wrote recount text based on the generic structure, but faced difficult when it came to language features especially in past forms, conjunctions, and action verbs; 2) there were five types of errors found in students' writing recount text and misselection is the type of error that students tended to produce. It could be inferred that students have not mastered grammar and structure form well.

**Keywords: *Error Analysis, Recount Texts, Surface Strategy Taxonomy***

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**Leni Maharani**  
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## TABLE OF CONTENTS

<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>vii</b>
<b>LIST OF APPENDICES</b> .....	<b>viii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Formulation of the Problem.....	5
C. The Objectives of the Study .....	6
D. The Significances of the Research .....	6
<b>CHAPTER II LITERATURE REVIEW</b>	
A. Error Analysis .....	8
1. Definition of Error Analysis .....	9
2. Distinction Between Error and Mistake .....	10
3. Types of Errors.....	13
B. Recount Text .....	13
1. Definition of Recount Text .....	13
2. Types of Recount Text .....	14
3. Generic Structure of Recount Text.....	15
4. The Language Features.....	17
C. Writing.....	18
1. Definition of Writing .....	18

2. Writing Process .....	20
D. Previous Study .....	22
<b>CHAPTER III RESEARCH METHODOLOGY</b>	
A. Research Design.....	26
B. Participant and Setting.....	27
C. Data Collection .....	29
D. Data Analysis .....	30
E. Trustworthiness.....	31
<b>CHAPTER IV FINDING AND DISCUSSION</b>	
A. General Finding .....	32
B. Specific Finding .....	37
C. Discussion.....	59
<b>CHAPTER V CONCLUSION AND RECOMMENDATION</b>	
A. Conclusion .....	65
B. Recommendation .....	66
<b>BIBLIOGRAPHY .....</b>	<b>68</b>
<b>APPENDICES.....</b>	<b>72</b>
<b>CURRICULUM VITAE.....</b>	<b>88</b>

## **LIST OF TABLES**

Table 2.1 The Example of Recount Text .....	16
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## LIST OF APPENDICES

Appendix I: Collection of Students' Writing .....	72
Appendix II: Interview Transcript.....	76
Appendix III: Documentation .....	82

# CHAPTER I

## INTRODUCTION

### A. Background of The Study

Recount text is one of several short functional texts that used in writing. Writing recount text is an activity for the students in the class to write their experience or something that already happened in the past time. According to Knapp explains that recount text consists of series of events by retelling the texts in sequence.<sup>1</sup> Furthermore, stated by Anderson and Anderson that the social function of recount text is to informing the reader or listener by retelling something that happened in the past through sequence of events.<sup>2</sup> Hence, the social function of recount text is to inform the reader about personal experience that ever happened in real life and it can attract the reader because the story is about funny or sad experience. Based on the statement that mentioned, we conclude that recount text is a text to tell other people about something that happened or someone's experience by retelling what happened, where, when, who was involved and how it ends.

In recount text the sentence are organized based on the time and chronological order. To write the sentence with correct sequence there are generic structure should be follow by the students. Some experts proposed the generic structure of recount

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

<sup>2</sup> Mark Anderson, and Kathryn Anderson, *Text Types in English 1*, (South Melbourne: Macmillan Education Australia, 1997), p. 48.

text. According to Anderson states that recount texts has three main parts such as: orientation, a series paragraphs, and conclusion.<sup>3</sup> Besides, Stubbs and Wood stated the generic structure of recount text consist of: orientation, series of events, and re-orientation.<sup>4</sup> However, the generic structure that mentioned before have the same purposes of each part in writing recount text. The first is orientation, this is the introduction of the text which includes about what, who, when, where, and why. The second is events, this explain the detail of the story based on chronological order. The third is re-orientation, this is the optional because in this section the writer gives their personal comment and it is a closure of event. In the other hand, the language features that used in this text is simple past because it retells past experience and use link words such as first, next, then, etc.

Writing is one of the skills that should be mastered in learning English because it is a complex process. Writing recount text is one of short texts in learning English at Senior High School. Based on the 2013 curriculum (*K-13*) the students learn several short functional texts such as, descriptive text, analytical exposition text, recount text, narrative text, etc. Furthermore, it has written that the students expected to write and analyze the social function, structure, and language features of recount

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<sup>3</sup> Mark Anderson, and Kathryn Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia, 1998), p. 23.

<sup>4</sup> Sue Stubbs, and Katrina Wood, *Targeting Text: Recount, Information Report, Explanation*, (Australia: Black Education, 2000), p. 9.

text.<sup>5</sup> Thus, the students have to be able to write an effective writing to make the reader understand the idea that conveyed in the text.

Considering the students' ability in learning English as foreign language in Indonesia, because of the process of teaching and learning English occurs mostly in the classroom and is being made as a compulsory subject in secondary schools, rather than in daily communication. Language learner or students possibly made some mistakes in producing English both in speaking or writing subject. To make a good sentence the students have to mastery grammar to construct correct words and meaningful for the readers. Besides, stated by Dulay and Burt that there is no one who does not make errors in learning language.<sup>6</sup> Thus, it can be ascertained that the students may make errors and mistakes in producing English words.

Analyzing error in students' writing is important thing for the teacher. The reason is to know the students' ability in arrange the words or vocabulary choice. Grammatical errors become serious problem for the students in writing. Grammatical error is an error which is not appropriate to the grammatical rules and become not good writing. There are several types of grammatical errors in writing such as: verb, noun, pronoun, adjective, adverb, preposition, and conjunction.<sup>7</sup> By using error analysis the teacher can identify and describes the error that found in students'

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<sup>5</sup> Kementerian Pendidikan dan Kebudayaan, *Kurikulum 2013 Kompetensi Dasar Sekolah Menengah Atas dan Madrasah Aliyah*, 2013, p. 160.

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

<sup>7</sup> Imanuel Kamlasi and Darani Nopi Nokas, "Grammatical Errors in Writing of the Second Class Students of SMA Kristen 1 Soe", *Journal of English Language, Literature, and Teaching*, Vol.1 (1), (2017), p. 137.



writing. Error analysis reflected some learning strategies in learning the target language and shows the students' errors because of students' native language, on the other hand, provide organizing remedial courses and planning appropriate materials and teaching strategies.<sup>8</sup> Furthermore James says that error analysis is the process of specifying the incidence, nature, causes and consequences of unsuccessful language.<sup>9</sup> Thus, the teacher can use error analysis as a way to examine students' writing recount text.

Based on pre-observation at SMA Swasta PGRI 37 Batang Kuis, the researcher saw that the teaching and learning process was not intensive due to the pandemic situation. The assignments given by the teacher are always collected by students in written form. Then, this becomes the reason for researcher who is interested in conducting research on the students writing. In this case, the researcher chose recount text as the data that will be analyze. Because the time is appropriate for the researcher to observing and collecting the data and recount text is an interesting text for the students because it is closer to their real life which retells their experience that happened in the past event. This research use qualitative method which the data will be collected in natural setting and will be presented descriptively.

In writing recount text, it is necessary to pay attention to the generic structure and language features. The reason is because each short text has different generic

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<sup>8</sup> Vacide Erdogan, "Contribution of error analysis to foreign language teaching", *Mersin University Journal of the Faculty of Education*, Vol.1 (2), (2005), p. 263.

<sup>9</sup> Carl James, *Errors in Language Learning and Use: Exploring Error Analysis*, (London: Longman, 1998), p. 1.

structure and language features. In the other hand, errors are often made and cannot be avoided by the students in producing English words because it occurs naturally and ordinary thing, for example in writing recount text. As stated by John Norrish that, as human being or learners it is natural to make errors.<sup>10</sup> Therefore, it is necessary to know how to avoid the errors by classifying the types of errors. Thus, the students will know and correct the errors they made so they do not repeat again in the next subject, whether in recount, descriptive, or narrative text. Moreover, for the teacher who will know the types of errors made by his students and help them to revise their writing.

Referring to the explanation above, this study is conducted to know the students' ability in writing recount text according to generic structure and language features and also to identify the common error they made. Furthermore, in analyzing the error, this study use James's theory who stated the types of error based on surface strategy taxonomy. Therefore, the researcher would like to conduct the research entitled **“An Analysis of Errors in Recount Texts Written by Tenth Grade Students at SMA Swasta PGRI 37 Batang Kuis”**

## **B. Formulation of the Problem**

Based on the background of the study above the researcher formulates the problem as follows:

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<sup>10</sup> John Norrish, *Language Learners and Their Errors*, (London: MacMillan Press Limited, 1983), p. 65.

1. What is the description of recount text prepared by tenth grade students at SMA Swasta PGRI 37 Batang Kuis?
2. What types of error were made by tenth grade students in writing recount text based on surface strategy taxonomy?

### **C. The Objective of the Study**

Based on the formulation of the problem above, the objective of the study as follows:

1. To describe the recount text prepared by tenth grade students at SMA Swasta PGRI 37 Batang Kuis.
2. To identify the types of error were made by tenth grade students in writing recount text based on surface strategy taxonomy.

### **D. The Significances of the Research**

#### 1. Theoretically

The researcher expects that the findings and the theories that include in this research are useful as information for the further researcher.

#### 2. Practically

The researcher expects that the result of this research provides information for several parties as follows:

a) For the teacher

The result of this research is benefit for the English teacher because she will be known the students ability in writing and the errors they made. Then, the English teacher can help the students to avoid the same errors in next project of writing recount text in the eleventh grade.

b) For the student

After analyzed the data, the researcher expects that the result of analyzing the students' error is useful for the students because they know the error of their writing and they will avoid and not make the same thing in the next project.

c) For further researchers

The result of this research can be used as the reference for those who want to do the same research in analysis recount text or others kind of texts.



## CHAPTER II

### LITERATURE REVIEW

#### A. Error Analysis

##### 1. Definition of Error Analysis

In learning new language, there are various problems face by language learners, for example in mastering English both spoken and written. This because the competence of language learners are different and has unconsciously involved errors in producing words. Errors are the defected side of the learner's speech and writing.<sup>11</sup> Therefore, in the process of learning language, the learners cannot avoid without committing errors in their performance of producing language.<sup>12</sup>

Committing errors in producing language is natural process that happens in learning foreign language. However, there are differences between language learners and native speaker in producing errors. Therefore, to know the potential errors made by the learner, the English teacher need to analyze the error. Error analysis are provides the information of students' knowledge in producing target language. Crystal cited in Mohammed and Abdalhussein explains that error analysis is a technique to identifying, classifying, and interpreting systematically the errors made by learners both in oral and written and using procedures of error

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<sup>11</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language two*, (New York: Oxford University Press, 1982), p. 138.

<sup>12</sup> *Ibid.*,

analysis.<sup>13</sup> Similar to Brown, who stated that error analysis used to observed, analyzed, and classified the mistakes produce by learners.<sup>14</sup> In conclusion, error analysis is a technique to analyze, identify, classify, interprets the errors made by the learners, which provided the information about the frequent errors and give benefit for teacher to know the problems face by learners and for learners to avoid the errors.

## 2. Distinction Between Error and Mistake

People have misconceptions in distinguishing error and mistake. As stated by Brown that error is reflecting the competence of learners which is noticeable by the native speaker from the side adult grammar, however this is unnoticed by the language learners. Meanwhile, mistake is the failure which is known by the learner while doing a performance, it is a slip tongue or cannot produce the recognize words correctly.<sup>15</sup>

Furthermore, Corder cited in James that mistakes are not caused by incompetence. However, this can be recognize and corrected immediately when it occurs in performance by the learners itself.<sup>16</sup> In the other hand, error are reflect the knowledge of learners' inability to learn target language, this cannot be self-

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<sup>13</sup> Mohammed Subakir Mohammed, and Hussein Fahim Abdalhussein, "Grammatical Error Analysis of Iraqi Postgraduate Students' Academic Writing: The Case of Iraqi Students in UKM", *International Journal of Education and Research*, Vol. 3 (6), (2015), p. 284.

<sup>14</sup> H. Douglas Brown, *Teaching By Principles: An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall, 1994), p. 166.

<sup>15</sup> *Ibid.*, p. 205.

<sup>16</sup> Carl James, *Error in Language Learning and Use*, (London: Routledge, 1998), p. 78.

correctable, and only second language or language learner are committing errors in producing target language.<sup>17</sup>

In conclusion, errors are made by the language learners and cannot be self-corrected because of the incompetence of the learner in mastering target language. Different from mistakes that appear both in learner or native speaker, this because of the slip tongue to produce the words, and it can be self-corrected by the speaker.

### 3. Types of Error

According to Dulay, et.al, have proposed four kinds of error taxonomy, namely, error based on linguistic category; surface strategy taxonomy; comparative taxonomy, and communicative effect taxonomy.<sup>18</sup> However, this research use error analysis based on surface strategy taxonomy because has much been used in analyzing error made by learners. Furthermore, Dulay has been classified the error based on surface strategy taxonomy into four categories, they are omission, addition, misformation, and misordering.<sup>19</sup> In the other hand, James has been discussed and includes one more category namely blends that can operate with four categories by Dulay. Here the explanation of five categories based on James, as follows:

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<sup>17</sup> *Ibid.*, p. 79.

<sup>18</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language two*, (New York: Oxford University Press, 1982), p. 146.

<sup>19</sup> *Ibid.*, p. 150.

a) Omission

Omission is ungrammatical or that indicate the absence an item from well-formed of sentence. To create a meaningful sentence requires of content morphemes or is called as nouns, verbs, adjectives, and adverbs. Besides, there are grammatical morphemes which play a minor role in presenting the meaning of sentence.<sup>20</sup> For example:

- Jimmy is the driver of the new bus

The words, *Jimmy*, *driver*, *new* and *bus* are the content morphemes that carry the load of meaning. Furthermore, the words *is*, *the*, and *of* are the grammatical morphemes. Therefore, if the learner only used content morphemes, the listener will be confused to deduce the meaning of the sentence.

b) Over inclusion

Over inclusion or known as additions is the opposite of omission, because this is indicate the presence of an item that must not appear in the well-formed of sentences.<sup>21</sup> There are three subcategories of over inclusion such as, regularization, double marking, and simple addition.

- Regularization is the part of addition that should not use in writing because this is typically of linguistic items, such as in the class of nouns or verbs. There are some exceptions to the rule in class nouns or verbs and

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<sup>20</sup> *Ibid.*, p. 155.

<sup>21</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language two*, p. 157.

those items are erroneously added in making sentence. For example, *write* does not become *writed*, but *wrote*; then, the noun *dear* is not *dears* in the plural.

- Double marking is described the failure of using certain items based on linguistic construction or not writing the sentence syntactically. For example in using the English rule of tense, as follows:
  - *He did not went yesterday* (He did not go yesterday)
  - *She does not drinks* (She does not drink)
- Simple Addition is not describable both of regularization and double marking. This error is something that should not appear in the well-formed utterance. For example: *a this; the bus is gonna broke it, etc.*<sup>22</sup>

#### c) Misselection

Misselection or known as misformation in Dulay, that the learner's errors use the incorrect form of structure. There are three subcategories in misselection such as, regularizations, archi-forms, and alternating-forms.<sup>23</sup>

- Regularization that under misformation category are the errors of regular verb is used in place an irregular, as in *singed* for *sang* or *mouses* for *mice*. However, this type and the examples are exactly same as a subcategory of over inclusion or addition.<sup>24</sup>

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<sup>22</sup> *Ibid.*, p. 158.

<sup>23</sup> *Ibid.*,

<sup>24</sup> Carl James, *Error in Language Learning and Use*, (London: Routledge, 1998), p. 108.

- Archi-forms are to represent other member of class after selection of one member of a class of forms. For example, *that pig* should become *that pigs*
- Alternating-forms are fairly free alternation of various members of a class with each other.<sup>25</sup> For example, *I seen her last week* should become *I saw her last week*, and *she books* become *her books*.

d) Misordering

Misordering is indicated as the incorrect placement of morphemes. This is because the learners rely on word-for-word translations of their native language surface structure.<sup>26</sup> For example, *what she is doing now?* Should become *what is she doing now?*

e) Blends

Blends are combination of two alternative grammatical forms to produce an ungrammatical sentence. The learner is in the situation that they are uncertain where there is not just one but two, which of these are well-defined target.<sup>27</sup> For example, *the only one thing I want* instead *the only thing I want* or *the one thing I want*.

## B. Recount Text

### 1. Definition of Recount Text

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<sup>25</sup> Carl James, *Error in Language Learning and Use*, p. 108.

<sup>26</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language two*, p. 163.

<sup>27</sup> Op.Cit, Carl James, *Error in Language Learning and Use*, p. 111.

Recount text is a text that related to human's life, because it contains of story which retell about experience and something happened in the past events. Basically, recount text is to inform the reader about an event in chronological order that indicates someone's experience.<sup>28</sup> As stated by Anderson and Anderson that the social function of recount text is to informing the reader or listener by retelling something that happened in the past through sequence of events.<sup>29</sup> According to Derewianka defined recount text as a text consisting of paragraphs that describe the writer experienced in the past events.<sup>30</sup> Furthermore, the aim of recount text is to describe experience in the past event, by retelling in chronological order.<sup>31</sup> In the other hand, the purpose of the text is retelling experience or activity based on chronological order that happened in the past event.

## 2. Types of Recount Text

According to Derewianka and Jones explained that there are six genres of recount text, such as:

- a) Personal recount is describes an incidents in the past that involve the writer's personal experience, such as diary and personal letters.

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<sup>28</sup> Peter Knapp, and Megan Watkins, *Genre, Text and Grammar*, (Sydney: University of South Wales Press Ltd, 2005), p. 223.

<sup>29</sup> Mark Anderson, and Kathryn Anderson, *Text Types in English 1*, (South Melbourne: Macmillan Education Australia, 1997), p. 48.

<sup>30</sup> Beverly Derewianka, *Exploring How Text Works*, (Australia: Primary English Teaching Association, 1990), p.14.

<sup>31</sup> *Ibid.*, p. 14.

- b) Factual recount is report the factual event which described accurately, this text is not experience personally but from others who have experienced which purpose to inform the reader the detailed events.
- c) Autobiographical recount is recount the series of life and written by the character himself.
- d) Biographical recount is recount the series of life from someone's life and written by someone else.
- e) Historical recounts and accounts are recount, interpret, and explain an interesting or important event that happened in society's past.
- f) Literary recount is to retell the sequence of event both of factual or imaginary with aesthetic features.<sup>32</sup>

### 3. Generic Structure of Recount Text

There are many experts who proposed the generic structure of recount text, as follows:

- a) According to Anderson and Anderson the generic structures of recount texts namely: orientation, a series paragraphs, and conclusion.<sup>33</sup>
- b) According to Stubbs and Wood stated generic structure of recount text such as: orientation, series of events, and re-orientation.<sup>34</sup>

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<sup>32</sup> Beverly Derewianka, and Pauline Jones, *Teaching Language in Context*, Second Edition, (Australia: Oxford University Press, 2016), p. 125.

<sup>33</sup> Mark Anderson, and Kathryn Anderson, *Text Types in English 3*, (South Yarra: Macmillan Education Australia, 1998), p. 23.



- c) According to Dewianka and Jones, the typical of written recount text begin with an orientation, record of event, and an optional comment.<sup>35</sup>

According to the statement above, it can be concluded that to create a recount text begins with orientation providing background information about who was involved, when it happened, where and why they went. Afterwards, continued to event which explains chronological steps or sequence of event. The last is reorientation, it is the optional or stating personal comments about the story in response to the events that happened in their life. In the table below is the example of recount text.

**Table 2.1**

**The Example of Recount Text**

<b>Generic Structure</b>	<b>Holiday with My Best Friend</b>
Orientation	Last December, my friend and I went to the beach to celebrate our graduation. We took some photos and videos to upload on our Instagram feeds.
Events	After that, we decided to eat seafood at one of the famous restaurants there. We ordered my favorite menu which is lobster and spicy grilled squid. We spent time there until the sun went down. We bought

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<sup>34</sup> Sue Stubbs, and Katrina Wood, *Targeting Text: Recount, Information Report, Explanation*, (Australia: Black Education, 2000), p. 9.

<sup>35</sup> Beverly Derewianka, and Pauline Jones, Op. Cit., p. 126.

	some seafood to our family at home and enjoy the moment before we back.
Reorientation	Finally, we arrived home at 11 pm because of the traffic jam. I was so happy and tired too. We made an appointment to meet next year at the end of December for another vacation.

#### 4. The Language Features

According to Anderson the language features that use in writing recount text are such as:

- a) Introducing personal participant to show the person of the story, such as I, my group, we, etc.
- b) Using the past tense to retell the past event. For example, “We played together”.
- c) Using action verb, for example the word “walked”, “cooked”, etc.
- d) Using the conjunction and chronological connection such as, and, but, if, after, then, furthermore, first, second, and etc.
- e) Using adverbs and adverbial phrases to show place and time.<sup>36</sup>

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<sup>36</sup> Sue Stubbs, and Katrina Wood, *Targeting Text: Recount, Information Report, Explanation*, (Australia: Black Education, 2000), p. 9.

## C. Writing

### 1. Definition of Writing

Writing is one of the four skills that can improve students' language ability in learning English. Writing is an activity in learning process which is used to produce an information, idea, opinion, or stories that cannot deliver in orally. Jayanti said that through written language it can help people to have good socialization because writing is also media of communication, so that we can sharing our opinions and ideas<sup>37</sup>. However, Rogers stated that writing is used to record stories and information that the human memory could not ever memorize for a long time beyond the immediate moment.<sup>38</sup> It can be concluded that writing is a media or indirect way that can help people not only to sharing information or to express ideas but also to record the information that they heard because the capacity of human memory cannot memorize for a long time which write through a piece of paper.

Cited from Umar that writing activities have existed since the time of ignorance and developed in the early days of Islam, because it is useful for preserving the revelation and there are correspondence and documentation in government affairs.<sup>39</sup> By writing, one can preserve the knowledge that is read or

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<sup>37</sup>Ade Dwi Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMON 33 Padang", *ENGLISH FRANCA: Academic Journal of English Language and Education*, Vol. 3 (1), (2019), p. 74.

<sup>38</sup> Henry Rogers, *Writing System A Linguistic Approach*, (Victoria: Blackwell Publishing Ltd, 2005), p. 1.

<sup>39</sup> Munawir Umar, "Otentisitas dan Validitas Hadits Nabi serta Contoh-Contoh Haditsnya dan Problematikanya", *Journal of Qur'ān and Ḥadīth Studies*, Vol. 6 (2), (2017), p. 4.

listened to because humans are creatures who can forget, and writing a knowledge can be useful for next generations who want to learn from previous knowledge.

From Anas bin Malik radhiyallahu 'anhu that the Prophet Shallallahu 'Alaihi Wa sallam said:

قَيِّدُوا الْعِلْمَ  
بِالْكِتَابِ

“Tie (record) knowledge with writing”

(This hadith was mentioned by al-Khatib al-Baghdadi in *Tarikh Baghdad* dan *Taqyid al-Ilmi*, Ibnu Abdi al-Barr in *Jami' al-Bayan*, Abu Nu'aim in *Tarikh Ashfahan* and in *Musnad asy-Syihab*, and authenticated by Albani in *as-Silsilah ash-Shahihah*: 2026)

The statement above describes the importance of writing, because humans are easy to forget so the knowledge is considered like a hunt. Hence, to maintain the knowledge, writing is one way to preserve it, so that knowledge will be useful from generation to generation.<sup>40</sup>

The command to write is also found in the Qur'an, Surah Al-Qalam verse 1:

وَ الْقَلَمِ وَمَا يَسْطُرُونَ ۝

ن

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<sup>40</sup> Ernawati Aziz, *Prinsip-Prinsip Pendidikan Islam*, (Solo: Tiga Serangkai Pustaka Mandiri, 2003), Cet. I, p. 75.

Meaning: “Nun, by the pen, and by what they inscribe”<sup>41</sup>

Furthermore, Allah’s saying in Surah Al-Qalam verse 53

صَغِيرٍ وَكَبِيرٍ مُسْتَنْطَرٍ

وَكُلُّ

Meaning: “Everything, small or large, is written down.”<sup>42</sup>

In the surah Al-Qalam above the meaning is clearly talking about pen which is a tool used for writing. With a pen, people can record the knowledge of Allah that has just been discovered, and record the teachings of Allah’s religion that was conveyed to His apostles.

Furthermore, in surah Al-Qamar verse 53. It is explained that every little thing of deed and speech, every great thing of deed and speech are all written on the records of deeds and in Lauḥul Maḥfuz, and they will be rewarded for their actions.

Based on the explanation above, we can concluded that writing is the important thing in learning process not only in language learning but also in every subject, because we can easy to memorize and understand the knowledge. Thus, by writing we can also share the information or the idea we have to other people in written forms and the knowledge that is poured into the writing that is left will be the reward of jariyah or sin, depending on the content.

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<sup>41</sup> Talal Itani, *The Quran Translate to English*, (Beirut: ClearQuran, 2012), p. 300.

<sup>42</sup> *Ibid.*, p. 205.

## 2. Writing Process

There are six focus of writing in the language according to Hyland namely, focused on the structure; the function of the text; focus on the genre; creative expression; the writing process; and focus on the content.<sup>43</sup> However, in the following explanation only discussed about writing process. According to White and Arndt there are six steps in writing, as follows:

a) Generating ideas

The first step is conduct brainstorming, taking notes, asking question, complete the plan or picture.

b) Developing a focus

The author considered the text to be created based on the main ideas, set goals, the point to the reader.

c) Structuring

Linking the structure to the main idea and add the author's sort of information or such an opinion.

d) Create the draft

In this step the writer pay attention to the word form, the content information from the beginning to the last words, and the writer can be add some information to complete the text.

e) Evaluating

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<sup>43</sup> Ken Hyland, *Teaching and Researching Writing*. (London: Longman, 2002), p. 2.

In this step, the draft is evaluated by the teacher or the other students as the response from the reader.

f) Reviewing

The author examines, edit and correction the text that has been given some responses in the form of criticism or suggestion by the teacher or classmate.<sup>44</sup>

#### **D. Previous Study**

There are many researcher conducted research about students' writing English texts. The reason is to know the students' ability and the errors they made in produce English text. Here are some researchers who have done conducted research about texts analysis and errors analysis, for example:

The first previous study conducted by Vikri Februansyah, Irsyad Nugraha, and Yustika Nurfajriah (2020) who investigated students' difficulties in writing recount text. The text written by the third graders in one of Universities at Garut and the data were taken from eight recount texts. The aim of this study is to analyze students' difficulties in writing recount texts in one of universities in Garut, West Java. The author used qualitative approach as the research design, and the main instrument of data collection are the students' writing products. The author used the genre rubric from Knapp and Watkins (2005) to analyze the data. The finding showed

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<sup>44</sup> Ron White, and Valerie Arndt, *Process Writing*, (London: Addison Wesley Longman Ltd, 1991), p. 4.

that students were still difficult in organizing the structure of recount text and delivering ideas through the correct grammar such as conjunction, past tense, and mental verb.<sup>45</sup>

The second study conducted by Astrid T. Saluman, Mister G. Maru and Deisyi A. Batunan (2019) who investigate students' writing skill on the use of simple past tense in recount text. The text was written by 20 students of the eleventh grade of SMAN 1 Tondano. The author used qualitative research as research design and used grounded theory by Straus and Corbin (1990) to code the data. The result finding showed that based on the text structure the student could write the orientation or the introduction of participant, place, and time. But, the student faced difficult to elaborate the sequence of event which required them to combine each sentence or the first event with the following using a conjunction. Furthermore, the main problem in writing recount text is grammar. The student faced difficult in using verb form, they often used verb one rather than verb two to make past tense. The study concluded that the student was lack of practice and they unable to write recount text in English well.<sup>46</sup>

The third study conducted by Auliza Lutfia Iriana (2018) who investigated students' writing product of recount text in order to know the tenth graders writing composition and to know how they use linguistic features of recount text. This study

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<sup>45</sup> Vikri Februansyah, Irsyad Nugraha, and Yustika Nurfajriah, "An Analysis of Students' Difficulties in Writing Recount Texts", *English Education and Applied Linguistics (EEAL) Journal* 17, Vol. 3 (2), (2020), p. 1.

<sup>46</sup> Astrid T. Saluman, Mister G. Maru and Deisyi A. Batunan, "Analysis of Students' Writing Skill on the Use of Simple Past Tense in Recount Text at SMA N 1 Tondano", *Journal of English Language and Literature Teaching*, Vol. 4 (1), (2019), p. 25.



used qualitative research as the research design. The author analyzed the data using Harmer and Heaton et al (1988). The finding showed that 5 of 8 students were able to write the text clearly with their own style.<sup>47</sup>

The fourth study conducted by Rahmah Fithriani (2020) who investigated the grammatical errors in *Madrasah Aliyah* students' narrative texts. The texts written by 11<sup>th</sup> graders students of MNS (Mathematics & Natural Science) and SS (Social Studies) streams at *Madrasah Aliyah* or known as (Islamic senior high school) and total of the data is 60 narrative essays. The objective of this research is to find out the grammatical errors and the types of errors made by MNS and SS students in writing narrative texts. The author used quantitative descriptive as the research design, and the main instrument of data collection are the students' writing products. The author analyzed the data using Corders' Error Analysis approach. The findings of the research showed that: a) grammatical errors made by MNS and SS students are classified into six categories, noun, pronoun, verb, article, preposition, and conjunction; b) mis-selection, over inclusion, and omission are the dominant errors; c) the differences between MNS and SS are MNS students produced five from six categories except article while SS students only in one categories namely article.<sup>48</sup>

The last previous study was conducted by Ni Putu Ines Marylena Candra Manik and Ni Komang Arie Suwastini (2020). The object of this study is the eighth-

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<sup>47</sup> Auliza Lutfia Iriana , “Analyzing Language Features of Recount Text Written by Ma Hidayatu Umam Students”, *RETAIN*, Vol. 6 (3), (2018), p. 26.

<sup>48</sup> Rahmah Fithriani, “Grammatical Errors in *Madrasah Aliyah* Students' Narrative Texts: An Error Analysis of the Surface Strategy”, *Ta'dib: Journal of Islamic Education*, Vol. 25 (1), (2020), p. 6.

grade students of SMP Pelangi Dharma Nusantara in academic year 2019/2020. The objective of this study is to find out the major types of grammatical errors; and to know the major source of grammatical errors in students' recount text writing. The author used quantitative descriptive as the research design. The author used theory of error proposed by Dulay et al. (1982) about surface strategy taxonomy to analyze the data. The findings showed that the major type of grammatical errors was omission, with the total of 171 errors or 37.33%.<sup>49</sup>

There were differences between the previous study and the study that the researcher conducting this time. This study is conducted to investigate the recount text written by the tenth grade students at SMA Swasta PGRI 37 Batang Kuis and the types of error in their writing that will be analyzed based on surface strategy taxonomy. The aim of this study is to describe the recount text written by the tenth grade students at SMA Swasta PGRI 37 Batang Kuis and the types of errors based on surface strategy taxonomy proposed by James (1998) namely; omission, over inclusion, misselection, misordering, and blends.

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<sup>49</sup> Ni Putu Ines Marylena Candra Manik and Ni Komang Arie Suwastini, "Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School", *Humanis: Journal of Arts and Humanities*, Vol.24 (3), (2020), p. 238.



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research use qualitative research. Where the data involved is naturalistic data, which occurs naturally without any manipulation or intervention variable.<sup>50</sup> Furthermore, as stated by Bogdan and Taylor that qualitative methodology has a broad meaning in research procedure because it produce descriptive data from people's behavior which is being observed and or their in written and spoken<sup>51</sup>. Therefore, this research suitable to be conducted using qualitative method because the data are collected from students' writing and observes based on the situation that happens in a natural setting. The interpretation of the data is written descriptively in words, because it investigates of understanding of a given project in writing recount text and it uses error analysis so that it is considered as qualitative research.

Commonly, this research objective is related to qualitative method because the objectives of the research are to describe and identify the recount text written by tenth grade students. The data of qualitative research are descriptive, which includes observation records, interview notes, and documents, and the source of data is the

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<sup>50</sup> Hossein Nassaji, "Qualitative and descriptive research: Data type versus data analysis", *Language Teaching Research*, Vol.19 (2), (2015), p. 129.

<sup>51</sup> Steven J. Taylor, Robert Bogdan, and Marjorie L. DeVault, *Introduction to Qualitative Research Methods (4<sup>th</sup> Edition)*, (New Jersey: Wiley & Sons Inc, 2016), p. 7.

real-world situation or non-manipulated.<sup>52</sup> Hence, I will collect the data with observation and interview method on the social phenomenon in its natural setting.

## **B. Participant and Setting**

### 1. Participants

The participants in this research were used to obtain the data sources needed by the researcher to support the details of the research. There are two types of data sources, namely primary data and secondary data source. The primary data sources of this research are the tenth grade students of Mathematics and Natural Science (MNS) at SMA SWASTA PGRI 37 Batang Kuis. Meanwhile, the secondary data source in this research is the English teacher in that class.

### 2. Settings

The setting of the research is located at Jl. Ampera No.219, Bintang Meriah, Kecamatan Batang Kuis, Kabupaten Deli Serdang, Sumatera Utara with zip code 20372, with accreditation status is B. Based on geographical location, it can be said to be located on the side of the road and in the middle of Bintang Meriah villagers housing. Bintang meriah village is located in Batang Kuis district. The access road to the school from the direction of Sidodadi village to the Tanjung sari village which passes through Bintang

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<sup>52</sup> Haradhan Kumar Mohajan, "Qualitative Research Methodology in Social Sciences and Related Subjects", *Journal of Economic Development, Environment and People*, Vol.7 (1), (2018), p. 29.

Meriah village can be easily passed by residents because it has been completely on the asphalt since 2015. When viewed from several villages in the Batang Kuis district, Bintang Meriah village is not included in a remote village, from the side of road access that is easy to reach and the distance to the city which is not far away. This is also due to the establishment of Kuala Namu International Airport which requires a distance about 15 minutes from the location so that the Bintang Meriah village is slowly being recognized by outsiders. There are also several beaches that pass through several villages from the school's addresses with the distance of about one and a half hours. In addition, the school is cannot be said to be an elite school if viewed from the monthly tuition fees paid by students and the facilities at the school to support learning process.

Furthermore, based on the demographic location, the local population in Bintang Meriah village is predominantly Muslim and the students at the school as well. There are only a few residents who are Christian, apart from that those who are Hindus and Buddhist come from other villages. Besides, the ethnicity of the population and the students are Javanese, Batak, and Malay. According to the statement of the principle of the school, the profession of the local population are fishermen, laborers, and self-employed or entrepreneur.

### **C. Data Collection**

To collect the data the researcher use some techniques, namely interview and documentation. The following are the explanation of the techniques use in collecting data.

#### **1. Interview**

In this research, I would like to use semi-structure interview to getting certain information from the secondary data source or English teacher. The interview is conducted in natural setting where the English teacher was the main source to support the content of the research regarding the results of observations and the students' learning process as participants. Meanwhile, the interview process is carried out by recording the voice with the permission of the English teacher so that nothing would be missed, and ease the researcher in writing the transcripts and data analysis. Besides, the researcher asked the question that had been prepared and the topic is related to the things that are needed by researcher to be explored further. This technique is used to gain the detail information, opinion, and beliefs towards the students' behavior and ability in English subject.

#### **2. Documentation**

The document from the institution, field notes, and the result of student' writing, those are includes as documentation. Documentation is used as the evidences of the research have done explored to the school. The used of techniques are help the researcher to collect the data needed for the research.

First, the researcher come and observes the environment as a purpose to make a research. Second, the researcher interviewing the English teacher who teach in the class that the researcher want to do the research. The last, to complete the process of research the researcher took documentation as appendix and support the content of research paper. However, the instrument of the research is the researcher itself, who plan and conduct the research by her own strategy and methodology.

#### **D. Data Analysis**

To obtain the data, the researcher begins with observation and interview which will produce field notes, transcript notes, journal of research, photos and media documents related to the research subject. Therefore, the data analysis in this research is carried out inductively because the first thing to do is analyzing empirical data then working with theory to interpret the meaning of the data.

After collect the data, I start by reading and observing the data obtained. Then, I will do some coding. Coding is intended to identify the categories, patterns, and meanings and will be described in the form of table. Later, the data will be link to the existing theory to answer the research questions. Furthermore, the data will be summarized and briefly explained as the findings. This process of analyze the data is proposed by Miles and Huberman namely, reducing the data, displaying the data, and drawing conclusion.



**E. Trustworthiness**

The trustworthiness of the data is needed to provide the credibility of the research. However, to examine the credibility of the data this research applied triangulation method. I use triangulation method to check the consistency of the data, because this research would be conducted by several methods namely, interview and documentation.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. General Findings**

##### **1. School History**

SMA Swasta PGRI 37 Batang Kuis is one of the educational units with senior high school level and located at Jl. Ampera No.219, Bintang Meriah, Kecamatan Batang Kuis, Kabupaten Deli Serdang, Sumatera Utara with zip code 20372. This school has been established since 1999 with accreditation status is B. In carrying out its activities, SMA Swasta PGRI 37 Batang Kuis is under the auspices of the Ministry of Education and Culture. From the past until now the foundation has been under the ownership of Drs. Sautan Nst, and only focusing on one major namely Mathematics and Natural Science (MIPA). Even though the school is a private, but it does not emphasized the high cost because the school is intended for people with lower middle-income economies. This can be seen from the school fees that must be paid by the students, which is only 30 thousand rupiah per month.

## 2. School Profile

School Name	SMA SWASTA PGRI 37 BATANG KUIS
School Address	Jl. Ampera No.219, Bintang Meriah, Kecamatan Batang Kuis, Kabupaten Deli Serdang, Sumatera Utara 20372
Under the Auspices of	The Ministry of Education and Culture
NPSN	10214179
Founding Date	1999-07-01
No of Establishment Decree	49/C1/YPLP-PGRI/07/1999
Accreditation	B
Education Level	SMA
Maintenance Time	6/Noon
Email	Smapgri37@yahoo.com
Latitude Coordinates	3.5856
Longitude Coordinates	98.8139

## 3. Vision

Excellent in achievement, character, culture, care for the environment, global insight based on faith and piety.

## 4. Mission

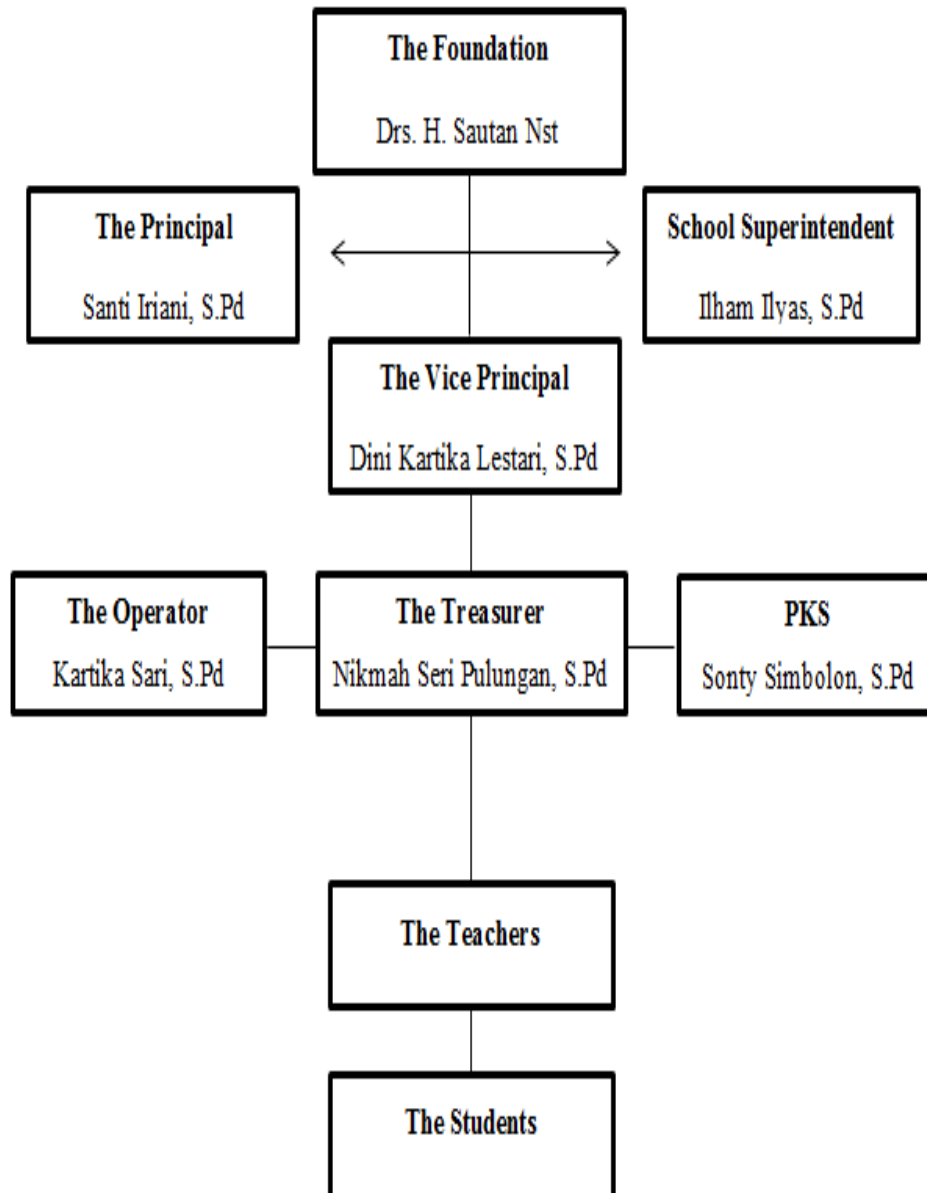
- Fostering excellent students in academic and non-academic achievement at national and international level
- Fostering excellent students in obtaining school exam scores and national exams and successfully entering universities inside the country and abroad.
- Cultivate discipline, tolerance, mutual respect, self-confidence, so as to form the attitude of students who are polite and have noble character.
- Developing a national spirit rooted in the nation's cultural values while keeping abreast of the development of science and technology.
- Fostering a healthy school culture and caring for the environment.
- Carrying out learning and use of international languages.
- Implementing school management that refers to the ISO 9001.2008 Quality Management Standard by involving all school members.
- Growing religious behavior in students so that they can live and practice the teaching of their religion in all aspect of life.

##### 5. The Goals

- The school meets eight National Education Standards with an accreditation score above 95.
- Students master science, technology, social, culture and art to prepare for future life.

- The school produces students who excel academically and non-academically at national and international levels.
- The school achieves A criteria in all subjects in the National Examination.
- The students can be accepted at state universities at least 70 percent.
- The school has OSN, language, arts, sports, and KIR and won championships at the national level.
- Developing exemplary attitudes and behaviors.
- Building awareness and enforcement of school norms (school rules)
- Fostering the understanding and spirit of multiculturalism (the differences in quality)
- Optimizing the role and function of teachers as educators.

## 6. Organizational Structure

**ORGANIZATIONAL STRUCTURE**

**B. Specific Findings**

1. The description of recount text prepared by tenth grade students at SMA Swasta PGRI 37

**RT-1**

Last week I go to cinema. This is the one and only cinema in my city. I have one ticket free to watch one movie title I don't know what movie I'm going to watch and I also don't know the schedule of movie that will be shown in cinema. That's why, I just wanted to come and to see if there was a good film.

I parked my motorbike in the parking area then walked slowly down the hallway of cinema. I took my ticket out of my wallet and then went to the information section to inquire about the use of ticket. Unfortunately, I missed the opportunity, my ticket expired two days ago.

I came home and was very disappointed with that.

Based on the text above, the writer chose his own experience to make a recount text. The text retells about going to the cinema with one free ticket that the writer had. However, the writer was disappointed because the ticket had expired. It can be concluded that the text above is a kind of personal experience.

Generic Structure	Recount Text-1
Orientation	Last week I go to cinema. This is the one and only cinema in my city. I have one ticket free to watch one movie title I don't know what movie I'm going to watch and I also don't know the schedule of movie that will be shown in cinema. That's why, I just wanted to come and to see if there is a good film.
Event	I parked my motorbike in the parking area then walked slowly down the hall of cinema. I took my ticket out of my wallet and then went to the information section to inquire about the use of the ticket. Unfortunately, I missed the opportunity, as my ticket expired two days ago.
Reorientation	I came home and was very disappointed with what happened.

Based on the generic structure above the writer provided some information as an orientation to answer the question of who was involved, when and where the story took place. The sentence "I go to cinema", this is the information about "who" It told about who was involved in the text is the writer himself. Then, the sentence "Last week" is the information about "when". The sentence "I go to cinema" is the



information about “where”, the writer told that he went to the cinema to watch a movie.

In the table of event the writer wrote the chronological order of the story. The event started when the writer told that he parked his motorbike and ended up with the ticket expired. And the last is reorientation, it ended with a statement of his personal opinion, “I am come home and is very disappointed with that happened”.

Based on the analysis above, it can be concluded that the text had completed with all generic structure of recount text. It consisted of orientation, event, and reorientation. The error of the text above will analyze in the table of analysis errors based on surface strategy taxonomy.

Language Features	The Examples
Personal participant	-I goed to cinema -I have one ticket
Past tense	-...
Action Verb	-Walked -Parked -Showed
Conjunction and Connecting Words	-...

Adverb and adverbial	<ul style="list-style-type: none"> <li>-Last week</li> <li>-Unfortunately</li> <li>-Slowly</li> <li>-two day ago</li> <li>-I goed to cinema</li> <li>-to the information section</li> <li>-in parking area</li> </ul>
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Based on the table above the writer had almost completed the criteria of the language features used in recount text. It can be seen on the table that the specific participant is “I” or the writer himself. Furthermore, there are some errors that I found in the text such as “ I goed to cinema” the verb “goed” had to change to “went” and the sentence “I was parked” should be changed “I parked” without “was”. In the other hand, the errors in the text did not discuss here, because it just focus on the language features. However, it will be discussed in the error analysis table based on surface strategy taxonomy.

**RT-2**

I go to the beach. On the beach it is very crowded and I like to be in crowd and much people are grilling fish and I and my family also burned on the beach. On the beach it is very interesting and good for relax and our family also wants to relax on the beach. I very happy even though vacationing at the beach and that is my entertainment at the beach.

Based on the text above the writer chose his own experience to make a recount text. The text retells about going to the beach with his family for vacation. In the end, the writer was very happy. So, it can be concluded that the text above is a kind of personal experience.

<b>Generic Structure</b>	<b>Recount Text-2</b>
Orientation	I go to the beach. On the beach it is very crowded and I like to be in crowd and much people are grilling fish and I and my family also burned on the beach.
Event	On the beach it is very interesting and good for relax and our family also wants to relax on the beach.
Reorientation	I very happy even though vacationing at the beach and that is my entertainment at the beach.

Based on the generic structure above the writer provided some information as an orientation to answer the question of who was involved, where the story took place, and what had happened. The sentence "I go to the beach", this is the information about "who" It told about who was involved in the text is the writer, yet the writer also included his family in the next sentence. So, the participants in the text are the writer and his family. Then, the sentence "to the beach" is the information about "where", the writer told that he went to the beach with his family. Although, there is no specific time to answer the question "when", but the writer had information to answer "what had happened" in the sentence "On the beach it is very crowded and I like to be in crowd and much people are grilling fish and I and my family also burned on the beach."

In the table of event the writer wrote a short the chronological order of the story. The event started when the writer and his family arrived at the beach and they relax enjoying the beach atmosphere. And the last is reorientation, it ended with a statement of his personal comment that he was very happy event though it was just a vacation at the beach.

Based on the analysis above, it can be concluded that the text had completed with all generic structure of recount text. It consisted of orientation, event, and reorientation. The error of the text above will analyze in the table of analysis errors based on surface strategy taxonomy.

Language Features	The Examples
Personal participant	-I go to the beach -I and my family also burned on the beach.
Past tense	-...
Action Verb	-...
Conjunction and Connecting Words	-...
Adverb and adverbial	- on the beach

Based on the table above the writer had not completed the criteria of the language features used in recount text. It can be seen on the table that there is no conjunction to explain the displacement of one event to another. The specific participants are the writer and his family. Furthermore, there are some errors that I found in the text such as “it is very crowded” the auxiliary “is” had to change to “was” because the text must be written in past tense. In the other hand, the errors in the text did not discuss here, because it just focus on the language features. However, it will be discussed in the error analysis table based on surface strategy taxonomy.

### RT-3

My experience is when I first enter school at SMA PGRI. Day one I don't know my friend and we introduce each other in front of teacher.

After that I almost know my friend name, and soon we are friends and already

know 1 class. After that I and my friend play with my new friend and we play together.

Based on the text above the writer chose his own experience to make a recount text. The text retells about going to school for the first time. In the end, the writer played together with his new friends. So, it can be concluded that the text above is a kind of personal experience.

<b>Generic Structure</b>	<b>Recount Text-3</b>
Orientation	My experience is when I first enter school at SMA PGRI. Day one I don't know my friend and we introduce each other in front of teacher.
Event	After that I almost know my friend name, and soon we are friends and already know 1 class. After that I and my friend play with my new friend and we play together
Reorientation	

Based on the generic structure above the writer provided some information as an orientation to answer the question of who was involved, where and where the story took place. The sentence "when I first enter", this is the information about "who" It told about who was involved in the text is the writer, yet the writer also included his

new friends in the next sentence. So, the participants in the text are the writer and his friends. Then, the sentence “SMA PGRI” is the information about “where”, the writer told that he went to SMA PGRI. The specific time to answer the question “when” did not include, but if it is seen that the situation occurred when the writer first entering school, then it can be ascertained that the time was around four or five month ago.

In the table of event the writer wrote a short the chronological order of the story. The event started when the writer said that he almost knew all his friends’ name and ended with them played together. Unfortunately, the writer ended the story without giving an impression of how he felt after playing together as the personal comment or reorientation of the story.

Based on the analysis above, it can be concluded that the text had not completed with all generic structure of recount text. It only consisted of orientation and event without reorientation. The error of the text above will analyze in the table of analysis errors based on surface strategy taxonomy.

<b>Language Features</b>	<b>The Examples</b>
Personal participant	- when I first enter - I and my friend
Past tense	-...
Action Verb	-...
Conjunction and Connecting	- after that

Words	- and soon we
Adverb and adverbial	- at SMA PGRI - in front of teacher

Based on the table above the writer had not completed the criteria of the language features used in recount text. It can be seen on the table that there is no past tense as an important requirement to make a recount text. The specific participants are the writer and his friends. The action verb that used in this text is still in the past tense form, so it could not include as the correct language feature. Furthermore, there are some errors that I found in the text such as “My experience is when I” the auxiliary “is” had to be removed. In the other hand, the errors in the text did not discuss here, because it just focus on the language features. However, it will be discussed in the error analysis table based on surface strategy taxonomy.

#### **RT-4**

When I was still junior high school, I was late to now because I was out of play at night at night at high school until 11 'o'clock at night, because of that I woke up late.

I usually wake up around 6 am and enter class at 7 am. I usually take a shower at breakfast but that time I didn't do it.

And I went to school, usually accompanied by my father, but my father forgot to put the key to the train so he was forced me to go to school by public transportation. Because it, took me a long time to arrive at school at 7.15. In the



morning I immediately rushed to class but I saw the teacher standing in front of the class and the teacher was angry because I was late.

It was my bad experience and I hope it won't happen again.

Based on the text above the writer chose his own experience to make a recount text. The text retells about his experience that woke up late in the morning, because he played at night. After that, when he went to school he used public transportation because his father lost the motorbike key. So, he late to come to school and his teacher was angry to him. In the end, the writer felt upset and hoped it would not happen again. So, it can be concluded that the text above is a kind of personal experience.

Generic Structure	Recount Text-4
Orientation	<p>When I was still junior high school, I was late to now because I was out of play at night at night at high school until 11 'o'clock at night, because of that I woke up late.</p> <p>I usually wake up around 6 am and enter class at 7 am. I usually take a shower at breakfast but that time I didn't do it.</p>
Event	<p>And I went to school, usually accompanied by my father, but my father forgot to put the key to the train so he forced</p>

	me to go to school by public transportation. Because it, took me a long time to arrive at school at 7.15. In the morning I immediately runed to class but I saw the teacher standing in front of the class and the teacher was angry because I was late.
Reorientation	It was my bad experience and I hope it woon't do it again.

Based on the generic structure above the writer provided some information as an orientation to answer the question of who was involved, when and where the story took place, and what had happened. The sentence "When I was still ", this is the information about "who" It told about who was involved in the text is the writer, yet the writer also included his father in the next sentence. So, the participants in the text are the writer and his father. Then, the sentence "when I was still junior high school" is the information about "when", the writer told that the story happened when he was in junior high school. After that, the sentence "enter class" is the information about "where", the writer told that he was late to enter the class. Furthermore, the writer included the information to answer "what had happened" in the sentence "I was late to now because I was out of play at night" the sentence was explained that because he played at night then he woke up late in the morning.

In the table of event the writer wrote the chronological order of the story. The event started when the writer was going to school accompanied by his father but

because of his father lost his motorbike keys he had to take public transportation and ended up late and was scolded by the teacher. And the last is reorientation, it ended with a statement of his personal comment that it was his bad experience and he hope it would not happened again.

Based on the analysis above, it can be concluded that the text had completed with all generic structure of recount text. It consisted of orientation, events, and reorientation. The error of the text above will analyze in the table of analysis errors based on surface strategy taxonomy.

<b>Language Features</b>	<b>The Examples</b>
Personal participant	- When I was
Past tense	<ul style="list-style-type: none"> <li>- When I was still junior high school</li> <li>- I was late</li> <li>- I woke up late</li> <li>- I didn't do it</li> <li>- I went to school</li> <li>- my father forgot</li> <li>- I saw the teacher</li> <li>- the teacher was angry</li> <li>- It was my bad</li> </ul>
Action Verb	- woke

	- went
Conjunction and Connecting Words	- ...
Adverb and adverbial	- until 11 'o'clock - enter class at 7 am - by publick transportation - In the morning - to arrive at school at 7.15

Based on the table above the writer had not completed the criteria of the language features used in recount text. It can be seen on the table that there is no conjunction and word connection to explain the displacement of one event to another. The specific participants are the writer itself. Furthermore, there are some errors that I found in the text such as "he was forced to go" the auxiliary "was" had to remove "was" because the word "forced" is the verb. In the other hand, the errors in the text did not discuss here, because it just focus on the language features. Unfortunately, the writer did not include the conjunction and connecting words in the text, he just put "and I went" which was the incorrect to express from the last activity to next activity. However, it will be discussed in the error analysis table based on surface strategy taxonomy.

After describing the recount texts written by the tenth graders, it had been found that the types of recount text written by students were personal experience. It was same like the English teacher said in the interview section, she said that:

“Currently the type of recount text being studied is writing personal experience. This is because most of students found it difficult to write essays, especially recount text”

*(Saat ini jenis teks rekon yang sedang dipelajari ialah menulis pengalaman pribadi. Ini karena kebanyakan siswa kesulitan membuat karangan khususnya teks rekount)*

Based on the description of the generic structure, some students have met the criteria for the generic structure of recount text. However, there are some students still wrong in making sequence of events by not provided conjunctions or connecting words, so the reader will have difficulty distinguishing between orientation and event. Furthermore, some students also did not write the reorientation to close or summarize the text by giving personal comments or evaluation. As the English teacher said:

“For the sequence of events, they still found it difficult to combine one event to others or we know as conjunctions, then for reorientation, it can also called a conclusion that can be inferred from the results of the story, but many of them did not write it down in their work”

*(Untuk sequence of event, mereka masih kesulitan untuk menggabungkan kejadian satu dengan kejadian yang lain atau yang kita ketahui sebagai kata penghubung, kemudian untuk reorientasi dapat juga disebut sebuah kesimpulan yang mana bisa disimpulkan dari hasil cerita, tapi banyak dari mereka yang tidak menuliskan pada hasil karyanya)*

Furthermore, the description of the language features. Based on the description above many students did not meet the criteria for language features in recount texts. It has been found that students tend not to use conjunctions to clarify

the changing of the time that occur between one event and the next. In addition, students often use the first verb, so that there are many errors in their writing. As the English teacher said:

“The weaknesses of the students are in conjunction, because they were still difficult to combine a sentence with another. Then in the past tense, they often make mistakes in the verb. They should have used the second verb but they still used the first verb. Besides that, their language is still monotonous or not varied due to the lack of vocabulary”

*(Kelemahan siswa adalah pada kata penghubung, karena mereka masih kesulitan menggabungkan kalimat yang satu dengan yang lainnya. Kemudian pada past tense, mereka sering melakukan kesalahan dalam bentuk kata kerja. Mereka seharusnya menggunakan kata kerja kedua tetapi mereka masih menggunakan kata kerja pertama. Selain itu, bahasa mereka masih monoton atau tidak variatif karena minimnya kosakata yang mereka ketahui)*

2. The types of error were made by tenth grade students in writing recount text based on surface strategy taxonomy

#### RT-1

Types of Errors	The Errors
Omission	-Last week I goed <b>cinema</b> - <b>This the</b> one - <b>That why</b> - two <b>day</b> ago
Overinclusion	- my ticket <b>expireded</b> two day ago - then <b>go</b> to -I <b>am come</b> home

	<ul style="list-style-type: none"> <li>- I <b>was</b> parked my motorbike</li> <li>- then walked <b>is</b> slowly down</li> </ul>
Misselection	<ul style="list-style-type: none"> <li>- Last week I <b>goed</b> cinema</li> <li>- to watch one <b>movie title</b> I don't know what movie</li> <li>- I <b>don't</b> know what movie</li> <li>- I <b>take</b> my ticket</li> <li>- if there <b>is</b> a good film</li> <li>- I <b>have</b> missed the opportunity</li> </ul>
Misordering	<ul style="list-style-type: none"> <li>- I have one <b>ticket free</b> to watch</li> <li>- <b>title I don't</b> know what movie</li> <li>- to inquire about <b>the uses of ticket.</b></li> </ul>
Blends	<ul style="list-style-type: none"> <li>- This the <b>one and only</b> cinema</li> <li>- my <b>tikcket</b> out of my <b>walet</b></li> </ul>

Based on the analysis table above, it can be seen that the writer made many mistakes by fulfill the types of error. However, the writer tended to produced errors in the types of overinclusion and misselection. There are some errors that I found in the text. The first is the error in type of overinclusion, the word “my ticket **expireded** two day ago” instead of “expired”, and the word “then **go** to” instead of “went” that should be change into past tense form. The second is the error of to be, the word “I **am come** home” instead of “I came home”. Then “I **was** parked my motorbike”

instead of “I parked my motorbike” and the word “then walked **is** slowly down” instead of “then walked slowly down” without “is”.

Furthermore, the type of error produced by student is misselection. The first is misselection of verb, the words “I **take** my ticket” instead of “I took my ticket”, then the word “Last week I **goed** to cinema” instead of “Last week I went to cinema”. The second is misselection of to be, the student used word “if there **is** a good film“, instead of “if there was a good film” and the word “I **have** missed the opportunity” instead of “I had missed the opportunity”. The last is the word “to watch one **movie title** I don’t know what movie” instead of “to watch one movie but I didn’t know the title of the movie”, and in the word “I **don’t** know what movie” instead of “I didn’t know”, it is a confusion of sense relation. The next types of error, if seen from the analysis of errors are the types of omission, then misordering, and the last is blends.

#### RT-2

Types of Errors	The Errors
Ommision	<ul style="list-style-type: none"> <li>- I <b>very</b> happy</li> <li>- and good for <b>relax</b></li> <li>- also <b>burned</b> on the beach.</li> </ul>
Overinclusion	-...
Misselection	- I <b>go</b> to the beach



	<ul style="list-style-type: none"> <li>- also <b>wants</b> to relax</li> <li>- <b>our family</b> also <b>wants</b></li> <li>- it <b>is</b> very crowded</li> <li>- I like <b>to be in</b> crowd and <b>much</b> people</li> <li>- <b>much</b> people <b>are grilling</b> fish and I and my family</li> <li>- it <b>is</b> very interesting</li> <li>- that <b>is</b> my <b>entertainment at the beach.</b></li> </ul>
Misordering	<ul style="list-style-type: none"> <li>- <b>I and my family</b> also</li> <li>- On the beach <b>it is very crowded</b></li> </ul>
Blends	-....

Based on the analysis table above, the students tended to produced error in the type of misselection. The student used word “**much** people” rather than “many people” because “many” is used to countable noun, while “much” is used to uncountable noun. In addition is the misselection of verb, the student written “I **go** to the beach” instead of “I went” and the word “also **wants** to relax” instead of “wanted”. Then the error of to be in the word “**are** grilling fish” instead of “were grilling fish”, the word “it **is** very crowded” should be change “it was very crowded” and “it **is** very interesting” instead of “it was very interesting” because recount text is the text that used past tense, so the verb and to be should be change into different form. Further, the used of the wrong form of structure, the student wrote “that **is** my **entertainment** at the beach” instead of “that was my vacation at the beach” and the

word “our family also wants” instead of “my family also wanted”, Thus, it can be concluded that the text also tended to produce error on the type of misselection than the other types.

### RT-3

Types of Errors	The Errors
Ommision	<ul style="list-style-type: none"> <li>- in front of teacher</li> <li>- I almost know my friend name</li> <li>- my friend and</li> </ul>
Overinclusion	-...
Misselection	<ul style="list-style-type: none"> <li>- when I first enter school</li> <li>- I don't know</li> <li>- Day one</li> <li>- we introduce each other</li> <li>- we are friends and already know 1 class</li> <li>- my friends play</li> </ul>
Misordering	- I and my friend
Blends	<ul style="list-style-type: none"> <li>- After that I and my friends play with my new friend and we play together</li> </ul>

Based on the analysis table above, the students tended to produced error in the type of misselection. The student put the misselection of verb “when I first **enter** school” should be change “when I first entered school” and “my friends **play**” instead of “my friends played”. Then the misselection of to be in the word “we **are** friends and already **know** 1 class” should be changed “we were friends and already knew 1 class” and in the word “I **don’t** know” instead of “I didn’t know” because recount text is the text that used past tense. Further, the used of the wrong form, the student wrote “**Day one**” instead of “the first day”. Thus, it can be concluded that the text also tended to produce errors in the type of misselection than the other types.

#### RT-4

Types of Errors	The Errors
Ommision	<ul style="list-style-type: none"> <li>- <b>but that</b> time I didn’t do it</li> <li>- I saw the teacher <b>standing</b></li> </ul>
Overinclusion	<ul style="list-style-type: none"> <li>- usually <b>accompanied</b> by my father</li> <li>- so he <b>was</b> forces me to go</li> <li>- I immediately <b>runed</b></li> </ul>
Misselection	<ul style="list-style-type: none"> <li>- I was late to <b>now</b> because I <b>was out of play at night</b></li> <li>- and <b>enter</b> class at 7 am</li> <li>-I usually take a shower <b>at breakfast</b></li> <li>- <b>In the morning</b> I immediately <b>runed</b></li> </ul>

	<ul style="list-style-type: none"> <li>- Because it, took me a long time</li> <li>- to put the key to the train</li> </ul>
Misordering	<ul style="list-style-type: none"> <li>- And I went to school, usually accompanied</li> </ul>
Blends	<ul style="list-style-type: none"> <li>- I was out of play at night at hight at high school until 11</li> <li>'o'clock at naight, because of of that I woke up late</li> <li>- by publick transportation</li> </ul>

Based on the analysis table above, the students tended to produced error in the type of misselection. This error appeared because the student deal with wrong word choice or confusion of sense relation as seen in the table “I was late to now because I was out of play at night” instead of “I was late to sleep because I went out to play at night”, the word “now” changed into “sleep” and the to be “was” changed into verb “went”. Furthermore in the sentence “I usually take a shower at breakfast” instead of “I took a shower and have a breakfast”, then in the sentence “In the morning I immediately runed” instead of “After arriving at school, I immediately ran”, and in the word “Because it, took me a long time” instead of “because of that, it took me a long time”, putting a comma will confuse the reader to understand the meaning. The last is in the word “to put the key to the train” instead of “to put the key to the motorbike”, this is an error in translating and the local language used by the student, by which the student meant a motorbike but it turned into a train.

After analyzing the types of error written by tenth grade students, it had been found that students tended to produce error in the type of misselection, then followed by the type of omission, overinclusion, misordering and the last is blend.

Based on the result of interviewed with their English teacher, it was true that the error that students tended to produce was in the type of misselection then continued by omission. As she said:

“In writing they often make mistakes in the structure, which should make past tense but becomes the present tense. They also often make many reductions in writing”

*(Dalam penulisan mereka sering membuat kesalahan pada struktur kata, yang seharusnya membuat bentuk past tense tetapi menjadi bentuk present tense. Mereka juga sering membuat banyak pengurangan pada tulisan)*

### **C. Discussion**

Based on the result of analysis above, the writer intended to discuss the finding to answer the research question in the first chapter as follows:

1. The description of recount text prepared by tenth grade students at SMA Swasta PGRI 37

The first question is to describe the recount text written by tenth grade students. The findings of the analysis showed that the type of recount text written by tenth grade students is personal experience. That is because they still difficult to make an essay such as factual recount, biography, autobiography and or other types of recount text. Furthermore, based on the generic structure it finds that three out of four

students written their recount texts correctly by completing all the generic structures such as orientation, sequence of event, and reorientation. However, there is also student who did not complete the text by giving a closing or known as reorientation such as personal comment or evaluation, yet it can be conclude that students have good skills in writing recount text according to the generic structure. In addition, based on the findings all students did not complete all criteria of language features that used in writing recount text. It can be seen on the analysis table above, there are criteria that students did not complete such as past tense, action verbs, and conjunction or connecting words. Moreover, there are many errors that found in every text written by students due to lack of substantial knowledge of vocabulary, grammar, and target language interference. In fact, the student understanding of using to be in past tense, second verb, and conjunction are low. It can be concludes that the student are not good at constructing sentence structure forms correctly, if it's seen from their writing products.

Related to the findings conducted by Vikri Februansyah, Irsyad Nugraha, and Yustika Nurfajriah (2020) who investigated students' difficulties in writing recount text. The author showed that there is a similarity in the analysis findings in the generic structure.<sup>53</sup> The author found that three out of eight students do not fulfill the criteria of generic structure. Which in the part of event the student do not clearly state the main story as an explanation of chronological order. Then, there is a text that did

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<sup>53</sup> Vikri Februansyah, Irsyad Nugraha, and Yustika Nurfajriah, "An Analysis of Students' Difficulties in Writing Recount Texts", *English Education and Applied Linguistics (EEAL) Journal 17*, Vol. 3 (2), (2020), p. 1.

not write the reorientation. The similar finding also found in this research, there is a text that did not write the reorientation. However, all of students write their main story or event clearly event though some did not connect it with conjunctions. In addition, there are five texts do not fulfill the criteria of language features. Some students used incorrect past tense, have no conjunction, and mental verb. Hence, there are similar and dissimilar finding that I found. The similarity is, there are some students who use the incorrect past tense and do not use conjunctions to distinguish the first and subsequent events. The difference is that this study does not include mental verb criteria in the language feature but instead is an action verb. Moreover, there are some students who do not use action verb correctly so it is not counted as a language feature criterion.

Furthermore, the study conducted by Astrid T.Saluman, Mister G. Maru and Deisyi A. Batunan (2019) who investigate students' writing skill on the use of simple past tense in recount text.<sup>54</sup> The research found that that based on the text structure the student could wrote the orientation or the introduction of participant, place, and time. But, the student faced difficult to elaborate the sequence of event which required them to combine each sentence or the first event with the following using a conjunction. It is similar to this research finding that students also difficult to elaborate the sequence of event using conjunction. However, the events that the students wrote in their recount texts are still correct due to the chronological order

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<sup>54</sup> Astrid T.Saluman, Mister G. Maru and Deisyi A. Batunan, "Analysis of Students' Writing Skill on the Use of Simple Past Tense in Recount Text at SMA N 1 Tondano", *Journal of English Language and Literature Teaching*, Vol. 4 (1), (2019), p. 25.

explanation. Moreover, the research showed that the main problem in writing recount text is grammar. The student faced difficulty in using verb form, they often used verb one rather than verb two to make past tense. It is similar to the findings of this study where students also used the first verb instead of the second verb in their writing products.

2. The types of error were made by tenth grade students in writing recount text based on surface strategy taxonomy

The second question is the types of error were made by tenth grade students in writing recount text based on surface strategy taxonomy that proposed by Carl James (1998). Based on the finding of the analysis, the research found that overall students made errors in writing recount texts such as omission, overinclusion, misselection, misordering, and blend. This was the same as suggested by James that there are five categories to analyze error based on surface strategy taxonomy as mentioned previously. In this case, the type of error that students tended to produce was misselection, then follows by omission, overinclusion, misordering and the last is blend. Misselection is the errors in morphological and structure aspects, where students use elements that should exist but are wrong like in the sentence “much people” instead of “many people” because the word “people” is type of countable noun so the correct word to show a large of people was “many”, then in the word “I go to the beach” instead of “I went to the beach” because the time of the incident was



in the past so the first verb should change into second verb. In conclusion, all students found it difficult to arrange sentence correctly according to the structure. It can be seen the errors that found were errors in the second verb or to be used in writing recount text, so this showed that their knowledge about recount text were low.

Based on the earlier research, the findings of this research is similar to Fithriani (2020) who conducted study to investigate the grammatical error made by eleventh graders of MNS and SS students in MAL UINSU.<sup>55</sup> The author found that the most frequently of the types of error in students writing narrative texts are misselection, and follow by overinclusion, and omission. This result also shows that students tends to produce misselection, yet different to the second result is omission, and the third is overinclusion. Nevertheless, this proves that the misselection is the type of error that students tend to make in their writing project.

In addition, it is dissimilar to the other previous study which conducted by Ni Putu Ines Marylena Candra Manik and Ni Komang Arie Suwastini (2020).<sup>56</sup> The authors investigate the major types of grammatical errors at the eighth grade students of SMP Pelangi Dharma Nusantara in writing recount text. The finding shows that the major type of grammatical error is omission with the total errors are 170 errors or 37.33%. Then follows by misformation or used the wrong form with the total errors are 169 or 36.90%. The third is addition or added unnecessary item with the total

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<sup>55</sup> Rahmah Fithriani, "Grammatical Errors in *Madrasah Aliyah* Students' Narrative Texts: An Error Analysis of the Surface Strategy", *Ta'dib: Journal of Islamic Education*, Vol. 25 (1), (2020), p. 6.

<sup>56</sup> Ni Putu Ines Marylena Candra Manik and Ni Komang Arie Suwastini, "Analyzing Grammatical Error in Students' Recount Text Writing in Junior High School", *Humanis: Journal of Arts and Humanities*, Vol.24 (3), (2020), p. 238

error are 72 errors or 15.72%. Although, the type of error in this study is omission but the difference is not that big with misinformation. Then, both misinformation and omission are still two types of errors that students tend to make when writing recount texts.

## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

Based on the findings and discussion from previous chapter, it can be drawn some conclusions, namely:

1. The type of recount text written by tenth grade students is personal experience. Then, based on generic structure three out of four students write the recount text correctly and completely. In addition, based on language features there are one or two criteria that the student do not complete it such as past tense, action verb, and conjunction or connecting words. In conclusion, the students can write recount text correctly according to the generic structure, but not with the language feature. So that, it can be known that the students still difficult to constructing sentence structure forms correctly.

2. There are five categories to analyze errors based on surface strategy taxonomy such as omission, overinclusion, misselection, misordering, and blend. The research finds that all students made errors and completing five categories mentioned. Then, from the five categories the finding shows that students tend to make errors in the type of misselection or known as errors in using the incorrect form of structure.

## **B. Recommendation**

After conducting research and analyzed the data, the researcher would like to present some suggestions that will hopefully provide more insight about writing recount text. The suggestions are offered for English teacher, students, and further researchers as follows:

1. For English teacher

It is recommend for the English teacher to gives proper correction on their paper using appropriate error correction or, so that they will know which sentence is wrong. Then, to minimize the student errors the teacher should be detail in teaching and learning process, especially in English grammar by teaching the past tense and how to construct the words appropriately before ask the student to write the text. Besides, the teacher should make a remedial to see if there are any changes after being explained about the errors they

made in the previous text. It is expected that they will not make the same errors in the next project.

## 2. For Students

It is recommend to get used for writing daily activities in English, so that they will not only get used in composing sentences but will also learn how to write correctly according to English grammar.

## 3. For Further Researchers

This research is expected to provide informative input for further researchers who want to conduct similar research in analyzing recount texts.

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## RT-3

Date: \_\_\_\_\_

My experience is when I first enter school at SMA PGRI. Day one I don't know my friend and we introduce each other in front of teacher.

After that I almost know my friend name, and soon we are friends and already know I class. After that I and my friend play with my new friend and we play together.





## Appendix II: Interview Transcript

Hari/Tanggal : Senin/18 Oktober 2021  
 Lokasi : Jl.Ampera No.219 Batang Kuis  
 Informan : Guru Bahasa Inggris SMAS PGRI 37 Bt.Kuis  
 Fokus Pertanyaan : Recount Text  
 Durasi : 13.56 Menit

- Peneliti Assalamu'alaykum Warohmatullahi Wabarokatuh bu,  
 Informan Wa'alaykumussalam Warohmatullahi Wabarokatuh.  
 Peneliti Sebelumnya saya mau mengucapkan terima kasih kepada ibu dan pihak sekolah yang udah mengizinkan saya untuk melakukan penelitian disekolah ini. Eee, pertama tama saya mulai dari pertanyaan siapa nama ibu, kemudian sudah berapa lama mengajar disekolah ini.  
 Informan Nama saya Dini Kartika Lestari, saya udah mengajar disekolah ini sekitar lima tahun.  
 Peneliti Oke, baik pertanyaan saya ingin bertanya mengenai materi pembelajaran yang terkait dengan penelitian saya bu. Eeh jadi, dapatkah ibu mendeskripsikan hasil recount text yang ditulis siswa.  
 Informan Kalau masalah subjek recount text yang ditulis oleh siswa, kebanyakan siswa SMA PGRI ini kesulitan untuk membuat karangan khususnya recount text. Eee, pada saat ini kami mungkin sudah mempelajari recount text tentang personal experience dan mereka masih cukup kesulitan untuk menggambarkan pengalaman yang sudah pernah mereka alami, eee jadi biasanya karena personal experience mereka lebih banyak menceritakan pengalaman-pengalaman sedih, mungkin yang sedih lebih berkesan daripada yang bahagia.

- Peneliti Oke, pertanyaan selanjutnya eee dari segi generic structure, nah disetiap teks itu ada teks deskriptif, narrative, kemudian ada recount text juga, setiap teks yang berbeda-beda, jadi apakah setiap ibu mengajar, ibu menjelaskan generic structure tersebut kepada siswa dan bagaimana hasilnya? Apakah sudah sesuai dengan arahan yang ibu jelaskan?
- Informan Untuk generic structure biasanya kalau untuk recount text itu ada tiga, yang pertama orientation, kemudian sequence of event, baru reorientation. Tetapi pada pengaplikasiannya siswa-siswa itu untuk orientation mereka melakukannya dengan sangat baik, ee untuk sequence of event-nya mereka masih kesulitan untuk menggandengkan kejadian yang satu dengan kejadian yang lain, mungkin kalau kita bilang untuk kalimat penghubungnya, conjunction-nya mereka agak susah. Terus gitu, untuk reorientation-nya kesimpulan yang biasa mereka ambil dari cerita atau pengalaman mereka itu juga banyak yang sering tidak menuliskannya dalam hasil karya mereka. Saya pikir itu aja sih
- Peneliti: begitu ya bu, kemudian ada juga yang namanya language features atau fitur bahasanya, jadi apa-apa aja fitur bahasa yang ibu jelaskan dan gimana hasilnya setelah dinilai dari tulisan mereka.
- Informan Kalau dari fitur bahasa biasanya yang saya jelaskan itu kalau recount text kan menggunakan past tense, biasanya banyak menggunakan personal pronoun dan conjunction, kelemahan mereka itu tadi yang saya bilang, ee conjunction-nya masih ber- apa namanya, masih monoton, masih hanya beberapa kata aja gak bervariasi, terus gitu untuk past tense mereka masih suka salah, artinya verb yang dipakai masih tetep verb pertama, ee tidak verb kedua gitu. Kalau untuk personal pronoun mudah-mudahan Alhamdulillah mereka bagus, gitu aja.
- Peneliti Eee baik, jadi kalau misalnya setelah dinilai apa-apa aja kesalahan yang mereka perbuat. Apa-apa aja kesalahan yang ibu temukan gitu, dalam tulisan mereka.

- Informan Seperti yang saya bilang tadi, untuk generic structure-nya mereka selalu kesulitan di reorientation, kemudian untuk bagian language feature-nya kesulitan dalam kalimat conjunction, untuk menggabungkan sequence of event-nya. Terus, mungkin karena kurangnya atau sedikitnya vocabulary yang mereka punyai, mereka terkesannya bahasanya monoton karena banyak mengulang vocabulary yang sama.
- Peneliti Eee jadi itu itu aja kesalahannya?
- Informan Iya
- Peneliti Nah, jadi kalau misalnya dilihat dari segi teori, ee disini saya ingin melakukan penelitian deengan menilai kesalahan mereka, menurut teorinya James. Jadi menurut James ini ada lima jenis kesalahan. Yang pertama itu, omission atau pengurangan bu. Kemudian yang kedua ada overinclusion atau penambahan. Jadi dalam tulisan mereka itu seperti seharusnya mereka menulis, kan tadi kan kata kerja kedua gitu kan bu, past tense kan? Jadi seharusnya menuliskan wrote tapi mereka menuliskannya writed, yang kata kerja pertamanya write, itu itu ada gak bu yang ditemukan dalam situ.
- Informan Ooh kalau itu memang banyak, mereka rata-rata banyaknya pengurangan, kalau penambahan jarang.
- Peneliti Ooh gitu, kemudian kalau misselection ada kesalahan bentuk dari structure-nya, banyak tadi ya bu?
- Informan Banyaklah, kalau present sama past kan udah jauh beda, pasti kan ke structurenya beda.
- Peneliti Ooh oke, selanjutnya ada jenis kesalahan penempatan, eee misalnya seharusnya mereka mengatakan, “what is she doing” apakah yang mereka lakukan. Seharusnya kan “is” sebagai tobe ada didepan. “what is she doing” tapi mereka menuliskannya “what she is doing”. Apakah itu ada ditemukan dalam tulisan mereka bu?



- Informan Kalau pake, to be “is” kayaknya, kan udah salah untuk bentuk recount. Seharusnya kan pake “was”, kalau bentuk seperti itu banyak, artinya mereka buat kalimat interogatif kalimat Tanya, tapi polanya dibuat seperti kalimat positif, kayak yang kamu bilang tadi. “what she is doing” kan salah, seharusnya kan “what is she doing”, nah itu banyak seperti itu, karena biasanya penempatan to be itu untuk kalimat Tanya itu mereka masih kurang jelas, masih banyak yang sering melakukan kesalahan itu, terbalik dia
- Peneliti Terbalik-terbalik gitu ya bu. Lalu yang kelima itu kesalahannya itu pencampuran tidak perlu. Jadi kalau misalnya kita lihat dari contoh pencampuran ini seperti ini bu, eee “I can be able to fix it” yang mana seharusnya “I can fix it” “be able” itu tidak perlu, apakah ada...
- Informan Iyaa, yang “be able” kalimat yang sama, kalau itu banyak kadang-kadang mereka buat kan “I...” “I can...” sama itu tadi “I want going to” itukan udah sama “going to” dengan “want”, ahh itu banyak mereka menggunakan juga.
- Peneliti Oke itu aja untuk teori Dulay, eee James. Selanjutnya itu pertanyaannya eee dalam menilai hasil tugas siswa apakah ibu memiliki rubik penilaian?
- Informan Ehh biasanya, kalau saya menilai tugas siswa saya cumak menilai berdasarkan misalnya, cocok gak itu, bener gak, teksnya bentuk recount. Kemudian, pas gak generic structure-nya, kemudian, kalau language feature-nya mungkin kadang mau gak mau ah harus. Istilahnya lah seperti ini, harus di maafkan juga kalau terjadi kesalahan present dengan past gitu, yang penting maksud dan tema tujuan penyampaian mereka itu udah bener. Karena kadang-kadang banyak dijumpai siswa nulisnya, temanya disuruh nulis recount text, tapi ternyata yang ditulisnya deskriptif teks. Itu banyak terjadi seperti itu.
- Peneliti Eeh lalu, apa ya bu yang menjadi kesulitan siswa dalam menulis kalimat bahasa Inggris itu sendiri?

- Informan Emm kalau dibilang banyak perubahan, pasti banyak perubahan kan, seharusnya bisa masuk tatap muka, jadi siswa kalau gak tau bisa langsung tanya, sementara ini kan kadang kita harus daring, dikasih batasan kan terbilang terbatas. Kalau untuk kemajuan siswa, bukan kemajuan sih yang ditemuin tapi kemunduruan, satu materi aja belum tentu bisa diselesaikan dalam istilahnya jam yang dikasih pertemuan misalnya satu kali ketemu 20 menit itu kan untuk menjelaskan sesuatu itu masik ngambang siswanya ga akan tau, jadi satu materi itu bisa ketemu, delapan kali ketemu baru mereka paham. Itupun kadang-kadang ada juga yang gak paham.
- Peneliti Berarti sewaktu masa PPKM yang sebelum-sebelumnya, inikan pandemi udah berjalan sekitar dua tahun ya bu, jadi apakah, eee aplikasi apa yang digunakan untuk proses belajar?
- Informan Biasanya kami pake chat WA, karena itupun kesulitannya banyak. Anak-anak yang handphone nya berbagi dengan saudaranya, dengan orang tuanya. Jadi, mereka gak fokus belajar, dan guru kan gak mungkin memberikan tekanan yang terlalu besar, karena itukan memang kondisi ekonomi keluarganya, itu istilahnya bilang yaa individu masing0masing keluarga kan. Jadi, mau tak mau guru harus memaklumi itu. Yaa, aplikasi yang dipakek untuk sementara ini WA grup kalau untuk google classroom kayaknya siswanya belum mampu karena belum punya gadget masing-masing, seperti itu.
- Peneliti Eeh jadi dari yang saya lihat dari silabus ya bu, ee siswa kelas 10 dan siswa kelas 11 juga ada menulis recount text, nah jadi apakah ada perbedaan tema yang ditulis siswa kelas 10 dan siswa kelas 11?
- Informan Kalau yang kelas 10 itu biasanya lebih cenderung suka yang sad personal recount yakan, kalau kelas 11 itu biasanya mereka lebih suka menulis yang happy personal recount. Tapi, kalau jenis teks recount nya tetep yang personal aja yang dipilih, kalau untuk yang lain-lain belum ada.
- Peneliti Belum sampe autobiografi gitu.
- Informan Belum, biografi mereka belum sanggup, istilahnya buat biografi orang lain. Biografi sendiri aja masih ngeraba-ngeraba.

- Peneliti Kemudian pertanyaan terakhir ini bu, jadi bagaimana kemampuan menulis siswa jika dinilai dari hasil tulisan mereka. Setelah ibu nilai bagaimana tulisan mereka?
- Informan Kalau menurut saya kemampuannya masih sangat kurang, eeh mungkin biasanya kan kemampuan menulis sama minat membaca itu kan berbanding lurus itu, jadi kalau bacaannya banyak, biasanya dia agak lebih mudah untuk menulis jadi anak-anak, maaf yaa kan gak ada anak-anak yang bodoh, cuma ada anak-anak yang malas, malas belajar itu biasanya kemampuan menulisnya sama sekali ga ada, tapi kalau anak-anak yang istilahnya masih rajin baca bukurajin belajar kemampuan menulisnya masih agak lumayan dibandingkan dengan anak-anak yang dibilang gak pernah baca sama sekali.
- Peneliti Berarti dari minat baca itu kekurangannya susah.
- Informan Karena mereka gak tau bahasa jadinya.
- Peneliti Oke bu, jadi itu aja pertanyaan saya mengenai materi pembelajaran recount text yang terkait dengan penelitian saya, saya ucapkan terima kasih atas waktu, sudah meluangkan waktu untuk saya mengadakan wawancara ini, selamat siang bu, Asslamu'alaykum Warohmatullahi Wabarokatuh.

**Apendix III: School Documentation**















**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA  
MEDAN FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
Jl. Williem Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683**

Nomor : B-6864/ITK/ITK.V.3/PP.00.9/09/2021 02 September 2021  
Lampiran : -  
Hal : Izin Riset

**Yth. Bapak/Ibu Kepala SMA Swasta PGRI 37 Batang Kuis**

*Assalamulaikum Wr. Wb.*

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

**Nama** : Leni Maharani  
**NIM** : 0304173197  
**Tempat/Tanggal Lahir**: Batang Kuis, 27 Maret 1998  
**Program Studi** : Tadris Bahasa Inggris  
**Semester** : VIII (Delapan)  
**Alamat** : DUSUN III GG. KENANGA TANJUNG SARI  
Kecamatan BATANGKUIS

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Ampera No. 219 Kec. Batang Kuis Kab. Deli Serdang 20372, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

*An Analysis of Errors in Recount Texts Written by Tenth Grade Students at SMA Swasta PGRI 37 Batang Kuis.*

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Medan, 02 September 2021  
a.n. DEKAN  
Ketua Jurusan Tadris Bahasa Inggris



*Digitally Signed*

**Yani Lubis S.Ag., M.Hum**  
NIP. 197006062000031006

**Tembusan:**

**- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan**





## SMA SWASTA PGRI 37 BATANG KUIS

TERAKREDITASI : B

JL. Ampera Pasar VI Batang Kuis (Gedung SMP Ampera)

NSS : 302070113428

SIOP : 421.3/436.PM/2008

NPSN : 10214179

Nomor : 505/SMA-PGRI/37/2021  
Lamp : -  
Hal : Keterangan Telah Melakukan Riset

Saya yang bertanda tangan di bawah ini Kepala SMA Swasta PGRI 37 Batang Kuis menerangkan bahwa :

Nama : Leni Maharani  
NIM : 0304173197  
Fakultas : Ilmu Tarbiyah dan Keguruan  
Program Studi : Tadris Bahasa Inggris

Benar nama tersebut di atas telah melakukan penelitian mulai 06 September s/d 26 Oktober 2021 di SMA Swasta PGRI 37 Batang Kuis kelas X T.P 2021/2022 yang berjudul :

**“An Analysis of Errors in Recount Texts Written by The Tenth Grade Students at SMA Swasta PGRI 37 Batang Kuis” .**

Demikian surat keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Batang Kuis, 09 Nopember 2021  
Kepala Sekolah  
SANTIRIANI S.Pd

## CURRICULUM VITAE



### A. Identity

1. Name : Leni Maharani
2. Gender : Female
3. Place and Date of Birth : Batang Kuis, March 27th 1998
4. Status : Student
5. Address : Dusun III Gg.Kenanga Tanjung Sari
6. Citizenship : Indonesia
7. Religion : Islam
8. Phone Number : 0812-6653-3316
9. E-Mail : lenimaharani99@gmail.com

### B. Education

1. Primary School : SD N 107415
2. Junior High School : SMP N 1 Batang Kuis
3. Senior High School : SMKS YAPIM Batang Kuis
4. University : UIN SU Medan